Practice Learning Appendices Handbook

2020/2021

To be read in conjunction with

Practice Learning Handbook

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**When Appendices are ‘copied and pasted’ on to a new page for use with students the Appendix reference becomes APPENDIX 1. PLEASE DELETE THIS; there is no need for an appendix number when using the documents in practice.**

# Structure for Social Work Practice Learning

***Practice Learning 1***

***You must complete at least 70 days\* of practice learning.***

*You will be required to attend lectures, recall days and other teaching over the course of the placement. Please see timetable for dates of sessions.* ***This teaching IS NOT included in the calculation for placement days.***

*You will be entitled to take a 5 day holiday during your placement. You may use this time as you wish, but* ***no further breaks from placement*** *will be permitted. These days will be negotiated and agreed at your learning agreement meeting.* ***These days ARE NOT included in the calculation for placement days.***

*NB**You* ***MUST*** *calculate placement days using the practice learning attendance log (****Appendix 15****) to ensure that you complete the full number of days and to estimate both mid-point and final dates.*

**In order to maximise opportunities to develop and demonstrate practice competence, students will work the usual hours of the placement agency whilst adhering to Social Work England guidance which specifies that**

**‘a placement day is usually taken to mean no less than 7 hours (plus a lunch break), but exact hours and working patterns may vary depending on the placement provider.’**

Hours include study time, but exclude lunchtimes.

In all cases, students will need to keep a placement log **(Appendix 7)** to ensure that they complete their placements and have sufficient opportunities to meet the PCF requirements.

***Practice Learning 2***

***You must complete at least 100 days*\* *of practice learning.***

*You will be required to attend lectures, recall days and other teaching over the course of the placement. Please see timetable for dates of sessions.* ***This teaching IS NOT included in the calculation for placement days.***

*You will be entitled to take a 10 day holiday during your placement. You may use this time as you wish, but* ***no further breaks from placement*** *will be permitted. These days will be negotiated and agreed at your learning agreement meeting.* ***These days ARE NOT included in the calculation for placement days.***

*There will also be a seasonal holiday break beginning at the end of the working day on Friday 18th December 2020 with a return to work on Monday 4th Jan 2021. This break IS NOT included in the calculation for placement days.*

(SEE section 3.4 in the handbook for further information)

*NB You* ***MUST*** *calculate placement days using the practice learning attendance log (Appendix 15) to ensure that you complete the full number of days and to estimate both mid-point and final dates.*

**\* In order to maximise opportunities to develop and demonstrate practice competence, students will work the usual hours of the placement agency whilst adhering to Social Work England guidance which specifies that**

**‘a placement day is usually taken to mean no less than 7 hours (plus a lunch break), but exact hours and working patterns may vary depending on the placement provider.’**

Hours include study time, but exclude lunchtimes.

In all cases, students will need to keep a practice learning attendance log **(Appendix 15)** to ensure that they complete their placements and have sufficient opportunities to meet the PCF requirements.

# Learning Agreement

|  |
| --- |
| **BA/MA Placement start date :****First Placement (70 days) Second Placement (100 days)** |
| **CONTACT DETAILS** |
| **Student Name** |  |
| Contact telephone number(s) |  |
| Email address |  |
| **Offsite/Onsite (please specify)** **Practice educator**  |  |
| Contact phone number(s) |  |
| Email address |  |
| **Mentor** (if applicable) |  |
| Contact phone number(s) |  |
| Email address |  |
| **Work Placement Supervisor** (if applicable) |  |
| Contact phone number(s) |  |
| Email address |  |
| **Practice Learning Tutor**  |  |
| Contact phone number(s) |  |
| Email address |  |
| **Workplace name and address** |  |
| **COVID Risk Assessment Completed (Date and by Whom)** |  |
| **Name and email for invoice/ finance information** |  |
| **Service User group** |  |
| Workplace contact phone number(s) |  |

|  |
| --- |
| **PRACTICAL ARRANGEMENTS** |
| **Days and Working Hours****[Note any recall days]****Working hours are usual agency hours**(See section 3.2 in Practice Learning Handbook)Flexi arrangements/ Time off in lieu are : **Flexi time should be taken within the same week wherever possible, and should not be accumulated or carried over**Annual Leave Arrangements**Students may take up to 5 days for first placement and 10 days annual leave for final placement during the course of their placement, by arrangement. These days do not count towards Practice Learning days. Leave cannot be taken after placement has ended.** Planned Holidays:Student: Practice Educator: Work Place Supervisor: Practice Learning Tutor:Sickness Arrangements : **Sick days do not count as placement days**Study arrangements: **Over the course of a placement, students will be allocated half a day per week (4 hours) of their time on study such as writing their learning journal, placement related assignments, and research related to the placement. Placement related study time should be taken on a daily, weekly or two weekly basis and should not be accumulated or ‘carried over’.** Study time will be taken as detailed below:In the event of a *short-term absence* of the practice educator/workplace supervisor student seeks advice from:In the event of a *longer-term absence* of the practice educator/workplace supervisor, student should seek advice from their university practice learning tutor.**In all cases of unexpected absence, the student must ensure that the Agency and Practice Educator is informed by telephone at the earliest opportunity.**  |
| Induction arrangements: (Outline the programme)**All students MUST complete the Record of Induction on Placement. This must be seen by the Placement Tutor at the Mid-Point Review** |
| Placement Attendance**The student is responsible for keeping a record of hours and the practice educator/workplace supervisor is responsible for countersigning the record (Appendix 15)**  |

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| **Checks including ID, DBS, Travel Arrangements, Car Insurance** |
| **DBS checks*** **Students must disclose any issues that appear on their DBS form at the Pre-Placement Meeting. Students must also disclose any issues that arise after the completion of the DBS to their Placement Tutor/Personal Academic Tutor**
* Has the student shown their DBS certificate to the agency? YES/NO

