Department of Health, Psychology and Social Studies

Department of Rehabilitation and Social Work

PLACEMENT HANDBOOK

for Social Work Programmes

Leading to BA (Hons) and MA in Social Work

November 2015
The handbook is a guide to the placement element of the programme you are studying.

The formal regulations applying to the programme are the University of Cumbria Academic Regulations – accessible at the Academic Quality & Standards Service website http://www.cumbria.ac.uk/aqs and the Programme Specification which can be found in the Programme Handbook (on the Programme Blackboard (Bb) site).

In the event of any information contained in this handbook conflicting with that in the Academic Regulations then the latter should be taken as the definitive version.

The information contained within this handbook may be subject to amendments and revisions. Please be informed that any revisions will supersede the information contained herein.

**Important Note:**

The University has taken all reasonable steps to ensure the accuracy of the information contained in this placement handbook and will use all reasonable endeavours to deliver programmes in accordance with the descriptions set out within the handbook. Nevertheless, circumstances outside the University’s reasonable control may arise which limit its ability to deliver the programme as described. For example, the placement arrangements may vary from student to student depending on the circumstances of the particular placement provider, including if a particular placement provider were to withdraw or vary the conditions of the placement; there may be changes in the availability, or withdrawal of funding. Where reasonable and appropriate to do so, the University will make all reasonable endeavours to put in place alternative arrangements to achieve the relevant learning outcomes, and provided the University does so, it will not be responsible to the student for any failure to provide the programme in accordance with the placement handbook.

*It is strongly recommended that students read this Practice Placement Handbook in conjunction with their Programme Handbook. The Faculty Placement Learning Unit (PLU) Blackboard (Bb) site and the Programme Practice Placement Module Bb sites also contain relevant information.*

Students should also refer to the [Student Handbook](http://www.cumbria.ac.uk/studenthandbook)
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<td>AQD</td>
<td>Academic Quality and Development</td>
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<td>BASW</td>
<td>British Association of Social Workers</td>
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<td>CDEPP</td>
<td>Centre for the Development &amp; Enhancement of Professional Practice</td>
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<td>CIP</td>
<td>Course Information Point</td>
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<td>Critical Analysis of Practice</td>
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<td>Faculty Learning Teaching &amp; Quality Enhancement Committee</td>
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1. Introduction

The Professional Capabilities Framework – PCF (developed by The College of Social Work – TCSW) maps the key capabilities required at each level of a social worker’s career. The PCF has nine domains: Professionalism, Values and Ethics, Diversity, Rights, Justice and Economic Wellbeing, Knowledge, Critical Reflection and Analysis, Intervention and Skills, Contexts and Organisations and Professional Leadership. The levels that are most pertinent to you as social work students are highlighted below:

**Entry requirements for social work education** –
By the point of entry to social work (SW) qualifying programmes, prospective students/candidates should demonstrate awareness of social context for social work practice, awareness of self, ability to develop rapport and potential to develop relevant knowledge, skills and values through professional training.

**Readiness for direct practice**
By the point of assessment of readiness for direct practice (prior to first placement), students should demonstrate basic communication skills, ability to engage with users, capacity to work as a member of an organisation, willingness to learn from feedback and supervision, and demonstrate basic SW values, knowledge and skills in order to be able to make effective use of first practice placement.

**End of first placement**
By the end of the first placement, students should demonstrate effective use of knowledge, skills and commitment to core values in social work in a given setting in predominantly less complex situations, with supervision and support. They will have demonstrated capacity to work with people and situations where there may not be simple clear-cut solutions.

**End of last placement/qualification**
By the end of qualifying programmes, students should have demonstrated the knowledge, skills and values to work with a range of user groups, and the ability to undertake a range of tasks at a foundation level, the capacity to work with more complex situations; they should be able to work more autonomously, whilst recognising that the final decision will still rest with their supervisor; they will seek appropriate support and supervision. These capabilities will have been demonstrated through the last placement together with the final assessment of other work in the qualifying programme. Once qualification confirmed student can apply for registration with HCPC as a social worker.

**Health and Care Professions Council - HCPC**

The HCPC ‘Standards of Proficiency for Social Workers’ are the threshold standards necessary for safe and effective practice within the profession. They set out what a social worker in England must know, understand and be able to do following the completion of their social work degree. (HCPC 2012)

For social workers working in Wales, Scotland and Northern Ireland the National Occupational Standards still apply.

The HCPC also sets standards both for continuing professional development and for conduct, performance and ethics.
In order to become and stay registered by the HCPC, the above standards are used to assess whether or not you are fit to practice as a social worker.

The placement learning element of your programme is vital in your preparation to become a registered Social Worker with the Health and Care Professions Council. This Handbook has been compiled to provide you with information pertinent to your practice placements throughout your programme. The aim of the practice placements is to develop students’ ability to integrate and apply classroom theory to practice experiences. Students will develop their capacity for critical thinking, reflective practice and ethical decision making as well as skills in assessment and deploying the most effective therapeutic strategies. Effective collaboration techniques with other professionals are strongly emphasised for the benefit of service users. Students will develop an understanding of service delivery systems and the role of social workers in facilitating organizational and policy changes that are sensitive to individuals or groups who have protected characteristic status (Equality Act 2010). Placement learning will enable students to develop a strong foundation for social work practice based on the Professional Capability Framework (PCF) and Standards of Proficiency (SoPs).

