

Quality assurance in practice learning (QAPL)

FOURTH EDITION (2022)

This Document provides a Quality Assurance framework for all those involved in planning, implementing monitoring and reviewing social work practice learning.

“Promoting flexible and responsive quality assurance for practice learning”

Overseen by: BASW



BASW
England

The professional association for
social work and social workers

QAPL

refresh

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Preface

The Quality Assurance in Practice Learning framework (QAPL) was initially developed and introduced in 2009 by Skills for Care and the Children’s Workforce Development Council (CWDC) in conjunction with the social work regulator, GSCC, following a comprehensive pilot in the North West of England in 2007/8. It was reviewed and accepted by the Social Work Reform Board in 2010 who had been tasked with the implementation of the Social Work Task Force’s recommendations for reform across the whole social work profession to improve the quality and consistency of the social work degree.

This is the fourth edition of the QAPL framework.

Introduction

This Document provides a Quality Assurance framework for those involved in planning, implementing, monitoring and reviewing social work placements and practice learning. The Standards and Guidance relating to Practice Learning developed by the Social Work Regulatory Body Social Work England (2021), and the principles embedded in the Social Work Task Force's (2010) recommendations for reform across the whole social work profession provide the core foundations for the tools and frameworks identified in this Document.

The resources included in the Document are not prescriptive but exemplars which Programmes may choose to use to demonstrate how they meet Social Work England Standards in relation to Practice Learning.

An important aspect of quality assurance is that it is a dynamic process of events and not a one off snapshot and therefore the Document provides information and exemplars in the form of templates and guidance, which address each stage of the practice learning process (see Matrix Stage 1). It emphasises the importance of obtaining, and then making use of feedback obtained from a range of sources to review and monitor the effectiveness of practice learning, and to have in place robust procedures to evaluate the outcomes of these reviews in order to implement improvements into the planning of the next cycle of practice learning. In order to ensure appropriate attention to confidentiality is maintained Programmes must make clear to all involved at each Stage of the Quality Assurance process, how the information collected will be used and who will have access to it.

Whilst the QAPL framework is semi-permanent, the resources within the model have the potential to be periodically reviewed

and up-dated. This will enable the model to be responsive to developments and external circumstances which may affect practice placements, and innovation and best practice can be systematically integrated into the resources and made accessible to those involved in social work practice placements. We hope you find this document and accompanying resources helpful. With regard to the terminology used within the documents the Development Group was mindful of the need, when referring to people who use social work services, to take into account the preferences of people with experience of social work, the importance of promoting the profession's perspective regarding partnership and empowerment, to identify and use a term which is unambiguous and widely understood by the audience who will be using these resources and align the framework with other documents such as Social Work England Standards. Taking all these into account, and as there is no universal consensus the Development Group propose that the term:

“People with lived experience of social work” which aligns with Social Work England Standards is used throughout when referring to people who use, or have used social work services.

BASW has adopted UK wide position statements on [equality, diversity and inclusion](#), committing the association to anti-oppression and anti-discrimination in all forms, in line with our (revised) UK [Code of Ethics](#). BASW has also adopted a statement of commitment to [anti-racist action](#) (see below for link to the full statement). These statements can be amplified by country statements of commitment and action.

www.basw.co.uk/media/news/2021/jul/basw-england-statement-'anti-racism-anti-discrimination-anti-oppression-social

Using this framework does not guarantee Social Work England course approval. Questions regarding inspection and meeting Standards should be directed to education.qa@socialworkengland.org.uk

Glossary of roles and definitions

Agency. An organisation delivering social care or comparable services and providing practice learning opportunities at one or more of its establishments. (NB. As distinct from employment or staffing ‘agencies’ that supply workers to employers.)

Carers. Family members or friends who participate in the provision of an individual’s social care, as distinct from employed care workers.

Establishment or placement site. The actual location for an assessed practice learning opportunity in which the student is to be based. A placement site so described might be part of a parent organisation that covers many other sites.

HEI. Higher Education Institution.

Practice Educator (PE). A Registered Social Worker who has met Stage 1 and Stage 2 of the Practice Educator Professional Standards for Social Work (PEPS). This person takes overall responsibility for the student’s learning and assessment, utilising information from their own assessment and other sources. The Practice Educator is the person who makes recommendation to the course examination board about the student’s capability in line with the required level of the Professional Capabilities Framework.

Off-site Practice Educator. A Registered Social Worker who has met Stage 1 and Stage 2 of the Practice Education Standards for Social Work (PEPS). A person located away from the student’s practice area contracted by the programme provider to undertake the role of Practice Educator. The Off site Practice Educator will work jointly with an on-site supervisor.

On-site Supervisor. A person in the same placement site as the student who is designated to manage and support the day-to-day activity of the student. Where an on-site supervisor has experience but is not social work qualified, the student should have the

opportunity to work alongside an experienced and qualified social worker during the placement.

Stage 1 PEPS Trainee Practice Educator. A person undertaking PEPS Stage 1, who can supervise, teach and assess social work students undertaking the first placement. At this stage they may contribute to a final placement but not take full responsibility for assessment or act as the Practice Educator on a day-to-day basis.

Stage 2 PEPS Trainee Practice Educator. A person undertaking PEPS Stage 2, who can supervise, teach and assess social work students on their final placement whilst being overseen by a Practice Educator. The Stage 2 Trainee’s final placement report must be ratified by a Practice Educator.

Trainee Practice Educator. A Registered Social Worker undertaking a Practice Educator Course (PEPS).

Sector. This refers to the location of a practice setting according to its broader social welfare designation and its legal status as an agency, for example, whether it is a statutory (public) or a not-for-profit (voluntary or third sector) or a commercial (private sector) business.

People with lived experience of social work. People who are or have been in receipt of social work services. This refers to the focus of the work that an agency delivers in respect of the particular needs of the people who use its services, or of their carers. Examples include services for vulnerable older people, people with mental health problems or children at risk. An agency may have a main or sole focus, or work with many types of service user or carer groups.

Section 1: How to use this document

The Social Work England Education and Training Standards are the Standards against which education and training courses will be monitored and assessed by Social Work England. They have been developed with education and training providers to ensure they are relevant and that students who successfully complete a social work course meet Social Work England's professional standards and can apply to be registered with Social Work England.

This document focuses specifically on the practice placement element of the social work course highlighting the Social Work England Standards and Guidance which relate to practice placements ie:

- Standard 2: the Learning Environment,
- Standard 3: Course Governance,
- Standard 4: Curriculum Assessment and
- Standard 5: Supporting Students.

Section 2 of this document identifies these Standards and Guidance which Social Work England regard as being most relevant to practice placements. More detailed explanations of the Standards and Guidance can be found at www.socialworkengland.org.uk/standards/practice-placements-guidance

In addition to highlighting the Standards and Guidance relevant to Practice Placements this Document provides information, processes and templates which social work education and training courses may choose to use to demonstrate how they meet Social Work England's Standards.

Social Work England recognises the variety of structures, curricula and processes integrated into social work education and training

courses, especially those which exist within or alongside multi-disciplinary providers. Consequently, Social Work England differentiates between the requirement to have monitoring, evaluation and improvement systems in place (Standard 3.5) which is not negotiable, and the process whereby programmes demonstrate that they meet these Standards. Programmes may choose to use the QAPL tools included in this Document or may choose to demonstrate they meet the Standards via other methods. Terminology, roles and processes will vary across Programmes/Partnerships and therefore it is expected that if Programmes make use of the Templates they will be edited to suit the particular needs of the Programme.

The top of each exemplar/template has three headings: Function, Key people, Issues relating to the stage which need to be addressed. These provide guidance about how the document should be used and should be removed before use.

Quality Assurance is an on-going dynamic process and Section 3 identifies the various stages of practice placement planning, monitoring, reviewing and implementing. Each stage requires specific processes and the accompanying templates provide possible frameworks which enable Programmes to demonstrate how the Standards are met.

Section 2: The Regulatory Standards and Guidance relating to Practice Placements

Social Work England is the regulator of social work qualifying programmes and assesses and monitors these programmes through its **Qualifying Education and Training Standards**

1. Social Work England Professional Standards

www.socialworkengland.org.uk/standards/professional-standards

2. Social Work Education and Training Standards

www.socialworkengland.org.uk/media/3423/1227_socialworkengland_standards_drft_qual_ed_training_standards_2021.pdf

3. Social Work England: Guidance on practice placements

www.socialworkengland.org.uk/standards/practice-placements-guidance

The Standards which Social Work England relate specifically to Placements include the following:

- 2.1** Ensure that students spend at least 200 days (including up to 30 skills days) gaining different experiences and learning in practice settings. Each student will have:
 - i. placements in at least two practice settings providing contrasting experiences; and
 - ii. a minimum of one placement taking place within a statutory setting, providing experience of sufficient numbers of statutory social work tasks involving high risk decision making and legal interventions.
- 2.2** Provide practice learning opportunities that enable students to gain the knowledge and skills necessary to develop and meet the professional standards.
- 2.3** Ensure that while on placements, students have appropriate induction, supervision, support, access to resources and a realistic workload.
- 2.4** Ensure that on placements, students' responsibilities are appropriate for their stage of education and training.
- 2.5** Ensure that students undergo assessed preparation for direct practice to make sure they are safe to carry out practice learning in a service delivery setting.
- 2.6** Ensure that practice educators are on the register and that they have the relevant and current knowledge, skills and experience to support safe and effective learning.
- 2.7** Ensure that policies and processes, including for whistleblowing, are in place for students to challenge unsafe behaviours and cultures and organisational wrongdoing, and report concerns openly and safely without fear of adverse consequences.

