



# Leeds & Wakefield Social Work Teaching Partnership

## Practice Educator Manual

### Placement Procedure and Paperwork

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## 1. Introduction

The Leeds & Wakefield Social Work Teaching Partnership (LWSWTP) is committed to providing two quality placement learning opportunity for all social work students. This will improve opportunities for students to develop generic and transferable social work skills. It will enable students to be more fully prepared for qualified practice.

This PE Manual provides guidance for those social work students from Leeds Beckett University and University of Leeds on placement within statutory and voluntary placements.

## 2. Final (100 day) Social Work Placement

Where possible, all LWSWTP will be provided with a statutory final placement.

### Definition

Leeds and Wakefield Social Work Teaching Partnership defines statutory placements as those that:

- take place in a Local Authority setting

It requires students to be afforded opportunity to become increasingly independent as the placement progresses including:

- facilitate a caseload that reflects the placement setting
- experience of complex situations
- work on S17 and S47 cases (under the Children Act 1989)
- work on delivering requirements of the Care Act 2014 and Mental Capacity Act 2005
- case records
- assessments
- inter-professional working

### Assessment of final placement

Assessment of final placement is at qualifying level. This is described as: *newly qualified social workers should have demonstrated the knowledge, skills and values to work with a range of user groups, and the ability to undertake a range of tasks at a foundation level, the capacity to work with more complex situations; they should be*

*able to work more autonomously, whilst recognising that the final decision will still rest with their supervisor; they will seek appropriate support and supervision.*  
(BASW, 2018)

The assessment is based on the nine domains of the PCF. Indicators of capability may be accessed by clicking on each of the domains here:

<https://www.basw.co.uk/resources/student-pcf-level-descriptors-pre-qualifying-levels-and-asye>

### 3. First (70 day) placement

Leeds and Wakefield Social Work Teaching Partnership defines first (70 day) placements as those that:

- take place in a Local Authority setting
- take place in a PVI (**voluntary agency**) setting

**It requires students to be afforded opportunity to (under appropriate supervision):**

- **undertake varied work (independently or co-working) with a range of service users that reflect the placement setting**
- **complete** case records to be updated
- undertake an assessment role
- undertake inter-professional working
- **develop knowledge, skills and values to prepare them for engagement in a final statutory placement**

### Assessment of first (70 day) placement

Assessment of first (70 day) placement is at intermediate level. This is described as:  
*By the end of the first placement students should demonstrate effective use of knowledge, skills and commitment to core values in social work in a given setting in predominantly less complex situations, with supervision and support. They will have demonstrated capacity to work with people and situations where there may not be simple clear-cut solutions.* (BASW, 2018)

The assessment is based on the nine domains of the Professional Capabilities Framework (PCF). Indicators of capability may be accessed by clicking on each of the domains here:

<https://www.basw.co.uk/resources/student-pcf-level-descriptors-pre-qualifying-levels-and-asye>

## First (70 day) Placement Work Allocation

For many students their first (70 day) placement is an opportunity to gain an understanding of the social work role and begin to develop their skills of communication and engagement, assessment and reflection. Using the systems and processes of the placement setting will be new to most students.

Regular weekly supervision is important. Clear supervision records should be kept to evidence learning and progress throughout the placement. Students will need support to apply theory to practice and to examine ethical issues. It will be important to ensure that time in supervision is prioritised to enable this work, so that students develop their confidence as very new student social workers. This will provide a foundation for their progression into final placement where they will be able to take on the full range of tasks, roles, and duties of the statutory social worker.

The student should be provided with an induction period of no less than 10 days. This should be recorded by the students. This time can be used to settle into the placement setting, familiarise themselves with working policies and procedures and to visit key partner agencies. During the induction the student should also be given opportunities to shadow the Practice Educator and other team members.

Work allocated to the student on their first (70 day) placement should be done by the Practice Educator in conjunction with the team manager. Work allocated should be appropriate to the student's level of capability in order to promote their development during the placement.

Because first placement is a 70-day placement it is important that students are given opportunities to develop their skills early in the placement. The allocation of work will vary depending on placement setting. Initially your student should be given co-working opportunities. By the mid-point of the placement the student should be allocated a small caseload. The cases allocated should be the same as those allocated to other non-Social Work qualified members of staff.

#### 4. Pre- Placement Procedure

1. Student completes a Placement Application Form (PAF), approved by Tutor.
2. University separates PAFs into preferences then distributes to placement providers.
3. **Placement providers** allocate students to placement, and **share matches with** University.
4. **Placement providers** confirm allocations to **PEs, PE mentors (where required) and/or OSS (On Site Supervisor). University allocates OSPE (Off Site Practice Educator) where required.**
5. University informs student of placement match.
6. PE in training makes contact with PE2 mentor (if appropriate) to arrange first support contact.
7. Student makes contact with PE or OSS.
8. Student and PE hold introductory meeting, using suggested topics for discussion. **Please see introductory guidance.**
9. Student meets Manager informally after Introductory Meeting where appropriate.
10. Practice Learning Agreement (PLA) Meeting. Student, Tutor, PE, PE2 Mentor (if appropriate) and OSS (if appropriate) present, using PLA Form.
11. Student starts placement.

#### Refusing a Student

The PE **should not reject** a student based on their PAF unless there are mitigating circumstances e.g. personal relationship or other conflict. It is expected that a student will be afforded the opportunity to address any concerns in the introductory meeting.

Within the introductory meeting, if the PE has concerns about a prospective student, they should discuss this with the student and their manager and (if appropriate) their PE2 Mentor immediately after the introductory meeting. These concerns would need

to be **substantive concerns** about the student's ability to undertake and develop within the placement with appropriate levels of support. Any concerns should then be communicated back to the student's tutor, so that a discussion can take place about the concerns and appropriateness of the placement match.

Matching will pay respect to any personal or professional clashes. If an unknown clash occurs, please contact the placement co-ordinator immediately.

## 5. DBS Procedure

Every social work student in the LWSWTP is required to have an enhanced DBS check at the start of their course. They must also sign a suitability declaration in regard to any other issues. Both universities have different procedures for this, and you are referred to each University's course handbooks for further information as required.

If the student has an offence on their record, then the University will require the student to reflect on the offence (Leeds Beckett: written reflection; University of Leeds: interview). They should demonstrate understanding of the incident and consequences and learning since the incident. The University will provide the LWSWTP appointed senior representatives with the paperwork from the student, and a recommendation will be made that they should or should not be on a social work course, and comment made about their future employability. This professional judgement will be seen as sufficient for all future practice education.

### In relation to placement:

For Leeds Beckett University students, the PE will not have access to the student's DBS. Where the student has an offence that would impact on the student's ability to undertake placement duties, then the placement co-ordinator will share the information with the PE, and alert the University tutor that they will do so. This will then be discussed at the PLA meeting. This is confidential information about the student and should not impact on the student's assessment.

For University of Leeds students, the student is required to take their DBS form to the PLA meeting and show it to the PE. The PE must not take a copy, nor note the number. Where the student has an offence on their record, this is confidential information. Unless it impacts directly on the student's ability to undertake placement duties, then it should not impact on the assessment of the student.