Students will integrate course work theory and research into direct application and practice within their placement agency and demonstrate the ability to evaluate their own practice against appropriate research knowledge.

Each student will be given the opportunity to gain experience of social work tasks and statutory interventions. Students should demonstrate an ability to transfer skills between different placement settings and apply skills and knowledge when working with different service user groups.

Placement learning takes place under the supervision of a Practice Educator (or Practice Supervisor and Practice Educator where an off-site educator is required), who is an experienced practitioner and qualified in line with TCSW Practice Educator Professional Standards. The placement handbook is intended to provide students with the necessary guidance to promote a positive social work practice learning experience. The Practice Educator will be issued with similar information, guidance and documentation. All relevant documents are also available on Blackboard. Students are strongly advised to familiarise themselves with the contents of this handbook prior to going on placement and refer to it throughout.

You should also refer to the Programme Handbook and to the practice placement Blackboard sites for further information, policies and forms. It is expected that you will actively engage with the Blackboard sites on a regular basis throughout your programme.

1.1 Defining Placements

The QAA provides the following definition of learning within a work environment:

**Placement learning** is regarded, for the purpose of this publication, as the learning achieved during an agreed and negotiated period of learning that takes place outside the institution at which the full or part time student is enrolled or engaged in learning. The learning outcomes are intended as integral parts of a programme of study. It is important that each student is supported by the institution throughout his/her placement experience, to ensure that specific learning related to the programme can be achieved [QAA Code of Practice, Section 9 Work-Based & Placement Learning].
1.2 Practice Placements within Social Work

Assessed preparation for practice learning

- Before commencing a practice placement all students will undertake assessed preparation for direct practice. This learning will be assessed in line with TCSW requirements. (PCF Readiness for Practice)

The preparation for practice will enable students to begin to:

- Develop their knowledge and understanding of social work settings and situations.
- Develop their understanding of the social work role and responsibilities.
- Begin to explore the importance of recognising differing people’s expectations and perceptions of the social work role and task.
- Develop their confidence, and review their prior life or work experiences.
- This readiness for direct practice will be assessed by students completing the first part of the practice portfolio as well as a review with their Personal Tutor.

If a student is assessed as unfit or unsafe to undertake practice learning the case will be referred to the Fitness to Practise Panel. The panel will consider the issues and make a recommendation. The options are:

- That the student will be offered further opportunities to demonstrate safety in order to undertake practice learning
- That the issues are serious enough to warrant the decision that the student has failed and no further opportunities will be offered. In this instance the student may be offered the opportunity to transfer to a non-professional degree course.

Practice placements are an essential component of all Social Work programmes which lead to professional qualification. They enable you to develop the skills required to effectively interact with all services users, carers and professional colleagues within social work related settings, including the private, voluntary and independent sector (PVIs). You are required to complete a minimum of 200 days of practice learning. For the BA programme this consists of 30 days for development of skills and practice within your first year, 70 days on your first placement during your second year of study and 100 days on your last placement during your third year of study. For the Master programme the 30 days for development of skills and practice and 70 days first placement will be achieved in year 1 and the 100 day last placement in year 2.

This experience is essential in the development of competence to practice.

During the programme your two placements will be in different settings, allowing you to work with different service user groups and ages and with different methods and models. In the final placement you will be involved in statutory social work tasks involving legal interventions. This should enable you to demonstrate a range of capabilities to meet the SoPs and the PCF requirements.

WBL students will be provided their final placement by CCC in Children’s Services. It is therefore envisaged that their first placement will be in a PVI setting where the focus is on work with adults.
On placements you will be guided, supervised and assessed in your learning and development by a Practice Educator. All Practice Educators must be Registered Social Workers with the HCPC and must be working towards their Stage 1/2 PEPS.

**First placements** could be managed by a Practice Supervisor with a Registered Social Worker (RSW), who is also a qualified Practice Educator, involved in the assessment process.

**Last Placements** must be with an experienced RSW and qualified Practice Educator (stage 2) and in a setting where there is another social worker on site.

### 1.3 BA and MA Placements Overview

Both programmes require students to complete 30 days developing skills for practice prior to the **170 days of placement in two contrasting settings**. Both programmes require a practice development portfolio to be completed at three different stages throughout the programme with a compulsory review with their Personal Tutor at each stage (and an oral exam to a panel at the completion of the final placement and completion of the portfolio).

Both programmes have Practice Educators who write a final report and make a recommendation to the tutoring team about whether a student should pass or fail. Where there is a practice supervisor managing the placement, they should be part of the assessment process.

**Usually there is no opportunity to retake a failed placement.** However if a student fails to achieve all placement requirements but the Practice Educator in agreement with the University agrees that a further period may provide the required opportunities to achieve those capabilities still required then it may be possible to extend the placement up to a maximum of 20 days. This will be considered on a case-by-case basis and is subject to conditions.