**Car Insurance*** **Students must have appropriate business cover and have shown evidence of such cover to their placement provider prior to using their vehicle on placement business. Students must also let their placement provider know of any change in their insurance cover that takes place during the course of their placement**
* Does the student have business insurance? YES/NO

Have student insurance and driving related documents been checked by the placement? YES/NO |

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| **PRACTICE LEARNING** |
| Learning needs of student: |
| Types of work to be undertaken: |
| Named Social Worker: |
| Other learning opportunities & support for student:e.g. peer support from students, other support groupsSources of evidence/methods of assessing student’s practice: **Evidence File**The evidence file should be made available to the practice educator at every supervision session. Assessed work should be shared with the practice educator on a regular basis.For each of the nine domains of the PCF there should be three varied pieces of evidence: These should evidence three areas of your practice. All Direct Observations, Learning Journals and supervision notes to also be included in evidence file.. **See Practice Learning Handbook section 5.1 for further detail.****Remember - all evidence must be anonymised and work products shredded before you leave at the end of placement** **Reflective Learning Journals**One reflective learning journal per week should be completed by the student and submitted to the Practice Educator by an agreed time prior to each supervision session. The Practice Educator will then offer feedback. |

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| **SUPERVISION ARRANGEMENTS** |
| Practical arrangements: (frequency, timing, recording)**One and a half hour’s formal supervision every 5 placement days is a minimum requirement for students on placement. If there is a Practice Educator and a WPS then at least three supervisions should be 3 way – with at least one by mid-point**Where will supervision take place?Date of first supervision meeting?How will future dates be arranged?How will the recording of supervision take place?  |

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| **ACADEMIC PROGRESS** |
| First Placement Has the students shared some learning journals from their Readiness for Practice/CPD file with their PE? Has the student shared module marks? A PE may also request copies of your assignments. Second Placement Has the student shared their PL1 assignment?Has the final report from the first placement been shared with the PE YES/NO |
| **WELL BEING AND SUPPORT** |
| At times in placement a student may experience difficulties and/or the practice educator may have concerns about the student’s progress. This could be for a variety of reasons but includes: Health/Personal issues, insufficient work at placement, student not producing learning journals, supervision not happening, anxiety about aspects of the placement, concerns about students work.**Initially discussion should take place between student, practice educator and work based supervisor (if allocated). If issues cannot be resolved then the placement tutor should be contacted.****Please be aware that it is your responsibility as a student social worker to alert your practice educator to any physical or emotional problems that may impact on your ability to practice.****Part of your assessment to practice as a professional social worker requires you to show an awareness of ways in which your personal physical/mental health impacts on others. In a practical sense this means that, unless you have negotiated sick leave with your practice educator, there is an expectation that if you are at work you are emotionally and physically fit to undertake the care of potentially vulnerable adults and children** Are there any other issues that might influence the student’s ability to progress in placement? Eg. Outstanding academic work /reassessments, personal issues. If so, please give details. It is the student’s responsibility to disclose all relevant issues.YES/NO |

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| **POLICIES AND PROCEDURES** |
| Are all concerned aware of agency and university policies and procedures, e.g. complaints, health and safety, and able to access them as necessary? If not, please specify any further information required. It is the students responsibility to ensure that they adhere to all policies and procedures relevant to the University of Bradford, the placement provider and HCPC.YES/NO**See University policies & procedures handbook****Students should be made aware of all the agencies policies and procedures during their induction**. |

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| **LEARNER SUPPORT** |
| Does the student have any specific support needs? Yes/ NODoes the student have a Learner Support Profile from the Disability Support Unit? Yes/NoHas the copy of the assessment been made available to the Placement Tutor, Practice Educator & or Work Place Supervisor? Yes/NoHave strategies for managing support needs been discussed and agreed? Yes/No **If No, why not?****If the student has a Learning Support Agreement then a Placement Support Agreement should be completed at the Learning Agreement meeting and attached to this document**. |

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| **TARGET DATES** |
| **Items** | **Target Dates**  |
| PL1Reflective Case analysis (not exceeding 2000 words) | Ideas in place by mid point. Submit to Uni 5 working days after last day of placement.  |
| PL2Evidence Based Case Analysis (not exceeding 3000 words) | Ideas in place by mid point. Submit to Uni 5 working days after last day of placement.  |
| Direct observations x 3**(At least two by PE and at least one by mid-point review)** |  |
| Date of Mid-point (around day 35 for first placement and day 50 for final placement)The Midpoint Assessment and Review should be part completed by the Practice Educator, WPS and student prior to the review meeting. It is the responsibility of the Practice Educator to send this to all parties attending the meeting. | **DATE:****Assessment to be shared with Practice Learning Tutor 2 days prior to meeting.** |

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| **NAMES OF ATTENDEES AT LEARNING AGREEMENT** |
| Student |  |
| Practice educator |  |
| Mentor (if applicable) |  |
| Workplace supervisor (if applicable) |  |
| Placement Tutor |  |
| Date |  |

**PLEASE NOTE THAT THE LEARNING AGREEMENT WILL BE COMPLETED BY THE PRACTICE LEARNING TUTOR AND DISTRIBUTED BY EMAIL AS A SIGNED AGREEMENT TO ALL PRESENT AND TO UNIVERSITY ADMINSTRATOR.**

It is expected that the Practice Learning Tutor will be informed of any inaccuracies within 3 working days, after which it will be taken as a true record of the meeting. All parties are also signing that they have read and are in agreement with the expectations listed below

