Social Work Practice Placement Guide
2016-2017

MA Full-time Social Work
BA (Hons) Full-time Social Work
BA (Hons) Part-time Social Work
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Welcome to the practice placement guide for Social Work. The guidance offered here will help you as students, on site-supervisors and practice educators in the process of gathering the evidence required for the assessment of the practice placement. All students will undertake two distinct practice placements, for both full-time and part-time students - first placement is 70 days and the second/final is 100 days.

Although ‘The College of Social Work’ was disbanded in August 2015, its Practice Learning Guidance will continue to be followed until new national guidance is issued. This guide also refers to the Social Work Knowledge and Skills Statements (KSS) published by the Department for Education in July 2014 for Approved Child and Family Practitioners in July 2014 and by the Department of Health in March 2015 for Social Workers in Adult Services.

The College of Social Work set out in the Practice Learning Guidance that each student must have a different learning experience in their first and last placement; including different settings, service user groups, ages or methods. The last placement must enable students to undertake tasks to prepare them for statutory social work.

**Guidance on Practice Placements for the Social Work Degree programmes**

The development of assessment strategies and practice requirements that students need to fulfil in order to pass the Social Work degree have been informed by the Professional Capabilities Framework (The College of Social Work, 2012) the Standards of Professionalism and Conduct (HCPC, 2012), and HCPC Guidance on Conduct and Ethics for Students (revised May 2016), Knowledge and Skills Statements (DfE 2014 and DoH 2015), Academic Standards (benchmark statement) for Social Work developed by the Higher Education Quality Assurance Agency (QAAHE, 2000). (N.B. draft consultation on revised benchmarks published by QAA April 2016)

**Practice Placements and Academic Work**

Guidance from The College of Social Work and HCPC requires that Practice Learning is integral to the programme. Within the Social Work programmes offered by Anglia Ruskin University, this is achieved by the academic and practice components running in parallel to each other across the years. The University also ensures the involvement of practitioners, service users and employers being involved in the wider curriculum, with the learning outcomes and associated progression of the practice placement in line with the rest of the course.

Each of the modules is a unit of study leading to a specified set of learning outcomes that are tested via assessment which integrates theory and practice through a blend of academic and practice based learning. The associated practice capabilities will be assessed through the work presented in the final practice portfolio.

The module is comprised of two elements: an academic assignment and a practice portfolio. Both the academic and practice components of the modules need to be passed in order to achieve any credit; failure in either component of the module means that the entire module is failed.

Here are the academic modules linked to practice that will be taught for each year group:

**Cambridge and Chelmsford- MA Social Work Full Time**

**YEAR 1**- Developing Professional Social Work Practice

**YEAR 2**- Analytical Thinking and Decision Making
**Cambridge and Chelmsford- BA Social Work Full Time**
YEAR 2- Communication Skills and Partnership Working in Professional Social Work

YEAR 3 - Analytical Thinking and Decision Making

**Peterborough and Chelmsford -BA Part Time**

YEAR 3- Communication Skills and Partnership Working

YEAR 4- Analytical Thinking and Decision Making.

**Assessed Readiness for Direct Practice (ARDP)**

Before starting their first placement students have to pass the readiness for direct practice assessment. Students should demonstrate basic communication skills, ability to engage with service users, capacity to work as a member of a team/organization, willingness to learn from feedback and supervision; and demonstrate basic social work values, knowledge and skills in order to be able to make effective use of their first practice placement.

**Service User/Carer Involvement**

Following the guidelines for service user/carer involvement at all stages of the qualifying award, Anglia Ruskin University has established a service user/carer Project Advisory Group with whom the Social Work team liaise in determining and ensuring that service user involvement becomes an integral part of both academic and practice learning.

**Key personnel who will support you during your placement**

**Practice Educator**
Social Work students will be assigned a Practice Educator. Practice Educators will support you during your training and assess your practice over the placement duration. Practice Educators are Social Workers trained in the teaching and assessment of students on practice placements and meet the Practice Educator Professional Standards (PEPS). Their role is to support and enable students in integrating theory and knowledge from university into practice and are responsible for the assessment of the student’s practice.

Some placements (most final placements) will have a Practice Educator who is on-site at the agency. However, for some placements (most first placements) your Practice Educator may be off-site and will meet with you on a regular basis. You will be supported on a day-to-day basis by an On-site Supervisor (See also Section 5 of the guide, Roles and Responsibilities).

**On-site Supervisor**
The On-site Supervisor will support you with day-to-day issues and ensure that you have sufficient learning opportunities within the placement opportunity. Often in Private, Voluntary and Independent (PVI) placements there is not a practice educator within the agency or team. When this happens a member of the team will be appointed as an On-site Supervisor and the university will appoint a practice educator who will visit you on a regular basis.

**Placement Tutor**
They will attend meetings at your placement to ensure that the placement is set up in a way that will meet your learning needs. They will chair your Learning Agreement and Midway and Final meetings. They will check that you have opportunities to meet the assessment criteria within a placement. They are also there to support you if you have any difficulties on your placement.
and are therefore your first point of contact about placement related matters.

**Practice Learning Co-ordinators - (PLC)**
The Practice Learning Co-ordinators oversee all student placements, sourcing new placement opportunities, matching placements and students, supporting practice educators/on-site supervisors and facilitating student concerns meetings. They are your main point of contact if you would like to discuss anything practice related.

**Practice Support Officers**
These are the key members of the placement team. The Practice Support Officers liaise with students and placements organising potential student placements while maintaining and monitoring key administrative functions such as time sheets, finance and paperwork which relates to the progression of students.

**Professional Capabilities Framework**
The PCF is a framework established to support learning, progression and development of all social workers throughout their career. There are different levels for each stage starting at entry onto the social work degree course up to the most advanced level of a social work practitioner. It is expected that you will demonstrate your capability in practice in line with the domains set out for your practice level within the Professional Capabilities Framework. Further detail is set out overleaf.

*Health and Care Professionals Council (HCPC) Standards of Proficiency for Social Workers (2012)*

These standards relate to the capabilities expected at the end of the final placement stage of the PCF. HCPC has mapped the HCPC sets of standards with the PCF.

**Knowledge and Skills Statements**

Students need to be aware of the Knowledge and Skills Statements for social workers working with adults and with children and families. These statements have been produced for social workers who have completed their Assessed and Supported Year in Employment (ASYE) following their social work qualification.

Knowledge and Skills Statement for Social Workers in Adult Services (March 2015)

The Knowledge and Skills Statement for child and family social work will form the basis of the new national accreditation system for child and family social workers. Department of Education (November 2014)*

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2. [http://hpc-uk.org/assets/documents/10003B08MappingoftheHPC'sstandardsofproficiencyforsocialworkersinEnglandagainstthePCF.pdf](http://hpc-uk.org/assets/documents/10003B08MappingoftheHPC'sstandardsofproficiencyforsocialworkersinEnglandagainstthePCF.pdf)

By the **end of the first placement** students should demonstrate effective use of knowledge, skills and commitment to core values in SW 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.

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.

   • Recognise the role of the professional social worker in a range of contexts
   • Recognise the important role of supervision, and make an active contribution
   • Demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness
   • With guidance take responsibility for managing your time and workload effectively
   • Be able to show awareness of personal and professional boundaries
   • With guidance recognise your limitations, and how to seek advice
   • Recognise and act on own learning needs in response to practice experience
   • Show awareness of own safety, health, wellbeing and emotional resilience and seek advice as necessary
   • Identify concerns about practice and procedures and how they can be questioned

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.

   • Understand and, with support, apply the profession’s ethical principles
   • Recognise and with support manage the impact of own values on professional practice. Identify and, with guidance, manage potentially conflicting values and 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
   • Recognise and, with support, 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
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.

- 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
- With reference to current legislative requirements, recognise personal and organisational discrimination and oppression, and identify ways in which they might be challenged
- Recognise and, with support, 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 well-being

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.

- Understand and, with support, apply in practice the principles of social justice, inclusion and equality
- Understand how legislation and guidance can advance or constrain people’s rights
- Work within the principles of human and civil rights and equalities legislation
- 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

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.

- With guidance apply research, theory and knowledge from sociology, social policy, psychology, health and human growth and development to social work practice
- Understand the legal and policy frameworks and guidance that inform and mandate social work practice, relevant to placement setting
- Understand forms of harm, their impact on people, and the implications for practice
- 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
- 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

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.

- Recognise the importance of applying 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
- With guidance use reflection and analysis in practice
- With guidance understand how to evaluate and review hypotheses in response to information available at the time and apply in practice with support
- With guidance use evidence to inform decisions

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.

- With guidance use a range of verbal, non-verbal and written methods of communication relevant to the placement With guidance communicate information, advice, instruction and opinion so as to advocate, influence and persuade Demonstrate the ability to build and conclude compassionate and effective relationships appropriate to the placement setting With guidance 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
- With guidance use a planned and structured approach, informed by at least two social work methods and models
- Recognise the importance of community resources, groups and networks for individuals
- Demonstrate skills in recording and report writing appropriate to the setting
- With guidance, demonstrate skills in sharing information appropriately and respectfully
- Demonstrate awareness of the impact of multiple factors, changing circumstances and uncertainty in people’s lives
- With guidance understand the authority of the social work role
- 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
- With guidance identify appropriate responses to safeguard vulnerable people
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

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.

- With guidance, 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
- With guidance work within the organisational context of your placement setting and understand the lines of accountability
- 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
- Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and, with guidance, demonstrate partnership working

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.

- Identify how professional leadership in social work can enhance practice
- Recognise the value of sharing and supporting the learning and development of others

By the end of last placement / the completion of qualifying programmes newly qualified social workers 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.

The Health Professions Council (the regulator of qualified social workers) and The College have mapped the Standards of Proficiency for Social Work (SOPs) against the PCF expectations for social work students at the end of their last placement. Whilst there are some differences in the way the standards and PCF are expressed, the overall expectations are the same.

1. Professionalism
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.

- Be able to meet the requirements of the professional regulator
- Be able to explain the role of the social worker in a range of contexts, and uphold the reputation of the profession
- Demonstrate an effective and active use of supervision for accountability, professional reflection and development
- Demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness
- Take responsibility for managing your time and workload effectively, and begin to prioritise your activity including supervision time
- Recognise the impact of self in interaction with others, making appropriate use of personal experience
- Be able to recognise and maintain personal and professional boundaries
- Recognise your professional limitations and how to seek advice
- Demonstrate a commitment to your continuing learning and development
- With support, take steps to manage and promote own safety, health, wellbeing and emotional resilience
- 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.
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.

- 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
- Manage potentially conflicting or competing values, and, with guidance, recognise, reflect on, and work with ethical dilemmas
- 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 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

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.

• 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 with guidance make use of a range of approaches to challenge them
• 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 well-being

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.

• 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 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, differentiating and beginning to work with absolute, qualified and competing rights and differing 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
• Recognise the value of, and aid access to, independent advocacy
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.

- Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health
- Demonstrate a critical understanding of the legal and policy frameworks and guidance that inform and mandate social work practice, recognising the scope for professional judgement
- Acknowledge the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience
- 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 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
- Demonstrate a critical understanding of social welfare policy, its evolution, implementation and impact on people, social work, other professions, and inter-agency working
- Recognise the contribution, and begin to make use, of research to inform practice
- Demonstrate a critical understanding of research methods
- Value and take account of the expertise of service users, carers and professionals

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.