If a student is unable to commence a placement on time an extended time period can be agreed to complete the placement days within.

If a student is unable to undertake one of the placements due to exceptional circumstances it may be possible for the student to become an external student and undertake the placement module with a subsequent academic cohort.

**Differences between the 2 programmes.** MA programme placements are not credit bearing modules but qualificatory practice units and as such they will receive a pass or fail mark, rather than a specific grade. All MA work will be assessed at Level 7.

Each BA placement module bears 20 credits and is graded in accordance with the level of study appropriate to its place in the degree with the first placement at Level 5 and the second placement at Level 6. The portfolio and the portfolio review meeting between students and their Personal Tutors as well as the student’s and Practice Educator’s reports will all have a bearing on the final grade.

Please see the level descriptors for further information.
1.4 Social Work Codes of Ethics

The HCPC Standards of Conduct, Performance and Ethics details core values of Social Work and are central to the delivery of the programme at all levels including practice placements. Some of these core values are: working within the scope of your practice and knowledge base, working ethically and with integrity, promoting human rights and justice, working for the best interests of service users and conducting yourself professionally.

Placement Staff and Details

1.3 Practice Learning Lead
The Practice Learning Lead, in liaison with the Placement Learning Unit (PLU) and where appropriate, Cumbria County Council Placement Co-ordinator, will co-ordinate placement provision and recruit and support new placements. They will answer initial queries and complete Quality Assurance for Practice Learning audits (the QAFL) for new and potential placements. They will work closely alongside Link Lecturers (LL) to achieve these outcomes. They will also coordinate on-going training and skills development with Practice Educators.

1.4 Link Lecturers
The Link Lecturer (LL) is defined as:

A member of the academic staff who is responsible and accountable for a/some named & designated placement learning area(s) in terms of ensuring their suitability as learning environments, and who also provides an agreed level of support for both the placement area and identified students who undertake a placement there. The LL will ensure that all relevant University of Cumbria (UoC) & professionally-specific policies are adhered to and enacted as required.

The basic elements of the LL role fall into the following areas:

1. Quality assurance of the placement area as a professionally appropriate and high quality setting in which each student’s learning can take place. This would normally include:
   a. Undertaking placement audits in a timely & effective manner
   b. Supporting the development of practice educators and practice supervisors etc. through updating activities
   c. Compiling evaluation of placement summaries for consideration at PQC's & contributing towards contract monitoring activities
   d. Contributing to external monitoring activities in a timely & effective manner
   e. Responding to, and escalating concerns appropriately, in liaison with UoC staff e.g. Associate Dean, PLU, Head of Department and Programme Lead etc.
   f. Liaising with PLL

2. Provision of support for the staff of the placement area in facilitating and monitoring a student's learning:
   a. Supporting mentors / supervisors etc. with failing and ‘at risk’ students
b. Ensuring that the correct documentation is completed appropriately & that all parties are aware of their responsibilities

3. **Provide support** for the student’s learning

   a. Participating in meetings as required by the Programme documentation & PSRB requirements
   b. Being clear about communication protocols and methods & media
   c. Responding to student concerns in a transparent & responsible way.

These elements are undertaken within the wider framework of UoC & PSRB policies including:

1. UoC Academic Regulations
2. UoC Fitness to Practise Policy
3. UoC Placement Learning Policy
4. PSRB codes of conduct & requirements for professional behaviour
5. UoC Student Code of Conduct
6. UoC HWB Reporting of Untoward Incidents Policy
7. UoC HR policies & processes including:
   a. Safeguarding & DBS clearance
   b. Academic workload model

2.3 **Practice Educators**

Practice Educators are responsible for providing a range of appropriate learning opportunities for the student; for supervision, teaching, support, advice and guidance; and for the holistic assessment of the student’s capabilities using the appropriate level PCF.

Practice Educators are asked to take a holistic approach to the assessment of students, which means seeking evidence of the integration of skills, theory, ethics, values and practice. It is essential, for example, that students 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 experts by experience, colleagues and other relevant professionals to inform their eventual recommendation.

Practice Educators are responsible for identifying appropriate learning opportunities throughout the duration of the practice experience. They will ensure that the requisite number of direct observations of practice take place and are recorded on the relevant documentation by the observer. Your PE is responsible for completing their sections of the placement documentation. At the end of the placement the educator will make a clear statement of the student’s capability and verify the evidence submitted by the student.

If and when students experience difficulties that may impact on their successful completion then it is the PEs responsibility to alert the Link Lecturer as soon as possible. Should a Practice Educator have serious concerns about a student (that may lead to termination of a student’s involvement in social work programme) they should raise these concerns immediately, follow procedures and provide information to assist in decision making. The recommendation that a student is capable in practice must be made by a registered social worker.
2.4 Practice Supervisors

Students will require a Practice Supervisor if the PE is off site. Practice 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 their 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 social work programme) they need to raise these concerns, in the first instance with the Practice Educator, and provide information to assist in decision making.

Where difficulties arise the LL will assist all parties in working together to achieve a resolution of problems. In the event of serious difficulties arising on placement, it is the LLs responsibility to liaise with the student’s Personal Tutor (PT) so that student support procedures are implemented as soon as possible.