## 6. Role of the Practice Educator

The PE1 or 2 in training takes day-to-day responsibility for the student and is required to:

- a) provide clear learning experiences for the student in placement
- b)
- c) offer 1.5 hours' supervision per week, underpinned by theory, reflection and values as appropriate
- d) attend introductory, interim and action plan meetings
- e) discuss with PE2 Mentor the student's progress
- f) discuss case management with manager
- g) write the Interim and Final Report
- h) undertake two direct observations and provide timely constructive feedback to the student
- i) gather service user feedback.

Supervision records should include:

- Date, venue, time and length of session
- Confirmation of the agenda
- Review of work previously agreed
- Service users seen / tasks / visits or project work undertaken
- Review of student's Reflective Blog entries and work for PebblePad
- Detailed discussion of aspects of the student's work, for example assessments and case records
- Evidence of progress against the domains of the PCF
- Discussion about the application of theory to practice and relevant values issues and ethical dilemmas
- Actions agreed to be reviewed at next supervision and date for next session confirmed

Each student is different and will arrive at the placement setting with varying levels of competence and experience. Early planning, close observation and supervision of the student will allow the PE to assess the student's current level of ability in practice and to identify learning opportunities which will help in the development of practice. *It is as important to challenge a more experienced student as it is to provide appropriate support to a more inexperienced student.*

*The supervision may be recorded using the organisation's own recording methods.*

**If you are unavailable for anything over five placement days, be that of a planned or unplanned nature, it is your responsibility to ensure that the university tutor is informed of this fact.**

## **7. Role of the PE2 Mentor**

### **Add new guidance**

The PE1 or 2 in training will be supported by a *PE2 Mentor* who must be a registered social worker and qualified PE2. Their responsibilities include:

1. To attend the PLA, interim and action plan (where appropriate) meetings
2. To provide regular and ongoing mentoring support to the PE in training
3. To quality assure PE in training's support of student, including monitoring of sufficient knowledge discussions, reflective analysis and value discussion in supervision of the student and undertaking of administrative tasks such as direct observation and interim and final report provision.
4. To give timely, constructive feedback to the PE in training
5. To provide support and advice to support the development of PE in training's developmental needs in practice education
6. To share any concerns with PE in training's manager
7. To undertake one direct observation of the student's practice
8. To directly observe (and complete proforma) the PE in training leading a supervision session with a social work student at least on one occasion
9. To confirm and sign off the student's Final Report which has been written by the PE in training
10. To read all paperwork provided by PE in training at end of placement. To make written recommendation of PE in training's suitability to proceed to qualified PE 1 or 2 (as appropriate)
11. In the absence of PE in training (ie short term illness or annual leave), to provide weekly supervision.
12. If the absence of the PE 1 is prolonged, the PE2 takes on role of PE1. If this is not viable to liaise with placement lead for replacement PE.

## 8. Responsibilities of the Off-Site Practice Educator (OSPE)

Where the placement requires an off-site practice educator, their responsibilities are

- To provide theoretical and reflective learning experiences for the student in supervision. Supervision should occur in person especially at the start of any placement.
- To offer 1.5 hours supervision per fortnight
- To attend initial, interim and action plan meetings
- To hold a joint supervision at least for three occasions during the placement, aim the first month, before the interim meeting and before completion. This will allow for a full transparent sharing of progress and any development areas.
- To undertake a minimum of two direct observation
- To provide timely constructive feedback to the student
- To write the interim and final report
- To be responsible for the decision about placement outcome

## 9. Responsibilities of the On-Site Supervisor (OSS)

Where the placement requires an on-site supervisor, their responsibilities are

- To provide clear learning experiences for the student in placement
- To offer 1.5 hours case management discussion per fortnight.
- To attend three joint meetings between the OSPE and student at the beginning, prior to the interim, and at the end of the placement to discuss progress and any developmental areas & opportunities required.
- To attend initial, interim and action plan meetings
- To discuss with OSPE the student's progress
- To undertake a minimum of one direct observation
- To provide timely constructive feedback to the student
- To gather service user feedback
- To contribute to the interim and final report

## 10. Introductory Meeting guidance

This meeting is designed to support students have a successful placement. It is the first opportunity to get to know each other and have an open, informal discussion.

### *Meeting arrangements*

In the first instance the student should contact the PE within a week of receiving their placement match to arrange a mutually convenient time for the introductory meeting. It should not be in a teaching time.

If the PE has not heard from the student within two weeks, please contact your placement link in Workforce Development.

Ideally, the meeting should be held face to face, but we understand it may be on Teams where required

The introductory meeting should only consist of student and PE, but where appropriate the wider team, including PE2 mentor and manager could meet them after the meeting.

The meeting should last about 45 minutes.

### *Introductions (10 mins)*

The PE should facilitate a brief exchange of professional, social, cultural and educational experiences

### *Practice Educator outlines placement (10 mins)*

Key information about the Team

Workload

Working arrangements and team norms

Allow students to ask questions about the placement

### *Student orientated question (10 minutes)*

Students: please prepare answers in preparation for your introductory meeting

Practice Educators: please choose one of the questions

1. Can you tell me why you want to work in social work and what you hope to gain from this placement?
2. What preparation have you been carrying out to undertake a placement in this setting?
3. What are your skills, strengths and areas for development?

*Discussion about individual learning needs (10 mins)*

PEs please use your discretion to ask the relevant questions from below:

How do we promote your best learning?

What is your preferred communication style?

Do you have a preferred learning style? (Visual, Aural, Oral, Written, Reading, Experiential)

Is anything a trigger that would close you down to learning?

Is there a good way to give you constructive feedback?

How do we support your cultural needs?

How do we support your health or disability needs? Do you have any reasonable adjustments that we need to think about now to support you?

*Ending the meeting*

PE to check if there is anything that student is concerned about, that hasn't been discussed so far or if there is anything else the student wants to ask.

## 11. Practice Learning Agreement (PLA) meeting

Prior to placement commencement a meeting between relevant staff and the student should take place. The key aim of this meeting is to complete the Practice Learning Agreement (PLA). **A placement should not start without clear arrangements being in place.** It is important that the PLA meeting includes all relevant parties: student, tutor and Practice Educator(s) (including PE, PE Mentor, OSPE and OSS as appropriate).

The PLA serves as the contractual basis of the student placement. It should take account of the Professional Capabilities Framework (PCF), the learning opportunities afforded by the placement, student learning needs, supervision arrangements and

finalise a range of practical information. The Tutor should explain the purpose of the PLA ensuring all parties understand their roles and responsibilities (see [section 3](#)).

The following inform discussion at the PLA meeting:

- Practical arrangements should be clearly stated and understood at the meeting e.g. travel required, provision of equipment such as mobile phones and general working arrangements.

- Absence arrangements should be discussed.

The requirements of whom to inform when unable to attend on the day due to sickness should be agreed. Regular or prolonged periods of sickness should be discussed with the Tutor, by both student and PE.