- Apply imagination, creativity and curiosity to practice
- Inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources
- With support, rigorously question and evaluate the reliability and validity of information from different sources
- Demonstrate a capacity for logical, systematic, critical and reflective reasoning and apply the theories and techniques of reflective practice
- Know how to formulate, test, evaluate, and review hypotheses in response to information available at the time and apply in practice
- Begin to formulate and make explicit, evidence-informed judgements and justifiable decisions.
- Demonstrate and apply to practice a working knowledge of human growth and development throughout the life course. Recognise the short and long term impact of psychological, socio-economic, environmental and physiological factors on people’s lives, taking into
account and development, and how this informs practice
• Recognise how systemic approaches can be used to understand the person-in-the-environment and inform your practice

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.
• Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples’ age, comprehension and culture
• Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade
• Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships
• Demonstrate an holistic approach to the identification of needs, circumstances, rights, strengths and risks
• 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
• 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 how the development of community resources, groups and networks enhance outcomes for individuals
• Maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgement and organisational responsibilities
• Demonstrate skills in sharing information appropriately and respectfully
• Recognise complexity, multiple factors, changing circumstances and uncertainty in people’s lives, to be able to prioritise your intervention
• Understand the authority of the social work role and begin to use this appropriately as an accountable professional
• 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 support, identify appropriate responses to safeguard vulnerable people and promote their well being

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
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.
• Recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts
• Understand the roles and responsibilities of social workers in a range of organisations, lines of accountability and the boundaries of professional autonomy and discretion
• Understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and practice
• Be able to work within an organisation’s remit and contribute to its evaluation and development
• 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 be able to contribute positively to effective team working
• 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

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.

• Recognise the importance of, and begin to demonstrate, professional leadership as a social worker
• Recognise the value of, and contribute to supporting the learning and development of others.
Section Two: Key Dates and Submission of Work (2016-17)

BA Full-time 70 day Placement dates – Chelmsford

- There are clearly defined study weeks and holidays during the placement period to enable students to prepare effectively for submissions.

<table>
<thead>
<tr>
<th>70 day placements BA Full-time Chelmsford – (stage one placement)</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement preparation</td>
<td>Tuesday 18th October 2016</td>
</tr>
<tr>
<td>Placement three days per week (Wed-Fri) (university one/two day per week during semester)</td>
<td>Week beginning Monday 31st October 2016 - Week ending Friday 16th December 2016</td>
</tr>
<tr>
<td>Christmas Break</td>
<td>Week beginning Monday 19th December 2016 - Week ending Friday 30th December 2016</td>
</tr>
<tr>
<td>Placement four days per week (Tues-Fri) (no university)</td>
<td>Week beginning Monday 2nd January 2017 - Week ending Friday 27th January 2017</td>
</tr>
<tr>
<td>Placement three days per week (Wed-Fri) (university one/two days per week during semester)</td>
<td>Week beginning Monday 30th January 2017 - Week ending Friday 10th February 2017</td>
</tr>
<tr>
<td>Reading Week (not on the university day) – students take this week off placement to help them prepare for academic submissions</td>
<td>Week beginning Monday 13th February 2017 - Week ending Friday 17th February 2017</td>
</tr>
<tr>
<td>Placement three days per week (Wed-Fri)(university one day per week during semester)</td>
<td>Week beginning Monday 20th February 2017 - Week ending Friday 7th April 2017</td>
</tr>
<tr>
<td>Easter Break</td>
<td>Week beginning Monday 10th April 2017 - Week ending Friday 21st April 2017</td>
</tr>
<tr>
<td>Placement three days per week (Wed-Fri) (university one day per week during semester)</td>
<td>Week beginning Monday 24th April 2017 – Week ending Friday 5th May 2017</td>
</tr>
<tr>
<td>Portfolio submission deadline</td>
<td>Friday 19th May 2017</td>
</tr>
<tr>
<td>PAP:</td>
<td>Week Beginning: 29th May 2017</td>
</tr>
<tr>
<td>DAP:</td>
<td>Week beginning: Monday 19th June 2017</td>
</tr>
</tbody>
</table>
**BA Full-time 100 day Placement dates – Chelmsford**

- There are clearly defined study weeks and holidays during the placement period to enable students to prepare effectively for submissions.

<table>
<thead>
<tr>
<th>100 day placements (BA full-time final stage placement) Chelmsford</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement preparation</td>
<td>Friday 23rd September 2016</td>
</tr>
<tr>
<td>Placement three days per week Mon-Wed (university one / two days per week (Thur/Fri) during semester)</td>
<td>Week beginning Monday 26th September 2016 - Week ending Friday 16th December 2016</td>
</tr>
<tr>
<td>Christmas Break</td>
<td>Week beginning Monday 19th December 2016 - Week ending Friday 30th December 2016</td>
</tr>
<tr>
<td>Placement 3 days Tue/Wed/Thur</td>
<td>Week beginning Tuesday 3rd January 2017</td>
</tr>
<tr>
<td>Placement four days per week Mon-Thu (university one day per week (Fri) during semester)</td>
<td>Week beginning Monday 9th January 2017 - Week ending Friday 10th February 2017</td>
</tr>
<tr>
<td>Reading Week (not on the university day) – students take this week off placement to help them prepare for academic submissions</td>
<td>Week beginning Monday 13th February 2017 - Week ending Friday 17th February 2017</td>
</tr>
<tr>
<td>Placement four days per week Mon-Thu (university one day per week (Fri) during semester)</td>
<td>Week beginning Monday 20th February 2017 – Week ending Friday 7th April 2017</td>
</tr>
<tr>
<td>Easter Break</td>
<td>Week beginning Monday 10th April 2017 - Week ending Friday 21st April 2017</td>
</tr>
<tr>
<td>Placement four days per week Mon-Thu (university one day per week (Fri) during semester)</td>
<td>Week beginning Monday 24th April 2017 – Up to Week ending Friday 12th May 2017 Excluding Bank Holiday Monday 1st May</td>
</tr>
<tr>
<td>Placement 2 days</td>
<td>Week beginning Monday 15th May</td>
</tr>
<tr>
<td>Portfolio submission</td>
<td>Friday 19th May 2017</td>
</tr>
<tr>
<td>PAP:</td>
<td>Week Beginning: Monday 29th May 2017</td>
</tr>
<tr>
<td>DAP:</td>
<td>Week beginning: Monday 19th June 2017</td>
</tr>
</tbody>
</table>
BA Part-time 100 day Placement dates – Chelmsford

- There are clearly defined study weeks and holidays during the placement period to enable students to prepare effectively for submissions.

<table>
<thead>
<tr>
<th>100 day placements (BA Part-time final stage placement) Chelmsford</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement preparation</td>
<td>Friday 16th September 2016</td>
</tr>
<tr>
<td>Placement four days per week (University on Thursdays)</td>
<td>Week beginning Monday 19th September 2016</td>
</tr>
<tr>
<td></td>
<td>Week ending Friday 30th September 2016</td>
</tr>
<tr>
<td>Placement three days per week (university one day per week (Thurs) during semester)</td>
<td>Week beginning Monday 3rd October 2016</td>
</tr>
<tr>
<td></td>
<td>Week ending Friday 16th December 2016</td>
</tr>
<tr>
<td>Christmas Break</td>
<td>Week beginning Monday 19th December 2016 - Week ending Friday 30th December 2016</td>
</tr>
<tr>
<td>Placement three days per week (university one day per week during semester)</td>
<td>Week beginning Monday 2nd January 2017</td>
</tr>
<tr>
<td></td>
<td>Week ending Friday 7th April 2017</td>
</tr>
<tr>
<td></td>
<td>Note – Bank Holiday Monday 2nd January</td>
</tr>
<tr>
<td>Easter Break</td>
<td>Week beginning Monday 10th April 2017</td>
</tr>
<tr>
<td></td>
<td>Week ending Friday 21st April 2017</td>
</tr>
<tr>
<td>Placement three / four days per week (university one day per week during semester)</td>
<td>Week beginning Monday 24th April 2017</td>
</tr>
<tr>
<td></td>
<td>Up to Week ending Friday 26th May 2017</td>
</tr>
<tr>
<td></td>
<td>(Bank Holiday Monday 1st May)</td>
</tr>
<tr>
<td>Portfolio submission</td>
<td>Friday 2nd June 2017</td>
</tr>
<tr>
<td>PAP:</td>
<td>Week beginning: 14th June 2017</td>
</tr>
<tr>
<td>DAP:</td>
<td>Wednesday 21st June 2017</td>
</tr>
</tbody>
</table>
MA Full-time 70 day Placement dates – Chelmsford

- There are clearly defined study weeks and holidays during the placement period to enable students to prepare effectively for submissions.

<table>
<thead>
<tr>
<th>70 day placements MA Full-time Chelmsford – (stage one placement)</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement preparation</td>
<td>Thursday 24th November 2016</td>
</tr>
<tr>
<td>Placement four days per week (university on Tuesdays during semester)</td>
<td>Week beginning Monday 9th January 2017 - Week ending Friday 10th February 2017</td>
</tr>
<tr>
<td>Reading week (not on the university day) – students take this week off placement to help them prepare for submissions</td>
<td>Week beginning Monday 13th February</td>
</tr>
<tr>
<td>Placement four days per week</td>
<td>Week beginning Monday 20th February 2017 - Week ending Friday 7th April 2017</td>
</tr>
<tr>
<td>Easter break</td>
<td>Week beginning Monday 10th April 2017 – Week ending Friday 21st April 2017</td>
</tr>
<tr>
<td>Placement four days per week (university on Tuesdays during semester)</td>
<td>Week beginning Monday 24th April 2017 - Week ending Friday 26th May 2017 Note – Bank Holiday Monday 1st May</td>
</tr>
<tr>
<td>Placement three days</td>
<td>Week beginning Monday 29th May 2017 –</td>
</tr>
<tr>
<td>Portfolio submission</td>
<td>Friday 2nd June 2017</td>
</tr>
<tr>
<td>PAP:</td>
<td>Week Beginning: 12th June 2017</td>
</tr>
<tr>
<td>DAP:</td>
<td>Wednesday 21st June 2017</td>
</tr>
</tbody>
</table>
**MA Full-time 100 day Placement dates – Chelmsford**

- There are clearly defined study weeks and holidays during the placement period to enable students to prepare effectively for submissions.

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<thead>
<tr>
<th>100 day placements (MA full-time final stage placement) Chelmsford</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement preparation</td>
<td>Friday 23rd September 2016</td>
</tr>
<tr>
<td>Placement three days per week; Wed/Thur/Fri (university one day per week (Mon) during semester)</td>
<td>Week beginning Monday 26th September 2016 - Week ending Friday 16th December 2016 36 days</td>
</tr>
<tr>
<td>Christmas Break</td>
<td>Week beginning Monday 19th December 2016 - Week ending Friday 30th December 2016</td>
</tr>
<tr>
<td>Placement four days per week, Tues-Fri (university one day per week during semester)</td>
<td>Week beginning Tuesday 3rd January 2017 - Week ending Friday 10th February 2017 24 days</td>
</tr>
<tr>
<td>Reading Week (not on the university day) – students take this week off placement to help them prepare for academic submissions</td>
<td>Week beginning Monday 13th February 2017 - Week ending Friday 17th February 2017</td>
</tr>
<tr>
<td>Placement four days per week, Tues-Fri (university one day per week during semester)</td>
<td>Week beginning Monday 20th February 2017 – Week ending Friday 7th April 2017 28 days</td>
</tr>
<tr>
<td>Easter Break</td>
<td>Week beginning Monday 10th April 2017 - Week ending Friday 21st April 2017</td>
</tr>
<tr>
<td>Placement four days per week, Tues-Fri (university one day per week during semester)</td>
<td>Week beginning Monday 24th April 2017 Up to Week ending Friday 12th May 2017 12 days</td>
</tr>
<tr>
<td>Portfolio submission</td>
<td>Friday 19th May 2017</td>
</tr>
<tr>
<td>PAP:</td>
<td>Week Beginning: Monday 12th June 2017</td>
</tr>
<tr>
<td>DAP:</td>
<td>Wednesday 21st June 2017</td>
</tr>
</tbody>
</table>
There are clearly defined study weeks and holidays during the placement period to enable students to prepare effectively for submissions.