2.5 Allocation of Practice Placements

The University’s Faculty of Health and Well-being Placement Learning Unit (PLU) together with the Practice Learning Lead, is responsible for allocating the practice placements. The Link Lecturers will work in association with the Placement Learning Unit to maximise your placement learning opportunities and to maintain an accurate and quality assured list of placements. The Practice Learning Lead will have responsibility to coordinate the training of Practice Educators and to develop, alongside the local authority and LLs to support placements and develop peer networks.

The majority of the practice placements are obtained within Cumbria with some in Lancashire and the North East. Placements further afield may be possible for a students’ final placement subject to a number of conditions and will be considered on a case-by-case basis by staff.

Care is taken to ensure that as far as is possible there is fair allocation of placements. Placement allocation is dependent on the following factors:

- Individual students circumstances
- Exceptional personal circumstances
- Previous practice placement location / experience

Exceptional personal circumstances primarily include having carer responsibility for young children, sole and daily carer responsibility for parents / spouse or a particular health need requiring local treatment / support during the period of the placement.

Whilst you do not have to be a qualified driver with access to your own transport to commence placement, many practice placements do require students to be car drivers/owners and we strongly advise you to take this into consideration. Where you do not have your own transport this will be taken into account but this will limit the scope of placement opportunities that are available to you.

A Student Profile form will be completed by you at the beginning of each academic year to assist the PLL and the PLU to allocate the placements. It is your responsibility to inform the PLU immediately if personal circumstances change. You must complete a Change of Circumstances form (available on the PLU Bb site). Student Profile forms will be sent out
initially from the PLU and you are required to send a draft to your Personal Tutor (PT) for feedback before submitting the final draft to the PLU.

For a variety of reasons practice placements may be cancelled by the provider. Where this occurs due to circumstances such as a loss of funding or lack of available staff to support students, the PLU will endeavour to find and allocate another appropriate practice placement.

**Students must accept placement allocation unless there are exceptional and specific reasons not to. Failure to take up an allocation may be considered as the student withdrawing from the course.**

### 2.6 Disclosure & Barring (DBS) Checks

You are required to commence / complete this process prior to joining the programme. Once you have DBS this will normally last for the duration of the programme. It is essential that you hold up to date DBS before you can be allowed to go out on any practice placement. If you do not have an up to date DBS this will mean that you are not allowed to go out on practice placement.

The DBS clearance document belongs to you. It is an essential professional document and must be treated as such. It is extremely important that it is kept safe. This is each student’s responsibility. You will be required to produce this for placements or visits necessary within the programmes. Failure to produce this will mean that you cannot attend placement.

The University requests a DBS clearance prior to commencing the programmes and in view of this pays for this. The University can only hold a copy of the DBS clearance for a limited timescale and is not in a position to provide a copy should it become lost. In the event that it is lost the University can only provide with a covering letter stating that the student has current DBS clearance and a reference number. There will be a charge for this and it is expensive. You can also apply for full clearance again at your own expense.

Some practice placements require an up to date DBS (i.e. within 12 months). This is not a difficulty in the first year of study but in subsequent years you may need to have the DBS check re-done prior to going out on the practice placement. This needs to be done well in advance as there is often a time delay of a number of weeks. The PLL will inform you as early as possible prior to placement where this is an issue. Forms to update the DBS are obtained from the Student Admissions office. Any costs incurred are to be met by the student.

Note: students who Intercalate or become external students will be required to apply for new DBS prior to their return to the University. The University will contact you regarding this before your return to study. If you do not have an up to date DBS this will mean that you are not allowed to go out on practice placement. The cost of this new DBS is met by the student.
3. Travel

3.1 Travel

Arranging transportation to and from the practice placement is the responsibility of each individual student. Although you will need to travel to access practice placements the PLU tries to allocate placements to limit travel to a maximum of within 1.5 hours in each direction.

Some practice placements require students to use a car. Where this is the case you MUST ensure that you have adequate insurance cover prior to the practice placement commencing.

**Note:** a self-declaration form MUST be completed annually in relation to car insurance. Students will be contacted annually (usually in September) by Practice Placement Administrators via Blackboard and asked to complete a form and return it to them.

4. Place in Programme of Study

Practice placements are timetabled into the programme in a way which aims to enable you to integrate theories learned in the academic setting with the practical experiences gained on placement. They provide you with the opportunity to work closely with professionals, service users and carers in “real settings”. Service users, through their contact with you, have the opportunity to provide direct feedback to you in terms of your abilities, effectiveness and professionalism. Reflection on practice placement learning is an integral element of linking theory to practice both in the university and whilst on placement. This enables you to meet the necessary professional and academic requirements to apply for registration with the HCPC.