**The following expectations apply to all placements:**

* + The agency /practice educator will ensure that the student receives an induction programme suitable to their needs and the requirements of the placement.
	+ The Practice Educator and Work place Supervisor will take steps to complete relevant training in line with national and local expectations and keep up to date with developments in practice learning. The University will ensure that all parties have information about training courses and support group sessions.
	+ The agency will ensure that a suitable and sufficient range of work is available to the student. This may include learning opportunities in other parts of the organisation or in other agencies.
	+ The practice educator is responsible for meeting the role expectations set out later in this form. Off-site PEs are individually responsible and on site PEs are accountable to their employing agency.
	+ The daily placement fee includes provision for the travel costs of PE and WPS. No extra payment will be made in relation to travel costs or incidental costs.
	+ The daily placement fee will be paid in relation to the number of full time equivalent days spent on placement. Any reduction in the number of days or additional placement days agreed by the University will be reflected in the final payment.
	+ The University reserves the right to terminate a learning agreement for non-compliance.
* The University reserves the right to access any written records in relation to student progress eg Supervision notes.
* The agency will cooperate with the practice educator to ensure that a suitable and sufficient range of work is available to the student.
* The agency will ensure that the workplace supervisor attends formal meetings throughout the placement with the student, practice educator and tutor as agreed throughout the course of the placement. The workplace supervisor is encouraged to keep up to date with developments in Practice Learning. At least 3 supervisions should be 3 way – expectation at least one by mid-point.
* The agency will, at the earliest opportunity, share with the practice educator and tutor any concerns that they have regarding the student’s progress. They will contribute to any action plan formulated to address student difficulties.

 **What is expected of the University Practice Learning Tutor:**

* To visit the agency at the start of the placement and ensure that a written Learning Agreement is completed and signed.
* To ensure that the Practice Educator has copies of all relevant guidance documents e.g. Placement Handbook.
* To visit at the mid-point of the placement after the preparation of the Mid-point Assessment by the student, and complete the mid-point review.
* The tutor must be available to both the student and practice educator between meetings in case of difficulties or other issues to be addressed. The tutor will also be involved in the Final Meeting if there have been significant issues on placement.
* To keep the practice educator informed about academic factors and with the student's permission, anything else which may influence progress by the student on placement.
* Liaison with academic tutor for student and with all relevant learning support and advisory staff at the University.

**What is expected of the Practice Educator:**

* To make appropriate arrangements for supervision/practice teaching sessions on a regular basis **with a minimum requirement of 1 ½ hours of formal supervision for every 5 placement days.**  To ensure that a record of supervision is maintained and agreed with the student.
* To attend Learning Agreement meeting, mid- point review and final meeting and to provide appropriate information regarding the student’s progress as required
* Agree an anonymisation protocol with the student for all evidence in the evidence file.
* To liaise with colleagues/WPS to provide suitable and sufficient work to enable student development in relation to the PCF.
* To undertake directly at least two direct observations of the student’s practice out of the three required during the placement.
* To liaise with Practice Learning tutor and WPS about any identified concerns regarding the student’s progress. These concerns to be shared with the student at the earliest opportunity.
* To determine who will take responsibility for the student in the practice educator's absence.
* To make anti-discriminatory and anti-oppressive practice a specific focus of supervision and practice teaching
* To arrange for appropriate support for students dealing with issues of oppression, including, if necessary, support outside the supervisory relationship
* To ensure that the student’s ability in relation to the PCF is regularly monitored and assessed
* To regularly view the contents of the student`s evidence file
* To read and comment on the drafts of Practice Learning Assignments.
* To contribute to the Mid-point Assessment and to write and sign off the final report (with reference to three examples of practice) for submission to the University including confirmation that the student has completed the required number of days on placement and specifying whether the student should pass, or fail to meet the requirements.
* To organise and chair the final placement meeting.
* The Off-Site Practice Educator will provide the University with a current profile of relevant qualifications and experience.
* To offer appropriate feedback to the student on placement related academic work.

**What is expected of the Workplace Supervisor (**allocated if there is an offsite Practice Educator)

* Offer formal and informal supervision and management on a day-to-day basis
* Consult with the practice educator and student, to identify suitable pieces of work for the student’s practice learning.
* Share with the practice educator and Practice Learning tutor any concerns that they have regarding the student’s progress. They will also contribute to any plan formulated to address student difficulties
* Meet with the practice educator and student on at least 3 occasions after the learning agreement meeting and agree a system for giving feedback to the practice educator about the student’s learning
* Attend formal meetings throughout the placement with the student, practice educator and Practice Learning tutor as agreed
* Contribute in writing to the Mid-point and Final Reports

**What is expected of the Student:**

* To work normal agency hours, to be reliable and punctual in attendance and inform the practice educator and agency immediately by telephone if unavoidably absent. Any time missed from the placement for whatever reason, must be made up in order to meet the minimum required placement days.
* To contribute to the Mid-point Assessment.
* To complete a minimum of 2 reflective learning journals per week which should be submitted to the Practice Educator by an agreed time prior to each supervision session
* To prepare and develop a file of evidence readily available for the practice educator throughout the placement.
* To keep an up to date, signed placement attendance log. This should be presented to the onsite practice educator or workplace supervisor to countersign on a weekly basis.
* To be responsible for his/her own learning; to actively seek work experiences which enable the demonstration of one's ability to do the job
* To have their work systematically observed, and to prepare and discuss work in regular supervision sessions, and to keep the practice educator and tutor informed of any factors which might adversely affect the placement
* To work as a member of the agency towards high standards of professional behaviour e.g. in respecting confidentiality, in relationships with users, with colleagues and with other agencies
* To complete practice learning assignments and make these available to the practice educator as per agreement.
* To actively prepare for and participate in supervision sessions. This will include keeping and sharing a reflective journal.
* To address in supervision sessions, tutorials and three-way meetings as appropriate any issues relating to anti-oppressive or anti-discriminatory practice

**What is expected of the Academic Tutor:**

* To provide academic tutoring to students in relation to year two and three study.
* To provide pastoral support to year two and year three students

**What is expected at Supervision**

* A written record of all supervision sessions should be made, agreed and signed by those present. These should be kept in a file for evidence.
* Supervision Log should be signed to agree evidence file has been seen.
* Where a workplace supervisor is appointed, joint supervision involving student, practice educator and placement supervisor should take place on a *minimum* of three occasions.
* If group supervision occurs there MUST still be opportunity for 1:1 supervision with each student for at least 30 minutes each, following the group session.
* Group supervision may only occur once every 8 weeks. This does not preclude more regular group teaching of students who may be based in the same setting.
* Practice educator and student should agree times for submission of learning journals.

