Division of Nursing, Midwifery and Social Work

PRACTICE LEARNING HANDBOOK 2019-20
Guidelines for Students, Practice Link Tutors, Practice Educators and On-Site Supervisors

Claire Harnett
Tel: 0161 306 7763
claire.harnett@manchester.ac.uk

Erin King
Tel: 0161 306 7762
erin.king@manchester.ac.uk
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contents</td>
<td>1</td>
</tr>
<tr>
<td>Section 1 INTRODUCTION</td>
<td>3</td>
</tr>
<tr>
<td>Important Notice for Students</td>
<td>4</td>
</tr>
<tr>
<td>Abbreviations</td>
<td>4</td>
</tr>
<tr>
<td>The MA in Social Work: Head of Social Work’s Welcome</td>
<td>5</td>
</tr>
<tr>
<td>Section 2 THE PRACTICE PLACEMENT AND KEY PERSONNEL</td>
<td>7</td>
</tr>
<tr>
<td>The Placement Process at a Glance</td>
<td>8</td>
</tr>
<tr>
<td>Overview of Practice Learning Requirements</td>
<td>10</td>
</tr>
<tr>
<td>Attendance Requirements during practice placements</td>
<td>10</td>
</tr>
<tr>
<td>Length of Placement Day</td>
<td>10</td>
</tr>
<tr>
<td>Leave/Holidays</td>
<td>11</td>
</tr>
<tr>
<td>Study Time</td>
<td>11</td>
</tr>
<tr>
<td>Work not to be undertaken by MA1 or MA2 students on placement</td>
<td>11</td>
</tr>
<tr>
<td>Mental Capacity Best Interest Meetings</td>
<td>11</td>
</tr>
<tr>
<td>Safeguarding investigations</td>
<td>12</td>
</tr>
<tr>
<td>Key Personnel involved in practice learning</td>
<td>13</td>
</tr>
<tr>
<td>Roles and Responsibilities Defined</td>
<td>14</td>
</tr>
<tr>
<td>Practice Educator</td>
<td>14</td>
</tr>
<tr>
<td>Student</td>
<td>15</td>
</tr>
<tr>
<td>Practice Link Tutor (PLT)</td>
<td>15</td>
</tr>
<tr>
<td>Types of Placement Meetings</td>
<td>16</td>
</tr>
<tr>
<td>The Initial Student/Practice Educator/On-site Supervisor Meeting</td>
<td>16</td>
</tr>
<tr>
<td>The Placement Learning Agreement Meeting</td>
<td>17</td>
</tr>
<tr>
<td>Interim review meeting</td>
<td>17</td>
</tr>
<tr>
<td>Concerns Meetings</td>
<td>17</td>
</tr>
<tr>
<td>Communication</td>
<td>18</td>
</tr>
<tr>
<td>Section 3 THE PARE</td>
<td>19</td>
</tr>
<tr>
<td>Contents of the PARE (Year 1 and Year 2)</td>
<td>20</td>
</tr>
<tr>
<td>Recording information for the PARE</td>
<td>21</td>
</tr>
<tr>
<td>Submission of the PARE</td>
<td>21</td>
</tr>
<tr>
<td>Guidelines on Anonymity</td>
<td>21</td>
</tr>
<tr>
<td>Section 4 ASSESSMENT AND EXPECTATIONS IN PRACTICE</td>
<td>23</td>
</tr>
<tr>
<td>The Code of Ethics for Social Work</td>
<td>25</td>
</tr>
<tr>
<td>The Professional Standards</td>
<td>24</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>The Professional Capabilities Framework (PCF)</td>
<td>24</td>
</tr>
<tr>
<td>Knowledge and Skills Statements (KSS)</td>
<td>25</td>
</tr>
<tr>
<td>Holistic Assessment</td>
<td>26</td>
</tr>
<tr>
<td>Sources of Evidence Available to Assess Capability, Conduct and Proficiency</td>
<td>27</td>
</tr>
<tr>
<td>Section 5 ADDITIONAL INFORMATION FOR PRACTICE EDUCATORS</td>
<td>29</td>
</tr>
<tr>
<td>Induction</td>
<td>30</td>
</tr>
<tr>
<td>Good Practice in Induction</td>
<td>30</td>
</tr>
<tr>
<td>The Purpose of Induction</td>
<td>30</td>
</tr>
<tr>
<td>Supervision</td>
<td>31</td>
</tr>
<tr>
<td>Guidelines for Student Supervision</td>
<td>32</td>
</tr>
<tr>
<td>The Placement Assessment Report</td>
<td>34</td>
</tr>
<tr>
<td>Section 6 ADDITIONAL INFORMATION FOR STUDENTS</td>
<td>35</td>
</tr>
<tr>
<td>Skills Days</td>
<td>36</td>
</tr>
<tr>
<td>Recall Days</td>
<td>36</td>
</tr>
<tr>
<td>The Code of Ethics for Social Work</td>
<td>36</td>
</tr>
<tr>
<td>Compensatory Written Piece of Work (MA2 only)</td>
<td>36</td>
</tr>
<tr>
<td>Section 7 POLICIES &amp; PROCEDURES</td>
<td>37</td>
</tr>
<tr>
<td>Refusal of Placements</td>
<td>38</td>
</tr>
<tr>
<td>Procedure for Refusing Placements</td>
<td>38</td>
</tr>
<tr>
<td>Safe Practice</td>
<td>39</td>
</tr>
<tr>
<td>Travelling Distance To and From Placement</td>
<td>39</td>
</tr>
<tr>
<td>Attendance and Sickness Absence</td>
<td>39</td>
</tr>
<tr>
<td>Protocol for Leaving a Placement Early</td>
<td>39</td>
</tr>
<tr>
<td>Equality and Diversity</td>
<td>40</td>
</tr>
<tr>
<td>PARE Moderation Process</td>
<td>40</td>
</tr>
<tr>
<td>Procedures in the Event that a Student is Deemed to have ‘Failed’ a Practice Placement</td>
<td>40</td>
</tr>
<tr>
<td>Section 8 QUALITY ASSURANCE IN PRACTICE LEARNING (QAPL)</td>
<td>42</td>
</tr>
<tr>
<td>Explanation of the process</td>
<td>43</td>
</tr>
<tr>
<td>The HEI Audit Form</td>
<td>43</td>
</tr>
<tr>
<td>The student QAPL Form</td>
<td>43</td>
</tr>
<tr>
<td>The Practice Educator QAPL form</td>
<td>44</td>
</tr>
<tr>
<td>APPENDICES</td>
<td>45</td>
</tr>
<tr>
<td>Appendix 1 Practice Learning Timetable MA1 (University Of Manchester)</td>
<td>46</td>
</tr>
<tr>
<td>Appendix 2 University Of Manchester Practice Learning Timetable MA2</td>
<td>47</td>
</tr>
<tr>
<td>Appendix 3</td>
<td>47</td>
</tr>
</tbody>
</table>

Error! Bookmark not defined.
Section 1

INTRODUCTION
Important Notice for Students

Your copy of the Placement Handbook and Practice Assessment Record and Evaluation (PARE) are available via the following links:

Placement Handbook:
http://sites.bmh.manchester.ac.uk/nursing-mentors/resources/SWPLHandbook.pdf

PARE:
https://onlinepare.net/

Abbreviations

British Association of Social Workers BASW
Critical Analysis of Practice CAP
Greater Manchester Social Work Academy GMSWA
Knowledge and Skills Statements KSS
Off-Site Practice Educator OSPE
On-Site Supervisor OSS
Placement Assessment Report PAR
Practice Assessment Record and Evaluation PARE
Practice Educator PE
Practice Learning Unit PLU
Practice Link Tutor PLT
Professional Capabilities Framework PCF
Quality Assurance in Practice Learning QAPL
Social Work England SWE
Teaching Partnership TP
The College of Social Work TCSW
Welcome to the practice element of the MA in Social Work, which as you know, constitutes a major part of the education required for social work qualification. There are two placements on this course of 70 and 100 days duration.