Holidays must be agreed and discussed at the PLA meeting. A week is recommended.

- Any issues that may impact on the learning process should be shared.

[This is a further opportunity for the student to discuss any reasonable adjustments that they might need to enable them to fully and equitably engage learning opportunities.](#)

A discussion should take place concerning how feedback will be given to students both informally and formally.

All parties should discuss how issues of conflict or regarding performance are managed within the assessment and learning process.

[A discussion about power imbalances and identity should be held to ensure that the student is afforded a fair assessment.](#)

- Students are expected to work normal agency hours over five days per week. [Where a student is unable to meet this requirement, it is expected that the student will discuss with the tutor so that a reasonable adjustment can be considered.](#)

Where the agency hours are less than 7 hours per day, students will need to extend days to reflect this.

Meal breaks are not included in the hour calculations.

- Study time must be discussed and agreed at the PLA meeting, based on 3.5 hours per week (UoL) or one study day a fortnight (LBU).
- Students MUST complete the full number of placement days (70 day first placement, 100 day final placement).

The Attendance Sheet (see placement paperwork handbook) [can assist in tracking days if required](#). must be dated and signed by the student each day and the PE.

For training events, students should obtain a certificate of attendance which is then approved by their PE. **It can be helpful for the student to complete the training reflection to link training to practice and evidence development.**

- Set the date of the interim meeting.

The PLA form should be completed **by the student** in draft form at the PLA Meeting and the student should ensure a completed version of the PLA is uploaded to PebblePad two weeks after placement commencement

## 12. Attendance Procedure

The student is expected to attend placement each day, reflecting agency/ team hours often 8.30am-5pm, with a minimum of half an hour lunch break. The exception to this is if the placement hours are different to this, in which case the student's hours would be agreed in the PLA Meeting.

The student is required to attend placement for 70 days (first placement) or 100 days (final placement). The student has to complete an attendance grid, which the PE must sign off at the end of the placement to verify the student's attendance for the required number of days.

Recall days and review days count as placement days.

The student is entitled to accrue time off in Lieu (TOIL) or Flextime if they work additional to the agreed hours. There is no expectation that students work additional hours, however, sometimes this work can offer useful learning opportunities. The time must be taken back in accordance with the placement's TOIL or flexi policy. It is not good practice to accrue TOIL or flexi, so it is recommended that students take the time back as soon as possible.

The student is entitled to study leave of half a day per week (UoL) or one day per fortnight (LBU), to be agreed at the PLA Meeting. It is the student's responsibility to diarise this (with PE support) and to protect that time for placement related study.

During placement, Leeds Beckett University students are entitled to five days leave from placement. This should be pre-booked with the PE at the PLA Meeting.

**Students from University of Leeds are usually on placement during the winter break.** When the University is closed for this period, it will vary year by year, the students have to take this time off placement. Students will have these days as leave and will be able to take further days up to a total of ten days leave per

placement. These leave days need to be agreed with their PE in advance.

**These leave days *do not* count as placement days for any student**

During placement, the student will count study days and recall days as placement days. However, sick days, annual leave and bank holidays do not count as placement days.

The student is entitled to time off sick from placement if required. Students would usually be expected to ring the PE and the office before 8.30am, however the specific arrangements for reporting sickness absence will be agreed at the PLA Meeting.

Students are also required to follow sickness absence reporting procedures for their University.

If students have a health appointment, this should be facilitated within placement hours, however the time should be made up. If students have an emergency childcare situation or an emergency regarding other caring responsibilities, normal agency flexibility should be applied. However, this time needs to be made up.

If the student has **more than a week off placement** or frequent (**more than two**) unplanned periods of absence from the placement, the PE should first discuss informally with the student; next contact the tutor; and then follow procedure as necessary. **A return to placement meeting to ensure that the student's return is both appropriate and supported should be considered.** This would also be the case for habitual lateness in arriving at placement.

If the student is absent from placement (for any reason) for a prolonged period, the tutor, PE and student should meet for a return to placement meeting to ensure that the student's return is both appropriate and supported. **DELETE**

Students should not undertake paid work on a placement day. **where possible. It is recognised that students need to work, but it is recommended that this is undertaken on a different day as it limits students' ability to engage robustly with learning opportunities when they are stretched.**

### 13. Interim Meeting

This meeting takes place halfway through the placement and involves the Tutor, PE and student. At least one Direct Observation must have been completed by this meeting, and a draft of the interim report provided in advance. The student should provide relevant work undertaken for their practice assessment to the PE prior to the meeting – this should include evidence of the student's progress in meeting the PCF.

The purpose of the meeting is:

- To discuss and finalise the Interim Report.
- To review the student's learning needs identified in the PLA meeting
- To evaluate the student's performance to date
- To consider placement learning opportunities in the second half of placement
- Consider if an action plan is required to support potential gaps in the learning opportunities provided in the placement and to explore strategies which allow the student to demonstrate their ability in all the PCF domains.

## 14. Final Report

A final meeting is only necessary when a student has experienced difficulties in placement or the tutor, PE(s) and student feel it is appropriate.

The PE's Final Report is a concise assessment summary of the progress of the student within the placement based on the evidence of the student's capability. The report is intended to provide examples of evidence of the student's capability against the nine domains of the PCF. Please see the Practice Curriculum guidance ([Leeds Beckett University students only](#)) and the PCF guidance on what should be expected of students by [the end of the placement](#). point of qualifying practice.

The Final Report needs to indicate clearly that the student has passed or failed the placement, and if the student has demonstrated capability against each domain. We would normally recommend at least two examples of how you know that the student is capable against each domain.

Where a fail decision is recommended, a chronology is helpful.

Any differences of view between PE and student in relation to the assessment of the student's performance must be clearly recorded by the PE.

Where a student's placement ends before the expected days are completed for whatever reason, even if early in the placement, the Practice Educator should still complete and submit a report.

An exemplar report is available to support practice educators with this task. Additionally, the Practice Educator Support Groups provide support with report writing [and where the PE is in training the PE mentor will be available to offer support and advice](#).

## 15. Concerns Procedure

**Students who are experiencing difficulties on placement**

It is important that all those involved in placements are clear about policies and procedures which are relevant where students are experiencing difficulties on placement and / or where there are concerns about the student and their work. Relevant policies and procedures will depend on individual circumstances. The tutor should bring these policies and procedures to the attention of all concerned at the PLA Meeting prior to the commencement of placement.

Where the student is experiencing difficulties in progression, the first step is for the student and PE to discuss concerns openly. It is expected that PE will raise any concerns with the student in supervision as soon as possible after they become apparent, since the sooner difficulties are discussed the more chance the student has to work on these.

Where these concerns continue, discussion needs to take place between the student, PE and Tutor. This is usually called an Action Plan meeting (see proforma section) addressing the difficulties and concerns should be drawn up at a meeting involving the student, PE and tutor. Any Action Plan needs to specifically outline what is expected of the student, areas for development, achievable goals, timescales and what support the student may need and will receive to support them to achieve these goals.