- 3.2** Ensure that they have agreements with placement providers to provide education and training that meets the professional standards and the education and training qualifying standards. This should include necessary consents. Ensure placement providers have contingencies in place to deal with practice placement breakdown.
- 3.3** Ensure that placement providers have the necessary policies and procedures in relation to students' health, wellbeing and risk, and the support systems in place to underpin these.
- 3.5** Ensure that regular and effective monitoring, evaluation and improvement systems are in place, and that these involve employers, people with lived experience of social work, and students.
- 3.9** Evaluate information about students' performance, progression and outcomes, such as the results of exams and assessments, by collecting, analysing and using student data, including data on equality and diversity.
- 4.3** Ensure that the course is designed in accordance with equality, diversity and inclusion principles, and human rights and legislative frameworks.
- 4.6** Ensure that students are given the opportunity to work with, and learn from, other professions in order to support multidisciplinary working – including in integrated settings.
- 4.8** Ensure that the assessment strategy and design demonstrate that the assessments are robust, fair, reliable and valid, and that those who successfully complete the course meet the professional standards.
- 4.9** Ensure that assessments are mapped to the curriculum and are appropriately sequenced to match students' progression through the course.
- 4.10** Provide timely and meaningful feedback to students on their progression and performance in assessments.
- 4.11** Ensure assessments are carried out by people with appropriate expertise, and that external examiners for the course are appropriately qualified and experienced and on the register.
- 4.12** Ensure that there are systems to manage students' progression, with input from a range of people, to inform decisions about their progression including via direct observation of practice.
- 5.4** Make supportive and reasonable adjustments for students with health conditions or impairments to enable them to progress through their course and meet the professional standards, in accordance with relevant legislation.
- 5.8** Ensure there is an effective process in place for students to make academic appeals.

Section 3: Stages of the Practice Placement process

Stage	
1	Matrix providing an overview and identifying where statements of intent, and evidence can be found regarding how Programme/ Partnerships meet the Social Work England Standards which relate to Practice Placements.
2	Assessing the suitability of new practice placement settings ensuring that learning opportunities are robust and appropriate.
3	Ensuring tried and tested placement settings continue to meet the required standards before the start of a placement.
4	Allocating a student to a placement and completing a practice learning agreement at the beginning of the placement.
5	Interim monitoring of student progress.
6	Final report.
7	Feedback from all parties regarding the placement experience.
8	Moderation of the final report and the quality of the assessment evidence.
9	HEI and partners placement evaluation review integrated into HEI QA processes.
10	Consideration at regional level about the quality and sufficiency of placements.

Section 4: Documents and Templates relating to each of the Stages

Appendix	
1	Stage 1: Standards Matrix
2	QAPL Stage 2: New Placement Review
3	QAPL Stage 3: Review of tried and tested Placement Review
4	QAPL Stage 4: Practice Learning agreement
5	QAPL Stage 5: Interim Placement Review Report
6	QAPL Stage 6: Final Report
7a	QAPL Stage 7a: Feedback from Practice Educators
7b	QAPL Stage 7b: Feedback from Students
8	QAPL Stage 8: Practice Panel – Best Practice Recommendations
9	QAPL Stage 9: HEI and Partners placement evaluation review integrated into HEI QA processes
10	QAPL Stage 10: Consideration at Regional level about the quality and sufficiency of placements and practice educator training support and recruitment

Stage 1: Standards Matrix

Appendix 1

Function:

To provide an overview of where statements of intent, and evidence can be found regarding how Programme/Partnerships meet the Social Work England Standards which relate to Practice Placements.

Key people:

All Programme/Partnership, people with lived experience of social work, students, practice educators, agency staff involved with placements.

Issues:

- Programme/Partnership processes need to ensure that evidence, through the use of the QAPL processes and documentation, is systematically collected, analysed, evaluated and acted upon in order to show how Social Work England Standards are met.
- The Matrix is not exhaustive and should be used as a broad framework identifying where evidence may be found.

The Standards which Social Work England relate specifically to Placements referred to in the Matrix include the following:

- 2.1** Ensure that students spend at least 200 days (including up to 30 skills days) gaining different experiences and learning in practice settings. Each student will have:
 - i. placements in at least two practice settings providing contrasting experiences; and
 - ii. a minimum of one placement taking place within a statutory setting, providing experience of sufficient numbers of statutory social work tasks involving high risk decision making and legal interventions.
- 2.2** Provide practice learning opportunities that enable students to gain the knowledge and skills necessary to develop and meet the professional standards.
- 2.3** Ensure that while on placements, students have appropriate induction, supervision, support, access to resources and a realistic workload.
- 2.4** Ensure that on placements, students' responsibilities are appropriate for their stage of education and training.
- 2.5** Ensure that students undergo assessed preparation for direct practice to make sure they are safe to carry out practice learning in a service delivery setting.
- 2.6** Ensure that practice educators are on the register and that they have the relevant and current knowledge, skills and experience to support safe and effective learning.
- 2.7** Ensure that policies and processes, including for whistleblowing, are in place for students to challenge unsafe behaviours and cultures and organisational wrongdoing, and report concerns openly and safely without fear of adverse consequences.
- 3.2** Ensure that they have agreements with placement providers to provide education and training that meets the professional standards and the education and training qualifying standards. This should include necessary consents. Ensure placement providers have contingencies in place to deal with practice placement breakdown.
- 3.3** Ensure that placement providers have the necessary policies and procedures in relation to students' health, wellbeing and risk, and the support systems in place to underpin these.
- 3.5** Ensure that regular and effective monitoring, evaluation and improvement systems are in place, and that these involve employers, people with lived experience of social work, and students.
- 3.9** Evaluate information about students' performance, progression and outcomes, such as the results of exams and assessments, by collecting, analysing and using student data, including data on equality and diversity.
- 4.3** Ensure that the course is designed in accordance with equality, diversity and inclusion principles, and human rights and legislative frameworks.
- 4.6** Ensure that students are given the opportunity to work with, and learn from, other professions in order to support multidisciplinary working – including in integrated settings.
- 4.8** Ensure that the assessment strategy and design demonstrate that the assessments are robust, fair, reliable and valid, and that those who successfully complete the course meet the professional standards.
- 4.9** Ensure that assessments are mapped to the curriculum and are appropriately sequenced to match students' progression through the course.
- 4.10** Provide timely and meaningful feedback to students on their progression and performance in assessments.
- 4.11** Ensure assessments are carried out by people with appropriate expertise, and that external examiners for the course are appropriately qualified and experienced and on the register.
- 4.12** Ensure that there are systems to manage students' progression, with input from a range of people, to inform decisions about their progression including via direct observation of practice.
- 5.4** Make supportive and reasonable adjustments for students with health conditions or impairments to enable them to progress through their course and meet the professional standards, in accordance with relevant legislation.
- 5.8** Ensure there is an effective process in place for students to make academic appeals.

The Stages used in the Matrix

Programme and Placement Handbooks - Core statements in Course validation documentation regarding programme structure, the assessed preparation of students for practice placement, assessment processes, support structures, appeals and disciplinary processes.

Stage	
2	Assessing the suitability of new practice placement settings ensuring that learning opportunities are robust and appropriate.
3	Ensuring tried and tested placement settings continue to meet the required standards before the start of a placement.
4	Allocating a student to a placement and completing a practice learning agreement at the beginning of a placement.
5	Interim monitoring of student progress.
6	Final report.
7	Feedback from all parties regarding the placement experience.
8	Moderation of the final report and the quality of the assessment evidence.
9	HEI and partners placement evaluation review integrated into HEI QA processes.
10	Consideration at regional level about the quality and sufficiency of placements.

Evidence to illustrate how these Standards are intended to be, or are normally met can be found in the following Programme/Partnership documents.

SW England Standard	Programme Handbook	Placement Handbook	Stage 2 Template	Stage 3 Template	Stage 4 Template	Stage 5 Template	Stage 6 Template	Stage 7 Template	Stage 8 Template	Stage 9 Template	Stage 10 Template
2.1	*	*	*	*	*	*	*		*	*	*
2.2	*	*	*	*	*	*	*	*	*	*	*
2.3		*	*	*	*	*	*	*	*		*
2.4		*	*	*	*	*	*	*	*	*	*
2.5	*							*			
2.6		*	*	*	*						*
2.7	*	*	*	*	*			*			
3.2	*	*	*	*	*			*	*	*	*
3.3		*	*	*	*			*			
3.5	*	*	*	*	*	*	*	*	*	*	*
3.9	*								*	*	
4.3	*							*			
4.6	*	*	*	*	*	*	*	*	*	*	
4.8	*	*				*	*	*	*	*	
4.9	*										
4.10		*	*	*	*	*	*	*	*	*	
4.11	*								*	*	*
4.12	*	*	*	*	*	*	*	*	*	*	
5.4	*	*	*	*	*	*	*	*	*	*	
5.8	*	*			*		*	*	*	*	

QAPL Stage 2: New Placement Review

Appendix 2

Function:

For use where a potential social work placement has been identified by a Social Work Agency or HEI. It can be used to assess whether an Agency can provide the suitable learning opportunities, supervision support and physical infrastructure which enable a social work student to develop and demonstrate the required capabilities as defined by the Professional Capability Framework. If the placement proceeds this document can be archived for future use by the HEI and Agency.

Key people:

HEI and Agency representatives responsible for placement planning.