These guidelines are based on the regulations for social work education as defined by Social Work England’s Professional Standards, Education and Training Standards and Practice Placements Guidance and the Professional Capabilities Framework for social work published by The British Association of Social Workers (BASW).

**Students**

Practice learning is a core component of any social work course and the learning you undertake on your practice placements is key to your development as a professional social worker. At the University of Manchester we are educating our students on a generic social work course which will prepare you to work in a broad range of social work settings. Your two practice placements provide you with educationally and professionally focused learning opportunities which help you relate theoretical ideas to practice in the workplace. Your experience of supervised direct practice facilitates the enhancement of your social work knowledge and supports you in further developing your intervention and practice skills.

The University of Manchester is a core member of the Greater Manchester Social Work Academy (GMSWA). The GMSWA comprises three Universities, the ten Combined Local Authorities across Greater Manchester and one voluntary organisation. As part of our commitment to raising the standards of social work practice, we are ensuring that all our students are able to have statutory experience in a placement. Experience of statutory work is an essential preparation for undertaking the complex role of contemporary social work and is a key experience sought by future employers.

**Practice Educators**

Prior to starting their practice placements in Year One, our students are well prepared to work with you. Each student undertakes an examination that assesses both their communication and written skills to demonstrate his/her readiness for direct practice. Service users and practitioners contribute to this course to ensure students are adequately prepared. If you are a Year One Practice Educator you may find it helpful to discuss this examination with your student in the early days of placement and particularly in your first supervision session. You will be working with our students as they begin their practice journey towards becoming a qualified practitioner.

If you are a Year Two Practice Educator you will be working alongside our students in their final 100 day practice placement. This is a key learning opportunity on the course as our students move towards the point of qualification as a professional social worker. Your professional support and careful assessment of our student’s practice is vital at this point.

We are very keen to ensure that all Practice Educators feel fully supported in their role and are provided with a range of on-going support from the University. We hope you are able to take advantage of our meetings and workshops for Practice Educators. These are arranged in each
academic year and you will be notified about these in due course via your agency placement coordinator.

Many thanks for the learning opportunities you are providing for our student. Your support is very much appreciated. If you have any comments on your experience as a Practice Educator and/or on the support provided by the University please do feel free to contact me. Your feedback would be valued.

Dr Pat Cartney,

Head of Social Work
patricia.cartney@manchester.ac.uk
Section 2

THE PRACTICE PLACEMENT AND KEY PERSONNEL
The Placement Process at a Glance

During the summer months, the process of placement finding begins. The Lecturers in Practice Learning ascertain the availability of placements for the coming year by contacting our partner agencies to enquire how many placements they are able to offer.

We ask that students do not contact agencies directly about the availability of placements. Agency placement coordinators have asked that all requests for placements come via the Practice Learning Team at the University.

<table>
<thead>
<tr>
<th>Timescale</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year – First 2 weeks of semester 1 2nd year – End of semester 2 of Year 1</td>
<td>Students complete a Placement Application Form (PAF)</td>
</tr>
<tr>
<td>1st year – November 2nd year – September</td>
<td>PAFs are matched and sent to potential placements</td>
</tr>
<tr>
<td>Prior to the placement being formally agreed and commencing</td>
<td>The prospective placement will contact the student and an initial meeting with Practice Educator /On-site Supervisor takes place. After this meeting the agency will inform the student if they are happy to proceed and if so the placement is confirmed. An initial meeting takes place between the student and their Practice Link Tutor (PLT)</td>
</tr>
<tr>
<td>When the placement is confirmed</td>
<td>Student notifies the Lecturer in Practice Learning who allocates an Off-site Practice Educator where necessary.</td>
</tr>
<tr>
<td>After a placement is confirmed and either before placement begins or in the first week of placement</td>
<td>The Social Work Placement Learning Agreement is completed at a meeting convened by the student and held at the placement agency. This must be attended by the student, the Practice Link Tutor, Practice Educator and On-Site supervisor (OSS) (if appropriate). The Placement Learning Agreement will be the first document you must complete in PARE.</td>
</tr>
<tr>
<td>1st year – During February semester 2 2nd year – January – February semester 2</td>
<td>Start of placement subject to the student having successfully completed Assessed Readiness for Direct Practice (ARDP) this applies to MA 1 only.</td>
</tr>
<tr>
<td>Approx. one quarter of the way into placement.</td>
<td>The Practice Link Tutor will contact the Practice and student to discuss progress on placement.</td>
</tr>
</tbody>
</table>
| **Two weeks** prior to Interim Review as agreed in the Placement Learning Agreement | Student emails Practice Link Tutor and Practice Educator with:  
- At least one Critical Analysis of Practice (CAP) (this may be partially complete dependant on whether or not the case is active or closed). |
|---|---|
| **INTERIM REVIEW MEETING**  
(half way through placement) | Chaired by PLT and attended by PE, student and OSS (if appropriate). Documentation to be completed for this meeting:  
- One direct observation  
- Practice Educator in conjunction with student completes Interim Placement Assessment Report. |
| Approx. three quarters of the way into placement | The Practice Link Tutor will contact the Practice Educator and student to discuss progression. |
| On the date specified in the Placement Learning Agreement (approx. 2 weeks before end of placement). | Student PARE including completed Placement Assessment Report (Part 2) submitted to Practice Educator. |
| End of Placement | Practice Educator and student meet to ensure all signatures are in place. Student completes the “student comment on assessment” in the PAR Part 1.  
Student and Practice Educator Quality Assurance in Practice Learning (QAPL) forms are completed and submitted electronically to the University. |
| By 12 noon on the date specified in the Placement Learning Agreement (this should be within a week after the end of placement) | Completed PARE submitted to University. |
| End of semester 2 and prior to the next academic year | PARE will be moderated by student’s Academic Advisor at University.  
Students will be notified of a provisional decision. A sample of PAREs will be sent to external examiners. |
| September Exam Board | Provisional decision ratified by Examination Board.  
Students informed of outcome. |
Overview of Practice Learning Requirements

During the MA Social Work course students will complete 200 days in practice divided as follows:

- 30 days skills training (undertaken across the 2 year course)
- 70 days in the 1st placement (completed in year 1 and referred to as a first level placement)
- 100 days in the 2nd placement (completed in year 2 and referred to as a final level placement)

Social Work England (SWE) state that the placement experience should normally be different at first and second level to provide a broad, generic experience for students which will enable them to meet the requisite standards as specified in the PCF and Professional Standards (see Section 4, p.24).

Both placements should prepare students for the statutory aspects of social work. Social work students’ capability will be assessed in line with the PCF capability levels by a suitably qualified Practice Educator as defined in the Practice Educator Professional Standards (PEPS).

Attendance Requirements during practice placements

Students will attend placements for 4 days per week for the full quota of required days (70 or 100). Any absences should be recorded on the attendance sheet and cannot count towards the overall attendance requirement.

There will be requirements to attend University during the practice placement for skills days and recall days. Please see Appendix 1 or 2 for the timetable. These days do not count as placement days and students are expected to attend. For MA2 students only, non-attendance will result in a written piece of work, details of which can be found in Section 6, p36.

Length of Placement Day

The normal placement working day is a minimum of 7 hours (not including breaks) with a maximum of 1 hour break for lunch. In exceptional circumstances, the length of the working day may be altered by negotiation with the placement agency. This should be recorded in the Placement Learning Agreement/ Interim Review. If a shorter day is worked this will mean an extension to the number of days on placement. In no circumstances will the placement be less than 70 or 100 days.