<table>
<thead>
<tr>
<th>70 day placements BA Full-time Cambridge – (initial placement)</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement preparation</td>
<td>Week beginning 24&lt;sup&gt;th&lt;/sup&gt; October</td>
</tr>
<tr>
<td>3 days per week in placement</td>
<td>Week beginning Monday 31&lt;sup&gt;st&lt;/sup&gt; October to Week ending Friday 16&lt;sup&gt;th&lt;/sup&gt; December 2016</td>
</tr>
<tr>
<td>Mondays and Wednesdays in University</td>
<td>Week beginning Monday 19&lt;sup&gt;th&lt;/sup&gt; December to Week ending Friday 30&lt;sup&gt;th&lt;/sup&gt; December 2016</td>
</tr>
<tr>
<td>Christmas Break</td>
<td>Week beginning Tuesday 3&lt;sup&gt;rd&lt;/sup&gt; January to Week ending Friday 7&lt;sup&gt;th&lt;/sup&gt; April 2017</td>
</tr>
<tr>
<td>5 days per week in placement</td>
<td>Week beginning Monday 30&lt;sup&gt;th&lt;/sup&gt; January to Week ending Friday 10&lt;sup&gt;th&lt;/sup&gt; February 2017</td>
</tr>
<tr>
<td>3 days per week in placement</td>
<td>Week beginning Monday 24&lt;sup&gt;th&lt;/sup&gt; April to week ending Friday 5&lt;sup&gt;th&lt;/sup&gt; May 2017</td>
</tr>
<tr>
<td>Mondays and Tuesdays in University</td>
<td>Week beginning Monday 8&lt;sup&gt;th&lt;/sup&gt; May ending on Thursday 11th May 2017</td>
</tr>
<tr>
<td>Reading Week (not on the university day) – students take this week off placement to help them prepare for academic submissions</td>
<td>Week beginning Monday 13&lt;sup&gt;th&lt;/sup&gt; February to Friday 17&lt;sup&gt;th&lt;/sup&gt; February 2017</td>
</tr>
<tr>
<td>3 days per week in placement - Mondays and Tuesdays in University</td>
<td>Week beginning Monday 20&lt;sup&gt;th&lt;/sup&gt; February to Week ending Friday 7&lt;sup&gt;th&lt;/sup&gt; April 2017</td>
</tr>
<tr>
<td>Easter Break</td>
<td>Week beginning Monday 10&lt;sup&gt;th&lt;/sup&gt; April to Week ending Friday 21&lt;sup&gt;st&lt;/sup&gt; April 2017</td>
</tr>
<tr>
<td>5 days per week in placement</td>
<td>Week beginning Monday 24&lt;sup&gt;th&lt;/sup&gt; April to week ending Friday 5&lt;sup&gt;th&lt;/sup&gt; May 2017</td>
</tr>
<tr>
<td>3 days per week in placement</td>
<td>Week beginning Monday 8&lt;sup&gt;th&lt;/sup&gt; May ending on Thursday 11th May 2017</td>
</tr>
</tbody>
</table>

**Portfolio submission deadline:**

- Friday 19<sup>th</sup> May 2017, 2pm
- PAP: Week Beginning: 29<sup>th</sup> May 2017
- DAP: Week beginning: Monday 19<sup>th</sup> June 2017
There are clearly defined study weeks and holidays during the placement period to enable students to prepare effectively for submissions.

<table>
<thead>
<tr>
<th>100 day placements (BA full-time final stage placement) Cambridge</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Placement preparation</strong></td>
<td>TBC</td>
</tr>
<tr>
<td>5 days per week in placement (Mon 5th Sep to Fri 23rd Sep)</td>
<td>Week beginning Monday 5th September 2016 to Week ending Friday 16th December 2016</td>
</tr>
<tr>
<td>1 day in placement (Mon 26th September to Thurs 29th September in University)</td>
<td>Reading week – beginning Monday 24th October to Friday 28th October 2016 (not in placement)</td>
</tr>
<tr>
<td>3 or 4 days per week in placement (Mon 3rd October to Fri 16th Dec)</td>
<td>Week beginning Monday 19th December 2016 to Week ending Friday 30th December 2016</td>
</tr>
<tr>
<td>Wednesdays in University, and Tuesdays on 29th November and 13th December</td>
<td></td>
</tr>
<tr>
<td><strong>Christmas Break</strong></td>
<td>Week beginning Monday 19th December 2016 to Week ending Friday 30th December 2016</td>
</tr>
<tr>
<td>5 days per week in placement (Tue 2nd January to Fri 27th January)</td>
<td>Week beginning Monday 2nd January 2017 to Week ending Friday 7th April 2017</td>
</tr>
<tr>
<td>3 days or 4 days per week in placement (Mon 30th January to Fri 7th April)</td>
<td>Reading week – beginning Monday 13th February to Friday 17th February 2017 (not in placement)</td>
</tr>
<tr>
<td>Thursdays in University, as well as Wed 8th February and Tue 28th February 2017</td>
<td>Week beginning Monday 10th April to Week ending Friday 21st April 2017</td>
</tr>
<tr>
<td><strong>Easter Break</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Portfolio submission deadline:</strong></td>
<td><strong>Friday 19th May 2017, 2pm</strong></td>
</tr>
<tr>
<td><strong>PAP:</strong></td>
<td><strong>Week Beginning:</strong> Monday 29th May 2017</td>
</tr>
<tr>
<td><strong>DAP:</strong></td>
<td><strong>Week beginning:</strong> Monday 19th June 2017</td>
</tr>
</tbody>
</table>
**BA Part-time 70 day Placement dates – Peterborough**

- There are clearly defined study weeks and holidays during the placement period to enable students to prepare effectively for submissions.

### 70 day placements (BA Part-time initial stage placement) Peterborough

<table>
<thead>
<tr>
<th>Activity</th>
<th>Dates</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement preparation</td>
<td>Week starting 12th December 2016</td>
<td></td>
</tr>
<tr>
<td>Christmas Break</td>
<td>Week beginning Monday 19th December 2016 to Week ending Friday 30th December 2016</td>
<td></td>
</tr>
<tr>
<td>2 days per week in placement</td>
<td>Week starting 3rd January 2017 to Week ending Friday 10th February</td>
<td>10</td>
</tr>
<tr>
<td>Wednesdays in University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading week (not on the university day) – students take this week off placement to help them prepare for submissions</td>
<td>Week beginning Monday 13th February to Friday 17th February</td>
<td></td>
</tr>
<tr>
<td>2 days per week in placement</td>
<td>Week beginning Monday 20th February 2017 to Week ending Friday 7th April 2017</td>
<td>14</td>
</tr>
<tr>
<td>Wednesdays in University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Easter Break</td>
<td>Week beginning Monday 10th April 2017 - Week ending Friday 21st April 2017</td>
<td></td>
</tr>
<tr>
<td>2 days per week in placement</td>
<td>Week beginning Monday 24th April Up to Week ending Friday 5th May 2017</td>
<td>10</td>
</tr>
<tr>
<td>Wednesdays in University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading week (not on the university day) – students take this week off placement to help them prepare for submissions</td>
<td>Week starting 8th May 2017 to Friday 12th May 2017</td>
<td></td>
</tr>
<tr>
<td>2 days per week in placement</td>
<td>Week beginning Monday 15th May to Week ending Friday 11th August 2017</td>
<td>26</td>
</tr>
<tr>
<td>Summer Break – students take this week off placement to help them prepare for academic submissions</td>
<td>Week beginning Monday 14th August to Week ending Friday 25th August 2017</td>
<td></td>
</tr>
<tr>
<td>2 days per week in placement</td>
<td>Week beginning Monday 28th August to week ending Friday 29th September 2017</td>
<td>10</td>
</tr>
<tr>
<td><strong>Portfolio submission deadline:</strong></td>
<td>Wednesday 1st November 2017, 2pm</td>
<td></td>
</tr>
<tr>
<td>PAP:</td>
<td>TBC</td>
<td></td>
</tr>
<tr>
<td>DAP:</td>
<td>TBC</td>
<td></td>
</tr>
</tbody>
</table>
**BA Part-time 100 day Placement dates – Peterborough**

- There are clearly defined study weeks and holidays during the placement period to enable students to prepare effectively for submissions.

### 100 day placements (BA Part-time final stage placement) Peterborough

<table>
<thead>
<tr>
<th>Placement stage</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Placement preparation</strong></td>
<td>TBC</td>
</tr>
<tr>
<td>5 days per week in placement (Mon 5th September to Fri 23rd September)</td>
<td>Week beginning Monday 5th September 2016 to Week ending Friday 16th December 2016</td>
</tr>
<tr>
<td>3 days per week in placement (Mon 26th September to Fri 16th December)</td>
<td>Reading week – beginning Monday 24th October to Friday 28th October 2016 (not in placement)</td>
</tr>
<tr>
<td><strong>Fridays in University</strong></td>
<td>48 days</td>
</tr>
<tr>
<td><strong>Christmas Break</strong></td>
<td>Week beginning Monday 19th December 2016 to Week ending Friday 30th December 2016</td>
</tr>
<tr>
<td>5 days per week in placement (Tue 2nd January to Fri 27th January)</td>
<td>Week beginning Monday 2nd January 2017 to Week ending Friday 7th April 2017</td>
</tr>
<tr>
<td>3 days per week in placement (Mon 30th January to Fri 7th April)</td>
<td>Reading week – beginning Monday 13th February to Friday 17th February 2017 (not in placement)</td>
</tr>
<tr>
<td><strong>Fridays in University</strong></td>
<td>47 days</td>
</tr>
<tr>
<td><strong>Easter Break</strong></td>
<td>Week beginning Monday 10th April to Week ending Friday 21st April 2017</td>
</tr>
<tr>
<td>5 days per week in placement</td>
<td>Week beginning Monday 24th April to Friday 28th April 2017</td>
</tr>
</tbody>
</table>

**Portfolio submission deadline:**
- **PAP:** Week beginning: 29th May 2017
- **DAP:** Week beginning: Monday 19th June 2017
**MA Full-time 70 day Placement dates – Cambridge**

- There are clearly defined study weeks and holidays during the placement period to enable students to prepare effectively for submissions.

<table>
<thead>
<tr>
<th>70 day placements MA Full-time Chelmsford – (stage one placement)</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement preparation</td>
<td>Week starting 28th November 2016</td>
</tr>
<tr>
<td>4 days per week in placement</td>
<td>Week beginning Monday 5th December to Week ending Friday 16th December 2016</td>
</tr>
<tr>
<td>Mondays in University</td>
<td>Week beginning Monday 19th December 2016 to Week ending Friday 30th December 2016</td>
</tr>
<tr>
<td>Christmas Break</td>
<td>Week beginning Monday 2nd January to Week ending Friday 10th February 2017</td>
</tr>
<tr>
<td>4 days per week in placement</td>
<td>Week beginning Monday 30th January to Week ending Friday 10th February 2017</td>
</tr>
<tr>
<td>5 days per week in placement</td>
<td>Week beginning Monday 2nd January to Week ending Friday 7th April 2017</td>
</tr>
<tr>
<td>Tuesdays in University</td>
<td>Week beginning Monday 13th February to Friday 17th February 2017</td>
</tr>
<tr>
<td>Reading week (not on the university day) – students take this week off placement to help them prepare for submissions</td>
<td>Week beginning Monday 24th April to week starting Monday 8th May 2017</td>
</tr>
<tr>
<td>4 days per week in placement</td>
<td>Week beginning Monday 10th April to Week ending Friday 21st April 2017</td>
</tr>
<tr>
<td>Tuesdays in University</td>
<td>Monday 19th May 2017, 2pm</td>
</tr>
<tr>
<td>Easter Break</td>
<td>Week Beginning: 29th May 2017</td>
</tr>
<tr>
<td>5 days per week in placement</td>
<td>Week beginning: Monday 19th June 2017</td>
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There are clearly defined study weeks and holidays during the placement period to enable students to prepare effectively for submissions.

