## Placement Learning Agreement (PLA)

**Placement Learning Agreement (PLA)**

**This document should be used in preparation for, and during, the PLA meeting**

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| ***Leeds Beckett University*** students, the completed and signed PLA must be uploaded to PebblePad within two weeks of starting placement  ***University of Leeds*** students, the completed and signed PLA must be submitted to the Practice Placement Unit within two weeks following the date of the PLA meeting. |

**STUDENT & UNIVERSITY INFORMATION**

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| **STUDENT** | | | |
| Full Name |  | | |
| University | Leeds Beckett University | |  |
| University of Leeds | |  |
| Programme / Course | BA |  | |
| MA |  | |
| Placement | First (70-day) | |  |
| Final (100-day) | |  |
| Contact / Mobile Number |  | | |
| Email (university) |  | | |
| **TUTOR** | | | |
| Full Name |  | | |
| Contact / Mobile Number |  | | |
| Email |  | | |

**PLACEMENT & SUPERVISION INFORMATION**

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| **PLACEMENT SETTING** | | | | |
| Name of Local Authority / Agency | Leeds Adult |  | Leeds Children |  |
| Wakefield Adult |  | Wakefield Children |  |
| Agency (please add) |  | | |
| Team Name |  | | | |
| Placement Address & Postcode |  | | | |
| Address of Spoke placement (if applicable) |  | | | |

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| **PRACTICE EDUCATOR (PE) – complete as applicable** | |
| **PE1 / PE2 in Training** |  |
| Contact / Mobile No |  |
| Email |  |
| **PE2 / PE2 Mentor** |  |
| Contact / Mobile No |  |
| Email |  |
| **Practice Supervisor** |  |
| Contact / Mobile No |  |
| Email |  |

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| **BACK-UP Arrangements if away / off sick for a prolonged period / works part time**  **If your PE goes off for any length of time, please inform the tutor and the LA placement co-ordinator/ manager** | |
| PE1 / PE2 in training |  |
| PE2 / PE2 Mentor |  |
| Practice Supervisor |  |
| If the University Tutor is away for a prolonged period, cover will be arranged by:  ***Leeds Beckett University*** - David Mercer (BA and MA) [d.mercer@leedsbeckett.ac.uk](mailto:d.mercer@leedsbeckett.ac.uk)  ***University of Leeds*** – Adam Boyes (BA) [a.j.boyes@leeds.ac.uk](mailto:a.j.boyes@leeds.ac.uk) or Kirsteen Laidlaw (MA) [k.laidlaw@leeds.ac.uk](mailto:k.laidlaw@leeds.ac.uk) | |

**DAYS, DATES and AVAILABILITY**

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| **PRACTICE LEARNING DATES**  Complete relevant details for your practice learning opportunity | | |
| BA2 and MA1  (minimum 70 days) ☐  BA3 and MA2  (minimum 100 days) ☐  Please delete as appropriate | From |  |
| To |  |
| **OTHER DATES** | | |
| Dates students required to be in University |  | |
| Student Holidays  (10 days) |  | |
| Agency Holidays |  | |
| PE1 / PE2 in training holidays and / or availability |  | |
| PE2 / PE2 Mentor holidays and / or availability |  | |
| Practice Supervisor holidays and / or availability |  | |
| Tutor holidays and / or availability |  | |

**INDIVIDUAL LEARNING NEEDS**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **FAIR ASSESSMENT**  Every effort should be made to ensure that each student has a fair and transparent assessment. It is the PE’s responsibility to work with the student in a fair and open way, providing timely, constructive feedback throughout the placement. A discussion as to how any power dynamics will be managed should happen at the PLA and how issues of conflict or student performance are to be discussed. PE should be aware of similarities and difference with the student and provide a personalised and safe learning environment. Differences in opinion should be aired and negotiated as appropriate. Details of the discussion at the PLA need to be recorded below | | | | | | | |
| **OTHER REQUIREMENTS**  Please note below any other requirements relating to the student which have not been covered in the discussion of equal opportunities above. | | | | | | | |
| If you have an Individual Support Plan (ISP) please detail requirements below. Failure to disclose a disability that requires reasonable adjustments to be made in order to access the placement fully may limit the support available and the student’s ability to participate fully in the placement. | | | | | | | |
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| Health issues and any related requirements | | | | | | | |
|  | | | | | | | |
| Covid-19 related discussion  Please provide student with PPE guidance and Covid-19 working rules.  Please discuss any impact Covid-19 may have on student’s ability to engage with placement | | | | | | | |
|  | | | | | | | |
| Personal or exceptional caring needs which may be taken into account.  Please note: any childcare or other caring roles should not be undertaken in placement hours.  Please discuss any necessary flexibility to facilitate this. | | | | | | | |
|  | | | | | | | |
| Transport arrangements. *Please indicate with a cross. Please also discuss any relevant issues re student travel costs and detail here* | | | | | | | |
| Car |  | Bicycle |  | Public transport |  | Other (specify) |  |
| Does the agency contribute to the student’s travel expenses? | | | | | | |  |

**DBS, INSURANCE & POLICIES**

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| **DBS CHECK**  **All students have undertaken an Enhanced DBS**  ***Leeds Beckett University students***: Where students have an issue highlighted relating to DBS, this will have already been shared with the relevant staff at the agency. If it is professionally relevant to the placement, then the PE would be informed.  ***University of Leeds students***: Student to show DBS Form to the PE and discuss any relevant issues. A copy **must not** be taken. | |
| **CAR INSURANCE**  **If the student has indicated that they will be using their own car on placement they must ensure that they have adequate insurance and provide details to the agency.** | |
| Student to arrange and provide details to agency at start of placement |  |
| Already in place and provided to agency |  |
| Not applicable |  |
| **AGENCY POLICIES**  Students are subject to all agency policies and procedures unless otherwise stated. Student to have access to all agency policies in induction.  This should include all Covid-19 policies, including those in relation to PPE, home visits and remote working policies. | |