If extra hours are worked, these may be taken as Time off in Lieu in line with the agency’s own policy. Hours may not be accrued in order to take a day’s leave as the student must complete 100 days on placement.
**Leave/Holidays**
*(1 week + statutory days)*

While on Practice Placement students are given 1 week holiday (taken during the week of Easter Monday).

**Students must not take any other period of holiday leave outside the Easter entitlement unless**

a) The student *negotiates and agrees* such leave with the placement provider, Practice Educator and Practice Link Tutor;

AND

b) The taking of leave outside the Easter allocation does not interfere with attendance at lectures, private study, placement work, or assessment boards.

**Study Time**

*(By agreement ½ day every 10 working days)*

Practice Preparation (Study Time) is recommended at ½ day every 10 working days for placement study only. This is to be taken at the Practice Educator’s discretion and may be either at the placement or elsewhere. *Half days may not be accumulated, i.e. if you do not take a ½ day within a 10 working day period it is forfeit.* Agreements regarding study time must be negotiated and recorded at the Placement Learning Agreement meeting.

**Work not to be undertaken by MA1 or MA2 students on placement**

There are aspects of the social work role that would not be suitable for MA1 and MA2 students to undertake as it requires a qualified social worker to make a decision, as the student may not be covered by the organisations indemnity insurance. We have listed below a couple of examples of roles. The list is not exhaustive as new roles may be created with the introduction of new legislation, and each statutory organisation will have their own policies and procedures to follow.

**Mental Capacity Best Interest Meetings**

Students are able to chair a best interest meeting; however, we expect that a qualified social work practitioner will be present for the duration of the meeting. The social work practitioner would need to explain at the start of the meeting that they have ultimate responsibility for the best interest decision as they are the decision maker, per the Mental Capacity Act 2005 Code of Practice. We would also expect the social work practitioner to conclude the best interest meeting by clearly stating for the minutes the resolution of the decision. The determination of the best interest of the adult should *not* be undertaken by the student for reasons of accountability.
Safeguarding investigations

Opportunities and co-working are a key part of students learning on placement. We would encourage Practice Educators to provide opportunities for our students to:

- shadow a qualified social worker undertaking a safeguarding investigation;
- co-work a safeguarding investigation with a qualified social worker;

It is important to stress, however, that students are still in training and should not have responsibility for undertaking safeguarding investigations in line with section 42 of The Care Act 2014 or section 47 of The Children Act 1989.
Key Personnel involved in practice learning

There are a number of people involved in the management, administration and support of practice placements in social work. This section briefly describes the key personnel:

**BASED AT UNIVERSITY**

**Lecturers in Practice Learning** – based at the University. Manage and oversee the practice learning element of the MA in Social Work.  
[claire.harnett@manchester.ac.uk or erin.king@manchester.ac.uk](mailto:claire.harnett@manchester.ac.uk)

**The Practice Learning Unit** – The administrative assistant based in the Practice Learning Unit within the University of Manchester supports the administration of practice learning in a number of ways e.g. maintaining databases, disseminating information related to available training and ensuring that rooms are available for recall days and training events. Contact if needed:  
[lindsay.h.blanks@manchester.ac.uk](mailto:lindsay.h.blanks@manchester.ac.uk)

**Academic Advisors** – Every student has an academic advisor (AA) who can provide additional support with the academic aspects of the course and their links to practice. The student will meet with the AA during placement and will be required to discuss the critically reflective aspects of the placement documentation during these meetings.

**BASED ON PLACEMENT**

**Practice Link Tutors** – University employees who provide a crucial link between the University and the placement agency. Each student has a named PLT who acts as a first point of contact for all those directly involved in the day to day operation of the placement.

**Practice Educators (on-site)** – Suitably qualified Practice Educators based in and employed by the placement agency have responsibility for the day to day assessment, support and management of the placement.

**Practice Educators (off site)** – If it is operationally desirable or if there is not a suitably qualified person within the placement setting the University will allocate an Off-site Practice Educator to undertake assessment and support tasks.

**On-site Supervisors** – When there is an off-site Practice Educator the agency will nominate a member of staff who will be an on-site supervisor. This person will be the student’s first point of contact in the agency.
Roles and Responsibilities Defined

Practice Educator

Each student will be allocated a Practice Educator (PE). Allocation of PEs to students is in line with the Practice Educator Professional Standards.

The PE may be based in the same workplace or team as the student or maybe off-site, in which case an On-Site Supervisor (OSS) is also allocated to the student. In the latter instance, some of the PE responsibilities are delegated to the OSS (these are indicated in red below). The PE provides regular supervision to the student, manages practice learning overall and is responsible for assessing the student's practice. If the PE is based off-site, the OSS allocates work, provides support and guidance to the student on a day-to-day basis and liaises closely with the off-site PE. The OSS provides feedback to the offsite PE about the student’s performance. It is vital at the Placement Learning Agreement meeting that allocation of these roles, and to whom, is clearly identified.

Practice Educators are expected to:

- Provide and manage an effective induction programme or ensure that it is provided by the agency;
- Participate in the completion of a pre-practice Social Work Placement Learning Agreement together with the student, PLT and OSS if appropriate;
- Provide regular supervision in line with the Social Work Placement Learning Agreement;
- Provide an appropriate workload and learning opportunities consistent with the requirements of the PCF/Professional Standards or ensure that these are provided by the agency;
- Regularly review the student's written work and provide constructive feedback;
- Assess both formatively and summatively the student's direct practice skills;
- Provide regular, constructive feedback on work undertaken in order to promote the student's learning;
- Provide an interim review report (formative – interim assessment) and placement assessment report (Part 1)(summative – final assessment) and provide copies to the student and PLT on jointly agreed dates;
- Inform the student and PLT at an early stage if any difficulties/issues that arise;
- Undertake direct observations of the student (2 in the first placement and 3 in the second placement). One of these in the second placement may be delegated to an appropriate third party. Alternatives to this arrangement must be discussed in advance with a Lecturer in Practice Learning to ensure they meet the assessment requirements. These direct observations must be formally recorded and submitted with the placement assessment report (Part 1);
- Liaise with the PLT and course as appropriate;
- Ensure that the student has obtained feedback on their practice from service users and or carers;
- Record, or ensure that the OSS records, student days of attendance at placement and any absence or illness;
- Facilitate the student in linking theory and practice and in reflecting on their practice;
- Be open to learning from social work students.
If there is both an On-site Supervisor and an Off-site Practice Educator, both should be present at the Placement Learning Agreement meeting and at the Interim Review. The University will offer a number of support workshops for Practice Educators whilst they have a student on placement. It is strongly recommended that Practice Educators avail themselves of this support.

**Student**

Students are expected to:

- Develop an understanding of their developmental needs and take responsibility for identifying and contributing to the meeting of their own learning needs;
- Attend all 30 skills days as these are an integral part of the development of their practice preparation and skills development;
- Attend an informal interview prior to starting their placement if requested by the agency;
- Attend and actively contribute to all meetings regarding the placement (e.g. Learning Agreement meeting, interim review, final placement meeting, concerns meetings) as required;
- Participate actively in supervision by sharing their work on placement with the Practice Educator (PE). This includes actively reflecting on work issues arising from practice and their learning in the practice setting;
- Prepare for their supervision through contributing to agendas and undertaking written work and reading as requested by the PE;
- Inform the PE and PLT at an early stage of any difficulties or issues that may occur and may be impacting on their learning in placement;
- Provide the evidence required for their Interim placement review and any other evidence of competence requested by the PE;
- Be accountable to their placement agency and comply with agency policies and procedures;
- At all times act professionally and according to social work ethics and values;
- Be observed in practice and provide direct evidence of competence;
- Submit 2 Critical Analyses of Practice (CAP) in their PARE;
- Inform the PE, OSS (if appropriate) and Programme Secretary (Susan Crofts: Susan.L.Crofts@manchester.ac.uk) of absence or illness and comply with the agency absence reporting procedures;
- Complete and record the minimum number of days of placement (70 in year 1 and 100 in year 2) and complete extra days if necessary to reach the required threshold of capability;
- Give their placement assessment report (Part 2) and PARE to the PE two weeks prior to the end of the placement in time for preparation of the placement assessment report (Part 1).