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</thead>
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<td>Placement preparation</td>
<td>TBC</td>
</tr>
<tr>
<td>5 days per week in placement (Mon 5th Sep to Fri 23rd Sep)</td>
<td>Week beginning Monday 5th September 2016 to Week ending Friday 16th December 2016</td>
</tr>
<tr>
<td>All week in University (Mon 26th September to Fri 30th September in University)</td>
<td>Reading week – beginning Monday 24th October to Friday 28th October 2016 (not in placement)</td>
</tr>
<tr>
<td>4 days per week in placement (Mon 3rd October to Fri 16th Dec)</td>
<td></td>
</tr>
<tr>
<td>Mondays in University</td>
<td></td>
</tr>
<tr>
<td>Christmas Break</td>
<td>Week beginning Monday 5th September 2016 to Week ending Friday 16th December 2016</td>
</tr>
<tr>
<td>5 days per week in placement (Tue 3rd January to Fri 27th January)</td>
<td>Week beginning Monday 2nd January to Week ending Friday 7th April 2017</td>
</tr>
<tr>
<td>All week in University (Mon 30th January to Fri 3rd Feb)</td>
<td>Reading week – beginning Monday 13th February to Friday 17th February 2017 (not in placement)</td>
</tr>
<tr>
<td>4 days per week in placement (Mon 30th January to Tue 22nd March 2017)</td>
<td></td>
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<tr>
<td>Easter Break</td>
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<tr>
<td>Portfolio submission deadline:</td>
<td></td>
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<tr>
<td>PAP:</td>
<td>Friday 19th May 2017, 2pm</td>
</tr>
<tr>
<td>DAP:</td>
<td>Week Beginning: Monday 12th June 2017</td>
</tr>
<tr>
<td></td>
<td>Wednesday 21st June 2017</td>
</tr>
</tbody>
</table>
Submission of other placement documents

Student Agreement
The Student Agreement is signed and submitted via email to the Practice Support officer with the Student’s Practice Learning Application. A copy of the Student Agreement should be included in the Final Portfolio.

Learning Agreement
A copy of the learning agreement is to be emailed to SWplacementsCP@anglia.ac.uk (Cambridge/Peterborough) or SWplacementsChelm@anglia.ac.uk (Chelmsford). If you can, scan the signature page and send this as well. This should be done by day 20 of the placement. Failure to do so may lead to the placement being suspended. One paper copy of the completed report is to be retained within the student’s portfolio.

Midway Report
One copy of the student’s draft electronic report must be submitted by the student to their placement tutor two days in advance of the midway review meeting, together with copies of their Critical Reflections on Practice and Direct Observations.

Following the midway review, and upon receipt of the Placement Tutors comments, a copy of the Midway Review should be e-mailed to the relevant Practice Support Officer as above. If you can, scan the signature page and send this as well (Please do not attach the direct observations or critical reflections on practice with the midway report at this point).

The original signed paper copy of the Midway Report is to be included in the Final Portfolio.

Time Sheets
Students are required to complete a timesheet every month and ensure that they are signed on a weekly basis by their on-site supervisor/practice educator. Scanned copies of signed timesheets should be emailed to the Practice Team with the Midway Report and all originals should be submitted with the Final portfolio. You are requested to please make copies of your monthly signed attendance and forward to your practice educator and on-site supervisor.

Sickness Reporting
If a student is unable to attend placement due to ill health the student is required to email the social work practice team on the first and last day of your sickness period. If you are unable to attend placement for more than one week then you must forward a doctor’s certificate to the relevant practice team member. It is essential that you report any sickness to the Practice support Officer and detail the days you will/were not attending placement.
Chelmsford: SWplacementsChelm@anglia.ac.uk
Cambridge and Peterborough: SWplacementsCP@anglia.ac.uk
**Where to submit your portfolio and other placement paperwork**

<table>
<thead>
<tr>
<th></th>
<th>Chelmsford</th>
<th>Cambridge</th>
<th>Peterborough</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practice Placement</strong></td>
<td>I-Centre Marconi Building Rivermead Campus</td>
<td>I-Centre East Road</td>
<td>Social Work – Practice Learning Team</td>
</tr>
<tr>
<td><strong>Portfolio Submissions</strong></td>
<td></td>
<td></td>
<td>c/o Help Desk Guild House</td>
</tr>
<tr>
<td>to be sent to:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>paperwork to be sent via</td>
<td><a href="mailto:SWPlacementsChelm@anglia.ac.uk">SWPlacementsChelm@anglia.ac.uk</a></td>
<td><a href="mailto:SWPlacementsCP@anglia.ac.uk">SWPlacementsCP@anglia.ac.uk</a></td>
<td><a href="mailto:SWPlacementsCP@anglia.ac.uk">SWPlacementsCP@anglia.ac.uk</a></td>
</tr>
<tr>
<td>email to:</td>
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</tbody>
</table>

**Submission dates:**

Learning Agreement: within one week of the Learning Agreement Meeting and not more than 20 placement days from the start of the placement.

Midway Report: within one week of the Midway Meeting

Portfolio: as per timetable in Section 2 above

If you are granted an extension your submission date will the next working day after your final day on placement. You must include you Late Submission Request Form in your portfolio.
Section Three: Process of matching students to placements and communication

You are requested to submit your application as per the instructions in the Practice learning application pack that will be sent to you via email. Please note that communication by the Practice Learning Team is by email to your university address.

Please make sure you check your student email account at least every 3 days as per university guidance.

After we receive the application forms we check content and presentation. Some forms are returned for review and resubmission by the students. We then start matching students to placements.

The criteria for matching students to placement include;

- To ensure the student meets the requirement of experiencing two different placements, the latter of which must enable students to undertake tasks to prepare them for statutory social work;
- Identified learning needs, which may be decided in consultation with tutors;
- Where possible we make every effort to consider career aspirations;
- Accessibility and appropriate working environment;
- Availability of potential Practice Placements;
- Geographical location and transport links.

You will be advised by email if your details have been sent to an agency for consideration. Where possible we will send you a link to their website and expect you to carry out research on the agency and the needs of the service users supported. Please do not contact the agency, at this stage as they are deciding if they want to invite you for interview and will only contact you once they have made this decision.

Please let Practice Team Support Officers know if you are invited for an interview and if you are successful or not.

Sometimes agencies agree to review student applications, but decide at a later date that they can no longer provide this opportunity for a variety of reasons. We will email you to advise that an agency can no longer offer a placement, noting that this is no fault of yours. We will then look for a new placement for you.

Some students will hear about their placement soon after their application is submitted, others may hear very close to the start date of the placement. Please do not panic, we have not forgotten you and are working hard to find a suitable match for you.
Rejecting your practice placement
Students are reminded that they do not have an option to reject a placement allocated unless there are significant mitigating circumstances.

Rejecting a placement offered to you is a serious step and if you do decide to do this it is important that you read the information presented with the "Rejecting your Placement form", discuss your reasons with your Personal Tutor, and complete the form. The form must be returned to the Practice Learning Co-ordinator.

Late Submission of Placement Application
Please be advised that if you fail to submit your application pack or associated forms by the deadlines this could have a significant impact on your progression. It is essential that we match students to placements at the earliest opportunity to ensure all reasonable options are considered. Late submission of the placement application may mean that a placement cannot be found for you in a timely manner or very limited placement options are available.

Agency rejecting student applications
Sometimes agencies decide students are unsuitable to be placed in their agency due to a poor application form or following interview. The university is required to find students two further practice placements.

If the student is rejected again by two further agencies, due to a poor application or interview, then they are given an opportunity to find their own placement using the Student Identification of Potential Placement. If by the end of the academic year they have been unsuccessful in securing a placement then the university will review the student's performance in line with the Faculty Suitability Procedures.

The placement team will write to the student and to his/her Personal Tutor giving feedback following an agency rejection of the student at application or interview stage. It is important that you meet with your tutor and or the Student Employability Service www.anglia.ac.uk/employability/student to discuss and learn from the feedback given; giving yourself every opportunity to succeed on the next occasion.

Starting your placement
The university will endeavor to ensure that students start their placements on, or as near to, the proposed date. However, due to the high demand for placement opportunities the university cannot guarantee that placements will start on the due date specified in the course handbook or any other published material. There are a number of factors, many of which are outside of the university's control, which can impact on the availability and timing of placements. In these circumstances a student might find that the start of their placement is delayed and on occasion this delay may be of an extended duration. Students are also reminded that due to the geographical location of the university they may have to travel some distance to their placement.

Therefore, please observe that a late start will result in a late finish so students are instructed not to book holidays in the summer period and/or not undertake any form of paid employment until their placement dates are confirmed. In the final year, a late placement might result in delays in completing the programme and, therefore, registration. If the placement is going to end after the portfolio published submission deadline, students must apply for an extension for their portfolio.
**Preparation for placement**

Once your placement has been confirmed and that you have been informed who your practice educator, on-site supervisor and placement tutor will be, the student should liaise with these key staff to arrange a learning agreement meeting. It is hoped that this meeting will take place before you start your placement or in the 1st two weeks of placement. The student will be expected to draft the agreement that will be amended/finalized at the meeting.
Section Four: Before You Start Your Social Work Placement

When you start your course you will need to make sure that the following are completed before you can attend your placement.

**Disclosure and Barring Service Check (DBS)**

You will be required to complete a DBS check. A member of the admissions team will send you the necessary paperwork to complete. The forms will be returned to the university’s DBS officer who will undertake the DBS checking process. Please be aware that this can take on average 4 to 6 weeks and any student without a completed DBS check will not be permitted to go onto placement. You must present your copy of the DBS to the agency before starting your placement.

You need to discuss with Practice Learning Co-ordinator at the earliest opportunity if you have a positive DBS check. The University cannot share the details of your DBS check without your consent.

**Occupational Health**

The primary purpose of an occupational health assessment is to ensure that students are fit to perform the tasks involved effectively and without risk to themselves or others’ health and safety. Course places at the Faculty of Health, Social Care & Education are offered subject to satisfactory health screening. Each candidate is assessed individually.

The Occupational Health Screening Service for Social Work students studying at Anglia Ruskin University operates from 9am - 5pm Monday to Friday throughout the year. This service is available at various sites. If you do not have a completed occupational health check this could delay you starting the course.

All students are required to be cleared by occupational health before starting practice. If you have any health issues you should consult your doctor in the usual way and only go back to occupational health if there are issues which would affect your attending your practice placement.

**Travel**

Students are advised that being a car driver with access to a car is an essential requirement to being placed given local stakeholders’ expectations that students will travel in their working practice to meet with service users. If you do not drive or own a car, you may feel that it would be a good idea to learn to drive and organise access to a car that you can use during your placement.

**Car insurance**

If you will be using your car in the course of a practice placement, the insurance cover must include an endorsement that the policy covers use for business purposes by the student personally. It is a student’s responsibility to see that his/her policy covers this. A business use certificate of insurance must be shown to the practice educator and/or an appropriate manager when you begin placement.

Students are NOT to transport service users in their own vehicles during their placement unless their insurers have confirmed that their insurance cover includes this activity.
Travel Time
Given that there is a national shortage of practice placements, many students may find they have to travel. We aim to place students within 1.5 hours travel from their home address or the campus where they attend for study. If a student travels to the campus for study then it is expected that they can travel to that same geographical area for their placement.

Where such journeys regularly take in excess of 1.5 hours each way, adjustments to the working day may be made in consultation with the practice agency and tutor.

Use of car/public transport
As part of your bursary you will receive a fixed sum towards your practice learning placement travel expenses. It is expected that students take the responsibility for budgeting for their travel expenses across the two placements.

Student agreement
All students are required to sign an agreement form prior to commencement of the Practice Placement and forward this to the Practice Team with the Practice Learning Application Form. A template for the Student Agreement Form is contained within the first section in the portfolio.

Students with disabilities or learning difficulties
The University is committed to supporting students with disabilities and/or learning difficulties including dyslexia.

Student Services is able to provide advice and support with issues relating to disability. Information can be accessed at the following link: http://web.anglia.ac.uk/stu_services/.

Students with a disability and/or learning difficulty are asked to notify the PLC in order that appropriate arrangements can be made. If the student has received an assessment from Student Services their Summary Of Reasonable Adjustments (SORA) should be shared with the placement agency (requiring student consent) in order that the placement agency can adhere with their health and safety obligations, and their duty of care towards the student.

Any necessary adjustments should be included in the Learning Agreement and reviewed at the Midway point to ensure student needs are being appropriately met throughout the placement duration.