Where students are experiencing difficulties in demonstrating capability in meeting the PCF domains or where there have been difficulties providing appropriate learning opportunities it may be possible in such circumstances to extend placement beyond the required number of placement days. Any planned extension must be discussed with the PE and tutor. An extension will only be considered where there have been significant difficulties in providing the appropriate learning opportunities within the normal placement period or where an extension could enable progress in relation to a particular area of concern. The extension needs to be agreed by the relevant staff in each University and would normally be for no more than 20 days for Leeds Beckett University and no more than 30 days for University of Leeds.

If it is felt that the student will fail, this should be discussed fully with all concerned. Evidence detailing the fail needs to be provided in the Final Report, as well as recommendations for the future, to enable the student and the programme to clarify options available.

Whistle blowing to be added here?

I think from here needs reviewing: what do we want to be added here? Is this the content we need?

**Further areas for discussion by student, PE and Tutor**

PEs for Leeds Beckett University students should be guided by the Practice Curriculum as to whether students are meeting the relevant indicators for satisfactory progression against the PCF. This will depend on the particular stage of the placement.

- If, following discussion, it is felt that appropriate learning opportunities cannot be made available in the placement setting, then alternative placement arrangements need to be considered / made.
- There may be occasions where students are experiencing personal or health issues which may be impacting on their performance on placement. This should be discussed with the PE as soon as possible. If this affects performance in the placement, then the student needs to consider taking time out or withdrawal. If these difficulties are significant, the student has a responsibility to consider the needs of service users and carers and colleagues as well as self. (Please see SWE Professional Standards). The PE should involve the tutor in any such discussion or decision.
- Difficulties may arise between the PE and the student. It is important that students learn to manage conflict issues as this is part of professional practice. However, where these cannot be resolved then a meeting needs to be convened with relevant staff, facilitated by the tutor.
- Where appropriate, it may be agreed that the student does not attend placement until a meeting with the relevant people has been held. The PE should discuss this course of action with the tutor.

### **Suspension of Placement**

If the PE feels that at this point that the placement is not viable, due to the student's health or personal circumstances, or due to an incident that placed the student, a service user, or colleague at risk, then the PE should consult with their PE2 Mentor and tutor and agree a temporary suspension of placement with the student. A Concerns Meeting should be called immediately, so that an Action Plan can be formulated. If appropriate, this will be investigated under the student's University's relevant procedure.

### **Termination of Placement**

If a PE considers that, in their professional judgement, the practice of the student:

- Is damaging and dangerous to service users and/or colleagues.
- Creates an unacceptable risk to themselves or others.
- Shows a serious failure to follow the SWE Professional Standards.

- In any way gives rise to questions regarding a student's professional suitability, fitness to practise or conduct.

The PE should consult with the tutor and a decision to terminate the placement should be considered. The matter should be referred to the BA or MA Course Leader (as relevant) and may then be investigated subject to the student's University's procedure.

## Complaints Procedure

Students should always seek to resolve any concern with their PE or with their tutor prior to instigating the complaints procedure. Students may access their University's Complaints Procedures independently.

## Other Peoples' Conduct', 'Whistle Blowing' and 'Raising Concerns'

Student Social Workers have a duty to report to relevant staff supporting placements any breaches of the SWE Professional Standards. This includes any conduct, behaviour, or actions by colleagues. The Universities recognise that this can be a difficult process for students and appropriate support will be provided. Where students are unsure about reporting concerns, they should discuss this immediately with their PE and / or tutor. Students may access their University's procedures to do this.

## 16. Exit Procedure

When student placements are coming to an end and PEs are recommending a **PASS** for their student, the following should be done prior to the student's last day. PEs should not sign off the student's Final Report until all of the tasks below are completed:

- Students to give clear and timely information to service users, colleagues and other professionals (if applicable) about their forthcoming end of placement
- Where appropriate students to arrange an 'ending' with service users
- PE and student to organise a final supervision meeting to review placement, to offer feedback to each other and to agree on any future contact
- Students to update and complete all their placement paperwork, case recording and follow agency handover procedures
- Students to return ID cards, laptops, mobile phones and any other equipment
- Students to surrender their log-in / password for the placement computer system
- Students to take away any personal possessions with them

When student placements are coming to an end and PEs are recommending a **FAIL** for their student, in addition to the above, the following should be done prior to the student's last day.

- PE and Manager to set clear boundaries for student's final contact with placement, service users and colleagues
- PE and Manager to set clear boundaries for future contact, if applicable
- PE to complete any additional reports for the University in relation to the failed placement by the agreed deadline
- If appropriate, students to be given opportunity to say 'goodbye' to service users and colleagues, which may need to be supervised by the PE
- Students to be invited to 'clear their desk' at a time convenient for the PE and team. This may need to be supervised by the PE.

Following the end of placement both the PE and student are required to complete an evaluation of the practice learning experience. This will be circulated by the HEI.

[All the way down to here to discuss and review?](#)

## 17. Practice Education PE1 and PE2 Training

PE1 and PE2 training is attended by nomination through the social worker's Manager.

The candidate must be a qualified registered social worker with a minimum of two years' experience (including AYSE).

By attending the courses, both agency and social worker are committing to the PE in training having a student within 6 months of the training. In order to be validated, and therefore qualified, the PE in training must meet the criteria, outlined in the training handbook.

For dates, please see local training information.

## 18. Practice Educator Support Groups

PESG are designed to supplement PE training and support PEs of all experience and qualification.

Please find dates and book through Workforce / Organisational Development .These will be a Teams video discussion.

## 19. Practice Champion

The Teaching Partnership has Practice Champions across the partners. The purpose of the Practice Champion is to embed high quality practice education in the

four Local Authority service areas to ensure better support and ongoing quality assurance.

Roles:

- Co-deliver Practice Education training
- Co-facilitate Practice Educator Support Groups
- Sit on Validating Assessments Panels for PE2 certification
- Localised peer support / be point of contact as expert for any PE queries.

Criteria for role:

- Active PE2 qualified with experience in mentoring PE1 in training
- Have an interest in furthering Practice Education
- Indicative time – 2-3 sessions per year.

## 20. Placement documents

All of the placement documents are held centrally and can be accessed via:

LBU: <https://www.leedsbeckett.ac.uk/health-practice-learning-hub/social-work/>

UoL: <https://practiceplacements.leeds.ac.uk/social-work/>

These will be reviewed annually and updated as required, so it is helpful to access the forms, guidances and handbooks each year.

They consist of:

Student welcome and introduction form  
Introductory meeting guidance  
PLA meeting guidance  
PLA form  
Induction guidance  
Direct observation form  
Interim report  
Interim meeting questionnaire (optional)  
Final report  
Action Plan  
Practice Curriculum (LBU only)  
Training reflection (optional for students)  
Supervision template (optional)  
Attendance grid (optional)  
Feedback forms (optional)

Do you have any other forms?



Please be aware that if you have a LBU apprentice placed with you, that they have slightly different forms that are on the LBU site above.

Please be aware that if you have a student from outside the LWSWTP that they will have different forms.