4.1 Placement Structure

Practice Placement learning takes place at levels two and three within the BA programme as detailed below:

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<th>Level</th>
<th>Description</th>
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<tr>
<td>Level 4</td>
<td>Integrated 30 days developing skills for practice</td>
</tr>
<tr>
<td>Level 5</td>
<td>70 days first placement</td>
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<tr>
<td>Level 6</td>
<td>100 days final placement</td>
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For the masters programme

| Level 7 – Year 1 | Integrated 30 days developing skills for practice and 70 days first placement |
| Level 7 – Year 2 | 100 days final placement                                                      |
4.2 Placement Hours:

Students are expected to undertake placements on a full-time basis. This is normally a 37 ½ hour week. In some circumstances where it is normal working practice, you may be asked to be involved in evening and weekend working, shift working or bank holiday cover. Where this will cause you difficulties students should discuss this with their PE and/or LL.

A record is kept of the hours undertaken during each practice placement and a Student Attendance Form must be completed and signed by the PE for each practice placement.

Note: you must keep a photocopy of this form for Continuing Professional Development (CPD) evidence.

4.3 Study Time:

Students are entitled to a half day each week away from the workplace for placement related study - for example: for the completion of placement module assignments. The timing of this half day will be dependent on the practice placement demands and should be negotiated with the Practice Educator. This half day is included in the placement hours.

4.4 Placement costs

Practice placements can be costly and you should plan ahead for this. Practice Placement costs may include the following:

- Transport:

The cost of transport to and from your placement is met by the student. In most cases when students are out on placement, your placement will reimburse your costs for any work-related duties that you undertake. This will be agreed at the initial placement meeting.

- Child Care

Any child care costs incurred whilst you are out on placement are met entirely by the student.

- Car insurance

The cost of additional insurance cover where a car is required for practice placements is met entirely by the student.

- DBS

Replacement DBS costs are met entirely by the student.

- Financial Support

If you feel that you are unable to meet the cost of practice placements you should seek early advice/support from LISS www.cumbria.ac.uk/liss as you are expected to be able to meet these costs. Financial concerns will not normally be considered as a reason to delay a placement opportunity.

- Supporting Students with Disabilities on Practice Placement
The programme has a positive and proactive approach to supporting students with disabilities on placement and is mindful of current legislation (Equality Act 2010) and professional guidance (HCPC 2012) relating to this issue. Given the importance of the practice based setting within the overall education of an occupation of social worker, it is essential that students with disabilities have the same access to placements as their non-disabled peers. Therefore, if a student has a disability, informing the PLU and your PT of your needs in good time prior to placement can allow for the careful planning of placements and any required 'reasonable adjustment' to take place with negotiation with the placement provider. Any information disclosed is treated as ‘sensitive, personal information’ as defined by the Data Protection Act (1998) and such information would only be relayed to the practice setting with the express permission of the student and would be on a 'need to know' basis.

5. Assessment of Placement

5.1 Overview of Assessment

This section only details the practice placement modules. You should also refer to the Programme Handbook for details of the other modules (Note: The Practice Educators Placement Handbook will detail ALL the programme’s modules to enable educators to understand the knowledge base of students)

The practice placement learning outcomes for the social work programmes are designed to be progressive and increasingly demanding. The aims are that as you progress you will be increasingly able to apply the theories learned in university to the practice placement setting. You will develop skills which are transferable between practice placements and you will be able to integrate experiences, knowledge and skills between practice placement and your university based education.

Assessment of performance on practice placement is an integral part of the social work programme. Its purpose is to ensure that you develop professional skills and operate competently within the practice setting at the expected level.

You will be given informal feedback during placement (e.g. via supervision sessions or instruction whilst performing activities) by the Practice Educator and/or Practice Supervisor. This is a two way process and you will take increasingly more responsibility for evaluating your own performance during practice placements. This will enable you to improve performance, progression and establish on-going development needs.
5.2 Placement Documentation

Pre Placement Visit

Once a placement has been identified your profile is sent to the perspective practice educator. If they agree to consider you as a potential student, the PLU will ask you to make contact with the placement and arrange a pre-placement visit.

This meeting will take place on site and aims to:

- Complete the Pre placement meeting form
- Identify what learning opportunities are available
- Resolve any practical issues or queries
- Arrange a date for the placement to start if an offer is made.

Once completed, the form should be returned to the PLU. If a placement is not offered then feedback should be given and this will be discussed between the student and their PE.

Practice Learning Agreement meeting should take place in the first two weeks of the placement commencing. It will be attended by the PE, PS (if required), LL and student. This will detail the learning opportunities available to you and sets out the practical arrangements for the placement. It is an important document which outlines the obligations and responsibilities of the various parties involved in the student placement. This will normally be completed prior to your placement commencing (or within the first week) at a meeting involving the student, the practice educator, the practice supervisor (if appropriate) and the Link Lecturer. The visit will take place at the placement itself. Responsibility for completion of the Practice Learning Agreement lies with the LL. Copies should be signed and kept by all parties, with a copy submitted to the PLU as soon as it has been completed. If it becomes necessary to amend the original practice learning agreement, all parties should sign and receive an updated copy.

The Supervision Agreement is signed by both the student and PE during the initial meeting and sets out the requirements of both parties. Regular weekly supervision is essential for your development and must be recorded on the Record of Supervision form.