Guidance for issues relating to this stage:

- **Where will the completed template be kept and who will have access to it?**
Copies of this completed template will be stored by the engaging HEI and relevant Agency – pending future review.
- **How will the decision to “proceed or not” be managed and recorded?**
HEI leads are responsible for the oversight and management of student placement activity. HEI leads will, therefore, take the lead in confirming the decision to proceed or not and are expected to communicate this with all relevant parties.
- **Who will be responsible for implementing and monitoring actions which may lead to the decision “not to proceed” to be changed?**
Agency leads will have the responsibility to implement actions that will support a decision to proceed. This will be monitored and confirmed via HEI leads who retain overarching responsibility for the Quality Assurance of their student’s placement opportunities.

To be completed by the agency and HEI representatives.

Placement Name

Placement suitable for: **First Placement only**
Final Placement only
Either First or Final Placement

Date of audit / review:

Please note that the placement learning opportunities are reviewed using the Learning Agreement each time a student is hosted on placement.

Reviewer Details

Name & job role:

Email address & telephone:

Placement Details

Placement name, address and telephone number:

Agency type and main focus:

Data sharing agreement (if a placement is arranged)

The agency agrees to comply with the standard HEI data sharing agreement: Yes / No

There is a daily placement fee, which is inclusive of all planning, delivery and assessment of the placement. The fee is set by the government and paid, by the university, to the hosting organisation. If an off-site practice educator is used, a percentage of the fee is to be paid to them; it is recommended that this is agreed in advance between PE and Placement Provider.

Will the agency contribute to the student's travel / other expenses incurred whilst on placement: Yes / No

Context / Setting

Please select which type of service delivery setting/s best applies to this agency:

- | | |
|---|---|
| <input type="radio"/> Assessment centres | <input type="radio"/> Healthcare, Medical Community and Hospital Facilities |
| <input type="radio"/> Day support services and facilities | <input type="radio"/> Offender Institutions, Penal and Secure Units |
| <input type="radio"/> Fieldwork | <input type="radio"/> People with lived experience of social work-led Organisations |
| <input type="radio"/> Residential care | <input type="radio"/> Other (<i>please specify</i>) |
| <input type="radio"/> Schools and education units | |
| <input type="radio"/> Community | |
| <input type="radio"/> Domiciliary | |

Practice learning and supervision arrangements

Will the agency use:

- On-site supervisor with off-site Practice Educator stage 2
 On-site Practice Educator stage 1 or 2

Does the work undertaken by your agency require that you employ a registered Social Worker (RSW):

Yes / No

Name / Email Address / SWE number of all RSW's, and their role in relation to the student:

RSW:

If another member of staff will be acting as supervisor, mentor or other specific role to the student, please provide their details, including qualifications and role in relation to the student:

Staff member:

Services provided by your agency

Please select the types of service provided by your agency

- | | |
|---|--|
| <input type="radio"/> Adoption & fostering | <input type="radio"/> Mediation work |
| <input type="radio"/> Adult placement | <input type="radio"/> Mental health |
| <input type="radio"/> Advice, advocacy, information and guidance | <input type="radio"/> Multi-disciplinary Teams (Chronic & long-term illness) |
| <input type="radio"/> Asylum seekers | <input type="radio"/> Multi-disciplinary teams (chronic & long-term illness) |
| <input type="radio"/> Black & minority ethnic support services | <input type="radio"/> Multi-disciplinary teams (rehab & recovery) |
| <input type="radio"/> Care management | <input type="radio"/> Occupation related services |
| <input type="radio"/> Carers & carer support services | <input type="radio"/> Offenders |
| <input type="radio"/> Children & Family Support, Assessment & Resources | <input type="radio"/> Palliative care |
| <input type="radio"/> Domestic violence | <input type="radio"/> Personalisation (direct payments) |
| <input type="radio"/> Drug / alcohol / substance misuse | <input type="radio"/> Physical disabilities |
| <input type="radio"/> Education social work | <input type="radio"/> Private law |
| <input type="radio"/> Emergency duty team | <input type="radio"/> Short breaks |
| <input type="radio"/> Emotional / Behavioural difficulties | <input type="radio"/> Safeguarding & child protection |
| <input type="radio"/> HIV & Aids | <input type="radio"/> Safeguarding & vulnerable adults |
| <input type="radio"/> Homelessness | <input type="radio"/> Safeguarding vulnerable older people |
| <input type="radio"/> Housing | <input type="radio"/> Sensory impairment |
| <input type="radio"/> Inclusion | <input type="radio"/> Transitions (including looked-after children) |
| <input type="radio"/> Learning difficulties & disabilities | <input type="radio"/> Other services (<i>please specify</i>): |
| <input type="radio"/> Leaving care | <input type="text"/> |
| <input type="radio"/> LGBTQ Support Services | |

Placement provision:

Will the student have access to a desk / PC / Phone / Mobile phone:

Where will the student be based, and is the placement easily accessible by public transport:

Does the placement require a student to have a driver's licence: Yes / No

Is the student required to provide their own car:

Is the student required to transport people who use the service:

Is the placement suitable for a student who has disabilities (please detail as necessary) e.g.

- | | |
|---|---|
| <input type="radio"/> Physical disabilities e.g wheelchair accessibility: | <input type="radio"/> Accessible documentation e.g. paper / electronic / braille: |
| <input type="radio"/> Technology e.g. option for assistive technology software: | <input type="radio"/> Access for a support worker: |
| | <input type="radio"/> Flexible hours: |

Does the placement have a dress code (please clarify):

Days and start / finish times to be worked by the student:

Could there be any time that a student may be left alone on the premises, and if 'yes' how will you ensure the students health and safety:

Are equality and diversity policies in place and are they implemented and monitored:

Do you have any specific student requirements:

Work/setting Related Risk Assessments

Please confirm that you will undertake suitable risk assessments related to Student activity:

For the following areas of risk, please specify the risk rating (high, medium or low), brief details, and risk controls / other actions

Work related factors:

Travel and transportation:

Location and / or regional factors:

Health factors:

Will a site visit be necessary to finalise the risk assessments:

Are the risks acceptable:

Learning Opportunities / Professional Capabilities Framework

Can the placement provide opportunities within the following PCF domains: Professionalism, Values and Ethics, Diversity, Rights, Justice and Economic Wellbeing, Knowledge, Critical Reflection and Analysis, Intervention and Skills, Contexts and Organisations and Professional Leadership.

Learning opportunities may include (*specify*):

- Meeting Social Work England Professional Standards?
- Formal assessment of risk, safeguarding and use of authority?
- Inter-professional or multi-disciplinary practice?
- Learning from other team members and / or volunteers? Learning from other teams?

SW job descriptions for the organisation may give an indication of the types of roles & responsibilities to be undertaken by students (adapt to appropriate PCF level).

Additionally, outline which tasks the student will undertake which involve legal interventions.

DoE & DoH define statutory placements as those that offer experience in one or more of the below:

- take place in a local authority setting or settings delivering delegated statutory functions on behalf of the local authority e.g., NHS trusts.
- involve work on S17 or S47 cases (under the Children Act 1989) or delivering requirements of the Mental Capacity Act 2005 and Care Act 2014.
- require case records to be updated by the student, under appropriate supervision.

Please provide details about your in-house student induction procedure, and duration of induction period

Agency Indemnity

- We (the Placement Agency) confirm that we have a written Health and Safety Policy
- We (the Placement Agency) accept responsibility for the student under the Health & Safety at Work Act 1974
- We (the Placement Agency) confirm that we have adequate Employers and Public Liability insurances and that the student(s)/ volunteers and / or an accompanying teacher is deemed to be an employee for the purposes of these insurance policies
- We confirm having advised the appropriate insurers of the proposed placement
- Should the student(s) be expected to operate machinery, equipment or be exposed to substances hazardous to health: safety precautions will first have been taken.
- First Aid facilities will be available and training, supervision and protective clothing (where appropriate) will be provided
- We (the Placement Agency) confirm that we will advise the University immediately of any damage or injury involving the student(s)
- We will advise you of any changes to our indemnity cover

Complaints Procedure

- Any complaints should be reported to the HEI.
- How can the student access the agency's complaints procedures?

Policy and procedures for managing the investigation of potential and actual criminal records of social work students within the University

Students undertake one Enhanced DBS Disclosure in their first year. As part of the Initial Placement Agreement Meeting, students are asked to sign a declaration stating that they have not been reported for, or convicted of, a criminal offence since the original DBS disclosure was completed. Where no crime reports or convictions are disclosed no further action is required. Where crime reports or convictions are disclosed, the student is referred to the Criminal Records Consultative Panel/Local Equivalent (consisting of University Placement Partners). The student will be expected to discuss any crime report or conviction within their placement interview.

HEI support

Once it has been agreed by the HEI and Agency that the setting can provide the required support, opportunities and facilities; HEI staff from the Social Work Programme will maintain contact with the agency in order to discuss when a placement can begin.

Once a student has been matched with the agency, a meeting involving the student, agency staff member/s/practice educator and social work tutor will be arranged in order to complete a practice learning agreement which identifies the roles and responsibilities of those involved in the placement.

A placement handbook or equivalent e documentation will be provided by the HEI to the agency and student

Actions required before placement can accept a student:

- Will this practice learning opportunity require a stage 2 practice educator mentor to work alongside a qualified social worker undertaking practice educator training? Yes / No
- Will this practice learning opportunity require an external practice educator? (the university is able to provide a list of practice educators) Yes / No
- Any other comments or queries? (*Please specify*)

If the Agency and HEI decide that the setting is not able to meet the social work placement requirements:

1. Are there any actions/recommendations to enable the agency to meet the social work placement requirements?

2. What resources are available in order to facilitate this change?

3. What is the estimated date for review?

Agreement

- I confirm that the information I have provided is, to the best of my knowledge, accurate
- I am aware that, in the process of placing students, information from this audit/review may be shared
- I agree to accept students from (HEI)

Agency representative:

Name

Signature

Date

HEI representative:

Name

Signature

Date

Adapted from the University of York and Oxford Brookes University pre-placement templates.