Standard agenda items should be decided - see below for guidance.

* Student progress
* Student workload
* Practice Learning Assignments
* Reflective Learning Journals – feedback/discussion
* PCF/Self-Assessment
* Relationship between theory and practice
* Reflective and analytical practice
* Best practice, including anti-discriminatory and anti-oppressive practice
* Areas of concern
* Areas of strength
* Team, workplace and agency issues
* Level of practice educator / placement supervisor support
* Future preparation and planning
* Issues of power in supervision relationship
* Other significant matters
* Academic Curriculum

# Placement Support Agreement

|  |
| --- |
|  **This document has been produced to provide placement providers with information to enable them to make reasonable adjustments in the workplace for University of Bradford disabled students. The adjustments have been recommended as a way of ensuring that the student is not disadvantaged in their workplace learning for reasons relating to their impairment and that the University and placement provider have taken reasonable steps to ensure that they have fulfilled their legal obligation under the DDA and Equality Duty.** |

**PART A (To be completed by University placement supervisors, practice educators or mentors in discussion with the student and their personal tutor)**

|  |
| --- |
| **STUDENT DETAILS** |
| Student Name: |  | Student No: |  |
| Placement and Contact Name |  | University Contact: |  |
| Student’s Course: |  |
| Disability Adviser: |  | Extension: | Email: |

|  |  |
| --- | --- |
| **Possible impact of impairment on learning in placement** | **specific adjustments recommended** |
| \*Please see Learner Support Profile (LSP) for information to help with completing this section. It is important to focus on the impact of the impairment and not on the deficit (delete\*) | \*This section should focus on the objective of the adjustment, ie how it will assist the student on placement(delete\*) |

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| **GENERAL RECOMMENDATIONS**  |
| **It is important that placement organisers and providers:**1. **Remain Flexible**

It may not always be possible to identify in advance every adjustment that needs to be made. In many cases it will be necessary to adapt support arrangements as the placement progresses, as the student progresses through the course and becomes more confident, or as new needs arise.1. **Encourage an orientation visit to placement provider**

The student should be encouraged to organise a visit to the placement provider and advised to consider whether there are any specific disability-related issues that they can anticipate. With support they should be encouraged to discuss any additional strategies, support and/or adjustments would be appropriate to address these.1. **Discuss adjustments at progress meetings and periodic assessment**

This will ensure that disability-related issues are taken into consideration throughout each placement and where necessary and appropriate, adjustments can be developed and modified as the student progresses.1. **Ensure that all relevant staff are aware of any disability issues and adjustments relevant to placements**

**With the student’s consent** all staff directly responsible for organising, managing, assessing on placement, ought to be informed of any relevant disability-related issues, especially recommendations for support or adjustments. |
| **STUDENT – I have read the above information and agree with the recommendations for adjustment. I am aware of my responsibility to ensure that my needs are effectively communicated.** |
| **Signed:** | **Date:** |
| **UNIVERSITY - I have read the above information and I am aware of my responsibility, in my role as Placement Supervisor/Practice Educator/Mentor to ensure that my student’s needs are effectively communicated and where possible the recommendations for adjustments are facilitated.** |
| **Signed:** | **Date:** |
| **PLACEMENT -I have read the above information and I am aware of my responsibility for ensuring that where possible, the recommendations for adjustments are facilitated.** |
| **Signed:** | **Date:** |

**PART B (To be completed by the placement supervisor, mentor or practice educator in discussion with the student)**

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| **FEEDBACK AND EVALUATION OF EFFECTIVENESS OF ADJUSTMENTS**  |
| **It is very useful for the University to have feedback on how effective you think that the adjustment recommended have been for the student and any other general feedback.****Please include any suggestions for support that would help this student on current or future placements**  |
|  |

**PART C (To be completed by the student after each placement in preferred format)**

|  |
| --- |
| **REFLECTION ON EFFECTIVENESS OF STRATEGIES USED IN PLACEMENT AND ACTION PLANNING FOR FUTURE PLACEMENTS** |
|  |

# Mid-Point Assessment and Review

|  |  |
| --- | --- |
| Name of Student |  |
| BA/MA | First/Second Placement |
| Practice Educator |  |
| Mentor (if applicable) |  |
| Work Placement Supervisor (if applicable) |  |

|  |
| --- |
| **Section 1****To be completed by the practice educator prior to mid-point review meeting** |
| The Practice Educator to feedback on overall capability of the student. This will be an assessment of the student’s progress using evidence presented during the first half of placement.  (Guide 1000 words)Please provide an **overall judgement** of the student’s professional capability taking into account* Capability across all nine domains of the PCF
* Any factors that may have affected the student’s progress
* Include strengths and areas of achievement.
* Include gaps in evidence and opportunities.