**Practice Link Tutor (PLT)**

Practice Link Tutors are expected to:

- Facilitate identification of the student’s learning needs in preparation for practice learning
- Facilitate the Placement Learning Agreement and interim review and to ensure that a range of learning opportunities and appropriate evidence gathering opportunities are provided and that the student’s PARE is completed;
• Facilitate any additional meetings that may be required during the placement;
• Support the student in creating the PARE that evidences their capabilities
• Provide regular contact (by email or telephone) with the student, Practice Educator (PE), and if appropriate, the on-site supervisor (OSS) at negotiated intervals
• Be the first point of contact for the student, the PE and OSS at an early stage for any difficulties or problems that arise;
• Negotiate any additional support that may be needed with the Lecturer in Practice Learning;
• Offer advice and guidance to the student, PE and OSS as and when required;
• Provide 2 tutorials (in individual or group setting) to each student;
• Read and comment on one Critical Analysis of Practice prior to the Interim Review Meeting;
• Quality assure the placement opportunity (as required by the professional registration body) on behalf of the University;
• Complete the placement collaboration agreement with each placement provider (as required by the professional registration body) on behalf of the University.

**Types of Placement Meetings**

Throughout the practice placement there are a number of meetings which promote collaborative decision-making between the student, University and placement setting and enable progression through the placement to be properly monitored.

**The Initial Student/Practice Educator/On-site Supervisor Meeting**

This is an important meeting, which should take place in the agency setting before the Practice Educator, Practice Link Tutor and student begin any three-way meetings to discuss learning opportunities within the placement. It has several inter-related functions:

a) It enables the student to ask any questions s/he may have about the placement setting.

b) It enables the Practice Educator to find out what particular interests, needs and concerns the student may have.

c) It enables the student and the Practice Educator to identify any concerns they may wish to raise with the tutor.

d) It allows the student and the Practice Educator to identify learning opportunities that will enable the student to demonstrate the competences.

These visits vary in content depending on individual Practice Educator/On-site Supervisor. Some are brief and informal, whilst others may take longer and the Practice Educator/On-site Supervisor may be meeting with a number of students from local universities. Students are not expected to be experts but should undertake some preparation. Students should at least know what the agency does, have read about the potential needs of and global policies related to the service user group and thought about their own learning needs.
It is advisable to treat this meeting as if it were an interview to ensure that a good first impression is set and the chances of securing the placement are maximised if there are also other students being seen.

Following the student/Practice Educator/On-site Supervisor meeting the Practice Educator and On-site Supervisor (if applicable) will be able to give further thought to the learning opportunities that s/he will provide. The student, Practice Educator and On-site Supervisor take the outcome of their discussions and further thoughts into the Placement Learning Agreement meeting at which the Placement Learning Agreement form will be completed.

**NB** Students who have an On-site Supervisor and Off-site Practice Educator will need to discuss the above points with both.

**The Placement Learning Agreement Meeting**

Although they share the responsibility with the Practice Educator, Practice Link Tutors must ensure a Placement Learning Agreement meeting takes place prior to the commencement of the placement or, if necessary, within the first week of the placement. The student is responsible for co-ordinating this meeting and should liaise with all parties to agree a mutually agreeable date and time. The PLT records this meeting and completes the Placement Learning Agreement form in collaboration with the student, Practice Educator and On-site Supervisor (where applicable), ensuring all those at the meeting have a signed copy.

The PLT has a responsibility to enable the student to articulate his/her learning needs as clearly as possible and to help the Practice Educator and On-site Supervisor to explore the learning opportunities that may be available in the placement setting to provide for these learning needs.

The Placement Learning Agreement form should be seen as a basic document to be built on by the Practice Educator and student.

**Interim review meeting**

The Practice Educator, in conjunction with the student, completes the paperwork in preparation for the Interim Review prior to the meeting taking place. At the Interim Review the Practice Link Tutor will ensure that the Placement Learning Agreement is reviewed to identify progress towards the provision of learning opportunities and assessment of capability. The Interim Assessment Report will form the basis of this meeting. Practice Link Tutors, students and Practice Educators need to understand what evidence is to be supplied in the final placement report.

There is no final placement meeting unless there are unusual circumstances where this is required.

**Concerns Meetings**

If any party is concerned about the progress of the placement and informal efforts to address the issues have not met with success an extraordinary meeting known as a concerns meeting
can be convened. The Practice Link Tutor takes responsibility for convening and chairing the meeting. These meetings should analyse the nature of concerns and (if possible) develop a clear action plan which details exactly how the concerns will be addressed, by whom and the timescales involved. Please see the Practice Educator Guide for Placement Concerns and the Student Guide for Placement Concerns for details of the process to follow to raise a concern.

**Communication**

Advice and support is available to the student, Practice Educator and On-site Supervisor from the Practice Link Tutor in the first instance. If the Link Tutor is not available the Lecturer in Practice Learning will offer advice and support. Practice Link Tutors access support and advice from the Lecturer in Practice Learning.
Section 3

PARE
## Contents of PARE (Year 1 and Year 2)

Students on placement complete PARE which assists the assessment of capability. Practice Educators will be expected to read and sign PARE and verify the authenticity of the work presented by the student.

<table>
<thead>
<tr>
<th>First Year 70 Days</th>
<th>Second Year 100 Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Front sheet check list</td>
<td>Front sheet checklist</td>
</tr>
<tr>
<td>Receipt following completion of online QAPL form</td>
<td>Receipt following completion of online QAPL form</td>
</tr>
<tr>
<td>Placement Attendance Sheet evidencing completion of 70 days in practice</td>
<td>Placement Attendance Sheet evidencing completion of 100 days in practice</td>
</tr>
<tr>
<td>List of supervision dates</td>
<td>List of supervision dates</td>
</tr>
<tr>
<td>Statement of confidentiality</td>
<td>Statement of confidentiality</td>
</tr>
<tr>
<td>Placement Learning Agreement form</td>
<td>Placement Learning Agreement form</td>
</tr>
<tr>
<td>Interim Assessment Report</td>
<td>Interim Assessment Report</td>
</tr>
<tr>
<td>2 x Direct Observations undertaken by the Practice Educator</td>
<td>3 x Direct Observations (at least 2 undertaken by the Practice Educator)</td>
</tr>
<tr>
<td>2 x Critical Analysis of Practice</td>
<td>2 x Critical Analysis of Practice</td>
</tr>
<tr>
<td>Placement Assessment Report – Part Two (Student Report)</td>
<td>Placement Assessment Report – Part Two (Student Report)</td>
</tr>
<tr>
<td>Pass/Fail recommendation</td>
<td>Pass/Fail recommendation</td>
</tr>
</tbody>
</table>

Please note that ALL work discussed in any aspect of PARE must be anonymised to ensure the confidentiality of service users, carers, practitioners, agencies, a person’s place of origin and other detailed information from case profiles. The placement agency can be named in PARE.
Recording information for the PARE

The PARE MUST be used to record information.