However, should a student have any concerns, please liaise with the On-site Supervisor/Practice Educator/placement tutor or Practice Learning Co-ordinator at the earliest opportunity.
### Section Five: Roles and Responsibilities

#### Student:

<table>
<thead>
<tr>
<th>Attendance and conduct</th>
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</thead>
<tbody>
<tr>
<td>• To attend the placement as agreed for the duration of the normal working day of the agency unless in exceptional circumstances and where agreed and recorded by all parties (including the Practice Learning Co-ordinator) for the total number of days required of the placement stage that the student is completing.</td>
</tr>
<tr>
<td>• If a student is unable to attend placement due to ill health the student is required to email the social work practice team on the first and last day of your sickness period. If you are unable to attend placement for more than one week then you must forward a doctor’s certificate to the relevant practice team member.</td>
</tr>
<tr>
<td>• To act in accordance with professional standards at all times. This includes all relevant agency policies and procedures, and includes those relating to the protection of children and vulnerable adults</td>
</tr>
<tr>
<td>• To inform the Personal Tutor, Practice Educator, and On-Site Supervisor, of any circumstances that may adversely affect academic progress throughout the programme</td>
</tr>
<tr>
<td>• To attend all meetings necessary within the facilitative procedures, if required</td>
</tr>
<tr>
<td>• See HCPC guidance on conduct and Ethics for Students⁵</td>
</tr>
</tbody>
</table>

#### Learning

- To plan with PE (and OSS where applicable) the activities and tasks which will evidence your capability and create a draft Learning Agreement to be discussed at the Learning Agreement Meeting.
- To undertake direct work with service users under the supervision of the PE (and OSS where applicable)
- To act in accordance with agency policies including health and safety
- To complete and hand in reports, assignments and other required work on time, and fully anonymise all work for submission
- To develop anti-discriminatory, anti-racist and anti-oppressive practice
- To continually be pro-active in identifying potential learning experiences, participate and make full use of the learning experiences in practice
- To develop as a reflective practitioner by using the feedback of others and undertaking alternative ways of working

#### Supervision

- To prepare for, attend and participate in Practice Educator sessions, on-site supervisor supervision sessions (as required) tutorials and three or four way meetings as required
- To acknowledge the power imbalance (authority, dependency, conflict) implicit in the supervisory/teaching/tutorial process

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⁵ [http://www.hpc-uk.org/assets/documents/10002c16guidanceonconductandethicsforstudents.pdf](http://www.hpc-uk.org/assets/documents/10002c16guidanceonconductandethicsforstudents.pdf)
<table>
<thead>
<tr>
<th>Placement Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning and Teaching</strong></td>
</tr>
<tr>
<td>• To provide guidance on learning development progress</td>
</tr>
<tr>
<td>• To maintain an overview of the student’s progress in their practice placement</td>
</tr>
<tr>
<td><strong>Support, supervision and liaison</strong></td>
</tr>
<tr>
<td>• To chair the Learning Agreement and Midway meetings, sign off the associated documents, read portfolio evidence (CROPs and DOs) and check it is in place at appropriate points.</td>
</tr>
<tr>
<td>• To formally meet with the student and Practice Educator/ On-site Supervisor as required to monitor the progression of the student</td>
</tr>
<tr>
<td>• To offer the student support and guidance with regard to the practice experience</td>
</tr>
<tr>
<td>• To ensure that all students have sources of support which are suitable and relevant to their personal learning needs</td>
</tr>
<tr>
<td>• To advise the student and Practice Educator/ On-site Supervisor on the implementation of academic aspects of the programme</td>
</tr>
<tr>
<td>• To inform the Course Leader, Practice Learning Co-ordinator and other relevant staff of any significant issues in the student’s circumstances that may affect the student’s success on the placement, having first discussed the matter with the student.</td>
</tr>
<tr>
<td>• To maintain up to date records of the student’s progress including notes of tutorials, visits, and other formal meetings relating to the placement</td>
</tr>
<tr>
<td>• To develop anti-discriminatory, anti-racist and anti-oppressive practice</td>
</tr>
<tr>
<td>• To liaise with the Practice Educator, and Module Leaders.</td>
</tr>
<tr>
<td>• To manage the facilitative process as necessary where difficulties arise.</td>
</tr>
<tr>
<td>• To acknowledge the power imbalance (authority, dependency, conflict) implicit in the learning environment</td>
</tr>
<tr>
<td>• In between the formal meetings, to check periodically with the student and placement that progress is being made and if there are any issues to address these early on.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td>• To assess the student’s academic work as it pertains to the placement.</td>
</tr>
<tr>
<td>• To review the student’s practice placement portfolio.</td>
</tr>
<tr>
<td>• To attend the Practice Assessment Panel</td>
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</tbody>
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<table>
<thead>
<tr>
<th>On-site Practice Educator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning and teaching</strong></td>
</tr>
<tr>
<td>• To plan with the student the specific activities and tasks which will enable the student to demonstrate their capability</td>
</tr>
<tr>
<td>• To support the student’s personal and professional development</td>
</tr>
<tr>
<td>• To develop anti-discriminatory, anti-racist and anti-oppressive practice</td>
</tr>
<tr>
<td>• To acknowledge the power imbalance (authority, dependency, conflict) implicit in the student/practice educator process</td>
</tr>
<tr>
<td>• To teach aspects of knowledge, values and skills relevant to the student’s learning needs</td>
</tr>
</tbody>
</table>
### Supervision and support
- To supervise the student’s work in the practice placement and monitor the student’s conduct and performance
- To offer practice teaching sessions of at least 1.5 hours duration, at a frequency of at least once every 5 placement days.
- To devise the Learning Agreement with the student identifying the work to be undertaken by the student
- To attend all meetings relating to the students’ progress on placement
- To bring to the attention of the Placement tutor and other relevant staff any significant changes in the student’s circumstances that may affect the student’s success on the programme, having first discussed the matter with the student.
- To notify the student, Placement tutor and Practice Learning Co-ordinator of any serious concerns about the student’s performance.
- To attend all meetings necessary within the facilitative procedures, if required

### Assessment
- To assess the student’s practice according to University requirements
- To undertake direct observations of the students work on placement
- To complete the Learning Agreement, Mid-Way Review and Final Report by the due dates
- To attend the Practice Assessment Panel

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### Off-site Practice Educator

#### Learning and teaching
- To plan with the student the specific activities and tasks which will enable the student to demonstrate their capability
- To support the student’s personal and professional development
- To develop anti-discriminatory, anti-racist and anti-oppressive practice
- To acknowledge the power imbalance (authority, dependency, conflict) implicit in the student/practice educator process
- To teach aspects of knowledge, values and skills relevant to the student’s learning needs

#### Supervision and support
- To offer practice teaching sessions of at least 1½ hour duration, at a frequency of at least once every 10 placement days and agree the supervision record
- To devise an agreement with the OSS and the student identifying the work to be undertaken by the student, and clarify the responsibilities for OSS and PE, including the responsibility for direct observation
- To liaise with the OSS where appropriate
- To attend formal meetings to review the student’s progression
- To bring to the attention of the Placement tutor and other relevant staff any significant changes in the student’s circumstances that may affect the student’s success on the programme, having first discussed the matter with the student.
- To notify the student, Personal Tutor, Practice Learning Co-ordinator, and on-site supervisor of any serious concerns about the student’s performance.
- To attend all meetings necessary within the facilitative procedures
### Assessment

- To assess the student’s practice according to University requirements
- To undertake direct observations of the students work
- To complete the Learning Agreement, Mid-Way Review and Final Report by the due dates
- To attend the Practice Assessment Panel
<table>
<thead>
<tr>
<th>On-site Supervisor</th>
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<tbody>
<tr>
<td><strong>Learning</strong></td>
</tr>
<tr>
<td>• To devise an agreement with the PE and the student identifying the work to be</td>
</tr>
<tr>
<td>undertaken by the student, and clarify the responsibilities for OSS and PE,</td>
</tr>
<tr>
<td>including the responsibility for direct observation</td>
</tr>
<tr>
<td><strong>Supervision and support</strong></td>
</tr>
<tr>
<td>• To liaise regularly with the PE</td>
</tr>
<tr>
<td>• To supervise the student on a daily basis and monitor the student's conduct</td>
</tr>
<tr>
<td>and performance</td>
</tr>
<tr>
<td>• To offer regular 1-to-1 supervision sessions of at least 1 hour duration, at</td>
</tr>
<tr>
<td>a frequency of once every 10 placement days</td>
</tr>
<tr>
<td>• To attend formal meetings reviewing the students’ progress as required</td>
</tr>
<tr>
<td>• To notify the student, tutor, practice learning co-ordinator and off-site</td>
</tr>
<tr>
<td>practice educator of any serious concerns regarding the student’s performance.</td>
</tr>
<tr>
<td>• To attend all meetings necessary within the facilitative procedures, if</td>
</tr>
<tr>
<td>required</td>
</tr>
<tr>
<td>• Additional responsibilities in respect of Practice Teaching, as agreed between</td>
</tr>
<tr>
<td>OSS, student, PE and tutor.</td>
</tr>
<tr>
<td>• To carry out a direct observation of the students work</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td>• To assist the PE and student prepare the Final Report by offering any</td>
</tr>
<tr>
<td>supporting evidence</td>
</tr>
<tr>
<td>• To write a short written report on the student's overall progress that will</td>
</tr>
<tr>
<td>form part of the student's Workbook</td>
</tr>
</tbody>
</table>
Section Six: Procedures to Follow During the Placement

Attendance and Sickness Reporting
The University timetable enables students sufficient days in which they can complete their Practice Placement plus additional independent study days

Students must ensure that at the earliest opportunity they decide with their Practice Educator (and OSS where applicable) the timetable of attendance on placement. The decision on attendance will need to balance the student’s study needs with the operational needs of the agency and any potential detrimental effect on service users and carers. Students are to complete the attendance chart which forms part of the learning agreement.

Students are required to complete a timesheet every month and ensure that they are signed on a weekly basis by their on-site supervisor/practice educator. Please keep copies of your time sheets and attach to your midyear report and include them within your final workbook. You are requested to please ensure that practice educator and on-site supervisor receive copies of your signed timesheets at the end of each month.

Students are required to attend the Practice Placement for the normal length of the working day at the agency, which is normally 7 to 7.5 hours. A timesheet is provided within the workbook. In exceptional circumstances, for example long term health issues, students may be permitted to attend for fewer than 7 hours a day. This must be with the agreement of the practice learning co-ordinator and in consultation with the student, placement agency, practice educator and placement tutor.

Students must not attend the Practice Placement on a University day unless in exceptional circumstances and with the permission of the module tutor of the session that would be missed.

If you are unable to attend placement due to ill health then you are required to email the social work Practice Team Support Officer on the first and last day of your sickness episode;

Chelmsford: SWplacementsChelm@anglia.ac.uk
Cambridge and Peterborough: SWplacementsCP@anglia.ac.uk

If you are unable to attend placement for more than one week then you must forward a doctors certificate to the practice team.

Learning agreement
At the start of the Practice Placement, a learning agreement will be drafted by the student with input from the Practice Educator (and on-site supervisor where appropriate). This includes the practical arrangements for the Practice Placement, including supervision and teaching, the responsibilities of each party, plans for learning opportunities to meet the PCF Domains and learning outcomes, and planning for the midway review. A Learning Agreement Meeting must be convened by the student a maximum of 15 days from the start of the placement, these parties and the Placement Tutor will attend and finalise the learning agreement. The Draft Learning Agreement should be prepared within the 10 days/first two weeks of the placement and the student must forward a copy to their Placement Tutor 2 days in advance of the Learning Agreement meeting.
Within the Learning Agreement meeting itself, the student should take notes of any amendments and ensure the learning agreement is complete, including all handwritten signatures. The student should then prepare and circulate a typed electronic version. The Learning Agreement paperwork is to be forwarded to the relevant Practice Team by the required date. Copies should be kept by the student and Practice Educator (and On-Site Supervisor, where applicable). Discussion in the Learning Agreement meeting should include:

Identification of learning opportunities in relation to each PCF domain with clear examples.

- Power relationships in the setting, and between student, PE, OSS, and tutor;
- Service-user, carer, group involvement in planning and feedback to the student;
- Addressing anti-discriminatory and anti-oppressive practice;
- Addressing how theory and evidence-based practice will be included in the learning;
- The range of methods of practice education that will be employed;
- The student’s previous experiences of learning and or supervision;
- The student’s personal style of learning and personal/professional development.