[Other support issues here?](#)

# PART TWO: PAPERWORK

**This section provides LWSWTP student placement paperwork**

**Please be aware that if you have a LBU apprentice placed with you, that they have slightly different forms that they will provide for you on request.**

**Please be aware that if you have a student from outside the LWSWTP that they will have different forms**

21.

## 18. Student Welcome and Introduction

### About the Practice Educator & Team

Please provide some information about yourself and your team to share with your student prior to the Introductory Meeting.

NB: Please send a copy of this form to both the student **and** their University

Leeds Beckett: [socialworkplacements@leedsbeckett.ac.uk](mailto:socialworkplacements@leedsbeckett.ac.uk)

University of Leeds: [placements@healthcare.leeds.ac.uk](mailto:placements@healthcare.leeds.ac.uk)

Your preferred First and Last Name				
Email address				
Contact Tel No				
Name of Local Authority / Organisation	Leeds Adult		Leeds Children	
	Wakefield Adult		Wakefield Children	
	Other (please add)			
Team Type & Name				
Address & Postcode				
Your role in the Team				
Information about the team's responsibilities				
What can the student do to prepare for their introductory meeting with you?				
Usual office hours / work days				
Your usual work days				
Is there any parking				
Any other information you feel might be relevant				
Please remember to prepare a planned induction for your student and access to a work space and IT etc.				

## 19. Placement Learning Agreement (PLA)

### Placement Learning Agreement (PLA)

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

**Leeds Beckett University** students, the completed and signed PLA must be uploaded to PebblePad within two weeks of starting placement. However, completing it immediately after the PLA meeting if possible is good practice.

#### University of Leeds

**Practice Educator**, please scan and email this completed and signed report to [placements@healthcare.leeds.ac.uk](mailto:placements@healthcare.leeds.ac.uk)

**Student**, please print off a copy of this completed and signed report to be **placed in your portfolio**

### STUDENT & UNIVERSITY INFORMATION

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 INFORMATION

PLACEMENT SETTING			
Name of Placement Setting	Leeds Adult		Leeds Children
	Wakefield Adult		Wakefield Children

	Agency (please add)	
Team Name		
Placement Address & Postcode		
<b>Practice Educator</b>		
Contact / Mobile No		
Email		
<b>PE2 Mentor</b>		
Contact / Mobile No		
Email		
<b>On-Site Supervisor</b>		
Contact / Mobile No		
Email		
<b>BACK-UP Arrangements</b>		
<p>This covers both daily support when the PE/ OSS is not around and if they have time off for leave or illness.</p> <p>If the PE or OSS goes off for any length of time (<b>more than a week unplanned</b>), please inform the tutor</p>		
<p>Where appropriate If the PE2 Mentor or OSPE is unavailable for more than a week please inform university.</p>		
<p>If the University Tutor is away for a prolonged period, cover will be arranged by: <b>Leeds Beckett University:</b> David Mercer (BA) <a href="mailto:d.mercer@leedsbeckett.ac.uk">d.mercer@leedsbeckett.ac.uk</a> Gill Impey (MA) <a href="mailto:g.impey@leedsbeckett.ac.uk">g.impey@leedsbeckett.ac.uk</a> <b>University of Leeds: TO ADD</b></p>		

## DAYS, DATES and AVAILABILITY

<b>Placement start and end dates</b>	
Provisional dates for your placement	
From	
To	
<b>Other dates</b>	
Dates students required to be in University	
Student Holidays (5 days) (please discuss any cultural festivals)	
Agency Holidays (incl Bank Holidays) (Do not count as placement days)	
PE holidays and / or availability	
PE2 Mentor holidays and / or availability	
On-Site Supervisor holidays and / or availability	
Tutor holidays and / or availability	

## INDIVIDUAL LEARNING NEEDS

### 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.

This should include a discussion about anti-oppressive practice and student inclusivity, where the PE is aware of similarities and differences with the student and provides a personalised and safe learning environment which takes account of the student's previous social, cultural and educational experiences.

Details of the discussion at the PLA need to be recorded below

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<p><b>OTHER REQUIREMENTS</b></p> <p>Please note below any other requirements relating to the student which have not been covered in the discussion of equal opportunities above.</p>								
<p>If you have an Individual Support Plan (ISP) please detail below.</p> <p>This will enable the exploration of viable reasonable adjustments to facilitate students' ability to participate fully in the placement learning opportunities.</p> <p>Please be aware that the student chooses what to share with placement, but if they choose not to share details cannot later cite lack of specific support against a placement outcome.</p>								
<p>Health issues and any related requirements</p>								
<p>Personal or exceptional caring needs which may need to 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.</p>								
<p>Transport arrangements. <i>Please indicate in box below. Also, discuss any relevant issues re student travel costs and detail here</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Car</td> <td style="width: 15%;"></td> <td style="width: 15%;">Bicycle</td> <td style="width: 15%;"></td> <td style="width: 15%;">Public transport</td> <td style="width: 15%;"></td> <td style="width: 15%;">Other (specify)</td> <td style="width: 15%;"></td> </tr> </table> <p>Does the agency contribute to the student's travel expenses?</p>	Car		Bicycle		Public transport		Other (specify)	
Car		Bicycle		Public transport		Other (specify)		

## DBS, INSURANCE & POLICIES

### 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:**

### 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 remote working policies.

## PRACTICAL AND PROFESSIONAL ARRANGEMENTS

### ARRANGEMENT DETAILS

Agency hours	
Team working pattern (please discuss and record expectations of office based / Working from Home (WfH) arrangements for the student)	
Working from Home: (please discuss storage of confidential information, ability to speak to service users confidentially, childcare etc)	
Time off in lieu	
	Home based

Access to desk, computer and telephone	Office based	
Access to building		
Agency ID card		
Car parking arrangements		
Dress code / policy		
Action required in relation to sick leave	On placement:	
	LBU: Please log any absence on the Placement Absence Reporting form  <a href="https://myhub.leedsbeckett.ac.uk/students/login?ReturnUrl=%2fForm.aspx%3fid%3d1488532">https://myhub.leedsbeckett.ac.uk/students/login?ReturnUrl=%2fForm.aspx%3fid%3d1488532</a>	
Action required in terms of letting staff know about student's location and work availability		
Disability / Special Educational Needs and Disability Act 2001 requirements	Please see discussion above	
Arrangements for study / academic development time: <b>Leeds Beckett University</b> – 1 day per fortnight <b>University of Leeds</b> – 3.5 hours per week		

## STUDENT'S PREVIOUS EXPERIENCE AND INTERESTS

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

Modules previously studied
Dates of assessments within placement period

## STUDENT LEARNING NEEDS

<p><b>GENERAL AIMS OF THIS PERIOD OF PRACTICE LEARNING</b></p> <p>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.</p>
<p>Specific learning needs of student (eg knowledge and skills etc)</p> <p>It is important that this is a detailed discussion that includes identified areas for development, and the student's learning style.</p>

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.

Learning opportunities relating to values and diversity

## SUPERVISION ARRANGEMENTS

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?

How will problems and concerns be addressed?  
Differences in opinion should be aired and negotiated as appropriate.