These forms will be monitored during the interim visit and are required to be submitted to your final portfolio. Whilst we acknowledge that occasionally planned supervision may need to be rearranged this must be recorded on the above with an alternative date set. Supervision must meet the basic equivalency of an hour per week. Therefore if your supervision set for a Friday is carried forward you must receive 2 hours supervision the following week. Students are required to inform their LL at the earliest opportunity if these minimum requirements are not adhered to.

Critical Analysis of Placement (CAP) forms are also provided to be used in supervision sessions. The aim is for the student to engage in critical thinking about social work practice, social work process, their knowledge, values, skills and professional development.

These templates are to be shared with the practice educator in every supervision session. The templates are not to be completed at the end of the placement retrospectively. The relevant sections are to be completed to inform intervention as you go along.
There is no maximum number of templates that can be completed and a student may wish to use one for every ‘case’ they work with. However first placement students (70 day placement) are to submit 2 templates with the final CAP marked as an academic piece of work, and final placement (100 day placement) students are to submit 3 templates with the final report.

**Interim Visit and Midpoint Review**

The LL for your area will arrange to visit you and your PE at your placement half-way through your placement. These midway visits are intended to:

- Support and facilitate learning
- Support the practice educator
- Provide an opportunity to liaise between university and practice settings
- Ensure parity of assessment across the practice placement sites
- Provide a means of monitoring if learning outcomes are not being met
- Provide an occasion for problem solving
- Provide an opportunity for mutual education
- Strengthen the relationship between the workplace and the university

The following agenda will be followed during the interim visit:

- The Midway Review report
- The placement learning outcomes
- The student’s Midpoint Development Plan
- The Student’s Attendance form
- The Record of Supervision form
- The strengths and weaknesses placement opportunities
- The student’s strengths and weaknesses in relation to the placement
- A profile of the student’s work
- Pastoral issues
- Any pertinent issues raised by the student, the LL, PE or PS.

A review will be completed at the mid-point of the placement using the practice **Midpoint Review form**. Forms will be completed collaboratively by you and your educator/supervisor prior to the meeting. This process will inform the LL about your progress and the documentation will provide a framework to plan for the remainder of the placement. A **Placement Action Plan** will be completed for all students struggling to meet essential requirements at this stage of the placement which will clearly map out a detailed action plan in order to support you to achieve the desired outcomes.

**Direct Observation Template**

This template should be completed for all your direct observations. 3 direct observations should be completed for a 70 day placement and 4 for a 100 day placement.
Final Report

The final report is due for completion by the Practice Educator and student and must be completed and submitted to Blackboard by the final day of your placement. Please see the end of this section for a summary of documents which need to be submitted at the initial, midpoint and final stages of your placement.

QAPL

Students and Practice Educators are required to complete separate forms which will enable the Quality Assurance for Practice Learning audit to be completed and review annually for all placements. These forms must be completed and submitted to Blackboard by the final day of your placement.
### 6. Practice Learning Documentation and Process

The practice learning documentation and process has been developed by Edge Hill University, Lancaster University, the University of Cumbria and The University of Central Lancashire.

<table>
<thead>
<tr>
<th>EVENT</th>
<th>NOTES</th>
</tr>
</thead>
</table>
| **Pre-placement Meeting**  
Associated documentation= Pre placement meeting form | The purpose of the meeting is to ensure the student can access the learning experiences and learning environment. The Pre placement meeting form is to be discussed and completed at this meeting. |
| **Practice Learning Agreement (PLA)**  
Associated documentation= Practice Learning Agreement | The PLA is the agreement which considers the student’s learning to date, professional development and learning needs. The PLA also sets out expectations for the placement and considers factors such as health and safety, insurance and induction. The document ought to be completed within two weeks of the start of the placement. For further information refer to guidance in the Practice Learning Handbook. |
| **Practice Learning Agreement Meeting**  
Attended by:  
- Student  
- Practice Educator  
- Link Lecturer  
- Practice supervisor | The PLA document will be initially completed at the meeting but ought to be continually reviewed throughout the placements and amendments made as required. |
| **Full induction to the placement** | Although this occurs in the first few weeks of placement elements are to be reviewed as appropriate throughout the placement. |
| **Supervision**  
Associated documentation= supervision agreement, agenda and supervision record | The student is to receive the equivalent of a minimum of one hour formal supervision per five placement days. 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. |
| **Critical Analysis of Practice (CAP)**  
Associated documentation= Critical Analysis of Practice | There is no upper limit to the number of CAP templates that can be completed during the placement (may even do one per case) however First placement students are to submit 2 templates (70 day placement). **One CAP to be academically marked.**  
Final placement students are to submit 3 templates (100 day placement). These templates are to be shared with the practice educator in every supervision session. The aim of the CAP 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. |
<table>
<thead>
<tr>
<th>Observations of Practice</th>
<th>There is no upper limit to the number of observations that can be undertaken however. First placement students are to submit 3 observations (70 day placement). Final placement students are to submit 4 observations (100 day placement). 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. The practice educator may delegate one observation where appropriate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service user feedback</td>
<td>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 is to be obtained after the observations and the practice educator and student must consider how additional regular feedback is to be obtained.</td>
</tr>
<tr>
<td>Prior to the midpoint review</td>
<td>Before the midpoint review you must complete at least one Critical Analysis of Practice, one observation and obtain feedback from service users and colleagues. <strong>Section 1 of the midpoint development plan is to be completed by PE and student before the review meeting.</strong></td>
</tr>
<tr>
<td>The Midpoint Review Meeting</td>
<td>The midpoint review is an opportunity to review the PLA and consider the student’s development. The development plan records targets for the remainder of the placement.</td>
</tr>
<tr>
<td>The Final Review</td>
<td>The student is to present to the practice educator the portfolio (see below) The final report document is to be completed and signed.</td>
</tr>
<tr>
<td>The student submits in a portfolio: Submission of portfolio</td>
<td>• The placement calendar (signed by the educator and student) • A confidentiality statement relating to material within</td>
</tr>
</tbody>
</table>
via Blackboard to be **no later than the final day of placement**