Clarification of supervision arrangements and contingency arrangements should the PE or OSS be indisposed for a period.

Adequate study time will be allocated during the placement for students to complete their written assignments so academic study does not impinge on the required placement hours.

**Organisation of Placement**

- The first placement is 70 days and the second placement is 100 days (please note the variation in the number of days spent in placement by various cohorts during the 2016-17 academic year).
- Attendance is to be recorded by the student, PE and OSS as per instructions above.
- Students are to be a full team member but are considered supernumerary, including participation in team/agency meetings.
- Students are referred to as “Social Work Students” and service users must be made aware of this.
- Confidentiality and anonymity must be adhered to regarding information relating to service users, carers, groups and colleagues.
- The Social Work placement is completed on a basis of days, not hours. Therefore a normal working day is of 7.5 hours and this will need to be recorded on the student’s time sheet. In some settings there may be opportunities to work longer shifts and this should be discussed with the Practice Educator and Placement Tutor.
- Students undertake a full range of work, but are supernumerary and should not replace other staff on a rota.
- Where the practice educator is off-site, it is a requirement that the practice educator provides a minimum of one practice teaching session every 10 placement days. The on-site supervisor is required to provide supervision sessions of one hour duration every 10 placement days.
Midway review
formative Assessment

A mid-way assessment stage has been built in to the practice placement, which requires students, practice educators, on-site supervisors and -placement tutors to provide a report on progress. The date of the midway meeting will be arranged at the initial learning agreement meeting. This will be as close as possible to the midway point, at or around placement day 35 (70 day placement) or 50 (100 day placement.) It is important that this date does not change.

Students must have completed the relevant number of Direct Observations and Critical Reflection on Practice by the midway review meeting. The mid-way report will form part of the final workbook. If a student has not completed this work by the midway meeting, then the meeting should still go ahead and the reasons that the relevant work has not be achieved is recorded and where necessary an action plan is put in place to agree progress.

The report is drafted by the practice educator and student. The student is to forward an electronic copy of the report, attached evidence as set out in the portfolio to the placement tutor at least two days in advance of the midway meeting.

All parties attending the Midway review meeting are to sign the relevant parts of the report and email to the practice team. Students should include the signed original of Midway report in their final portfolio.

Final Review meeting – summative assessment

An end of placement meeting between the student, practice educator, on-site supervisor needs to be organized and held within the last week of placement. This is to ensure that, before the submission date, all elements of the practice placement and portfolio have been completed. It is also an opportunity to thank the placement staff and marks the imminent end of the placement. This meeting can take place either in the placement or at the university.

Late submission of practice workbook

In line with academic regulations, if a student is unable to submit their practice portfolio for the submission date, they are advised to contact the faculty student advisor at student services to apply for an extension. If necessary, the student advisor may contact the placement tutor or the practice learning coordinator to confirm the circumstances for the extension request.

In all situations it is the student’s responsibility to obtain an extension.

Contact details for student advisors for each campus:

cambridgestudentadvisor@anglia.ac.uk – 0845 196 6727
chelmsfordstudentadvisor@anglia.ac.uk – 0845 196 6728
guildhousestudentadvisor@anglia.ac.uk – 01223 695550

It is important that students are aware that if they are late in submitting the portfolio it is likely to affect progress into the next placement and in the final year, late submission may affect the student’s graduation and possible registration as a qualified social worker.

Where an extension has been agreed, the portfolio must be submitted on the first working day after the placement is completed.

Responsibilities within the Practice Placement

Please refer to the Learning Agreement for details of the roles and responsibilities of all relevant parties.
Factors that can affect progress on Placement
Students should inform their practice educator and on-site supervisor (where applicable) of any relevant factors that could affect placement attendance or progress. In particular where a student has failed an assignment or is going through an appeals process the practice educator and supervisor must be informed as the student may need time to prepare appeals or resubmissions, which may impact on attendance on placement.

Costs during Practice Placement
Students are responsible for the costs incurred in travel to and from the placement agency. The NHS & Business Services Authority bursary scheme includes an element for travel expenses. Information is available at www.nhsbsa.nhs.uk. Travel and other costs incurred as part of the practice learning opportunity is normally reimbursed by the agency within its own policies and procedures; students should seek clarification at the Learning Agreement meeting.

Students must ensure that they are fully insured if using their vehicle for travel to and from the placement, and especially if conducting placement business using their own vehicle. Students using their own vehicle will normally require fully comprehensive insurance with business use. Such insurance cover is often available without extra charge; students must seek advice from their insurer.

Students are NOT to transport service users in their own vehicles during their placement unless their insurers have confirmed that their insurance cover includes this activity.

Health and Safety during the Practice Placement
The student and the agency have responsibilities within health and safety legislation for the safety of the student. It is essential that students familiarise themselves with their responsibilities and the agency’s responsibilities as soon as possible.

Any activity in which the student participates that may involve risk should be subject to a completed risk assessment and agreed jointly between the student and the responsible person within the agency.

Students with disabilities and/or a learning difficulty are to have their needs within the placement considered prior to the placement starting.
Section Seven: The Portfolio

The Portfolio
The evidence to be compiled by students whilst on placement for assessment purposes is in a portfolio format provided as a separate document.

The portfolio is not only a collection of data, it should demonstrate the student’s own development during the period of the practice experience. Therefore, the portfolio should reflect the student’s growth over time, through their experiences and reflective practice.

Students are advised to keep a reflective learning journal during their practice learning experience to enable and promote self-assessment of their own continuing development. The Critical Reflections of Practice and Direct Observation records include further opportunities for reflection and planning of future learning needs.

All students are required to develop a portfolio of evidence related to their placement work. Practice educators provide material that is added to this portfolio (e.g. observations and assessments). However, ultimately the responsibility for the portfolio rests with each individual student. The portfolio is the basis for the assessment of a student’s practice and informs the assessment decisions related to students passing or failing their placements. The materials submitted are to include evidence of the professional knowledge, skills and values that the student has acquired and the evidence that the student submits should directly link to these elements.

The portfolio method of assessment has been chosen as it involves students from the beginning of their placements in gathering evidence that will be used for the assessment of their work. It is a method that encourages students to become reflective and self-evaluative in their practice. Portfolio methods of assessment also support a continuous assessment process, and discourage an approach to assessment which leaves it all to the end of the placement. To further promote this, an interim assessment stage has been built in, at the mid-way review stage.

Compiling and submitting the portfolio
Your portfolio should be contained in a standard ring-binder file (no lever-arch or box-files will be accepted, nor should plastic pockets be used). Your portfolio must contain a contents page and each section clearly sign-posted with page dividers.

Portfolio Evidence
It is the student’s responsibility to gather and provide evidence for the Practice Portfolio (The practice educator has overall responsibility for assessing the student, and is therefore responsible for recommending a pass or fail of placement within the Practice Educator Report.

At the final meeting between the student and Practice Educator it is essential that a careful check is made that all documents are present and all signatures are in place. Where a portfolio is submitted with key documents or handwritten signatures missing it will be failed, the student will need to correct and re-submit it and their mark for the linked academic module will be capped at 40%.

If a student is going from their first placement into their final placement they should share their portfolio with their practice educator at the beginning of their final placement.
Types of evidence

- 4/5 Critical Reflections of Practice (dependent on number of placement days to be completed)
- 3/4 Direct Observations of Practice (dependent on number of placement days to be completed)
- Service user/carer feedback
- Professional/Colleague feedback
- Overview of student social work and experiences

Each piece of evidence will demonstrate your capability in one or more of the domains of the Professional Capabilities Framework for your placement stage. The Practice Educator is carrying out a holistic assessment and you should be aware that you will be observed and assessed throughout all of your placement. You should also be ensuring you are meeting the requirements of the HCPC Codes of Conduct and Ethics and Standards of Proficiency.

Students, Practice Educators and On-site supervisors should be able to access supervision records in the event that the university requests additional evidence as part of the quality control processes.

Evidence Required for Service User/Carer Assessment of the Student’s Practice
The student must include a minimum of three records of service user/client/carer assessment/feedback about the student’s work. Please see the portfolio templates and guidance for further direction.

Assessment
The practice educator must carry out a holistic assessment of the students practice and determine that the student has demonstrated their capability in the PCF domains.

It is a requirement for a practice educator to discuss the assessment and reasons for their decision. Any unresolved disagreements should be discussed with the placement tutor and recorded in the portfolio by the student and by the practice educator.

All assessments are subject to ratification by the appropriate assessment boards.

Confidentiality Statement
As indicated in the principles of the course, students on programmes of study in health, social care and education have a duty to maintain the confidentiality and anonymity of those with whom they work and learn. Of course, there are occasions when confidentiality/anonymity has to be breached, for example where the safety and well-being of others is at significant risk. In these circumstances the agency’s procedures will need to be adhered to. Also the matter should be discussed with the PLC and/or the manager of the placement; and/or with appropriate organisational managers. Where serious concerns are identified they will be managed through organisational complaints, grievances, disciplinary and whistle-blowing procedures.

Confidentiality and Learning
Although practice experience will be discussed in classrooms, seminar sessions and personal tutorials the general expectation is that organisations, service users and personnel will remain anonymous. Equally, the detail of such academic discussions must remain anonymous, although the general learning points are likely to be disseminated more widely. Out of this arises the requirement that anonymity and confidentiality will not be breached in more public fora (e.g; Facebook, Twitter, etc.). Where such disclosure comes to light it may become a matter for further investigation through the University Fitness to Practice procedures.
Confidentiality and Assessment
Students are expected to maintain confidentiality in all work submitted for assessment. This means anonymising names of individuals and organisations so that it would not be possible to identify individuals or areas without detailed work.

Where information exists in the public domain (e.g. published protocols, policies, statistical information etc) you will not be penalised for a breach of confidentiality if host organisations can be identified.

Where academic staff consider that confidentiality and anonymity have been compromised they will make a judgement about the nature of the breach.

If you do not anonymise information about service users, colleagues and agencies your portfolio will be failed and returned to you for correction and re-submission. Please note that for second attempts the mark for the linked module is capped at a maximum of 40%.

If you appear to have ignored all the guidelines provided and made insufficient attempts to anonymise any information about service users, colleagues or agencies then your work will be failed as above, but consideration may also be given to Fitness To Practice regulations.

To ensure students meet the requirements of confidentiality and anonymity a form has been provided in the workbook. Students must sign the statement confirming that they have complied with requirements of confidentiality and anonymity. Students should use the remainder of the form to record permission given by professionals and others to include their names within the workbook, however, no service users’ names are to be included either within the confidentially statement or anywhere else within the workbook.

Academic Integrity and Best practice
A primary purpose of a University education is to instill in each student an understanding of, and a capacity for scholarship, independent judgment, academic rigor, and intellectual honesty.

It is the joint responsibility of university educators, support staff and students to work together to foster these ends through relationships which encourage freedom of inquiry, demonstrate personal and professional integrity, and foster mutual respect.

‘Best practice’ in academic practice refers to the process of completing your academic work independently, honestly and in an appropriate academic style, using appropriate referencing and acknowledging all of your sources.

To demonstrate academic rigor you must:
• Develop your own independent evaluation of academic issues
• Draw upon research from academics in your field of study
• Discuss and evaluate existing concepts and theories
• Demonstrate your understanding of key literature
• Develop your own arguments.

To support your own effective academic practice you will need to develop:
• Study and information skills (eg. reading, note-taking, research etc);
• Skills of critical enquiry and evaluation (eg. taking a balanced opinion, using reasoning and argument)
• Appropriate academic writing skills (eg. for essays, reports, dissertations etc)
• Referencing skills
• Examination techniques (eg. preparation and timing etc).

Achieving a high quality of academic practice is not as complicated as it may appear. In a nutshell, you need to:
• Know the rules;
• Make sure you reference all sources.

Poor academic practice or academic dishonesty (plagiarism, cheating, fraud etc.) is sometimes caused by insecurity as to what is expected and what is allowed. If you are in any doubt you should talk to a librarian and/or your module or personal tutor.