[www.basw.co.uk/professional-development/professional-capabilities-framework-pcf](http://www.basw.co.uk/professional-development/professional-capabilities-framework-pcf) |
|  |
| Direct observations There must be at least one observation by mid pointInclude the date, who completed the observation and brief details of the observation |  |
| Supervision dates and times. Include all supervisions by Practice Educator and Work Place Supervisor (if assigned) |  |
| Evidence File- comment on structure and content. How often has it been reviewed at supervision? |  |
| Have any concerns been highlighted, and if so have they been, or are they being addressed? |  |
| Plans for the remainder of the placement |  |
| Is the student on course to pass the placement?   | Yes/NoIf no, please give a brief outline of the issues to be addressed. Date of action plan/action plan review |

|  |  |
| --- | --- |
| **Section 2**Workplace supervisor comments on the overall performance of student.(Guide 500 words) |  |

|  |  |
| --- | --- |
| **Section 3**Student’s comments on the above PE and WPS assessment. Include a reflection on your journey so far. (Guide Min of 500 words) |  |

**PART TWO: REVIEW**- this is completed by the Practice Learning Tutor at the mid point review meeting in discussion with the student, practice educator and work based supervisor (where appropriate)

|  |
| --- |
| Attendance including number of days on placement to date, annual leave, sickness or other absences. |
|  |
| Comment on use of Placement Related Study Time |
|  |
| Does mid point assessment include comments from the PE, student and WPS (where applicable)? Does the report provide an overall judgement of the student’s professional capability? |
|  |
| If there is a Placement Support Agreement in place how is it working? |
|  |
| Learning Agreement: Are all the initial learning needs being addressed? Does it need any addition(s) or amendment(s)?  |
|  |
| What are the plans for the rest of the placement, including case load allocation and learning opportunities? |
|  |
| Comment on the supervision process: Is the quality and frequency of supervision adequate? Is the value of supervision clear to all? Is the student’s preparation for supervision adequate? |
|  |
| Comment on student’s ability to reflect on practice, link theory to practice, and consider anti-oppressive and anti-discriminatory practice. |
|  |
| Identify particular strengths, areas for development. |
|  |

***Identify progress with PL1/PL2 items***

|  |  |
| --- | --- |
|  | **Progress** |
| PL1 Reflective Case Analysis |  |
| PL2Evidence Based Case Analysis |  |

***Identify progress with the Evidence File***

|  |  |
| --- | --- |
|  | **Progress** |
| Record of attendance |  |
| Record of Supervision and supervision notes |  |
| Learning Journals |  |
| Confidentiality |  |
| Evidence File Index |  |
| Direct Observations |  |
| User/carer feedback |  |
| Date of Final Placement Meeting: |
| Mutually agreed date for student to submit practice evidence file to PE |
| Approximate end date of placement: |

***All parties to sign that they are in agreement with Part One and Part Two***

|  |  |
| --- | --- |
| **Student** |  |
| **Practice Educator** |  |
| **Work Placement Supervisor** |  |
| **Tutor** |  |
| **Date** |  |

**PLEASE NOTE THAT THE REVIEW WILL BE COMPLETED BY THE PRACTICE LEARNING TUTOR AND DISTRIBUTED BY EMAIL AS A SIGNED AGREEMENT TO ALL PRESENT AND TO UNIVERSITY ADMINISTRATOR.**

It is expected that the Practice Learning Tutor will be informed of any inaccuracies within 3 working days, after which it will be taken as a true record of the meeting. All parties are also signing that they have read and are in agreement with the expectations listed below.

A copy will be sent to Placement Admin Support by the Practice Learning Tutor:

Placement admin support

Email: FSS-placements@bradford.ac.uk Tel: 01274 234622

# Action Plan Template/Concerns Meeting

**Action Plan BA/MA First/ Final Placement**

|  |  |
| --- | --- |
| Date |  |

|  |  |
| --- | --- |
| **Present:** |  |
| Social Work Student  |  |
| Practice Educator  |  |
| Work Based Supervisor  |  |
| Practice Learning Tutor |  |
| **Overview** |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Concern** | **What action is required and by who?****How will it be determined if it is reached? What support is needed?** | **Date to be achieved by** |
| 1 |  |  |  |
| 2 |  |  |  |

|  |
| --- |
| **Date for review of action plan** |

**Action Plan Review**

|  |  |
| --- | --- |
| Date |  |
| **Present:** |  |
| Social Work Student  |  |
| Practice Educator  |  |
| Work Based Supervisor  |  |
| Practice Learning Tutor |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **What action was required and by who** | **Progress/review** | **Next steps and by when** |
| 1 |  |  |  |
| 2 |  |  |  |

|  |
| --- |
| **Date for review of action plan** |

# Final Meeting

Where there are ‘issues’ on placement, the placement tutor will attend a final meeting with all parties near to the end of placement. If there are no issues/concerns it is expected that a final meeting will be held involving the student, practice educator and placement supervisor.

This meeting will look at progress since midpoint, using the midpoint assessment and review document as a starting point. It will also clearly identify the student`s learning needs for the final report.

Also as a consequence of discussions at this meeting the practice educator will **email the following details** to Placement admin support

Email: FSS-placements@bradford.ac.uk Tel: 01274 234622

**no later than 1 week before the last day of placement.**

**Progress from mid-point assessment-**

**Future learning Needs of Student-**

**Where there is a Placement Support Agreement in place has this been reviewed?**

**YES/NO**

**Part B and Part C of the Placement Support Agreement must be returned to the University**

**Final date of placement ……………………**

**Final Report submission date (to Placement Admin Support no later than 5 working days after the last day of placement) …………………**

**PL1/PL2 assignment submission date (latest date/time is 3pm, 5 working days after last day on placement.**

**Placement Evaluation Form submission date: Practice educators/Placement Supervisors & Students to return by email to the Practice Learning Tutor after the placement has been completed (Appendix 19)**

# Final Report

**Holistic Assessment using the Professional Capabilities Framework**

**SECTION 1: Summary of assessment and supporting evidence**

***1.1 Placement details***

|  |  |
| --- | --- |
| **Student** |  |
| **Practice Educator** |  |
| **Mentor (if applicable)** |  |
| **On-site Supervisor (if applicable)** |  |
| **Placement details****(delete as applicable)** | First placement Last placement  | Adults Children  | BA MA  |
| **Brief Placement description.** **Include placement setting (voluntary/statutory agency), service user group** |  |
| **Team name/Agency** |  |
| **Dates of placement/Total Number of placement days** |  |
| **HEI tutor** |  |