<table>
<thead>
<tr>
<th>the portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Learning Agreement</td>
</tr>
<tr>
<td>Observations of practice (3 or first and 4 for final placement)</td>
</tr>
<tr>
<td>CAP (2 for first and 3 for final placement)</td>
</tr>
<tr>
<td>Midpoint development plan.</td>
</tr>
<tr>
<td>Supervision record</td>
</tr>
<tr>
<td>QAPL Student Placement Evaluation document</td>
</tr>
<tr>
<td>Final report</td>
</tr>
</tbody>
</table>

*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.

**A Lecturer**

will read the material in the portfolio and either:

<table>
<thead>
<tr>
<th>a. Sign it off as satisfactory and provide written feedback to the student or</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
</tr>
</tbody>
</table>
1. Professional Behaviour during placement

We expect the highest possible standards of behaviour and professionalism from all student social workers. All students are expected to comply with the HCPC Standard for Conduct, Performance and Ethics [http://www.hpc-uk.org/aboutregistration/standards/standardsofconductperformanceandethics/index.asp](http://www.hpc-uk.org/aboutregistration/standards/standardsofconductperformanceandethics/index.asp) and the University of Cumbria Student Code Of Conduct [http://www.cumbria.ac.uk/Public/LISS/Documents/Procedures/StudentCodeOfConductAndAdjudicationProcedure.pdf](http://www.cumbria.ac.uk/Public/LISS/Documents/Procedures/StudentCodeOfConductAndAdjudicationProcedure.pdf).

The Faculty of Health and Science has developed a well-established Fitness to Practise Policy for undergraduate health professionals, which is aligned to the HCPC. Students will be expected to read, familiarise themselves and adhere to the requirements for professional behaviour and attitude at all times in university, practice placements settings and in their personal / public lives.


Health and Safety

During the placement, we would expect students to prove to be effective, safe and reliable individuals. Placement organisations are employers in their own right, and employers must ensure, so far as is reasonably practicable, the health and safety and welfare of their employees. The primary responsibility for meeting statutory health and safety requirements within a placement remains with the placement organisation. Students on placement are therefore deemed to be employees and are, as such, owed a duty of care. However, it is also the responsibility of each student to conduct themselves in a professional and safe manner.

Attendance

Attendance is mandatory for all practice placements. Attendance and punctuality are essential aspects of your professional behaviour whilst on practice placement. Non-attendance on placement may mean that you cannot achieve the learning outcomes for the placement. This may result in a fail or a referral to the Fitness to Practise panel.

Unauthorised absences will be notified to your Link Lecturer and Personal Tutor for discussion in relation to your learning. **Note:** your sickness and absence record is also used by your Personal Tutor when writing your references for employment.

The Faculty Placement Learning Unit is responsible for recording and monitoring all absences from university sessions and practice placement absences.

There is a clear process for reporting any sickness or absences and the Sickness and Absence Policy is available on the PLU Bb site and should be read and adhered too at all times.

**Student Absence Reporting**

**Faculty Sickness and Absence Policy** and **Summary Guide**
2. Communication

There are a number of ways in which information regarding practice placements is communicated to you. Announcements about practice placements, module launch and evaluation sessions are regularly posted onto the Practice Placement Blackboard site. Placement allocations are posted onto the PLU Bb site. In addition notices may be sent to you by e-mail. You are expected to check all these methods daily especially when your practice placements are being organised.

Programme tutors may also need to contact you whilst you are on placement. You should, therefore, ensure that the PLU has up to date details of your address, telephone number and emergency contacts. The PLU has the contact details of Practice Educators. However, when you arrive on placement and find your educator, site or contact details have changed due to unforeseen circumstances it is your responsibility to inform the LL and the PLU immediately and supply your new details.

Whilst you are out on placement you will also need to check your e-mails and Blackboard sites for information on evaluation sessions and future academic modules as well as other notices.

3. Frequently Asked Questions

When will I hear about my placement?

Staff are constantly working to identify, audit, support and allocate placement opportunities and we aim to allocate places as soon as practicable so that you can make the necessary requirements. You will appreciate that placements are allocated in accordance with timings within the different programmes. Whilst students must not directly contact prospective placements unless directed to by the PLU (once a match has been made e.g.) we welcome any potential leads for placements. These should be directed to the Placement Development Lead within the social work team in the first instance.