**Our expectations of students**
The Student Charter - please visit the following website for a link to the Student Charter, [https://my.anglia.ac.uk/Pages/student.aspx](https://my.anglia.ac.uk/Pages/student.aspx) - requires you to 'be aware of the academic rules relating to your studies'. We expect you to agree that you will:

1. Ensure that you are familiar with the academic conventions regarding the citing (acknowledgement, referencing) of the work of others (see the University library website for assistance);

2. Only hand in your own original work for assessment;

3. Correctly reference all the sources for the information you have included in your work;

4. Identify information you have downloaded from the internet;

5. Never use another student’s work as if it were your own work;

6. Never use someone else’s artwork, pictures or graphics (including graphs, spreadsheets etc. and information from the internet) as if they were made by you;

7. Never let other students use or copy from your work;

8. Work through ‘PILOT’, the online tutorial available on the University library website ([http://libweb.anglia.ac.uk/pilot/](http://libweb.anglia.ac.uk/pilot/)). PILOT addresses a number of study skills which will help you develop effective academic practice.

**Practice Assessment Panel (PAP)**
The Practice Assessment Panel, chaired by the Practice Learning Co-ordinator, consists of Academics, Practice Educators and Placement Tutors and meets to moderate the practice placement portfolios.
Section Eight: Difficulties during Placement

It is the intention of the University that any concerns are raised and addressed quickly and resolved as effectively as possible.

Facilitative Procedures
Difficulties may arise during a practice placement for a number of reasons, for example the long term sickness of a Practice Educator, and/or a student’s concern about the availability of learning opportunities, and/or a PE’s concerns about student performance.

It is anticipated that in the majority of situations difficulties can be resolved informally by discussing the issues in supervision. It is important that concerns are raised and discussed openly at the earliest opportunity to enable all parties to understand the issues and be able to address issues promptly and effectively.

Stage One – Raising Initial Concerns
There are a number of possible circumstances in which those involved in a practice placement may wish to raise concerns, for example limited learning opportunities in the placement, and/or where a student appears not to be performing to the expected standards to pass the placement, and/or where a student may be demonstrating unsafe or unprofessional practice.

Concerns should be discussed during a supervision session or within a formal meeting and the discussion and outcome is to be recorded with all parties signing their agreement that minutes are accurate. Any actions that are agreed to be undertaken by all parties to make improvements to the situation are to be clearly recorded, with a realistic timescale stated. A review date should be set and this could serve as the date for a Stage 2 meeting if progress is not made.

This initial meeting would take place between the student, and On-site Supervisor (OSS) and the PE and recorded.

The PE and/or OSS (as applicable) and/or student must contact the Placement Tutor to discuss the initial concerns and inform them of the outcome of the discussion.

If any risk concerns are raised in regard to service users, students, and/or members of staff, the Placement Tutor is to be informed at the earliest opportunity, whereupon the Placement Tutor, in consultation with other academic staff, will decide if it is appropriate to progress matters, with immediate effect, to Stage 3 of the Facilitative Procedures (omitting Stage 2 processes given the risk concerns.)

Stage Two: Placement Review Meeting
If any party is concerned that the actions agreed within the Stage One discussion are not being met, then that party is to request a Stage Two meeting with the student’s Placement Tutor. Stage 2 meetings are chaired by the Placement Tutor.

Reports Required for a Stage Two: Placement Review Meeting
The party raising the concerns is required to complete a report (following the template attached) within a timescale agreed with the Placement Tutor. This report will then be forwarded to all other relevant parties (e.g. student, OSS, PE) to respond and submit their own report (following the template attached) 5 working days in advance of the Stage Two: Placement Review Meeting.
Stage Two: Placement Review Meeting - Outline Agenda:
In the Stage 2 meeting the Placement tutor will seek to:

- understand the nature of the issues raised and discuss with all present,
- develop an action plan. The action plan should clearly identify the issues of concern and what actions are to be undertaken in what timescales by all parties in order to progress the situation, alongside
- agree a date for a review of the plan and progress.

In most cases the review date will be a maximum of four weeks from the Stage 2: Placement Review Meeting.

If any risk concerns are raised in regard to service users, students, and/or members of staff, the Placement Tutor is to be informed at the earliest opportunity and, in consultation with PLC, the Placement Tutor will decide if it is appropriate to progress matters with immediate effect to Stage 3 of the Facilitative Procedures (omitting Stage 2 processes given the risk concerns).

Minutes of this meeting will be taken by the Placement Tutor and shared with all relevant parties.

Stage Two: Action Plan Review - Outline Agenda:
This meeting will be chaired by the Placement Tutor.

The action plan agreed at the Stage Two: Placement Review Meeting will be reviewed on a date agreed at the meeting. Outcomes of this review may be one of the following:

1. No further action required: all planned actions have been met and it is agreed that there are no further concerns (in some circumstances in may be agreed between all parties by telephone/email that progress has been made and a further meeting is not required).
2. A further review is to be booked as some of the planned actions have been undertaken, but some concerns remain.
3. There is insufficient progress in meeting the action plan and the Stage Two: Action Plan Review will progress to a Stage 3 Meeting.

Stage Three Meeting
Stage 3 meetings are chaired by a Practice Learning Co-ordinator and are to be attended by all relevant parties, for example student, OSS (where applicable), PE and Placement Tutor. The student may bring a friend or representative from the Student Union for support.

Stage 3 meetings will either be held in response to:
1. Insufficient change or progress being demonstrated in the Stage Two: Action Plan Review
2. Risk concerns with regard to service users, and/or students, and/or other staff members
3. Concerns in regard to unsafe and/or unprofessional practice
4. A placement ending prior to the agreed end date for any reason

Process

1. Meeting held in response to insufficient change or progress being demonstrated in the Stage Two: Action Plan Review
Reports required for a Stage Three Meeting held in response to insufficient change or progress being demonstrated in the Stage Two: Action Plan Review
No further reports are required if this meeting is following the Stage Two: Action Plan Review as reports will already been collated and circulated.

Stage Three Meeting - Outline agenda in response to insufficient change or progress being demonstrated in the Stage Two: Action Plan Review
Stage 3 Meetings held in response to insufficient change or improvements demonstrated in the students’ performance following a Stage Two meeting will clarify and record the issues and concerns raised and discuss if there is any possibility of the placement continuing with further support in place.

Stage 3 meetings will record the student’s performance to date and identify future learning needs. There should also be an opportunity to establish and record whether the student wishes to continue on the programme.

If the placement cannot continue due to the student’s performance then a fail will be recorded and the student will be expected to repeat the whole placement.

Very serious concerns may result in consideration by the University of the student’s fitness to practice.

2. Meeting held in response to service users, or students or other staff members being at risk

Reports required for a Stage Three Meeting held in response to concerns of service users, or students or other staff members being at risk:
If the Stage Three Meeting is organised in response to service users, students or other staff members being at risk the party raising the concern is required to complete a report (following the template attached) within a timescale agreed with the Practice Learning Co-ordinator. This report will then be forwarded to all other relevant parties (eg student, OSS, PE and Placement tutor) to respond and submit their own report (following the template attached) 5 working days in advance of the Stage 3 meeting date.

Stage Three Meeting - Outline agenda in response to concerns of service users, or students or other staff members being at risk:
Stage 3 Meetings held in response to service users, or students or other staff members being at risk will seek to clarify and record the issues and concerns raised and discuss if there is any possibility of the placement continuing with further support in place.

If the Practice Learning Co-ordinator assesses that there may be a risk to service users, and/or students and/or other staff action comparable to the concerns raised will be implemented.

3. Meeting held in response to concerns in regard to unsafe and/or unprofessional practice

Reports required for a Stage Three Meeting held in response to concerns in regard to unsafe and/or unprofessional practice:
If the Stage Three Meeting is organised in response to unsafe or unprofessional practice the party raising the concern is required to complete a report (following the template attached) within a timescale agreed with the Practice Learning Co-ordinator.
This report will be forwarded to all other relevant parties (eg student, OSS, PE, Placement tutor) to respond and submit their own report (following the template attached) 5 working days in advance of the Stage Three Meeting.

**Stage Three Meeting - Outline agenda in response to concerns in regard to unsafe and/or unprofessional practice:**
If the Stage Three Meeting is organised in response to service users, students or other staff members being at risk the party raising the concerns is required to complete a report (following the template attached) within a timescale agreed with the Practice Learning Co-ordinator. This report will then be forwarded to all other relevant parties (eg student, OSS, PE, Placement tutor) to respond and submit their own report (following the template attached) 5 working days in advance of the Stage 3 meeting date.

4. Meeting held in response to a placement ending prior to the agreed end date for any reason

**Reports required for a Stage Three Meeting held in response to a placement ending prior to the agreed end date for any reason:**
If the Stage Three Meeting is organised in response to a placement ending prior to the agreed end date the party which ended the placement is required to complete a report (following the template attached) within a timescale agreed with the Practice Learning Co-ordinator. This report will then be forwarded to all other relevant parties (eg student, OSS, PE, Placement tutor) to respond and submit their own report (following the template attached) 5 working days in advance of the Stage Three Meeting.

**Stage Three Meeting - Outline agenda in response to a placement ending prior to the agreed end date:**
If the Stage Three meeting is begin held in response to a placement ending prior to the agreed end date then the Practice Learning Co-ordinator will seek to understand the difficulties that have taken place and record why the Stage One and Stage Two processes have not taken place.

There are a number of possible outcomes;

a. If the student has not followed the facilitative procedures set out above, then a fail will be recorded and the student will be required to repeat an entire 100 days placement;

b. If there are other circumstances which were outside the student, PE or agency control, the Practice Learning Co-ordinator will consult with the PE and academic staff at Anglia Ruskin University to decide if a fail is to be recorded, or if the student is to be matched to a new placement.

c. If the agency or PE has not followed the facilitative procedures set out above, then a further meeting will be arranged with the Practice Learning Co-ordinator to review how future placements will be supported.

Please note that a change in the transport options available to a student or a “personality clash” are not appropriate reasons to end a placement without attempting to go through the facilitative procedures.

**New placement after a placement breakdown**
The Social Work Practice Team will secure an alternative placement for the student; however this may take some time. The Placement Tutor will confirm in consultation with the Practice Learning Co-ordinator the number of days to be undertaken in the new placement, following a placement breakdown, and the Placement Tutor and Practice Learning Co-ordinator will take into account the achievements of the student to date, the time that will be
taken up by a new induction, and consider issues relating to learning needs.

The student will need to discuss with their Placement tutors the implications of this new arrangement on their academic work and progression. The student may also need to clarify financial arrangements with funding bodies. If a student is supported financially by an employer, the student may need to discuss with their line manager and the appropriate HR/Training and Development Department.

Please be aware that the reports associated with the facilitative procedure, and the minutes of the Facilitative Procedures, will be shared with the next placement to be arranged.

**Repeat placement following a fail recommendation**

If the student has failed a placement then a new placement will be identified, however this may take some time. The student will need to complete the placement in full.

The student will need to discuss with their Placement tutor the implications of this new arrangement on their academic work and progression. The student may also need to clarify financial arrangements with funding bodies. If a student is supported financially by an employer, the student may need to discuss with their line manager and the appropriate HR/Training and Development Department.

Please be aware that the reports associated with the facilitative procedure, and the minutes of the Facilitative Procedures, will be shared with the next placement to be arranged.

**Complaints by students about Practice Placement’s**

This section includes complaints about agency issues with the exception of issues that come within the whistle-blowing procedure (see later in this section).

If a student has a complaint about any issue relating to the agency in which the placement takes place the student should raise this promptly with the PE and/or OSS as appropriate and follow the Facilitative Procedure set out below. The student should have an opportunity to express the issues and be assured that he or she will be listened to and taken seriously.