Submission of PARE

- PARE should be submitted to the Practice Educator on the date specified in the Placement Learning Agreement. The Practice Educator prepares the assessment report on the student. This is then included in PARE.
  - N.B. The student should read the report and add their comments. The Report is then signed by both the student and the Practice Educator
- Students should ensure that ALL required documentation is contained within the PARE
- Students should ensure that ALL documents are signed by ALL relevant parties
- PARE should be submitted on the date specified in the Placement Learning Agreement. This should be no later than 1 week after the end date of the placement
- Extensions MUST be authorised in the usual manner as outlined in the Programme Handbook in consultation with the assessments manager

Guidelines on Anonymity

1. Service users’ permission for use in the Critical Analyses of Practice should be obtained and provided to the Practice Educator. It is preferable if this is written permission but can be verbal. Any written permission is retained by the Practice Educator and not included in the PARE.

2. All contents in the PARE must be anonymised. Failure to do so may be in breach of the Data Protection Act 2018 and could be seen as unprofessional conduct, which may lead to further action. Please use pseudonyms (e.g. Mr/Mrs/Ms Jones, first name only) or random initials instead. Try to avoid using first name and surname as it may be construed by those marking your PARE to be the person’s real name.

3. Where evidence is included that identifies third parties by name, for example, other professionals or an agency/establishment, written permission from those individuals or establishments/agencies concerned specifying that anonymisation is not required should be obtained. In most cases, it is not necessary (or helpful) to identify agencies by name, a student can refer to "a local mental health charity", "a regional agency offering support to the homeless” etc.

4. In the case of written service user testimony, signed by the service user, care should be taken to ensure that the service user cannot be identified by name. The student should either:
   - Ask the Practice Educator to sign to confirm that this is a genuine Service User’s testimony and then tippex or otherwise obliterate the Service User signature
   - Eradicate the latter part of the signature or anything that is an identifying factor.
5. Students should note that breaches in confidentiality are considered to be extremely serious and would result in the PARE being deemed not to have met the required standards. A minor lapse in anonymisation will result in the student being asked to amend it before being allowed to progress to the next year or complete the year.

6. Where there are major breaches of confidentiality which would involve a service user’s identity or residence being revealed the PARE may be referred back for further work and may require resubmission. Action may also be taken in line with the Data Protection Act or the Division Health and Conduct Committee where this is deemed to be necessary.
Section 4

ASSESSMENT AND EXPECTATIONS IN PRACTICE
There are 3 core aspects which underpin the assessment of student social workers in practice. When all outcomes/standards are met the placement can be said to have been successfully completed. There is a reminder of the required outcomes on the graphic below. Further explanation is provided in this section. Prior to the start of their practice placement students receive instruction about the standards/outcomes they must achieve.

**The Professional Standards**

Social Work England state that:

‘The professional standards are the threshold standards necessary for safe and effective practice. They set out what a social worker in England must know, understand and be able to do after completing their social work education or training.’

Practice Educators need to read both the Professional Standards and the Professional Capabilities Framework as students will be assessed against these during their practice placement.

**The Professional Capabilities Framework (PCF)**

The PCF is held by the British Association of Social Workers (BASW). It provides a framework for continuing professional development within the social work profession. There are 9 inter-related domains within the PCF which viewed holistically, help us to understand the social work role. Social work is a complex activity which cannot be properly understood by viewing its contributory elements in isolation from each other.

The 9 domains are divided into capability levels. These reflect the capabilities someone should be able to demonstrate at various stages of their training programme and as they continue their professional development after qualification. The levels essentially reflect the level of complexity of work that someone with those capabilities would be able to manage.

The capability levels related to student placements which are particularly relevant to Practice Educators are:

- **By the end of the first placement** students should demonstrate effective use of knowledge and skills and commitment to core values in social work in a given setting, predominantly
dealing with situations of lower complexity, with supervision and support. They will have started to demonstrate capacity to work with situations of greater complexity and where solutions and outcomes are uncertain or less clear-cut. They will have started to use specific social work models, skills and interventions and to have evaluated their impact.

- **By the end of last placement/ the completion of qualifying programmes** newly qualified social workers will have demonstrated capabilities in applying social work approaches with a range of service user groups, the ability to undertake a range of tasks and social work interventions at a foundation level and evidenced the capacity to work effectively with more complex situations. They may have deepened specific skills in one or more social work field. They should be able to work with appropriate autonomy, whilst recognising that final decisions will often rest with their supervisor or other senior authority. They will seek appropriate support, supervision and be ready to pursue continuing professional development. These capabilities will have been demonstrated through the last (or latter parts of their) placement together with the final assessment of other work in the qualifying programme.

During the academic elements of the training programme and throughout their practice placements students will be enabled to demonstrate progression between the different levels of the PCF. In so doing they should demonstrate a developing ability to manage complexity, risk, ambiguity and increasingly autonomous decision making across a range of situations. Practice Educators play a vital role in both supporting and assessing the student’s professional development to ensure that only those able to demonstrate the requisite capabilities progress through to qualification.

**Knowledge and Skills Statements (KSS)**

In November 2014, the Government introduced the Knowledge and Skills Statement for Child and Family Social Work, which was later revised in 2018. This was followed in early 2015 with the introduction of the Knowledge and Skills Statement for Social Workers in Adult Services. As a joint statement from BASW and the Chief Social Workers for England state:

‘Together, the PCF and KSS provide the foundation for social work education and practice in England at qualifying and post-qualifying levels and are used to inform recruitment, workforce development, performance appraisal and career progression.’

The KSS was mapped against the PCF in 2018. Academic modules incorporate the KSS so that students who will progress towards becoming a qualified social worker are prepared for the next step of Assessed and Supported Year in Employment (ASYE). Students are required to consider their progress towards the KSS (Children OR Adult depending on the placement) in the student section (Part 2) of the Placement Assessment Report.

**The Code of Ethics for Social Work**

Students undertaking the MA Social Work are expected to be highly familiar with BASW’s Code of Ethics for Social Work and conduct themselves according to these standards.
throughout their time on the course. Practice Educators need to be assured that student’s practice is congruent with the expectations set out in the guidance throughout their practice placement.

**Holistic Assessment**

Holistic assessment is common to social work and is a key method used by social workers to make assessment decisions in relation to service users and carers. It is therefore an approach with which Practice Educators are familiar and one which draws upon their professional judgement and experience.

In keeping with the holistic understanding of social work engendered in the PCF, Practice Educators adopt a holistic approach to the assessment of social work students. The PCF level indicators (which can be accessed via the hyperlinks above) can aid Practice Educators in their assessment but they do not provide a framework or tool for assessment. The Practice Educator does not use each level indicator mechanistically (that would be akin to a competence based approach to assessment), the student’s capabilities are considered globally (holistically) using the level indicators to clarify expectations for each domain and guide the overall judgement. The level indicators can be useful when pinpointing gaps, concerns and developmental needs. This approach reflects the complexity and interconnectedness of the learning and performance objectives for social work students and mirrors the complex and interrelated nature of social work tasks.

A holistic approach to assessment is guided by the following principles:

- Assessment takes place over time and is progressive; it is not limited to one point in time. As such, the holistic approach should relate to the students’ overall learning journey. It should build on previous progression and identify learning and development needs relevant to both the current and next stage of learning.
- Students should be enabled to understand their learning programme as a whole, appreciate the relationship between academic teaching and practical aspects of the course and how they jointly inform and promote effective practice with service users and carers. They **must** demonstrate the ability to critically reflect on their placement work with particular reference to the knowledge, skills and values which underpin it.
- Students should also be enabled to understand and critically reflect upon the social work role in a holistic sense. This will allow them to grasp the interconnectedness of the different tasks involved, as opposed to learning and viewing each task in isolation.
- The assessment process should be reliable and transparent. It should be based on clear agreements which adhere to the guidance in this handbook and are compatible with the PCF capability levels. Evidence should be generated throughout the placement from a variety of sources to inform the Practice Educator’s judgement of capability.
- The Practice Educator is responsible for providing opportunities which generate sufficient evidence of the appropriate depth to inform the holistic assessment of capability. Students will contribute evidence but the professional judgement of sufficiency will be made by the Practice Educator.
In summary, holistic assessment involves viewing the whole in the light of the parts and assessing integrated activities rather than assessing each part individually. The latter negates the fact that the parts are intrinsically related to each other. A failing in any one part is not isolated, it has implications for the whole and should be analysed in that context.