[DOWNLOAD APPENDIX 2](#)

QAPL Stage 3: Review of tried and tested Placement Review

Appendix 3

Function:

For use before a tried and tested placement setting is used again, identifying any changes which may affect the student experience and reviewing the feedback received from those involved in the previous placement.

Key people:

To be completed by the Agency and HEI representatives.

Issues relating to this Stage which may need to be addressed:

- Where will the completed template be kept and who will have access to it?
- Does the Agency continue to provide the suitable learning opportunities, supervision support and physical infrastructure which enable a social work student to develop and demonstrate the required capabilities as defined by the Professional Capability Framework?
- What feedback from the last time the Placement was used is available and who provided the feedback?

Placement Name

- Placement suitable for: **First Placement only**
Final Placement only
Either First or Final Placement

Date of review:

Please note that the placement learning opportunities are reviewed using the Learning Agreement each time a student is hosted on placement.

Reviewer Details

Name & job role:

Email address & telephone:

Changes to the Placement Setting

In reviewing any changes please refer to the information previously provided by the Agency in the New Placement Review Template (Stage 2).

Have there been any changes to:

- | | |
|--|--|
| <input type="radio"/> Placement contact details | <input type="radio"/> Work Setting risk assessments |
| <input type="radio"/> Data sharing agreement | <input type="radio"/> Learning opportunities |
| <input type="radio"/> Context/Setting | <input type="radio"/> Agency Indemnity (agency H+S policies and insurance) |
| <input type="radio"/> Services provided by the Agency. | <input type="radio"/> Complaints procedures |
| <input type="radio"/> Practical arrangements for hosting a student | <input type="radio"/> Practice learning and supervision arrangements |

If yes to any of the above please record and discuss the impact on the student experience and confirm whether the Agency continue to provide the suitable learning opportunities, supervision support and physical infrastructure which enable a social work student to develop and demonstrate the required capabilities as defined by the Professional Capability Framework.

Previous placement review for this setting

1. Who provided feedback?

2. Were any issues raised in the feedback which needed to be addressed?

3. Are there any outstanding issues/ongoing action plan which needs to be considered before placing another student in this setting?

4. Are there areas of good practice identified in the feedback which need broader dissemination?

Programme support for the practice educator/on site supervisor

What support/resources are available to the practice educator/on site supervisor from the HEI and Agency to enhance and facilitate the student learning experience?

Agreement

- I confirm that the information I have provided is, to the best of my knowledge, accurate
- I am aware that, in the process of placing students, information from this audit/review may be shared
- I agree to accept students from (HEI)

Agency representative:

Name

Signature

Date

HEI representative:

Name

Signature

Date

How will the information in the report be used and who will have access to it?

Adapted from the University of York and Oxford Brookes University pre-placement templates.

[**DOWNLOAD APPENDIX 3**](#)

QAPL Stage 4: Practice Learning agreement

Appendix 4

Function:

To make explicit the framework within which the placement will operate, identifying roles and responsibilities of all involved and how teaching, learning and assessment will occur within the professional and regulatory frameworks.

Key people:

Student, Practice Educator, On-Site Supervisor (if appropriate) and HEI Tutor.

Issues relating to this Stage which need to be addressed:

- Where will the completed template be kept and who will have access to it?
- Programmes will have various established Practice Learning agreement proforma.
- This template amalgamates a number of existing Practice Learning agreements identifying the key components.
- Programmes use different terminology and therefore the template may need to be edited in order to make it applicable.
- How will previous information regarding the student's experience/other placements and prior use and feedback about the placement be considered during this Stage?

Contact Details

Student:

Name:

Email:

Telephone No:

Programme Module Number:

Stage: Practice 1 (First)

Practice 2 (Last)

Is this a retake of a Placement Module: Yes / No

Fitness to Practise Badge show: Yes / No

Expiry date of Fitness to Practise ID Badge:

(This must cover the anticipated duration of placement period)

Date of DBS:

Will the DBS continue to be valid for the entire placement?* Yes / No

As part of university requirements, all Students MUST have valid enhanced DBS clearance. DBS certificates expire after 3 years. You will need to re-apply for a new DBS unless you are registered with the DBS's update. Whilst you continue to pay your subscription, you will not need to re-apply for another DBS certificate.

If your DBS expires and you are not registered with the DBS's update service the placement may be stopped. If this occurs, the Student will undertake to apply for a repeat enhanced DBS as promptly as possible.

Agency:

Agency name:

Address:

Telephone No:

Named Contact and email address (if different from the Practice Educator and Onsite Supervisor)

Practice Educator:

Onsite: / Offsite

Name:

Email:

Telephone No:

SWE Registration No:

Professional Indemnity Insurance:

Yes / No

(Offsite Individual/ Agency) policy held and Name of Insurer

Date of DBS of off-site PE:

Will this continue to be valid for the course of the placement?

Yes / No

If not, renew and confirm nothing has changed.

Qualification: please indicate if the award is held already or will be worked towards across the duration of this placement.

PEPS 1 PEPS 2 Other (please state)

Does the Practice Educator have a named Mentor?

Yes / No

If yes, please include name and contact details here

Onsite Supervisor(s):

Name:

Email:

Telephone No:

On-Site Supervisor's profession/employment:

What preparation/training/experience does the OSS have in relation to supervision?

Link Lecturer/Academic Adviser:

Name:

Email:

For additional University contact details, please see Practice Education Handbook

Student's Learning needs

Specific learning or support needs of the Student – i.e. support required due to the Student/Practice Educator having a disability, a specific learning needs e.g. dyslexia etc. If you have an ISP or Occupational Health Report you may wish to make a note here.

Please also discuss issues in relation to the power dynamics in the Student/Practice Educator relationship:

How these will be managed, including reasonable adjustments or action to be taken:

Placement Dates

Date of PLA meeting:

Proposed Start Date:

Proposed End Date:

Number of Placement Days:

70 Days 100 Days

Study Days Entitlement During this Period**

7 Days 10 Days

If the Student is entitled to study days how will the student take them during the placement?

Students are required to attend University Skill Development days. These days will be provided by the University Placement Team and should be recorded here by the Student:

** Ordinarily, Students would be expected to take one study day, for every two weeks they are on placement. It is the Student's responsibility to negotiate with their On-site Supervisor (where applicable) and Practice Educator when these study days are taken. Students should only take study days to complete placement module related work.

Placement Days

Hours (including a variety of shift working):***

'Lunch' break scheduled into each daily shift:

Weekly Schedule (normally a minimum of 3 days each week):

Induction Period and Planned Activities:

*** It is hoped Students will optimise their learning opportunities by including a range of shifts in line with the Agency's 'normal' working patterns - as undertaken by workers employed within the agency. **Students are expected to work a minimum of 6 hours and a maximum of 8 hours for each scheduled day.** In exceptional circumstances, Students may complete more hours each day. It is expected that Students will take any additional hours as Time Off In Lieu (TOIL) at the earliest opportunity.

Anticipated Leave

NB Un-anticipated absences by Students must be recorded and reported according to the University and Agency Policies.

Student:

Ordinarily, it is expected that Students will not take any holiday during their agreed placement dates. If absences are anticipated, they should be agreed and recorded here

Dates: to

Practice Educator:

Dates: to

Back up cover provided by the following contact:

Role of Backup during PE absence:

On-site Supervisor:

Dates: to

Back up cover provided by the following contact:

Role of Backup during OS absence:

Academic Advisor /Link Lecturer:

Dates: to

Back up cover provided by the following contact:

Role of Backup during AA/LL absence:

Please complete the information which best applies to the placement experienced being offered on this occasion

Statutory **Non-statutory**

Management:

Parent Agency: Yes / No Name (if applicable):

Children and Families or Adults: Children & Families / Adult

Field (please tick all which apply)

- | | | |
|---|---|---|
| <input type="radio"/> Adoption and fostering | <input type="radio"/> Domestic Violence | <input type="radio"/> Substance/alcohol Misuses |
| <input type="radio"/> Mental Health | <input type="radio"/> Education | <input type="radio"/> BME |
| <input type="radio"/> Homelessness/Housing | <input type="radio"/> Offenders | <input type="radio"/> Asylum Seekers/Refugee |
| <input type="radio"/> Palliative Care/End of Life | <input type="radio"/> Children and Family Support | <input type="radio"/> Sexual Exploitation |
| <input type="radio"/> Learning Disabilities | <input type="radio"/> Autism | <input type="radio"/> Safeguarding |
| <input type="radio"/> Parenting | <input type="radio"/> Employment | <input type="radio"/> HIV/Aids |
| <input type="radio"/> Physical Disabilities | <input type="radio"/> Health | <input type="radio"/> MDT |
| <input type="radio"/> Leaving Care | <input type="radio"/> Looked After Children | <input type="radio"/> Facilitating Change |
| <input type="radio"/> Other: <input type="text"/> | | |

Setting

- | | | |
|-----------------------------------|--|---|
| <input type="radio"/> Hospital | <input type="radio"/> Community | <input type="radio"/> Day Services |
| <input type="radio"/> Residential | <input type="radio"/> Offender Institution | <input type="radio"/> School/ Pupil Unit |
| <input type="radio"/> Centre | <input type="radio"/> Field | <input type="radio"/> Other: <input type="text"/> |