## DIRECT OBSERVATIONS

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.

## ARRANGEMENTS FOR ASSESSMENT AND EVALUATION

### SOURCES OF EVIDENCE FOR ASSESSMENT

It is important for students to be aware that they will be formatively assessed throughout the placement, so all work undertaken and team interactions may be considered a source of evidence by the PE.

However, sources of evidence might include:

- 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

<ul style="list-style-type: none"> <li>• Feedback from service users and carers</li> <li>• Feedback from colleagues within and beyond the agency</li> <li>• Reflections</li> <li>• Presentations</li> <li>• Other items</li> </ul>	
Date of Interim Meeting (Please provide draft Interim Report the day before)	
Date when Final Report is due (last day of placement)	
<b>EVALUATION OF PRACTICE LEARNING</b>	
<p>Feedback and evaluation between Practice Educator and student should be ongoing from the outset of placement.</p> <p>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.</p>	

## STATEMENTS, DECLARATIONS & SIGNATURES

<b>STATEMENTS</b>		
<b>STATEMENT BY THE AGENCY (as applicable)</b>		
In my view this agreement meets the learning needs of the student and the requirements of the programme.		
<b>STATEMENT BY THE HEI (TUTOR)</b>		
In my view this agreement meets the learning needs of the student and the requirements of the programme.		
<b>STATEMENT BY THE STUDENT</b>		
I have read and understood the University's procedure and the relevant policies concerning when placements are withdrawn, suspended or failed.		
<b>DECLARATION: ACCEPTANCE OF THE PRACTICE LEARNING AGREEMENT &amp; ACCEPTANCE OF THE STATEMENTS</b>		
<b>Role</b>	<b>Signature</b>	<b>Date</b>
Student		
PE		



PE2 Mentor		
On-Site Supervisor		
University Tutor		

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

**University of Leeds students** – PLEASE ADD

## 20. Student Placement Induction

### Student Induction Guide Leeds & Wakefield Social Work Teaching Partnership

#### Introduction

This document aims to provide guidance to practice educators to ensure their new student gets the best possible induction into their placement. It both will help plan for arrival of the student and help them feel welcomed into the team, as well as offering a template to plan their first 2 weeks to help them settle in.

A good induction process ensures that all students feel confident and supported in their new role, and that they quickly settle into the team dynamics. Students are entitled to expect an induction as part of their practice learning experience. If the student has difficulties during the placement this document will be reviewed to ensure the student had a full induction to the service.

Practice Educators play a key part in providing the first few weeks' induction to ensure students gain a full understanding of their role gaining knowledge of clear objectives and expectations of the service.

By taking the time to deliver a well-designed and effective induction Practice Educators can ensure that all new employees are provided with the information needed to perform their role, such as, the Council's key priorities, policies and procedures, the correct values, behaviours and attributes. Delivery of this information will set the standard expected to perform the role.

#### Pre arrival checklist

Please use student welcome documentation provided by your workforce development team to send to your student beforehand. This will detail their working hours, office address, etc. Ideally this should be sent to them **prior** to the introductory meeting.

Prior to their arrival you will need to organise a number of things:

- Inform team of new student start date
- Computer/laptop
- Phone number
- Desk / chair
- System training
- Account and Email
- IT – New User Request / new systems
- Reasonable adjustment required (identified in the practice learning agreement)

- ID Badge – gather information in readiness for start date

## First day

Below is a summary of guidance to help you plan your student's first day and what they need to know about working in your team. It can be quite overwhelming for students as, for some, this is their first experience of working in an office so please try and support them in accessing this information at their pace. It is helpful to set some time aside with your student for a supervision on their first day. Much of the information below can be discussed and recorded in this first supervision session.

### Health and Safety

Give the student a tour of the office building Suggestions include-

- Statutory Notices
- Safety Signs
- First Aid Boxes (and who the nominated First Aider(s) are)
- Safety Procedures Manual and Information (SIP)
- Fire Exits & Assembly Point(s) evacuation procedure
- Completion of Emergency contact form Discuss any security arrangements/ swipe-card use/ access to Council buildings (including hours of access). Provide your student with the information needed to obtain their ID badge.
- Show locations of storage facilities (lockable) for any valuables (if applicable)
- Discuss how to report any Accidents & Near misses
- 

### Corporate and local information

- Overview of your team, including a structure. Provide your student with a list of team member's names and telephone numbers/desk plan if applicable. Introduce your student to team members.
- Discuss team protocols for eating lunch. For example, can lunch be eaten at their desk and are there places to store food or buy food locally. Also explain how the Tea fund works and whether or not the student is expected to contribute/bring their own mug.
- 

### Support

- The following can be covered in first supervision
- Working Hours & Core Hours first supervision
- Shifts and Cover (role specific)
- Use of personal phone etc.
- Smoking Policy
- Sickness and absences procedure – who to call/ contact information/ timescales
- Dress code

- Discuss Health & Wellbeing –Work-life balance, Mental Health Wellbeing, Stress Awareness, Emotional Resilience etc.

### Communication and IT

- Issue work mobile telephone (if applicable)
- Issue username and password for access
- Issue essential work telephone numbers, including new student’s work contact number
- Brief tour of Intranet and Outlook and how to access for contact numbers, email addresses and other information

## Student checklist

The following is a guide of what you student needs to find out about from you and the team in the first 2 weeks and may form the basis of your supervisions in the first few weeks. Please give this form to your student as part of their self-directed learning in the first few weeks of placement.

How to make a telephone call	
Who’s who in the team	
How to access voicemail	
Lunch Times	
Any pre-arranged meetings or visits	
Local lone working and personal safety protocols	
How to add and use a printer	
How to store information electronically	
Computer security	
How to use the intranet	
How to use outlook including electronic calendar	
How to avoid security breaches and what to do in the case of one	
Flexible working policy	
Leave – Annual, Special Leave etc.	
Time Recording Procedure (written and electronic)	
Structure of Directorate & Service Areas and discuss any information about the Council & specific Service Area	
Whistleblowing policy	
Date and times of team meetings	
List of key phone numbers	

### Suggested reading for your student

It might be useful to prepare some reading material for your student. Suggestions include the information below but you may choose to add more that you think are helpful.

- **Data Protection**
- **Equality & Diversity Awareness**
- **Freedom of Information**
- **Information Governance**
- **Safeguarding Adults**
- **Safeguarding Children**
- **Relevant policies and procedures**

### First 2 weeks' calendar

Use this document to help plan your students first 2 weeks – including supervision, team meetings, shadowing, visits and training planned.