* 1. ***Summary of documentation and assessments taken into account in the final recommendation***

|  |  |
| --- | --- |
| ***Assessment*** | ***Date*** |
| *First placement final report* |  |
| *Learning agreement* |  |
| *Mid-point assessment and review* |  |
| *Action plans (where applicable)* |  |

|  |  |
| --- | --- |
|  | ***Brief description (max 150 words each)******(additional information can be appended if required)*** |
| ***Placement***  *student workload* |  |
| ***Issues (if any)*** *health, personal circumstances, disability etc.* |  |
|  |  |

* 1. ***Direct Observations***

|  |  |
| --- | --- |
| *A minimum of three Direct Observations of practice to be given.* ***You must include what the observation was, where it took place, the date it took place and who observed*** |  |

**SECTION 2: Assessment Report**

|  |
| --- |
| ***Holistic assessment***  |
| ***PCF level descriptor*** *- please refer to the latest information on* [www.basw.co.uk/professional-development/professional-capabilities-framework-pcf](http://www.basw.co.uk/professional-development/professional-capabilities-framework-pcf)***Please provide an overall judgement of the student’s professional capability with reference to the level descriptor for this placement, taking into account:**** ***Capability across all nine domains of the PCF***
* ***Progressive assessment of the candidate’s capability during the placement***
* ***Any factors that may have affected the student’s progress during the placement***

***Link your comments to examples of evidence presented over the course of the placement. (Guideline approx 500 words )*** |

|  |  |
| --- | --- |
| ***Feedback on overall capability*** | ***What evidence has been considered in this feedback?*** |
|  |  |
| **Assessment of student’s future learning need/priorities/next steps**(Guideline approx 200 words) |  |
|  |  |
| **Student’s comments on assessment**(Guideline approx 300 – 1000 words |  |
|  |  |
| **Placement supervisors comments on the assessment**(Guideline approx 200 words) |  |

***SECTION 3:***  ***Holistic assessment of each domain***

|  |
| --- |
| ***Please refer to 3 specific sources of evidence with dates. These should include 1 supervision note, 1 learning journal, 1 ‘other’. This should relate to 3 different examples of direct practice for each domain to support your overall assessment.*** *This will be essential if the student has not demonstrated capability in one or more of the domains, or you have other, specific concerns. You may also wish to comment on other relevant evidence from the placement you have not discussed in Section 2, for example, highlighting a student’s strengths, progress or areas for development in a particular domain. (Guideline approx 250 words maximum per domain)* |
| **Domain 1 Professionalism** |
| ***Assessment*** |
| ***Evidence used to support judgement***  |
| *Capability at level for this placement* | ***Pass*** | ***Failed to meet practice requirements*** |
| **Domain 2** **Values and Ethics** |
| ***Assessment*** |
| ***Evidence used to support judgement*** |
| *Capability at level for this placement* | ***Pass*** | ***Failed to meet practice requirements*** |
| **Domain 3 Diversity** |
| ***Assessment*** |
| ***Evidence used to support judgement*** |
| *Capability at level for this placement* | ***Pass*** | ***Failed to meet practice requirements*** |
| **Domain 4 Rights, Justice and Economic Wellbeing**. |
| ***Assessment*** |
| ***Evidence used to support judgement*** |
| *Capability at level for this placement* | ***Pass*** | ***Failed to meet practice requirements*** |
| **Domain 5 Knowledge** |
| ***Assessment*** |
| ***Evidence used to support judgement*** |
| *Capability at level for this placement* | ***Pass*** | ***Failed to meet practice requirements*** |
| **Domain 6 Critical reflection and Analysis**. |
| ***Assessment*** |
| ***Evidence used to support judgement*** |
| *Capability at level for this placement* | ***Pass*** | ***Failed to meet practice requirements*** |
| **Domain 7 Intervention and Skills** |
| ***Assessment*** |
| ***Evidence used to support judgement*** |
| *Capability at level for this placement* | ***Pass*** | ***Failed to meet practice requirements*** |
| **Domain 8 Contexts and organisations**. |
| ***Assessment*** |
| ***Evidence used to support judgement*** |
| *Capability at level for this placement* | ***Pass*** | ***Failed to meet practice requirements*** |
| **Domain 9 Professional Leadership**. |
| ***Assessment*** |
| ***Evidence used to support judgement*** |
| *Capability at level for this placement* | ***Pass*** | ***Failed to meet practice requirements*** |

***FINAL ASSESSMENT FOR THIS PLACEMENT***

***Students MUST have demonstrated capability at the required level in all domains in order to pass the placement.***

|  |  |  |
| --- | --- | --- |
| ***Recommendation*** | ***Pass***  | ***Fail to meet requirements***  |
| ***Practice educator name*** |  |
| ***Mentor name (if applicable)*** |  |
| ***Student name*** |  |
| ***Workplace supervisor (if applicable)*** |  |
| ***Date*** |  |

A copy of the final report to be sent to the Practice Learning Tutor and to Placement admin support

Email: FSS-placements@bradford.ac.uk Tel: 01274 234622

# PEP moderation of Final Report

This document will be shared with the Practice Educator

|  |  |
| --- | --- |
| **Student** |  |
| **Practice Educator** |  |
| **Placement**  | First | Final | BA | MA |
| **Moderated By**  | **Please print your name** |
| **On behalf of PEP held on:** | **Panel date:** |