Sources of Evidence Available to Assess Capability, Conduct and Proficiency

Sources of evidence which support the assessment of capability/proficiency and are utilised by the Practice Educator to complete the Placement Assessment Report include:

- **Direct Observation**: Students have to be formally observed working in practice by the Practice Educator. These observations should be recorded on the proforma included within PARE. In the first placement, 2 observations are required. Normally these should both be undertaken by the Practice Educator and ideally both should involve observing the student with service users. On occasions this may not be possible and in these cases the second observation may be with other professions (e.g. at a professionals meeting). In the second placement there must be 3 formal direct observations, 2 of which should normally be undertaken by the Practice Educator. Two observations should involve direct work with service users and 1 may involve work with other professionals. Informal observation by the Practice Educator, colleagues and service users will occur naturally and can be discussed in supervision. It is the joint responsibility of both student and Practice Educator to ensure that these and all evidence of practice are provided.

- **Service user and carer feedback**: Service user and carer involvement is integral to the MA course. There are procedures in place to ensure that assessment in practice involves accessing and working with the views of service users and carers. This is a part of every direct observation and Critical Analysis of Practice (CAP).

- **Evidence from work produced by the student for the agency**: This may include case records, assessments and care/support plans, direct interventions, write up of group work or projects undertaken, reports and attendance at meetings. These products will not be included in PARE but they will be used by the Practice Educator to assess the student’s developing capability.

- **Evidence from reflective supervision**: Reflective supervision is a central part of the placement process. Practice Educators will plan and document regular supervision sessions with the student based on a clear and documented supervision agreement. Reflective supervision should involve exploration of and reflection on tasks, underpinning knowledge and policy/legislative frameworks rather than being a simple audit of the student’s performance. This should take place in the context of a professional relationship between the student and the Practice Educator which enables both strengths and weaknesses to be identified and developed (Morrison and Wonnacott, 2010). **Students should receive the equivalent of 1 hour’s supervision per week which may involve longer supervision sessions conducted on a fortnightly basis.**

- **Evidence from critical reflection**: Students will complete Critical Analyses of Practice (CAP). First placement (70 day) students and final placement (100 day) students are to submit 2 completed CAPs in their PARE. Students will be provided with training in reflective skills
prior to the first placement which will equip them with models to use and prior experience of having used them.

- **Feedback from others**: This could include; colleagues; managers; professionals from other agencies. Such feedback must be transparent and negotiated in line with principles of anti-oppressive practice.

**Sources/Suggested Reading**

Section 5

ADDITIONAL INFORMATION FOR PRACTICE EDUCATORS
**Induction**

It is agreed by all those involved in practice learning and expected that all students will be provided with a thorough induction programme. This aspect of the placement is an intrinsic part of the QAPL process, specifically the student QAPL. The induction period should be no less than 2 weeks in duration and may involve a range of activities.

**Good Practice in Induction**

- Involve the student in the process
- Involve other people in the programme including service users
- Allow students time to orientate to the immediate work base before involving them with other agencies/teams and their staff associated with the work base.
- Account for the student’s learning style
- Take a creative and reflective approach – sitting at a desk ploughing through policy and procedures may not assist the student to understand the links to their working practices.

**The Purpose of Induction**

- To make the student feel welcome
- To introduce them to the agency, its role and function
- To enable the student to understand their working arrangements for the placement
- To ensure the student is fully appraised of all agency policy and procedures, their responsibilities and the support they can expect in relation to them
- To promote a safe learning environment
- To enable the student to become familiar with the area, the local community and the people who use the service
- To enable the student to begin to build professional alliances with other professionals with whom they will have contact during the placement

**Specimen list of policy and procedures which induction should include**

- Health and Safety at work
- Lone working
- Equality and Diversity
- Fire safety
- Moving and handling
- Safe working practices
- Managing aggression and violence
- Safeguarding and reporting concerns
- Whistle blowing
- Bullying and harassment
- Complaints and grievance
Possible activities for the induction period

- Guided tasks
- Shadowing agency and other staff
- Off site visits
- Meeting service users
- Co-working as the induction period develops
- Reflective supervision
- Space for reading and reflection
- Attending training provided by the agency or local safeguarding board if available

Placements are responsible for the health and safety of the student and for ensuring their dignity at work. They are required to abide by appropriate health and safety requirements and for the duration of their placements, students are to be treated in the same manner as staff in relation to their health, safety and welfare.

Supervision

Students should receive the equivalent of 1 hour’s formal and recorded supervision per week based on a supervision agreement signed by both the student and Practice Educator. Initially the Practice Educator will want to organise this on a weekly basis but may move to the provision of longer sessions conducted on a fortnightly basis as the placement progresses and the student demonstrates developing professionalism and autonomy. This will naturally be determined on a case by case basis.

Supervision records should be completed, signed and kept by both the student and Practice Educator. These records will assist in the assessment of capability and will be useful as an aide memoir for the Practice Educator when writing the placement assessment report. They can also be used to demonstrate the nature of and efforts made to address concerns in practice.

There is an emphasis on critically reflective supervision in the standards and expectations which guide social work education at both pre- and post-qualifying level. This means that supervision should involve structured analysis of the work undertaken by the student, for example using reflective accounts provided by the student as a basis. This does not negate the accountability and quality assurance aspects of supervisory practice, rather it adds a crucial dimension which can assist the student to better understand the ‘whole’ and thus be better equipped to be effective in their service delivery.

Students should be encouraged to contribute to the supervision agenda and undertake appropriate preparatory work. Students are expected to submit at least 1 piece of reflective work prior to every supervision session; this work is invaluable as a learning and assessment tool and can provide key evidence in relation to the PCF domains.
**Guidelines for Student Supervision**

Supervision is a structured two way process, which is used to achieve and maintain professional standards.

**Supervision should:**

- Facilitate students learning, professional and personal development.
- Take place on a regular basis, frequency and duration should be agreed at the Placement Learning Agreement Meeting.
- Be planned, critically reflective and challenging.
- Be alert to anti-oppressive practice issues.
- Provide an environment conducive to learning, where issues of theory and practice can be constructively appraised and challenged.
- Address power structures within the Practice Educator/student relationship and the workplace more generally. Whilst acknowledging the authority of the Practice Educator, in terms of assessment, an equitable atmosphere needs to be achieved.
- Focus on the student’s use of self within practice in relation to boundaries, expectations and policies of the agency.

**Supervision comprises of several components:**

- Formal teaching
- Planning and evaluating practice skills
- Caseload management and accountability
- Appraising and developing practice
- Putting theory into practice
- Evaluating theory in the light of practice
- Exploring potential learning and teaching styles
- Identifying personal support needs
- Reviewing the supervision process
**Good Practice:**

- Supervision arrangements should be incorporated in the Placement Learning Agreement. A separate supervision agreement can be drawn up. This ensures that the student and Practice Educator are aware of the expectations for supervision.

- Both Practice Educator and student need to give commitment to the process and supervision agendas should be jointly constructed.

- Supervision, as a process, should be continually evaluated and open to adaptation to meet challenging needs.