Opportunities

- | | |
|--|--|
| Working with social workers | Yes <input type="radio"/> / No <input type="radio"/> |
| Meeting Professional Regulatory Bodies Standards of Proficiency and Codes of Conduct | Yes <input type="radio"/> / No <input type="radio"/> |
| Learning from Team Members | Yes <input type="radio"/> / No <input type="radio"/> |
| Learning from other Teams | Yes <input type="radio"/> / No <input type="radio"/> |

Car/motorbike Driving

- | | |
|--|--|
| Car/motorbike license required | Yes <input type="radio"/> / No <input type="radio"/> |
| Car/motorbike required | Yes <input type="radio"/> / No <input type="radio"/> |
| Opportunity to access agency motor vehicle | Yes <input type="radio"/> / No <input type="radio"/> |

Health and Safety/Safety of the Environment

H&S Policies in place? Yes / No Monitored? Yes / No

Additional measures need to be put in place to make it so:

Equality and Diversity Policies In place: Yes / No Monitored? Yes / No

Funding Arrangements Clear: Yes / No

Does the HEI representative confirm this placement has standards to meet:

(please tick response)

First (70 day) Placement: Yes / No

Last (100 day) Placement: Yes / No

Protocols and Policies

The following policies and procedures must be accessed by the student during the placement preparation or induction period. The student should indicate that (s)he has read the relevant information by marking the boxes provided. Additionally, the student is required to complete the Induction Checklist provided at the end of this Learning Agreement.

The implications of these policies should be discussed between the Student, Practice Educator and/or On-Site Supervisor and University Link Lecturer/Academic Adviser as part of the Practice Learning Agreement Meeting.

- Policies and guidance within the practice education/placement learning experience
- Freedom to Speak Up: raising concerns about practice including (whistleblowing, bullying and harassment) in practice placements
- University Standards of Conduct: "Fitness to Practise" procedures

Induction Checklist

Please ensure that the following items are included within the student's induction into the organisation. Please check off each item when they occur. As this list is not exhaustive, please add additional topics that need to be covered if necessary. It may be appropriate to append the agency's own induction checklist.

TASK	DATE COMPLETED
Email University placement unit on the first day of placement confirming your start date	
Check list from Protocols and Policies (page 7 of Practice Learning Agreement)	
Orientation of office facilities	
Introduction to staff, co-workers and their roles	
IT Systems including agency data protection policy in particular the storage, use of and responsibility for data provided, accessed or obtained whilst on placement and use of audio and visual recordings	
Parking and travel arrangements	
Emergency procedures (including fire, first aid, and evacuation)	
Health and Safety including Lone working policy	
Whistleblowing procedures	
Accident reporting and recording	
Legal and ethical protocols, including local code of conduct, statement of values, Inclusion and Diversity policy etc.	
Sickness and absence policies	
Display Screen Equipment procedures (<i>if applicable</i>)	
Manual handling (<i>if applicable</i>)	
Risk assessment policies and procedures	
BASW Code of Ethics 2021	
Placement Profile to be completed within 10 working days of starting the placement: The Placement Profile Form is accessed via Google Drive.	
PLA sent to University Placement Unit within 10 working days of starting the placement	

Signed:

Agency Supervisor: **Date:**

Practice Educator: **Date:**

Student: **Date:**

Practical Arrangements

What practical arrangements are in place for the Student?

(E.g. use of telephone, laptop, mobile phone, workstation, administration etc.)

Dress Code:

Travelling and Expenses

Please note how the Student can claim back any expenses incurred whilst on placement. The University will not pay the Student for any expenses incurred:

Title and role of Student whilst on placement:

NB It is normally expected that the Student will be identified as a Student Social Worker or Social Work Student. If this is deemed unsuitable, it should be discussed during the Practice Learning Agreement Meeting and recorded here:

NB a student must not use the sole title of Social Worker.

Student's Learning Objectives and Agency Learning Opportunities

Student's Learning Objectives for the duration of this placement:

These should be identified in collaboration with the Practice Educator and relate to the assessment criteria for this placement (e.g. the PCF Domains at the appropriate level). It is recommended that four or five separate Learning Objectives is the maximum number, which could reasonably be addressed within the time limits of this placement experience.

How will the agency support the Student in meeting these objectives?

What work can the Student expect to complete?

Is there any exclusion to the work undertaken by the Student?

What methods will be used to assess the Student during this placement experience

How will the feedback of people with lived experience of social work be integrated into learning and assessment?

It is a requirement that feedback from people with lived experience of social work is included in the final submission for the practice modules. Please discuss and agree how this will be incorporated into the Student's learning experience and utilised by the Student as part of their development and evidence.

Are there any additional pieces of information which are pertinent to this placement / selection of students undertaking this placement?

Supervision

Practice Educator	Frequency:
	Duration:
	Venue:
Onsite Supervisor <i>(if applicable)</i>	Frequency:
	Duration:
	Venue:
Additional Comments: (e.g. 3-way supervision, group supervision opportunities)	

Target Dates

Students and Practice Educators are expected to work together to plan and manage the presentation of evidence. Work must be presented in a timely manner.

	Number of Days	Date	Submission of Student Paperwork
Start of Placement	1		Email University placement unit with placement start date
Send PLA and Placement Profile to University placement unit	10		Send University placement unit completed PLA and placement profile within 10 working days from the start of placement.
Observation 1	Before Midway		<ul style="list-style-type: none"> • By Midway Review to PE
Midway Review	Half -Way Point		<ul style="list-style-type: none"> • 48 Hours before the meeting date to: AA, PE and OS
Observation 2	After Midway		<ul style="list-style-type: none"> • By End of Placement to: PE
Observation 3	Before Last Day		<ul style="list-style-type: none"> • By End of Placement to: PE
End of Placement	70 /100		<ul style="list-style-type: none"> • By End of Placement to: PE • End of Placement Date plus 8 Working Days • Final Submission of Portfolio to: University (PAC Office)

NB The Practice Educator, Onsite Supervisor or Academic Advisor/Link Lecturer may require relevant reports to be submitted at alternative points. If these are anticipated prior to the placement commencement, it should be recorded here. **Any adjustments to End of Placement date must be reported to the University placement unit and Student at the earliest opportunity by the practice educator/Academic Advisor.**

Signing of this Learning Agreement Contract

In signing this form the individuals are agreeing to carry out fully their roles and responsibilities as outlined in the Practice Education Handbook.

Student:

.....

Date:

Practice Educator:

.....

Date:

Onsite Supervisor:

.....

Date:

Academic Advisor:

.....

Date:

Anyone else attending the meeting:

.....

Date:

It is the Student's responsibility to ensure signatures are obtained in a timely manner, and this document is sent in the Word format, electronically, to the University placement unit within 10 working days of the first placement day.

Adapted from the North East Social Work Alliance and Oxford Brookes University pre-placement templates.

[DOWNLOAD APPENDIX 4](#)

QAPL Stage 5: Formal Interim Review Report

Appendix 5

Function:

For use around the midpoint of a placement to review the student's progress and learning opportunities using the Practice Learning agreement and the PCF as a framework for the Review. The Review will discuss achievements and plans for the remainder of the Placement, identifying actions in relation to each of the 9 PFC Domains, in Section 3. The Action Plan in Section 6 will only be used if the Review concludes that the Student is not on course to pass the Placement.

Key people:

Student, Practice Educator, HEI Tutor,
On-Site Supervisor

Issues relating to this Stage which need to be addressed:

- Where will the completed template be kept and who will have access to it?
- Is the Student on course to pass the placement?
- Are the learning opportunities adequate and appropriate?
- Is evidence to support the PE's recommendation robust, from a variety of sources and accessible?
- What plans are in place for the remainder of the placement?

Section 1

To be completed by the Student in collaboration with Practice Educator and Onsite Supervisor and circulated 5 working days before the Review

Student Name:

Practice Educator:

Onsite Supervisor:

Link Lecturer/Academic Adviser/Tutor:

Agency Name and Address:

Dates of Supervision (including any reasons why planned supervision sessions did not go ahead):

Onsite Supervisor (if applicable):

Practice Educator:

Number of days completed on placement by the midway meeting:

Reasons for absences if any:

Days Completed Confirmed by HEI representative: (Name)

Predicted placement end date:

Any Changes to Practice Learning Agreement:

Have the learning opportunities identified in the Practice Learning Agreement occurred?

Yes / No

If "No" what impact has this had on the student's ability to meet the PCF requirements and what measures are in place to address any gaps?

Section 2: Student Self-Assessment

Sections 2 and 3 to be completed 5 days prior to the Formal Interim Review meeting and shared as per the Practice Learning Agreement.

1. Description of Work (Guide: 750-1000 words)

Outline your placement to date. This should include information of work you have undertaken whilst on placement, as well as any unexpected experiences, challenges and barriers you have encountered. When you outline this work, ensure you provide an agency context which could include: a description of the services provided and the people who make use of them, the impact of the agency philosophy; influencing legislation and policy; professional codes and standards; sociological and psychological frameworks employed by the agency etc.

2. Critical Reflection on Development (Guide: 750-1000 words)

Using a reflective cycle of your choice, critically reflect on your **progress** on this placement so far. Consider reflecting on one or two of your learning objectives identified in the Practice Learning Agreement and highlight specific strengths and learning needs identified subsequently. Integrate feedback from people with lived experience of social work into your critical reflection, identifying how you sought feedback and you made use of the information. You should include examples of how you have met Social Work England Professional Standards and your overall professional development.

(Programmes should develop their own appropriate criteria for this task, if the above is not helpful).