It is recognised that due to the power imbalances inherent in practice learning relationships students may not feel comfortable in raising concerns with their PE and/or OSS, therefore if a student has concerns about making a complaint, advice may be sought from the Placement tutors or Practice Learning Co-ordinator. However it is expected that in the majority of cases, resolution will take place informally and directly with the PE and/or OSS.
**Facilitative procedures – Report and Agenda Templates**

**Anglia Ruskin University – Social Work Placements**  
**Facilitative Procedures: On-site Supervisor Report**

<table>
<thead>
<tr>
<th>Name of student:</th>
<th>Name of agency:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of on-site supervisor:</td>
<td>Job title of on-site supervisor:</td>
</tr>
<tr>
<td>Date of Report</td>
<td></td>
</tr>
</tbody>
</table>

Please give a summary of the placement to date:

Please describe what is expected of a Social Work student in your agency:

Please record the students strengths and explain how they met the role of Social Work student in your agency (where possible please give examples):

Please record any issues concerning the student’s ability to meet the role expected within your agency (where possible please give examples):

Please record the support that has been offered/provided to the student:

Please list the key concerns that you would like to address at this meeting alongside suggestions at to how matters may be resolved:
<table>
<thead>
<tr>
<th>Name of student:</th>
<th>Name of agency:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Practice Educator</td>
<td>Job title of Practice Educator:</td>
</tr>
<tr>
<td>Date of Report</td>
<td></td>
</tr>
</tbody>
</table>

Please give a summary of the placement to date:

Please record any issues concerning the student’s ability to successfully complete their placement (where possible please give examples):

Please record the support that has been offered/provided to the student:

Please record how the student has demonstrated their capability:

Please record any concerns that the student has not demonstrated their capability:

Please identify any future learning needs for the student:

Please list the key concerns that you would like to address at this meeting alongside suggestions as to how matters may be resolved:
<table>
<thead>
<tr>
<th>Anglia Ruskin University – Social Work Placements Facilitative Procedures: Student Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of student:</td>
</tr>
<tr>
<td>Name of Practice Educator</td>
</tr>
<tr>
<td>Date of Report</td>
</tr>
</tbody>
</table>

Please provide a summary of the placement to date:

Please record any issues you consider to be detrimental in successfully completing your placement (where possible please give examples):

Please record what you assess is working well in the placement (please use examples):

Please record what you assess is not working well in the placement (please use examples):

Please list the key concerns that you would like to address at this meeting alongside suggestions as to how matters may be resolved:
# Anglia Ruskin University – Social Work Placements
## Facilitative Procedures: Agenda and Minutes Template

<table>
<thead>
<tr>
<th>Name of student:</th>
<th>Name of agency:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Practice Educator</td>
<td>Name of On-site Supervisor:</td>
</tr>
<tr>
<td>Date of Meeting:</td>
<td>Present:</td>
</tr>
</tbody>
</table>

**Background to the meeting:**

**Summary of issues from the Practice Educator Report:**

**Summary of Issues from the OSS report:**

**Summary of Issues from the Student report:**

**Summary of the discussion from the meeting:**

**Serious Concerns: (including fitness to practice issues)**

**Recommendation:** (If a fail is recorded, state specifically the evidence to support this and consider this evidence in line with the PCF domains)

**Agreed action:** (Including action to address serious concerns or areas for development for the student or the agency or if an action plan is put in place, attach this separately)

Number of days completed; start and end dates: (if applicable)

**Copy of minutes to be sent to student, Practice Educator, On-site Supervisor and Practice Team Support Officer**
Practice Placement Whistle-Blowing Policy

All public bodies and social care agencies have a duty to conduct their affairs in a responsible and transparent way, and to take into account in so doing the requirements of funding bodies and the standards in public life set out by the Nolan Committee. In addition, social care agencies should act in accordance with the HCPC standards.

The Public Interest Disclosure Act 1999 gives legal protection to workers against being dismissed or suffering any other detriment as a consequence of raising, with appropriate senior personnel, concerns which they believe indicate malpractice within the organisation. Such malpractice may include any of the following:

a. financial malpractice, impropriety or fraud;
b. failure to comply with a legal obligation, regulatory requirements, or with the policies of the agency;
c. serious danger to the health and safety of the individual or the environment;
d. criminal activity;
e. professional malpractice;
f. miscarriage of justice;
g. attempts to conceal any of the above

Should a student on placement encounter any occasion of inappropriate behaviour, s/he should in the first instance expect to follow the policies and procedures of the host agency. The student may wish, if there is no immediate danger, to consult the Practice Educator or their Placement tutor about the appropriate action to take.

Alternatively the student may judge that the concern may best be raised with the supervisor or line manager within the agency. In most cases, students will find that concerns will be resolved at an informal level. Should formal processes within the agency be invoked, the student will be assured of support from University staff (normally the Placement tutor) during this process. If the student does not feel that the issue has been appropriately dealt with by the agency, s/he should consult with the Practice Learning Co-ordinator/Course Leader as to any further action to be taken.

If the student's concern is with regard to corporate action of an agency rather than with the actions of an individual, or is related to an individual within the line management structure of the student, for example, the Practice Educator (PE), On-site supervisor or project manager, then the student should in the first instance consult their Placement tutor. The role of the Personal Tutor will be to provide initial guidance and assistance, which may include guidance on the appropriate procedure through which the concern should be progressed.

When making a disclosure, students should provide as much information and detail as possible. Students should note that disclosures are normally expected to identify themselves and action will not normally be taken in response to anonymous disclosures. However, anonymous disclosures may be considered depending on:

a. the seriousness of the issues raised;
b. the credibility of the concern; and

c. the likelihood of being able to verify the circumstances via alternative, credible sources.

In all cases where a concern has been raised with a member of University staff (under this procedure, the person with whom it has been raised will make a record of its receipt and of the subsequent action taken.
The aim of this procedure is to provide a mechanism for reporting, investigating and remedying any malpractice in placement. However, in some circumstances it may be appropriate to report concerns to an external body such as a regulator or the police.
Section Nine: Learning Progression

In the final section of the Practice Educator’s report the PE will comment on the student’s learning needs for the next Practice Placement. If a student is going from their first placement into their final placement they should share their portfolio with their practice educator at the beginning of the final placement. The student is also asked to reflect on their learning and clarify any developmental learning needs for the next practice learning opportunity.

Towards the end of the practice placement the student will be asked to complete an application form for the next practice placement. Guidance will be given at that time for completion of the form. The student should also consider what has been learned in the current Practice Placement and what experiences will be needed the following year to enhance and broaden their learning. Advice can be sought from the practice educator, Placement tutor and from the Practice Learning Co-ordinator.
Section Ten: Quality Assurance in Practice Learning

Anglia Ruskin University Policy and Procedure for managing Quality Assurance in Practice Learning data collection, storage and response

1. Introduction

1.1. It is a requirement of the HCPC and best practice that all HEIs must develop their Quality Assurance mechanisms in line with the QAPL. This is to ensure that all placements experienced by students are evaluated in terms of the quality of learning opportunity they offer.

1.2. All Higher Education Institutions (HEIs) have to ensure 100% feedback.

1.3. The quality assurance tools are developed across two areas;
1.3.1 The Practice Placement Audit – which seeks to ensure that the learning opportunities available will support the student in evidencing their competence in line with the key roles;

1.3.2 Feedback from the student, the Practice Educator/and or On-site Supervisor – this feedback asks all parties involved for feedback about the processes and procedures of the placement from beginning to end.
   a. The Student Practice Placement Feedback Form
   b. The Practice Educator/supervisor Feedback Form

1.4. The purpose of the QAPL is to enable HEIs and placement providers to monitor and evaluate the quality of practice placements. The information produced is to be used to continually develop the quality of the placements, and the student experience, to the benefit of all involved.

2. Procedure

2.1. Practice Placement Audit
2.1.1. It is best practice that the HEI Audit is completed prior to the placement starting. However, it is acknowledged that some placements which are set up at a later date will require the QAPL Audit to be completed at the initial contract meeting point.

2.1.2. The HEIs representative/Placement Tutor will take responsibility for completing the HEI Audit form(s) in consultation with the agency lead. On some occasions this will be the on-site supervisor/service manager.

2.1.3. The Audit form will be completed and returned to the Practice Learning Team following procedures set out within its documentation.

2.1.4. It is essential that an audit form is completed for every placement (or team, dependent on setting).
2.1.5. The HEI takes the responsibility of endorsing the content.

2.1.6 The HEI will make every effort to ensure they are in receipt of the audit form prior to the placement starting.

2.1.7 It is important that changes in an organisation’s service delivery are made known to the HEI and a new audit form is completed where appropriate.

2.2. Feedback from the student and practice educator/on-site supervisor
2.2.1. Towards the end of the placement all students, practice educators and on-site supervisors will be sent the relevant questionnaires electronically.

2.2.2. All participants must complete the questionnaire once the placement has ended.

2.2.3. Students – please note that your portfolio will not be passed to the Practice Assessment Panel until your questionnaire has been received. However, please note the contents of the questionnaire will not be seen by the Practice Assessment Panel and has no impact on your grade for the module. Please also see the following section on data storage and management.

2.2.4. Practice Educator/On-site Supervisor - Please submit your questionnaire by the date for portfolio submission

2.2.5 We are piloting the use of an electronic survey tool to manage the large data set that will be produced from these questionnaires.

2.2.6. Once you have completed the questionnaire you will receive a confirmation message that your feedback has been received.

2.2.7. The individual who completes the feedback/audit will be liable for what they are writing and it is therefore important all responses are factual and grounded in evidence.

3. Data Storage and Management

3.1. Externally
3.1.1. The University will be using Survey Monkey to manage the high volume of feedback that is to be collated.

3.2. Internally
3.2.1 The audit and questionnaire responses will be saved in an electronic database. This database is accessible to the Practice Learning Team only.

3.2.2. Data will be held on file for 5 years to support us in managing the development and quality of future practice placements.
3.2.3. All data will be managed under existing university policy and procedures.

3.2.4. The database which will collate all the information from the feedback and audits will be used to produce a summary of findings. This summary will be reported to the College of Social Work and HCPC as required.

4. **Responding to Results**

4.1. The Practice Learning Team will be responsible for examining any issues raised by the feedback and audits. These findings will be communicated with the relevant parties to agree a strategy for future action.

4.2. A summary of results and issues raised with relevant action plans will be shared with relevant internal committees, such as the Practice Assessment Panel and the Assessment Board.

4.3. A summary of results will be made available to placement providers.

4.4. Where the agency takes a high number of students or where issues have been identified, a meeting will be offered to discuss the results and identify future action where appropriate.

4.5. All feedback to placement providers will be directed to the relevant co-ordinator, or the service manager as appropriate.

4.6. It is best practice that individuals undertaking specific roles within each placement should have access to the feedback of others involved in the placement.

<table>
<thead>
<tr>
<th>Feedback form</th>
<th>Link</th>
<th>To be completed by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>QAPL Student Practice Placement Feedback form</td>
<td><a href="http://tiny.cc/studentQAPL">http://tiny.cc/studentQAPL</a></td>
<td>Student</td>
</tr>
<tr>
<td>QAPL Practice Educator/On-site Supervisor Placement Feedback form</td>
<td><a href="http://tiny.cc/peossQAPL">http://tiny.cc/peossQAPL</a></td>
<td>Practice Educator and/or On-site supervisor</td>
</tr>
<tr>
<td>QAPL Practice Placement Audit</td>
<td><a href="http://tiny.cc/placementaudit">http://tiny.cc/placementaudit</a></td>
<td>Agency/team providing placement</td>
</tr>
</tbody>
</table>
Section Eleven: Resources

For students


Professional Capabilities Framework https://www.basw.co.uk/pcf/

For Practice Educators and On-site Supervisors


Useful organisations/websites

British Association of Social Workers  www.basw.co.uk
Commission for Racial Equality  www.cre.gov.uk
Care Quality Commission  www.cqc.org.uk
Department of Health  www.dh.gov.uk
Department for Education  www.dfe.gov.uk
Health and Care Professional Council  http://www.hpc-uk.org/
National Organisation for Practice Teaching  http://www.nopt.org/
Office of Public Sector Information (for UK legislation)  www.opsi.gov.uk
OFSTED  www.ofsted.gov.uk
Practice Based Learning  www.practicebasedlearning.org/home.htm
SCIE Social Care Online  www.scie-socialcareonline.org.uk/about.asp
Scottish Organisation for Practice Teaching (toolkit for practice educators)  www.scopt.co.uk
Skills for Care  www.skillsforcare.org.uk