- Conflict resolution should take place, in the first instance, within the supervision process. If issues remain unresolved contact the Practice Link Tutor to discuss and agree action.

- Feedback should be two-way, constructive, balanced and relevant.

- The boundaries of confidentiality within supervision should be explicitly agreed between practice teacher and student.


The following resources provide useful tools and models for supervision and may be of use to both Practice Educators and students:


Morrison, T. & Wonnacott, J. 2010. Supervision: Now or Never Reclaiming Reflective Supervision in Social Work [http://www.in-trac.co.uk/supervision-now-or-never/](http://www.in-trac.co.uk/supervision-now-or-never/)

Effective Supervision in Children’s Social Care; Practice Guidance, resource pack and toolkit for supervisors: [https://www.onestopsocial.co.uk/wp-content/plugins/onestopsocial/images/uploads/1363-eCqSF.pdf](https://www.onestopsocial.co.uk/wp-content/plugins/onestopsocial/images/uploads/1363-eCqSF.pdf)
The Placement Assessment Report

Throughout the academic year a number of Practice Educator support groups and workshops are held at the University of Manchester. These will be partially based around a given topic and partially used to provide general support and advice to Practice Educators. This includes supporting the completion of placement documentation such as the Placement Assessment Report (PAR). Practice Educators are encouraged to contact Link Tutors or Lecturers in Practice Learning if they have queries related to the PAR.
Section 6

ADDITIONAL INFORMATION FOR STUDENTS
**Skills Days**

There are 30 skills days during both years of the MA course. It is a mandatory requirement of the course that students will attend all of the skills days. The reason for this is that they count towards placement days. For MA2 students only, non-attendance will result in a written piece of work details of which can be found on this page below.

**Recall Days**

Throughout the course of the practice placement a number of days will be held at the University these will be useful to:

- Provide guidance regarding the completion and submission of the PARE
- Enable students to feel supported and maintain collegiality during the practice placement

**The Code of Ethics for Social Work**

All students should conduct themselves in accordance with this guidance throughout the Masters course. This is as relevant within the University setting as it is during the practice placement. An electronic copy of the guidance is available [here](#). There is an online session on Blackboard which all MA1 students should complete in semester 1. Students will have the opportunity to revisit the guidance during recall days to promote, monitor and provide space to reflect upon professional development.

**Compensatory Written Piece of Work (MA2 only)**

Skills Days on the programme are mandatory as they are considered a key part of your learning about practice and are relevant to practice placements.

Where the attendance register shows that you were absent from a skills day you are required to complete an additional piece of work to demonstrate your learning.

You are required to submit a 500 – 750 word account for each missed skills session detailing:

1. Why the topic is relevant to social work
2. What skills you need to develop in relation to this area of social work
3. What further learning you need to pursue to develop these skills

You should email this piece(s) of work to your Academic Advisor on the date you submit your PARE. In order to receive a pass mark for PARE this work must be completed to a satisfactory standard. No referencing or reference list is required for this compensatory work.
Section 7

POLICIES & PROCEDURES
Refusal of Placements

Information on the student’s Placement Application Form is taken into account during the matching/allocation process. Comprehensive efforts are made to match students to appropriate practice placements. All placements are chosen carefully to ensure that they provide appropriate learning opportunities to enable students to demonstrate the PCF and Professional Standards requirements. Placements are quality assured using the Quality Assurance of Practice Learning Process (QAPL), which is outlined in this handbook on p.43, to ensure that they are fit for purpose. Requests to refuse placements will be considered on a case by case basis.

Placements cannot be refused:

- If the student simply does not want that placement. We are training social workers who need to be responsive, flexible and able to manage difficult, unfamiliar situations, who can appreciate learning opportunities where they are not so obvious and where there are challenges. These are an important part of the student’s learning as they are replicated in a qualified worker's everyday work experience.

- If it does not meet all the student’s self-identified learning needs. Where possible Lecturers in Practice Learning will try to accommodate what each student identifies they need but there are set assessment criteria that the student needs to meet in relation to the PCF and the Professional Standards. There is no accreditation of prior learning so all students regardless of their experience or maturity must be assessed against all the relevant criteria as defined by the regulatory bodies. All placements offered to our students will allow the student to do this.

- If the student has had experience of working in a similar agency previously. This may be so but the difference is that the student is now being assessed on this placement and will be working with different people in different situations.

Procedure for Refusing Placements

Stage 1

The student will firstly meet with the Lecturer in Practice Learning to discuss their reasons for refusal. The Lecturer in Practice Learning will make a decision and may, if the request is considered reasonable, seek another placement. If the request to change placements is not accepted at this point then the student will be asked to undertake the placement initially offered. If the student is not satisfied with this outcome and wishes to pursue this further then Stage 2 of the procedure will be enacted.

Stage 2

The student will be given the opportunity to meet with the Student Experience Tutor and Lecturer in Practice Learning to discuss their reasons for refusal of the particular placement. An offer of an alternative placement may be provided at this stage if the request is considered to be reasonable. If after this meeting the request is not considered to meet the grounds for
finding an alternative placement, then the student will be asked to undertake the initial placement offered. The course decision about placement allocation is final.

**Safe Practice**

It is a requirement that all students complete and pass Assessed Readiness for Direct Practice to ensure their safety to undertake practice learning in a practice delivery setting.

**Travelling Distance To and From Placement**

Students are expected to travel up to 1½ hours each way to the placement. Special needs for individuals may be negotiated.

**Attendance and Sickness Absence**

Whilst on Practice Placement, students must attend 100% of their Placement working days. Placement days and hours are agreed between the placement provider/agency, Practice Educator, student and Practice Link Tutor at the start of each placement.

Students who are unable to attend the placement are governed by the same regulations as course attendance regulations for definition of sickness, absence, unauthorised absence and punctuality as outlined in the student Programme Handbook (regarding sickness, absence, unauthorised absence, un-scheduled breaks/leave). In addition students must follow the placement agency's procedures for reporting as sick.

Students are required to complete 70 days (MA 1) or 100 days (MA 2) on placement and must keep a record of the days completed. The Placement Attendance Sheet should be used and included in PARE. Students are expected to make up missed time (for sickness and absence) in agreement with the placement provider.

If the student is required to attend the University for recall days, any other form of scheduled teaching or student conferences, these days are not included in the 100 placement days.

A prolonged absence from placement will probably result in the student having to interrupt the course.

**Protocol for Leaving a Placement Early**

With the exception of illness, if for any reason a student leaves a placement early, after negotiation with the placement, the student should work a minimum of a 2 week notice period to ensure the appropriate transfer of work. Failure to do so may be regarded as demonstrating unprofessional conduct.
**Equality and Diversity**

Social Work England’s Practice Placement Guidance requires placement providers to have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.

**Reasonable Adjustments**

Practice Educators/On-site Supervisors are asked to make every effort to offer reasonable adjustments to students with a disability. For example, students with a specific learning difficulty, such as dyslexia, may occasionally need to leave the placement early on occasions in order to be able to access their study coach at the University. If there are queries in relation to what constitutes a reasonable adjustment in specific instances please contact the Lecturer in Practice Learning to discuss further.

**PARE Moderation Process**

The arrangements for practice learning appropriately place significant emphasis on the professional judgement of the Practice Educator. Practice Educators make Pass/ Fail recommendations in their final assessment reports in relation to student’s performance on their practice placements. In line with other academic work, moderation processes are in place and all PAREs are also assessed by the student’s Academic Advisor at the University. The final pass/fail judgement rests with the Social Work Examination Board.