Student Signature: **Date:**

Section 3

For the Student to complete (in collaboration with the Onsite Supervisor (if applicable) and the Practice Educator)

Using the following table, identify the progress made towards meeting nine Domains of the PCF so far on your placement. One or two examples of specified practice experience should be provided for each Domain in the Learning Opportunities Completed section. In addition, state where there are plans to undertake work, which has not yet happened, in the Learning Opportunities Planned.

If there are any gaps emerging in your ability to evidence any domain of the PCF, you should highlight these in the Action Plan to Meet Identified Gaps in Learning. Do not complete the Action Plan to meet identified gaps in the learning section prior to the Midway Review Meeting. Plans to address any such gaps should be discussed and developed in the Review Meeting.

Domain 1: Professionalism

Identify and behave as a professional social worker, committed to professional development

Work carried out/Learning opportunities completed

Learning activities/opportunities planned

Action plan to meet identified gaps in learning

Domain 2: Values and Ethics

Apply social work ethical principles and values to guide professional practice

Work carried out/Learning opportunities completed

Learning activities/opportunities planned

Action plan to meet identified gaps in learning

Domain 3: Diversity and Equality

Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice

Work carried out/Learning opportunities completed

Learning activities/opportunities planned

Action plan to meet identified gaps in learning

Domain 4: Rights, Justice and Economic Well-being

Advance human rights and promote social justice and economic well being

Work carried out/Learning opportunities completed

Learning activities/opportunities planned

Action plan to meet identified gaps in learning

Domain 5: Knowledge

Apply knowledge of social sciences, law and social work practice theory

Work carried out/Learning opportunities completed

Learning activities/opportunities planned

Action plan to meet identified gaps in learning

Domain 6: Critical Reflection and Analysis

Apply critical reflection and analysis to inform and provide a rationale for professional decision-making

Work carried out/Learning opportunities completed

Learning activities/opportunities planned

Action plan to meet identified gaps in learning

Domain 7: Skills and Interventions

Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse.

Work carried out/Learning opportunities completed

Learning activities/opportunities planned

Action plan to meet identified gaps in learning

Domain 8: Contexts and Organisations

Engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter-professional settings

Work carried out/Learning opportunities completed

Learning activities/opportunities planned

Action plan to meet identified gaps in learning

Domain 9: Professional Leadership

Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management

Work carried out/Learning opportunities completed

Learning activities/opportunities planned

Action plan to meet identified gaps in learning

Section 4

Practice Educator to complete (in collaboration with the Onsite Supervisor if applicable) and circulated 5 working days in advance of the Review

Please comment on the standard of the Student's written work in terms of its accuracy, clarity, analysis and coherence:

How many observations have been completed? Please also comment on the plans for the remaining observation(s) including timescales:

Please comment on the Student's overall progress in the first half of the placement, including their ability to link theory to practice. Please identify any particular strengths and areas of development for the Student during their final part of their placement:

Section 5

To be completed at the Review by the Link Lecturer/Academic Adviser/Tutor

Prediction for the End of Placement

Please tick the sentence that is most applicable:

- The student is likely to **pass** the placement if current progress is maintained
- The student is likely to **fail** the placement if current progress is maintained
- The student is **borderline** at this stage in the placement
- There is **insufficient evidence** at this point to make a judgement

Summary of any issues or circumstances taken into account (placement factors, Student difficulties), in this prediction (please give brief summary and attach additional information in a report if relevant)

Section 6

Only to be completed (using the template below) by the Link Lecturer/
Academic Adviser/Tutor if the prediction is one of the latter three points.
State whether the HEI/Agency processes regarding Conduct/Fitness to Practise/ Placement
difficulties are relevant, and if so when is this being addressed.

Agreed Action Plan following the Interim Assessment

The action plan should be developed, discussed and agreed at the Interim review by the Placement Team. It should include development and learning needs and actions to address them, any other outstanding issues, and what the specific actions required are.

Action to be taken	By Whom?	By When?	Review Date	By Whom?
Date for review of the whole Action Plan				

Where an Action Plan has been required, it must be circulated to **all** parties and to the placement coordinator within **three working days** of the interim review.

Names (PLEASE PRINT) and Signatures

Practice Educator:

Onsite Supervisor (if applicable):

Student:

Link Lecturer/Academic Adviser/Tutor:

Anyone else who attended this meeting:

Date:

Adapted from the North East Social Work Alliance and Oxford Brookes University pre-placement templates.

[DOWNLOAD APPENDIX 5](#)

QAPL Stage 6: Final Report

Function:

This provides a framework for the summative report from the practice educator. It is based on the Standard College of Social Work Holistic Assessment Report Template.

Key people:

Practice Educator, Student, On-Site Supervisor (if applicable), HEI Tutor.

Issues relating to this Stage which need to be addressed:

- Has a judgement regarding the student's Capability in relation to the appropriate PCF level been made by the PE?
- Does the evidence provided in the report support the judgement?
- How and where does the moderation process e.g. Practice Assessment Panel occur for the students on placement in this cohort?
- Who is responsible for collating and acting on the comments made by students about the assessment process in section 2a.
- Who is responsible for collating and acting on the comments made by the Tutor/link lecturer/academic advisor in section 2a.
- How will the information in this agreement be used and who will have access to it?

Holistic Assessment using the Professional Capabilities Framework

SECTION 1: Summary of Assessment and Supporting Evidence

1.1 Placement Details

Student :

Practice Educator:

Onsite Supervisor (if applicable):

Placement details: First Placement Last Placement
 Postgraduate Undergraduate
 Adults Children

Team/Agency:

Dates of Placement:

Academic Adviser/Link Lecturer:

1.2 Final Assessment for this Placement

See Section 2 for Holistic Assessment Report

Recommendation (please tick) Pass Fail Defer

Practice Educator signature

Student signature

**Academic Adviser/
Link Lecturer signature**

Date

1.3 Summary of documentation and assessments taken into account in this recommendation

Assessment	
Number of Observations undertaken by Practice Educator	
Number of Observations undertaken by Onsite Supervisor	
Practice Learning Agreement	
Midway (Interim) Review Report	
Onsite Supervisor's Report (optional)	

1.4 Summary of any issues or circumstances taken into account in this recommendation (please give brief summary and attach additional information in a report if relevant e.g. investigation of a complaint, dyslexia assessment)

Issue	Brief Description
Placement e.g. workload, PE and/or organisational factors etc.	
Student e.g. health, personal circumstances, disability etc.	

1.5 Summary of evidence linked to the PCF used to support this recommendation and included in the portfolio.

Types of Evidence should be identified through collaboration between the Practice Educator and the Student. Typically, it would include Observation Reports or Reflections; Outlines of People with experience of social work Feedback; Critical Reflections on Practice; Extracts from Supervision Notes; Student Presentations; the Midway Review Report*

* It is a requirement that the student includes a copy of the Interim Review Report as evidence in the summative submitted portfolio; however, it is not mandatory that it is used as evidence within this report.

NB It is a requirement that the evidence submitted by Students within the final portfolio is anonymised and contains no identifying features of any persons without their written consent (this includes co-workers). Students should not be including agency tools, which contain details of people with lived experience of social work, their families or work colleagues within this sample of evidence. This includes, but is not restricted to assessments and case notes.

Type of evidence	Evidence Number	List title(s) of documents used in each category

A list of additional evidence, which was considered when writing this report:

Here, you may consider outlining case notes, assessment documents and other work products that have been shown to the Practice Educator, but for reasons of sensitivity are not suitable for presentation in the summative portfolio. Furthermore, it is an opportunity to outline informal observations, feedback and supervision processes which it was not possible to capture as written evidence.

Type of evidence	Evidence Number	List title(s) of documents used in each category

SECTION 2a: Assessment Report

Holistic assessment

PCF level descriptor

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.

By the end of qualifying programmes, demonstrated in the context of the last placement 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.

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 and, if appropriate, information provided in Section 3 to support the overall assessment.

Feedback on Overall Capability

(Guideline 500 words)

Assessment of Student's Future Learning Needs/Priorities

(Guideline 200 words)

Please note, these will be used as part of the student's continual professional development and should be referred to during the next stage of the student's progression i.e., next placement, ASYE, CPD record.

Student's Comments on Assessment

(Guideline 300 words)

Academic Adviser/Link Lecturer's Comments on the Assessment

(Guideline 200 words)

This section should be completed if there is a discrepancy between the Practice Educator's Assessment and the Student's Comments, or if the assessment recommendation was for a practice Fail.

SECTION 2b: Holistic Assessment of Each Domain

Practice Educators: please provide additional information to support your overall assessment in Section 2. Where evidence within one or more domains is weak (i.e. there is no evidence that the student has demonstrated each aspect of the descriptor for each domain at the appropriate level), you may choose to use this space to describe why you are recommending a pass or fail. 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 250 words per domain)

Domain 1: Professionalism

Identify and behave as a professional social worker, committed to professional development. Social workers are members of an internationally recognised profession.

Our title is protected in UK law. We demonstrate professional commitment by taking responsibility for our conduct, practice, self-care and development. We seek and use supervision and other professional support. We promote excellent practice, and challenge circumstances that compromise this. As representatives of the profession, we safeguard its reputation. We are accountable to people with lived experience of social work, the public, employers and the regulator. We take ethical decisions in the context of multiple accountabilities.

Assessment:

Evidence used to support judgement:

Capability at level for this placement (please tick): Demonstrated Not Demonstrated

Domain 2: Values and Ethics

Apply social work ethical principles and values to guide professional practice.