Can I complete a placement on a part-time basis i.e. 3 days a week?

All placements are full-time and have to be accommodated within a limited amount of space within the academic timetable alongside your other modules. There is no facility to attend placements therefore on a part-time basis.

I have been allocated a placement in an area that I do not want – what can I do?

The College of Social Work require you to experience different placement settings, and within your last placement, to experience statutory interventions. We aim to balance this with the areas with which you indicate you have a specific interest however when placements are limited it may not be possible to offer one of your specific choices. Competition for placements means that unless you have a specific conflict of interest (e.g. someone you are closely related is the team manager) you will not have a choice once a placement has been offered. Failure to accept a placement area, or to commence your placement, will be taken as a withdrawal from the programme.
Who should I contact regarding a problem in relation to my placement?

Depending on the issue this might be your Practice Educator or Supervisor, Link Lecturer, the Placement Learning Unit or Personal Tutor.

What support is there available from LISS?

For an overview and links to all support available to you see:

http://www.cumbria.ac.uk/Listings/LISS.aspx?AZListing_List_GoToPage=2

What role and services do SaMIS provide?

For an overview please refer to:

http://www.cumbria.ac.uk/Listings/SaMIS.aspx

What happens if I fail my placement?

Unlike academic pieces of work there is usually no opportunity to retake a failed placement. However, if a student fails to achieve all placement requirements but the Practice Educator, in agreement with the University, agrees that a further period may provide the required opportunities to achieve those capabilities still required then it may be possible to extend the placement up to a maximum of 20 days. This will be considered on a case-by-case basis and is subject to conditions.

If a student is unable to commence a placement on time an extended time period can be agreed to complete the placement days within subject to conditions.

If a student is unable to undertake one of the placements due to exceptional circumstances it may be possible for the student to become an external student and undertake the placement module with a subsequent academic cohort subject to conditions.

What if I have concerns regarding behaviour I witness on my placement?

The university has a whistle blowing policy which will be sent to the placement provider and which is available to access on the module site on Blackboard.
## 4. List of Contacts

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
<th>Contact Info</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Lecturer</td>
<td>Allan Brownrigg</td>
<td><a href="mailto:allan.brownrigg@cumbria.ac.uk">allan.brownrigg@cumbria.ac.uk</a></td>
<td>01228 616399</td>
</tr>
<tr>
<td>BA Programme Lead &amp; Link Lecturer</td>
<td>Matthew Smith</td>
<td><a href="mailto:Matthew.smith@cumbria.ac.uk">Matthew.smith@cumbria.ac.uk</a></td>
<td>01228 616293</td>
</tr>
<tr>
<td>MA Programme Lead</td>
<td>Dr Tom Grimwood</td>
<td><a href="mailto:Tom.grimwood@cumbria.ac.uk">Tom.grimwood@cumbria.ac.uk</a></td>
<td>01228 616389</td>
</tr>
<tr>
<td>Link Lecturer</td>
<td>Angie Boyle</td>
<td><a href="mailto:Angie.boyle@cumbria.ac.uk">Angie.boyle@cumbria.ac.uk</a></td>
<td>01228 616297</td>
</tr>
<tr>
<td>Link Lecturer</td>
<td>Carol Travers</td>
<td><a href="mailto:Carol.travers@cumbria.ac.uk">Carol.travers@cumbria.ac.uk</a></td>
<td>01228 616014</td>
</tr>
<tr>
<td>Link Lecturer and Practice Learning Lead</td>
<td>Stephen Walker</td>
<td><a href="mailto:Stephen.walker@cumbria.ac.uk">Stephen.walker@cumbria.ac.uk</a></td>
<td>01228 616014</td>
</tr>
<tr>
<td>MA Programme Lead (1st year) &amp; Link Lecturer</td>
<td>Kirsteen Laidlaw</td>
<td><a href="mailto:Kirsteen.laidlaw@cumbria.ac.uk">Kirsteen.laidlaw@cumbria.ac.uk</a></td>
<td>01228 616179</td>
</tr>
<tr>
<td>Link Lecturer</td>
<td>Amanda Hill</td>
<td><a href="mailto:Amanda.hill@cumbria.ac.uk">Amanda.hill@cumbria.ac.uk</a></td>
<td>01228 616296</td>
</tr>
<tr>
<td>Senior Lecturer Complimentary Therapies</td>
<td>Alison Brown</td>
<td><a href="mailto:Alison.brown@cumbria.ac.uk">Alison.brown@cumbria.ac.uk</a></td>
<td>01228 616383</td>
</tr>
<tr>
<td>PLU Social Work Link</td>
<td>Kat Haslam</td>
<td><a href="mailto:PLUSocialWorkadmin@cumbria.ac.uk">PLUSocialWorkadmin@cumbria.ac.uk</a></td>
<td>01524 590800 ext 2773</td>
</tr>
<tr>
<td>Student Absence Line</td>
<td>CIP Desk</td>
<td><a href="mailto:cipcarlisle@cumbria.ac.uk">cipcarlisle@cumbria.ac.uk</a></td>
<td>01228 616351</td>
</tr>
</tbody>
</table>