**Procedures in the Event that a Student is Deemed to have ‘Failed’ a Practice Placement**

Academic assessment procedures will be followed and the matter will be discussed at the next Examination Board. A student who has failed their first attempt at their practice placement may be offered a further second and final attempt and be provided with a repeat placement opportunity. The Examination Board will determine whether or not a second attempt should be afforded to the student depending on the particular circumstances surrounding the first failed placement. It should be noted here that:

If an Examination Board has documented evidence that, (a) a student's work or attendance or both have been unsatisfactory and (b) the student has been formally warned of the unsatisfactory work or attendance but has not shown significant improvement acceptable to the Board, then the Board has the right to refuse the student reassessment. See ordinances/Regulation XX - Work and Attendance of Students.

The University has clear and fair procedures which set out the course of action should you wish to appeal against an Examination Board decision or make a complaint. There are a number of grounds on which an appeal may be made, however an appeal which questions the academic or professional judgement of those charged with assessing your academic
performance or professional competence will not be permitted. The relevant regulations and forms can be found at:

- Regulation XIX Academic Appeals
- Academic Appeals Form
- Academic Appeals Flow Chart

In the first instance, you should contact the Head of Social Work/Examinations Officer who will be able to talk you through the decision making process.
Section 8

QUALITY ASSURANCE IN PRACTICE LEARNING (QAPL)
**Explanation of the process**

In order to approve and monitor the quality of practice placements the University of Manchester operates a Quality Assurance in Practice Learning system referred to as QAPL. The aim of the system is to ensure that we work in partnership with placement providers to develop and maintain high quality practice learning opportunities which meet the required standards for safe and effective training as defined by the regulatory framework. The system consists of 3 main elements:

- The Higher Education Institute (HEI) Audit which is completed by University staff during the approval process
- The Student QAPL form which the student completes at the end of the placement
- The Practice Educator QAPL form which is completed by the Practice Educator at the end of the placement.

Each element is discussed in full later in this section.

The QAPL system database is maintained and administered by the social work administration assistant based in the Practice Learning Unit (PLU).

**The HEI Audit Form**

All prospective practice learning opportunities are audited using this form. A member of University staff will visit the prospective placement and go through the audit with the relevant member of on-site staff prior to the placement being approved and used. This enables us, in partnership with the agency to ensure that there are:

- Appropriate learning opportunities
- Suitably qualified/experienced staff at the placement setting
- Determine whether the placement is better suited to a first or final practice placement
- Determine what training is needed for on-site staff
- Identify whether there is a likely to be a need for an Off-site Practice Educator

The HEI audit form is reviewed annually after the initial form is completed to monitor and record any changes. A full new audit is undertaken every 3 years.

**The student QAPL Form**

At the end of the placement all students **MUST** complete an online QAPL form. Once the online form is completed a receipt will automatically be sent to your email address. Please print this receipt and include it in your PARE. The Lecturers in Practice Learning will read the forms and contact the student if additional information or clarification is required. **Students should note that their PARE will not be assessed unless the email receipt included.**

The student QAPL form gives students an opportunity to tell us about their experience on placement, what they found useful and whether there were any gaps in the learning programme
by rating their experience against a number of criteria. Students can also add a qualitative statement.

Lecturers in Practice Learning use the feedback provided constructively to work with agencies to develop the quality of placements. It also enables us to provide positive feedback to placement staff. The student QAPL form also enables us to monitor and develop University based systems relevant to the placement process. Students should therefore bear in mind that their comments will be shared with the placement provider where this is necessary and/or desirable.

Students will be given full instruction about how to complete and submit the online QAPL form during one of the recall days from placement.

**The Practice Educator QAPL form**

At the end of the practice placement the Practice Educator completes an online QAPL form which is submitted electronically to the Lecturer in Practice Learning. This gives the Practice Educator the opportunity to provide feedback to the University about their experience during the placement and identify any issues from their perspective.

Lecturers in Practice Learning read all QAPL forms and will contact Practice Educators to discuss any salient issues. This enables us to monitor and improve our own systems and address any concerns raised by the Practice Educator.

The Practice Educator QAPL form is available here.
APPENDICES
Appendix 1

**Practice Learning Timetable MA1 (University Of Manchester)**

L= Leave   BH = Bank Holiday   R = Recall day   SD = Skills Day  U = University/Academic Study Day

<table>
<thead>
<tr>
<th>Week No</th>
<th>Week commencing</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Days completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>03/2/20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>U</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>10/2/20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>U</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>17/2/20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>U</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>24/2/20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>U</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>02/3/20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>U</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>09/3/20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>U</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>16/3/20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>U</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>23/3/20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>U</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>30/3/20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>U</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>06/4/20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>BH</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>13/4/20</td>
<td>BH</td>
<td>L</td>
<td>L</td>
<td>L</td>
<td>L</td>
<td>Recall: Practice Learning</td>
</tr>
<tr>
<td>12</td>
<td>20/4/20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>U</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>27/4/20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>U</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>04/5/20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>BH</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>11/5/20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Recall: Practice Learning</td>
</tr>
<tr>
<td>16</td>
<td>18/5/20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>U</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>25/5/20</td>
<td>BH</td>
<td></td>
<td></td>
<td></td>
<td>U</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>01/6/20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>U</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>08/6/20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>U</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Appendix 2

**University Of Manchester Practice Learning Timetable MA2**

L = Leave    BH = Bank Holiday    R = Recall day    SD = Skills Day    U = University/Academic Study Day

<table>
<thead>
<tr>
<th>Week No</th>
<th>Week commencing</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Days completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>06/1/20</td>
<td></td>
<td></td>
<td></td>
<td>R</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>13/1/20</td>
<td></td>
<td></td>
<td></td>
<td>U</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>20/1/20</td>
<td></td>
<td></td>
<td></td>
<td>U</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>27/1/20</td>
<td></td>
<td></td>
<td></td>
<td>U</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>03/2/20</td>
<td></td>
<td></td>
<td></td>
<td>SD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>10/2/20</td>
<td></td>
<td></td>
<td></td>
<td>SD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>17/2/20</td>
<td></td>
<td></td>
<td></td>
<td>U</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>24/2/20</td>
<td>SD</td>
<td></td>
<td></td>
<td>U</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>02/3/20</td>
<td></td>
<td></td>
<td></td>
<td>U</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>09/3/20</td>
<td></td>
<td></td>
<td></td>
<td>SD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>16/3/20</td>
<td></td>
<td></td>
<td></td>
<td>R</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>23/3/20</td>
<td></td>
<td></td>
<td></td>
<td>U</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>30/3/20</td>
<td></td>
<td></td>
<td></td>
<td>U</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>06/4/20</td>
<td></td>
<td></td>
<td></td>
<td>BH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>13/4/20</td>
<td>BH</td>
<td>L</td>
<td>L</td>
<td>L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>20/4/20</td>
<td></td>
<td></td>
<td></td>
<td>Recall: Employability Fair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>27/4/20</td>
<td></td>
<td></td>
<td></td>
<td>U</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>04/5/20</td>
<td></td>
<td></td>
<td></td>
<td>BH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>11/5/20</td>
<td></td>
<td></td>
<td></td>
<td>U</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>18/5/20</td>
<td></td>
<td></td>
<td></td>
<td>U</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>25/5/20</td>
<td>BH</td>
<td></td>
<td></td>
<td>U</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>01/6/20</td>
<td></td>
<td></td>
<td></td>
<td>R</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>08/6/20</td>
<td></td>
<td></td>
<td></td>
<td>U</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>15/6/20</td>
<td></td>
<td></td>
<td></td>
<td>U</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>22/6/20</td>
<td></td>
<td></td>
<td></td>
<td>U</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>29/6/20</td>
<td></td>
<td></td>
<td></td>
<td>U</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>06/7/20</td>
<td></td>
<td></td>
<td></td>
<td>U</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>