Social workers have an obligation to conduct themselves and make decisions in accordance with our Code of Ethics. This includes working in partnership with people with lived experience of social work. We promote human rights and social justice. We develop and maintain our understanding of the value base of our profession throughout our career, its ethical standards and relevant law.

Assessment:

Evidence used to support judgement:

Capability at level for this placement (please tick): Demonstrated Not Demonstrated

Domain 3: Diversity and Equality

Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice.

Social workers understand that diversity characterises and shapes human experience and is critical to the formation of identity. Diversity is multi-dimensional and includes race, disability, class, economic status, age, sexuality, gender (including transgender), faith and belief, and the intersection of these and other characteristics. We understand that because of difference, and perception of difference, a person's life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim. We identify this and promote equality.

Assessment:

Evidence used to support judgement:

Capability at level for this placement (please tick): Demonstrated Not Demonstrated

Domain 4: Rights, Justice and Economic Well-being

Advance human rights and promote social justice and economic well-being.

Social workers recognise and promote the fundamental principles of human rights, social justice and economic well being enshrined in national and international laws, conventions and policies. These principles underpin our practice and we use statutory and case law effectively in our work. We understand and address the effects of oppression, discrimination and poverty. Wherever possible, we work in partnership with people using services, their carers and families, to challenge inequality and injustice, and promote strengths, agency, hope and self-determination.

Assessment:

Evidence used to support judgement:

Capability at level for this placement (please tick): Demonstrated Not Demonstrated

Domain 5: Knowledge

Develop and apply relevant knowledge from social work practice and research, social sciences, law, other professional and relevant fields, and from the experience of people who use services.

We develop our professional knowledge throughout our careers and sustain our curiosity. As a unified profession, we develop core knowledge that relates to our purpose, values and ethics. We also develop specific knowledge needed for fields of practice and roles. Our knowledge comes from social work practice, theory, law, research, expertise by experience, and from other relevant fields and disciplines. All social workers contribute to creating as well as using professional knowledge. We understand our distinctive knowledge complements that of other disciplines to provide effective services.

Assessment:

Evidence used to support judgement:

Capability at level for this placement (*please tick*): Demonstrated Not Demonstrated

Domain 6: Critical Reflection and Analysis

Apply critical reflection and analysis to inform and provide a rationale for professional decision-making.

Social workers critically reflect on their practice, use analysis, apply professional judgement and reasoned discernment. We identify, evaluate and integrate multiple sources of knowledge and evidence. We continuously evaluate our impact and benefit to people with lived experience of social work. We use supervision and other support to reflect on our work and sustain our practice and wellbeing. We apply our critical reflective skills to the context and conditions under which we practise. Our reflection enables us to challenge ourselves and others, and maintain our professional curiosity, creativity and self-awareness.

Assessment:

Evidence used to support judgement:

Capability at level for this placement (please tick): Demonstrated Not Demonstrated

Domain 7: Skills and Interventions

Use judgement, knowledge and authority to intervene with individuals, families and communities to promote independence, provide support, prevent harm and enable progress.

Social workers engage with individuals, families, and communities, working alongside people to determine their needs and wishes, and what action may be helpful. We build productive working relationships and communicate effectively. Using our professional judgement, we employ appropriate interventions, promoting self-determination, support, protection and positive change. We develop and maintain skills relevant to our roles. We understand and take account of power differentials and use our authority appropriately. We evaluate our own practice and its impact, and how we improve outcomes for those we work with

Assessment:

Evidence used to support judgement:

Capability at level for this placement (please tick): Demonstrated Not Demonstrated

Domain 8: Contexts and Organisations

Engage with, inform, and adapt to changing organisational contexts, and the social and policy environments that shape practice. Operate effectively within and contribute to the development of organisations and services, including multi-agency and inter-professional settings.

Social workers are informed about and proactively respond to the challenges and opportunities that come from changing social, policy and work contexts. We fulfil this responsibility in accordance with our professional values and ethics, as individual and collective professionals and as members of the organisations in which we work. We collaborate, inform and are informed by our work with other social workers, other professions, individuals and communities

Assessment:

Evidence used to support judgement:

Capability at level for this placement (*please tick*): Demonstrated Not Demonstrated

Domain 9: Professional Leadership

Promote the profession and good social work practice. Take responsibility for the professional learning and development of others. Develop personal influence and be part of the collective leadership and impact of the profession.

We develop and show our leadership, individually and collectively, through promoting social work's purpose, practices and impact. We achieve this through diverse activities which may include: advancing practice; supervising; educating others; research; evaluation; using innovation and creativity; writing; using social media positively; being active in professional networks and bodies; contributing to policy; taking formal leadership/ management roles. We promote organisational contexts conducive to good practice and learning. We work in partnership with people who use services and stakeholders in developing our leadership and aims for the profession.

Assessment:

Evidence used to support judgement:

Capability at level for this placement *(please tick)*: Demonstrated Not Demonstrated

NB: Record of student's future learning needs from section 2a.

Please note, these will be used as part of the student's continual professional development and should be referred to during the next stage of the student's progression i.e., next placement, ASYE, CPD record.

[DOWNLOAD APPENDIX 6](#)

QAPL Stage 7a: Feedback from Practice Educators

Appendix 7a

Practice Educator Quality Assurance of Practice Learning Feedback – Post Placement Form

Function:

The purpose of this document is to assess the quality of placement provision and inform future practice by obtaining and acting on feedback from practice educators.

Key people:

Student, Practice Educator, On-Site Supervisor (if appropriate) and HEI Tutor.

Issues to be considered:

- The feedback will be shared with the University Quality Assurance Panel and Placements Manager in the first instance.
- Should we share the information wider than that the PE will be informed of our intention to do so.
- All forms will be managed by the Placements Manager and held in an electronic secure location.

Thank you for taking the time to complete this questionnaire.

Please complete this and return it to by

Please use the scoring (1= unsatisfied – 5= extremely satisfied) to provide an initial indication of your feedback and then the free text section to expand on any points.

The feedback will be shared with the University Quality Assurance Panel and Placements Manager in the first instance. Should we share the information wider than that then we will inform you of our intention to do so.

Placement Manager or equivalent

Please tell us the following:

Name of Practice Educator (PE):

Dates of Placement:

Name of Student:

Name of Placement/Team:

Name of Onsite Supervisor (OSS)

Name of Placement/Team:

70 / 100 days (please delete as appropriate)

Initial Information

Overall timeliness of pre-placement documentation	1 2 3 4 5
Clarity of information from university about placement timings	1 2 3 4 5
Clarity of information from university about the student (including learning needs)	1 2 3 4 5
Helpfulness of placement handbook	1 2 3 4 5

Please use this box to provide any additional information about the pre-placement information from university.

Practice Learning Agreement

Did the Practice Learning Agreement (PLA) meeting take place on time (within 4 weeks of start date?)	Yes <input type="radio"/> / No <input type="radio"/>
How helpful was the PLA meeting for identifying the practicalities of the placement?	1 2 3 4 5
If applicable, how clear were the roles and responsibilities of PE and OSS?	1 2 3 4 5
How helpful was the PLA meeting for identifying learning needs of the student?	1 2 3 4 5
How helpful was the PLA meeting in identifying how the placement would meet those needs?	1 2 3 4 5

Please use the box below to provide any additional information about the practice learning agreement arrangements.

Placement Learning

If applicable, did you have workload relief for having a student?	Yes <input type="radio"/> / No <input type="radio"/>
If applicable, how well did the arrangements with PE and OSS work?	1 2 3 4 5
How ready to learn was the student?	1 2 3 4 5
How helpful was the contact with the university placements manager?	1 2 3 4 5
How helpful was the contact with the academic representative from university?	1 2 3 4 5
How well were the views of people with experience of social work and their carers integrated into student learning?	1 2 3 4 5
Did the midpoint meeting take place on time?	Yes <input type="radio"/> / No <input type="radio"/>
How well did the midpoint meeting identify learning so far (linked to the PCF)?	1 2 3 4 5
How well did the midpoint meeting identify learning for the remainder of placement (linked to PCF)?	1 2 3 4 5
If applicable, how well were concerns about progress addressed in this meeting?	1 2 3 4 5
How well were you able to organise learning opportunities for the student?	1 2 3 4 5
How well did you provide opportunities for reflection with your student?	1 2 3 4 5
How well did the direct observations with you as the PE capture the students' capability?	1 2 3 4 5
How well did the direct observations with other professionals capture the students' capability?	1 2 3 4 5
How well were you supported by the university to have a student (i.e. information sessions, PE forums)?	1 2 3 4 5
How well were any specific learning or support needs of the student identified and recorded in the PLA managed during the placement	1 2 3 4 5
How well can you use the PE experience to provide evidence for your continuing professional development (for the regulator)?	1 2 3 4 5

Please use this box to expand on any of the above questions and provide any additional information about the placement provision and support from the university which does/could help your own development as a PE.

Action Planning (if applicable)

Was an action plan required for this placement?	Yes <input type="radio"/> / No <input type="radio"/>
How well did you understand the process for raising concerns?	1 2 3 4 5
How satisfied were you with the timeliness of the action plan meeting?	1 2 3 4 5
How well did the meeting identify the areas for development?	1 2 3 4 5
How well did the meeting identify clear targets for the student?	1 2 3 4 5
How well were the review arrangements communicated to all in the meeting?	1 2 3 4 5
How well did the review of the action plan go?	1 2 3 4 5
How well were you supported by the university with these difficulties?	1 2 3 4 5

Please use this box to provide any additional information about action plans (if applicable).