**PRACTICAL AND PROFESSIONAL ARRANGEMENTS**

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| **ARRANGEMENT DETAILS** | | |
| Agency hours | |  |
| Teams working pattern  (please discuss expectations of office based/ WAH arrangements) | |  |
| Working at Home:  (please discuss storage of confidential information, ability to speak to service users confidentially, childcare) | |  |
| Please confirm that the student will not be asked to undertake any work requiring PPE until **after** they have received the PPE training and that if the PPE is not available the student should **not** undertake the work | |  |
| Time off in lieu | |  |
| Access to desk, computer and telephone | Home based |  |
| Office based |  |
|  |
|  |
| Access to building | |  |
| Agency ID card | |  |
| Car parking arrangements | |  |
| Dress code/policy | |  |
| Action required in relation to sick leave | |  |
| Action required in terms of letting staff know about student's location and work availability | |  |
| Disability / Special Educational Needs and Disability Act 2001 requirements | |  |
| Arrangements for study / academic development time:  ***Leeds Beckett University*** – I day per fortnight  ***University of Leeds*** – 4 hours per week. This can be taken as half a day each week or as one day every two weeks, in agreement with the PE | |  |

**STUDENT'S PREVIOUS EXPERIENCE AND INTERESTS**

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| Pre course and previous placements | | |
|  | | |
| For final placements only, has the PE seen the final report from the previous 70 day placement? | Yes |  |
| No |  |

**COURSE WORK AND RELEVANCE TO PRACTICE**

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| Modules previously studied |
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| Modules currently being studied (and dates of assessments) |
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**STUDENT LEARNING NEEDS**

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| **GENERAL AIMS OF THIS PERIOD OF PRACTICE LEARNING**  To provide practice and learning opportunities to enable the student to achieve the levels of capability appropriate to the period of Practice Learning and as set out in the Professional Capabilities Framework and as detailed in the Placement Handbook. |
| Specific learning needs of student (eg knowledge and skills etc)  It is important that this is a detailed discussion that includes identified areas for development, and the student’s learning style. |
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| Work to be undertaken by student during practice learning. This will be appropriate to the level of the student’s placement, first or final.  This needs to be a detailed discussion that reflects on how work will be undertaken across remote and office working. |
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| Learning opportunities relating to values and diversity |
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**SUPERVISION ARRANGEMENTS**

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| Supervision should be **weekly** but can reduce to fortnightly following discussion in the interim meeting, if agreed by all parties.  Please identify below when and in what form this will take (ie, remote or office based).  What preparation will be expected for supervision?  What will be standard agenda items?  Who will record supervision minutes?  Who will cover supervision with student if PE is not available that week? |
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| How will problems and concerns be addressed? |
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**DIRECT OBSERVATIONS**

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| The student must be observed a minimum of three times in the placement period, one before the interim meeting.  Please detail how these will be organised. |
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**ARRANGEMENTS FOR ASSESSMENT AND EVALUATION**

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| **SOURCES OF EVIDENCE FOR ASSESSMENT** | |
| * Direct observation of student's work (a minimum of three are required, with at least two undertaken by the Practice Educator) * Supervision * Case recording, other documentation and work products * Feedback from service users and carers * Feedback from colleagues within and beyond the agency * Reflective blog/reflective journal (Extracts from the blog/journal should be made available to the Practice Educator prior to supervision sessions) | |
| Other (please specify) |  |
| Date of Interim Meeting / Date when Interim Report is due |  |
| Date when Final Report is due |  |
| Dates when Student’s portfolio will be completed and made available to PE prior to Interim and Final Report deadlines |  |
| **EVALUATION OF PRACTICE LEARNING** | |
| **Feedback and evaluation between Practice Educators and students should be ongoing from the outset of placement.**  **Placements are formally evaluated using the Quality Assurance of Practice Learning (QAPL) Evaluation Form. Students and Practice Educators are required to complete an evaluation at the end of placement. Details will be provided by the University.** | |

**STATEMENTS, DECLARATIONS & SIGNATURES**

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| **STATEMENTS** | | |
| **STATEMENT BY THE AGENCY (as applicable)**  In my view this agreement meets the learning needs of the student and the requirements of the programme**.** | | |
| **STATEMENT BY THE HEI (TUTOR)**  In my view this agreement meets the learning needs of the student and the requirements of the programme. | | |
| **STATEMENT BY THE STUDENT**  I have read and understood the University’s procedure and the relevant policies concerning when placements are withdrawn, suspended or failed. | | |
| **DECLARATION: ACCEPTANCE OF THE PRACTICE LEARNING AGREEMENT & ACCEPTANCE OF THE STATEMENTS** | | |
| **Role** | **Signature** | **Date** | |
| Student |  |  | |
| PE1 / PE2 in training |  |  | |
| PE2 / PE2 Mentor |  |  | |
| Practice Supervisor |  |  | |
| University Tutor |  |  | |

***Leeds Beckett students*** - please scan the completed and signed form and upload this to the appropriate domain on the PCF Development page of your placement workbook on PebblePad.

***University of Leeds students*** – please scan and email the completed and signed form to the Practice Placement Unit on: [placements@healthcare.leeds.ac.uk](mailto:placements@healthcare.leeds.ac.uk). Please also print off a copy to include in your portfolio.