Monday	Tuesday	Wednesday	Thursday	Friday
Monday	Tuesday	Wednesday	Thursday	Friday

## 21. Direct Observation of Student's Practice

Name of student			
Name and role of observer			
Date of observation		1 <sup>st</sup> , 2 <sup>nd</sup> or 3 <sup>rd</sup> direct observation	
Brief description of session/work/situation/objectives and the context to be observed			
<b>Observers comments</b>			
How did the student plan and prepare for the session?			
How did the student demonstrate they are meeting the nine domains of the PCF? N.B. Only complete the relevant domains			
PCF 1			
PCF 2			
PCF 3			
PCF 4			
PCF 5			
PCF 6			
PCF 7			

PCF 8	
PCF 9	
How did the student respond to unanticipated issues or opportunities?	
Overall comments on student's performance, including strengths and suggestions for development of future practice	
<p>Feedback from service users.</p> <p>Where possible observers should aim to gather feedback from service users about the student and their practice. This should take place without the student being present so that service users do not feel inhibited from expressing their views.</p>	
Student's reflection on direct observation and response to feedback	

## 22. Interim Report for First (70-day) and Final (100-day) Placement

### Interim Report

Student Full Name				
University	Leeds Beckett University			
	University of Leeds			
Course	BA		MA	
Placement	First		Final	
Local Authority / Agency	Leeds Adult		Leeds Children	
	Wakefield Adult		Wakefield Children	
	Agency (please add)			
Team Name				
	Name		Signature	
Practice Educator				
PE2 Mentor				
On Site Supervisor				
Tutor				
Date of Meeting				
Number of days the student has completed at the interim meeting date				
Proposed final date of placement (subject to change if time off taken)				

### Brief summary of student's work to date

Has the <b>Practice Learning Agreement (PLA)</b> been completed and signed?	Yes	
	No	
Date PLA signed		

Please provide a brief summary of work undertaken by student in first half of placement

--

I have tried to simplify/ shorten the form here

<i>This list should be completed by the PE and form the basis of discussion within the interim meeting</i>	Yes	No
Are the student's <b>learning needs</b> being met, against PLA and ongoing?		
Is the student's <b>workload</b> allocation varied and appropriate?		
Has the PE seen a selection of <b>written work:</b> assessments/case notes/case recordings?		
Has weekly <b>supervision</b> taken place?		
Has first <b>direct observation</b> taken place?		
Has <b>feedback</b> been received from: Colleague Other professionals People with lived experience		
Has the student produced regular <b>reflections</b> ?		
Has the student received regular feedback and support on the reflections?		
Any <b>issues or circumstances</b> to be taken into account? (Placement: PE, PE changes or organisational factors Student: health, personal circumstances)		
Is student on track to pass placement?		
Have areas for development been identified for the second half of placement?		
Is an action plan meeting appropriate?		
Please provide detail of discussion and actions agreed as appropriate		

Please use the following grids to assess the student's progress at the interim stage. Mark with a tick against the relevant box for each PCF using the guide below.

**Expected to meet:** where the students is engaging well with the domain and is making good progress and is expected to pass the domain at the end of placement

**Not yet had opportunity:** where the student has not yet had the opportunity to achieve this. Please be clear how this will be met in the second half of placement.

**Refer:** where there are concerns about the student demonstrating capability in this area. This should then be highlighted and discussed at the interim meeting

Please also write 50 – 150 words of commentary under each heading to support your assessment on the grid. **Here, please include at least one example of practice to support your assessment.**

### PCF 1 Professionalism

<b>Professionalism</b> - Identify and behave as a professional social worker, committed to professional development.	<b>E</b>	<b>N</b>	<b>R</b>
Social workers are members of an internationally recognised profession, a title protected in UK law. Social workers demonstrate professional commitment by taking responsibility for their conduct, practice and learning, with support through supervision. As representatives of the social work profession they safeguard its reputation and are accountable to the professional regulator.			
<b>Comments</b>			

### PCF 2 Values and Ethics –

<b>Values and Ethics</b> - Apply social work ethical principles and values to guide professional practice.	<b>E</b>	<b>N</b>	<b>R</b>
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making, including through partnership with people who use their services. Social workers are knowledgeable about the value base of their profession, its ethical standards and relevant law.			
<b>Comments</b>			

### PCF 3 Diversity

<b>Diversity</b> - Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice.	<b>E</b>	<b>N</b>	<b>R</b>
Social workers understand that diversity characterises and shapes human experience and is critical to the formation of			

identity. Diversity is multi- dimensional and includes race, disability, class, economic status, age, sexuality, gender and transgender, faith and belief. Social workers appreciate that, as a consequence of difference, a person’s life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim, and are able to challenge appropriately.			
<b>Comments</b>			

**PCF 4 Rights, Justice and Economic Wellbeing**

<b>Rights, Justice and Economic Wellbeing</b> - Advance human rights and promote social justice and economic well-being.	<b>E</b>	<b>N</b>	<b>R</b>
Social workers recognise the fundamental principles of human rights and equality, and that these are protected in national and international law, conventions and policies. They ensure these principles underpin their practice. Social workers understand the importance of using and contributing to case law and applying these rights in their own practice. They understand the effects of oppression, discrimination and poverty.			
<b>Comments</b>			

**PCF 5 Knowledge**

<b>Knowledge</b> - Apply knowledge of social sciences, law and social work practice theory.	<b>E</b>	<b>N</b>	<b>R</b>
Social workers understand psychological, social, cultural, spiritual and physical influences on people; human development throughout the life span and the legal framework for practice. They apply this knowledge in their work with individuals, families and communities. They know and use theories and methods of social work practice.			
<b>Comments</b>			

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### PCF 6 Critical Reflection and Analysis

<b>Critical Reflection and Analysis</b> - Apply critical reflection and analysis to inform and provide a rationale for professional decision-making.	<b>E</b>	<b>N</b>	<b>R</b>
Social workers are knowledgeable about and apply the principles of critical thinking and reasoned discernment. They identify, distinguish, evaluate and integrate multiple sources of knowledge and evidence. These include practice evidence, their own practice experience, service user and carer experience together with research-based, organisational, policy and legal knowledge. They use critical thinking augmented by creativity and curiosity.			
<b>Comments</b>			

### PCF 7 Intervention and Skills

<b>Intervention and Skills</b> - Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse.	<b>E</b>	<b>N</b>	<b>R</b>
Social workers engage with individuals, families, groups and communities, working alongside people to assess and intervene. They enable effective relationships and are effective communicators, using appropriate skills. Using their professional judgement, they employ a range of interventions: promoting independence, providing support and protection, taking preventative action and ensuring safety whilst balancing rights and risks. They understand and take account of differentials in power, and are able to use authority appropriately. They evaluate their own practice and the outcomes for those they work with.			
<b>Comments</b>			

--

### PCF 8 Contexts and Organisations

<b>Contexts and Organisations</b> - Engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter-professional partnerships and settings.	<b>E</b>	<b>N</b>	<b>R</b>
Social workers are informed about and pro-actively responsive to the challenges and opportunities that come with changing social contexts and constructs. They fulfil this responsibility in accordance with their professional values and ethics, both as individual professionals and as members of the organisation in which they work. They collaborate, inform and are informed by their work with others, inter-professionally and with communities.			
<b>Comments</b>			

### PCF 9 Professional Leadership

<b>Professional Leadership</b> - Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management.	<b>E</b>	<b>N</b>	<b>R</b>
The social work profession evolves through the contribution of its members in activities such as practice research, supervision, assessment of practice, teaching and management. An individual's contribution will gain influence when undertaken as part of a learning, practice-focused organisation. Learning may be facilitated with a wide range of people including social work colleagues, service users and carers, volunteers, foster carers and other professionals.			
<b>Comments</b>			

--

Overall capability at interim stage (maximum 300 words)

Plans and continuing/additional learning opportunities for second half of placement. Please refer to PCF domain assessments as appropriate (maximum 200 words)

PE2 Mentor's comments (if applicable, maximum 200 words)

On Site Supervisor Comments (if applicable, maximum 200 words)
--

--

Student's Comments (maximum 200 words)

--

Tutor's Comments (maximum 200 words)

--

**Leeds Beckett University**

Student, please scan the completed and signed report and upload this to the appropriate domain on the PCF Development page of your placement workbook on PebblePad.