**If “No” please give details**

|  |  |  |
| --- | --- | --- |
| Are the total number of days specified?  | Yes | No |
| Is there a clear description of the placement agency? | Yes | No |
| Is there an outline of the student’s work? | Yes | No |
| Is there evidence of all 9 domains being addressed? | Yes | No |
| Are there details of three direct observations including details of what/where/when and by whom? | Yes | No |
| Has the practice educator cited 3 sources of varied evidence which relate to 3 difference examples of direct practice | Yes | No |
| Has the practice educator made a clear recommendation?Pass/Fail to meet practice requirements | Yes | No |
| Has the practice educator provided sufficient information regarding the student’s ongoing development needs? | Yes | No |
| Is there evidence that the student and workplace supervisor have read and had opportunity to comment on the practice educator’s report? | Yes | No |

|  |
| --- |
| **Feedback on this report****Please turn over and write clearly. The document will be scanned and sent electronically to the Practice Educator*****If the panel requires a practice educator to make changes or additions to the report then the moderator should give references to where in the document the changes need to be made (eg page number, paragraph). Please give clear guidance on areas that need to be altered and what is expected.*** |
| **Overall feedback****Consider strengths and areas for development in the report. Has the PE used a range of evidence including supervision notes, journals, work documents, observations etc?**  |

# Direct Observation of Practice (planning)

**DIRECT OBSERVATION OF PRACTICE- PLAN**

|  |
| --- |
| Brief description of the planned activity, including an overview of the organisational and statutory context.  |
|  |
| Preparation and planning for the session, including specific objectives. |
|  |
| How was the service user prepared for the session, and how was their consent obtained? |
|  |
| Skills and knowledge that should be demonstrated i.e. research, social work methods, legislation, policy, procedure etc.  |
|  |
| Expected outcomes  |
|  |
| Areas of practice that I wish to develop and demonstrate today which I would like specific feedback on from my Practice Educator. |
|  |

# Direct Observation Of Practice

|  |  |
| --- | --- |
| Name of student |  |
| Name of observer |  |
| Date of observation |  |
| Type of session  |  |

|  |
| --- |
| Comment on how student has prepared and planned for the session – a copy of the written plan should be attached |
|  |
| What were the objectives of the session? Were they achieved? |
|  |
| Comment on how the student has demonstrated the PCF domains in their practice. |
|  |
| How did the student respond to unanticipated opportunities/problems? |
|  |
| Any other comments, including overall performance of student |
|  |
| Feedback from a service user regarding direct observation (this should be done without the student being present so that the service user or carer does not feel inhibited in expressing their views)  |
|  |
| Student’s reflection on Direct Observation and response to feedback- |
|  |

# Service User Feedback

It would be very helpful if you could complete this form to give us your views about and comments on the work that (name of student).................................. has done with you / your family.

|  |  |  |  |
| --- | --- | --- | --- |
|  | YES | NO | ANY COMMENTS |
| Was the student punctual,i.e. did they visit on time? |  |  |  |
| Did the student clearly explain their role and the purpose of their involvement to you? |  |  |  |
| Did the student make plans with you about the help you wanted and what they would do? |  |  |  |
| Did the student do what they said they would do? |  |  |  |
| Were you clear about how often the student would see you and where? |  |  |  |
| Did you find the student’s contact with you and your family helpful? |  |  |  |

If you found them helpful, please say in what ways:-

If you found them, or an aspect of their work unhelpful, please say why:-

If there are any other comments you would like to make about the student and/or the work they have done with you, please do so overleaf.

Thank you for taking the time to complete this form.

# An example of a Reflective Learning Journal

# Students must keep a learning journal to demonstrate their developing awareness and understanding of: - social work values, reflection in practice, research, social work theories and methods, recognition of and ways of dealing with discrimination and oppression and personal feelings of joy, stress, etc. arising from their work on placement.

# The following sub-headings offer one approach to journal entries:

# 1. Brief description of the situation or event. (*What happened? Who was present? What was my role? What did I actually do?*)

# 2. Issues raised by the event. (*What did I find easy to handle? What did I find challenging? What surprised me about what happened?*)

# 3a. What evidence for the nine domains of the PCF did I provide during this event?

# 3b. What evidence of addressing values and ethical issues did I provide during this event?

# 4. What have I learned from this event?

# a) In terms of my skills?

# b) In terms of my values?

# c) In terms of my knowledge?

# d) In terms of my future learning needs?

# Evidence File Index

|  |  |  |
| --- | --- | --- |
|  | **DOMAIN** | **EVIDENCE include sources and dates**The evidence file should include three pieces of varied evidence for each of the PCF domains.  |
| 1. | **Professionalism** |  |
| 2. | **Values and Ethics** |  |
| 3. | **Diversity** |  |
| 4. | **Rights, Justice and Economic Well-being** |  |
| 5. | **Knowledge** |  |
| 6. | **Critical Reflection and Analysis** |  |
| 7. | **Intervention and Skills** |  |
| 8. | **Contexts and Organisations** |  |
| 9. | **Professional Leadership** |  |
|  |  |  |

#  Evidence File Checklist

Please include this at the front of your evidence file

|  |  |
| --- | --- |
| Students Name  |  |
| **In preparing the Evidence file I have ensured that I have included the following:** | **Yes/No** |
| Confidentiality Statement  |  |
| Learning Agreement  |  |
| Evidence Index  |  |
| Mid-point assessment and review  |  |
| Practice Learning Attendance Log |  |
| University Attendance Log |  |
| All Supervision Notes  |  |
| All Reflective Journals  |  |
| A minimum of 3 varied sources of evidence for each PCF domain which relate to 3 difference examples of direct practice.NB: Where using a work product as evidence a reference to the work product rather than the work product itself can be included.Make sure to shred before leaving placement if it is included as a paper document.  |  |
| Three Direct Observation Reports including Plans  |  |
| Feedback from Service Users/colleagues/other agencies |  |

# Practice Learning Attendance Log-Highlight study leave

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day[record running total].** | **Date** | **Hours worked**  | **Signed- PE/WPS** | **Signed- Student** |
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# University Attendance Log

**Student: ………………………………………**

**It is a requirement that you log your attendance at University and openly share it with all parties involved in your professional journey. (practice educator, workplace supervisor and practice learning tutor.)**

This document should be used to draw on your learning from the course and should help to facilitate the discussion around theory to practice application.

Please keep in your evidence file.

|  |  |
| --- | --- |
|  | **Practice learning module****(indicate attendance and session topic)** |
| Week one  |  |
| Week two |  |
| Week three |  |
| Week four |  |
| Week five |  |
| Week six |  |

# Supervision Log

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Dates of** **Supervision** **sessions** | **Signed by WPS or PE as applicable**  | **Learning Journals received**  | **Placement Log reviewed**  | **Evidence File reviewed** |
| **1** |  |  |  |  |  |
| **2** |  |  |  |  |  |
| **3** |  |  |  |  |  |
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| **19** |  |  |  |  |  |
| **20** |  |  |  |  |  |

# Induction Log

All students should include an appropriately anonymised copy in their Evidence File.

1. Name of student:
2. Start date of placement:
3. Record the date on which the following things have taken place
4. I have become familiar with ‘Signing in and out’ procedures. Date:
5. I have become familiar with ‘Health and Safety’ procedures. Date:
6. I have become familiar with ‘Lone Worker’ policy. Date:
7. I have become familiar with ‘Dress Code’ (if any). Date:
8. I have become familiar with ‘Complaints procedure. Date:
9. I have become familiar with ‘Whistle-blowing’ policy. Date:
10. I have become familiar with ‘Safeguarding’. Date:
11. I have become familiar with ………………………. Date:
12. I have become familiar with ………………………. Date:

(*Please add any further relevant items*)

1. Record any courses, agencies and organisations which you have been advised to undertake / contact / visit and the date which you did so.

|  |  |
| --- | --- |
| Course / Agency / Organisation  | Date of course / contact / visit |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

1. Record the names of people you have been advised to contact / visit and the date which you did so.

|  |  |
| --- | --- |
| Person you have been advised to contact / visit | Date of contact / visit |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

1. Please comment on details of formal placement induction process, or attached induction plan.

# Evaluation of Practice Learning

Individual evaluation forms to be completed by Practice Educator, Workplace Supervisor and Student. WPS and PE to return to fss-placements@bradford.ac.uk or j.carey1@bradford.ac.uk with the final report. Student to upload to Canvas with PL1 or PL2 assignment

|  |  |
| --- | --- |
| Name and role of Person completing this evaluation |  |
| BA or MA |  |
| First or final placement  |  |
| Name of establishment/details of Practice Learning setting. |  |
| Date placement completed. |  |
| Please comment on how you feel this practice learning setting has met the students learning needs? |  |
| Please comment on what went well on placement and whether you had any concerns during the Practice learning experience. It will help if you describe them and to state how any concerns were addressed and if in your view they were resolved adequately? |  |

Date:

# Return to Placement Review Meeting /Declaration

This is a record of the meeting between the student and Practice Learning Tutor when it is had been agreed that another practice learning opportunity should be offered to the student or there is a return to placement. Further guidance is in the Practice Learning Handbook.

|  |  |  |
| --- | --- | --- |
| **BA** | **MA** | **Year of Study** |
| **Student Name** |  |
| **Student contact - email and phone number**  |  |
| **Practice Learning Tutor** |  |
| **Date of Interview and Declaration** |  |

If a student fails to attend their interview, this will deem them not ready to return to practice learning and therefore unable to continue into placement in this academic year

Return to placement interviews require students to discuss anything they feel may impact on their ability to practice. This can include personal issues, DBS, financial concerns, health concerns, and academic issues. Concerns identified by university staff could also be highlighted at this stage. (This is not an exhaustive list).

**Is there any information that you want us to be aware of at this interview?**

Yes/No If yes, please specify below

**Is there any information which could be considered a cause for concern with regards to your ability to work with vulnerable people (adults and children)**

Yes/No If yes, please specify below

**I am clear of the expectations that are required of me in order to complete a first placement of a minimum of 70 days and a second placement of 100 days and the commitment required to work placement hours. I also undertake a commitment to anti-oppressive practice, show an awareness of my understanding of values and ethics, protect the rights and promote the interests of service users, promote equality of opportunity and to using reflection to evidence and develop my learning. I am aware of the requirements of protecting the identity of service users in relation to confidentiality and the handling of sensitive information.**

Yes/No

**It is the student’s responsibility to inform their tutor of any event, changes or development throughout the course which may have an impact on their ability to practice.**

The following are areas to be considered and discussed.

|  |
| --- |
| **Any recommendation from the Practice Evaluation Panel or any outcomes from previous processes that need to be considered?** |
| **Any outstanding modules and any teaching to be attended. This includes Readiness for Practice.** |
| **Approximate start date of placement – the practice learning opportunity will not begin before this date but may begin later.** |
| **Bursary/financial considerations. Has the student contacted bursaries and what did they say? Did the student cancel the placement element of the bursary? The PLT can support the student with a case for repeat bursary depending on the circumstances.** |
| **DBS – does the student have a valid DBS certificate?**  |
| **Has the placement application form been submitted and received?** |
| **Learner Support - including Learner Support Profile and Placement Support Agreement** |
| **Recommendation to meet with others at University – eg personal academic tutor/ programme lead/Student Services/ Language Support/Disability Services** |
| **Is a further meeting or discussion needed - if so when and who with** |
| **Any other tutor/student comments**  |

**I agree that this is a true reflection of the Return to Placement Interview**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Name (please print)** | **Signature** | **Date** |
| **Student** |  |  |  |
| **Practice Learning Tutor** |  |  |  |