**University of Leeds**

**Practice Educator**, please scan and email this completed and signed report to [placements@healthcare.leeds.ac.uk](mailto:placements@healthcare.leeds.ac.uk)

**Student**, please print off a copy of this completed and signed report to be placed in your portfolio

## 23. Final Report for First (70-day) and Final (100-day) Placement

### Final Report

<b>Recommendation of PASS or FAIL</b>	
---------------------------------------	--

Placement Dates	Start date		End date	
Number of days the student has completed on placement				

Student Full Name				
University	Leeds Beckett University			
	University of Leeds			
Programme	BA		MA	
Placement	First		Final	

Local Authority / Agency	Leeds Adult		Leeds Children	
	Wakefield Adult		Wakefield Children	
	Agency (please add)			
Team Name				

Role	Signature (as appropriate)	Date
Practice Educator		
PE2 Mentor		
On Site Supervisor		
Student		
Tutor		

**Practice Educator** - Please email an additional copy of the completed report direct to:

**Leeds Beckett University** [socialworkplacements@leedsbeckett.ac.uk](mailto:socialworkplacements@leedsbeckett.ac.uk)

**University of Leeds** [placements@healthcare.leeds.ac.uk](mailto:placements@healthcare.leeds.ac.uk)

Brief summary of student workload

--

Evidence of three direct observations

--

Evidence of Service User feedback

--

Any **issues or circumstances** to be taken into account?  
(Placement, e.g. PE, PE changes or organisational factors  
Student, e.g. health, personal circumstances)

Yes

No

Any action to be taken?

Yes

No

Include brief details

--

**Chronology**

**This is only to be added if required**

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**Assessment of student’s ability to evidence the PCF. Please comment on how the student has met the nine domains of the PCF to the required level for end of first or final placement.**

Guideline – a maximum of 250 words for each PCF domain and 500 words for the overall holistic assessment.

NB There may be particular circumstances where the Practice Educator needs to write more.

**PCF 1 Professionalism**

Assessment			
Capability at level for this placement			
Demonstrated		Not demonstrated	

**PCF 2 Values & Ethics**

Assessment			
Capability at level for this placement			
Demonstrated		Not demonstrated	

**PCF 3 Diversity**

Assessment			
Capability at level for this placement			

Demonstrated		Not demonstrated	
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### PCF 4 Rights, Justice and Economic Wellbeing

Assessment			
Capability at level for this placement			
Demonstrated		Not demonstrated	

### PCF 5 Knowledge

Assessment			
Capability at level for this placement			
Demonstrated		Not demonstrated	

### PCF 6 Critical Reflection and Analysis

Assessment			
Capability at level for this placement			
Demonstrated		Not demonstrated	

### PCF 7 Intervention and Skills

Assessment			
Capability at level for this placement			
Demonstrated		Not demonstrated	

### PCF 8 Contexts and Organisations

Assessment			
Capability at level for this placement			
Demonstrated		Not demonstrated	

### PCF 9 Professional Leadership

Assessment			
Capability at level for this placement			
Demonstrated		Not demonstrated	

Overall Summary of the Holistic Assessment (maximum 500 words)
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Please provide clear learning needs and objectives for future development.  
Please refer to PCF at first placement and PCF and KSS at final placement.

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PE2 Mentor/ On Site Supervisor comments on report (as applicable)

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Student's comments

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Tutor comments

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**Permission to share this report with future placement providers**

I agree for this report to be shared with any potential future placement provider and PE, in order to support my learning needs.

<b>Role</b>	<b>Signature</b>	<b>Date</b>
Practice Educator		
Student		

**Leeds Beckett University**

**Practice Educator**, please scan and submit this completed and signed report to [socialworkplacements@leedsbeckett.ac.uk](mailto:socialworkplacements@leedsbeckett.ac.uk)

**Student**, please upload to PebblePad

**University of Leeds**

**Practice Educator**, please scan and email this completed and signed report to [placements@healthcare.leeds.ac.uk](mailto:placements@healthcare.leeds.ac.uk)

**Student**, please upload to Pebblepad

## 24. Action Plan Template

If a student is struggling on placement an action plan should be considered at the earliest opportunity setting realistic and measurable targets for the student to be able to evidence improvement.

This form should be completed by the tutor in conjunction with the PE & Student. Please refer to the Practice Curriculum (Leeds Beckett only) and PCF.

Student Full Name				
University	Leeds Beckett University			
	University of Leeds			
Course / Programme	BA		MA	
Placement	First (70-day)		Final (100-day)	
University Tutor				
Date of Initial meeting				

Name of Local Authority / Agency	Leeds Adult		Leeds Children	
	Wakefield Adult		Wakefield Children	
	Agency (please add)			
Practice Educator Name				
No of days completed				

<b>Summary</b>
Strengths identified in placement
Areas for development identified by the PE, Student and Tutor (based on PCF domains)

Any additional information that needs to be considered

**Action Plan**  
 This should be task centred and include both areas that the student will address and the support that will be offered to the student to do so

Action to be taken	By whom	By when

**Action Plan Review Meeting**

Failure to engage with the Plan may lead to the student being withdrawn from placement

Date of Review	
Details	

**Outcome Statement**

The student has satisfactorily completed the Action Plan	<input type="checkbox"/>
Further action is required and is detailed in the review above	<input type="checkbox"/>
PE Signature	Date
Tutor Signature	Date
Student Signature	Date

Tutor: please forward a copy of this completed form to:  
 LBU - [socialworkplacements@leedsbeckett.ac.uk](mailto:socialworkplacements@leedsbeckett.ac.uk)  
 UoL – [placements@healthcare.leeds.ac.uk](mailto:placements@healthcare.leeds.ac.uk)  
 Version Control: LBU February 2020, LWSWTP agreed March 2020

### Training Activity Reflection

<b>Training Activity</b>	
<b>Date of Activity</b>	
<b>Your Name</b>	

### Application of Learning

This reflection form is designed to be completed by students after attending a training to enable application of learning to practice. It can form the basis of discussion in supervision and evidence of meeting PCF domains.

<b>Immediately after training</b>
Reflect on <b>something new</b> you learnt from the training session
Reflect on how you will <b>improve your existing skills</b> as a result of the training session
<b>A month after training</b>
Reflect on <b>how you have applied your learning</b> from the training session to your practice