Assessment of Student

How well did you get the views of people with experience of social work and their carers in the assessment of the students' capability?	1 2 3 4 5
How well did you get the views of other professionals in your assessment of the students' capability?	1 2 3 4 5
How well did you get the views of the student in your assessment of their overall capability?	1 2 3 4 5
If applicable, how well did you get the views of the On Site Supervisor in your assessment of the students' overall capability?	1 2 3 4 5
How well did the university prepare you for completing your assessments of the student? (mid and end)	1 2 3 4 5
How well was feedback on the students' progress communicated throughout the placement?	1 2 3 4 5

Please use this box to provide any additional information about assessment of the student.

End of Placement

Did the student get all their evidence to you in time for completing the report? Yes / No

Were there any delays in completing the final assessment report? Yes / No

If applicable, how helpful was the university in making arrangements for extensions? 1 2 3 4 5

Would you take a student in the future? Yes / No

Would you take a student from this university in the future? Yes / No

Please use this box to provide any additional information about the end of placement arrangements.

[DOWNLOAD APPENDIX 7A](#)

QAPL Stage 7b: Feedback from Students

Appendix 7b

Student Quality Assurance of Practice Learning Feedback – Post Placement Form

Function:

The purpose of this document is to assess the quality of placement provision and inform future practice by obtaining and acting on feedback from students.

Key people:

Student, Practice Educator, On-Site Supervisor (if appropriate) and HEI Tutor.

Issues to be considered:

- Students should not be asked for this feedback before the final report has been completed.
- The feedback will be shared with the University Quality Assurance Panel and Placements Manager in the first instance.
- Should we share the information wider than that the student will be informed of our intention to do so.
- All forms will be managed by the Placements Manager and held in an electronic secure location

Thank you for taking the time to complete this questionnaire. The purpose of this document is to quality assure placement learning for social work students.

Please complete this and return it to by

Please use the scoring (1= unsatisfied – 5= extremely satisfied) to provide an initial indication of your feedback and then the free text section to expand on any points.

The feedback will be shared with the University Quality Assurance Panel and Placements Manager in the first instance. Should we share the information wider than that then we will inform you of our intention to do so.

Placement Manager or equivalent

Please tell us the following:

Name of Student:

Dates of Placement:

Name of Practice Educator (PE):

Name of Onsite Supervisor (OSS) if applicable:

Name of Placement/Team:

70 / 100 days (please delete as appropriate)

Initial Information

Overall timeliness of pre-placement documentation	1 2 3 4 5
Clarity of information from university about placement timings	1 2 3 4 5
Clarity of information from university about the placement	1 2 3 4 5
Helpfulness of placement handbook	1 2 3 4 5

Please use this box to provide any additional information about the pre-placement information from university.

Practice Learning Agreement

Did the Practice Learning Agreement (PLA) meeting take place on time (within 4 weeks of start date)?	Yes <input type="radio"/> / No <input type="radio"/>
How helpful was the PLA meeting for identifying the practicalities of the placement?	1 2 3 4 5
If applicable, how clear were the roles and responsibilities of PE and OSS?	1 2 3 4 5
How clear was the role of your university representative at this meeting?	1 2 3 4 5
How helpful was the PLA meeting for identifying your learning and any additional needs?	1 2 3 4 5
How helpful was the PLA meeting in identifying how the placement would help to meet those needs?	1 2 3 4 5

Please use this box to provide any additional information about the practice learning agreement arrangements.

Placement Learning

If applicable, how well did the arrangements with PE and OSS work? 1 2 3 4 5

How well were the views of people with experience of social work and their cares integrated into your learning? 1 2 3 4 5

Did the midpoint meeting take place on time? Yes / No

How well did the midpoint meeting identify your learning at this point (linked to the PCF) 1 2 3 4 5

How well did the midpoint meeting identify learning for the remainder of placement (linked to PCF). 1 2 3 4 5

If applicable, how well were concerns about progress addressed in this meeting? 1 2 3 4 5

How happy were you with the learning opportunities provided in this placement? 1 2 3 4 5

How happy were you with the opportunities for reflection on this placement? 1 2 3 4 5

How well did the direct observations help your placement learning? 1 2 3 4 5

How well were you supported by your academic representative from the university on this placement? 1 2 3 4 5

How well were any specific learning or support needs identified and recorded in the PLA managed during the placement? 1 2 3 4 5

How happy were you with the timescales that your PE returned work to you? 1 2 3 4 5

Was it clear to you what was being assessed on placement? Yes / No

How well was feedback on your progress communicated to you throughout the placement? 1 2 3 4 5

Did you raise concerns about the placement learning opportunities? Yes / No

If yes, how well were those concerns responded to? 1 2 3 4 5

Please use this box to provide any additional information about the placement provision and assessment process e.g. what aspects of learning did you find most helpful?

Action Planning (if applicable)

Was an action plan required for this placement?	Yes <input type="radio"/> / No <input type="radio"/>
How satisfied were you with the timeliness of the action plan meeting?	1 2 3 4 5
How well did the meeting identify the areas for development?	1 2 3 4 5
How well did the meeting identify clear targets for you?	1 2 3 4 5
How well were the review arrangements communicated to you?	1 2 3 4 5
How well did the review of the action plan go?	1 2 3 4 5

Please use this box to provide any additional information about action plans (if applicable).

Assessment of Student

How well were the views of people with experience of social work and their carers incorporated into your overall assessment?	1 2 3 4 5
How well were the views of other professionals incorporated into your overall assessment?	1 2 3 4 5
How well were your views incorporated into your overall assessment?	1 2 3 4 5
If applicable, how well were the views of your onsite supervisor incorporated into your overall assessment?	1 2 3 4 5
How well did the assessment provide a fair picture of your capability?	1 2 3 4 5
How well was feedback on your progress communicated to you throughout the placement?	1 2 3 4 5

Please use this box to provide any additional information about your experiences of assessment.

End of Placement

Did you provide your PE with evidence in time for them to write the report? Yes / No

Were there any delays in the final assessment report being completed? Yes / No

If applicable, how helpful was the university in making arrangements for extensions? 1 2 3 4 5

Would you recommend this PE for future students? Yes / No

Would you recommend this placement for future students? Yes / No

Please use this box to provide any additional information about the end of placement arrangements.

Statutory Placements only

How would you rate your practice placement experience overall (*please tick*)

Unsatisfactory

Satisfactory

Good

Excellent

[DOWNLOAD APPENDIX 7B](#)

QAPL Stage 8: Practice Panels Best Practice Recommendations

Appendix 8

Function:

These recommendations relate to practice panel policies. Practice Panels meet for routine quality assurance of portfolios/reports, and may also be called to address particular placement-related issues as needed.

Key people:

Practice panel policies are completed by HEI representatives, with input from agencies and people with lived experience of social work.

Issues relating to this stage which may need to be addressed:

- Practice panel policies may need to be adapted in response to local needs and feedback from those who attend meetings.
- Aspects of confidentiality and sharing information need to be considered and the way information is used, and who has access to it should be explicit and transparent.

Purpose of panel

Universities use panels for a variety of reasons, including to:

- Quality assure and moderate placement reports / portfolios.
- Make recommendations around student practice, including action plans and failing placements.
- Address other placement related issues, including reviewing provider audits / placement offering forms and making recommendations in relation to practice educators. Also a good opportunity to review the practice learning documents and gain views on how these could be developed/improved.
- Related purposes, such as ASYE portfolios.

Regular panels may meet at the end of each placement round, though some universities also require panels to meet at the midpoint. Some panels also meet on an ad-hoc basis, where specific issues are to be discussed.

Using a panel ensures transparency and fairness for everyone involved in placements, including students, placement providers and, ultimately, people who use social work services. It provides support for university staff who may otherwise be expected to make unilateral decisions.

Composition of panel

It is recommended that panels include representatives from all those with a stake in placements, particularly the following groups:

- People with lived experience (paid for their time). This ensures that people who use social work services are central to our decision making, which fits with both social work ethics and the expectations of the regulator.
- University staff.
- Practice educators / local authority representatives (e.g. Practice Educator Consultants). This is also a good developmental opportunity for both trainee and qualified practice educators, and universities may choose to provide CPD certificates for practice educators.

While it wouldn't be appropriate to have students present for the entire panel, it may be useful to have a student representative attend for summarised report / portfolio feedback and to give a student perspective.

Where a panel is called for a student who is struggling on placement, it would be helpful to have people on the panel who have lived experience of the individuals' particular needs or characteristics, or a separate advisory panel for this purpose. Such a representative / advisory panel would potentially be in a better position e.g. look in depth at any barriers to learning or consider possible adaptations that can be made.

All those on the panel have equal status; where needed, some participants may need support to ensure that they can fully participate. Panels may be chaired by university staff, local authority representatives, or an independent person.

Quality Assurance of Portfolios & Reports

Where final reports and portfolios have already been seen by a member of the university, it may be that only a percentage come to the panel for quality assurance. Likewise, where students submit a large portfolio, panels may only be required to check selected parts of the portfolio.

It should be noted that practice educators are trained to the Practice Education Professional Standards (or equivalent) and adhere to regulator standards as registered social workers. The default expectation is that they have the capability and integrity to be able to check student evidence and to complete their own work to the required standard, so university members and the panel do not ordinarily need to review the primary evidence of the students practice on placement.

Where reports are reviewed anonymously, PE's should be aware that their own reports may be amongst those reviewed by the panel.

Disseminating the Panel Findings

It may be useful for panel findings to be used in the following ways:

- Shared in Board of Examiners/Board of Study meetings at university, and / or report provided to External Examiner.
- The university should make a report of panel findings available to university tutors, placement providers, practice educators and students, to allow them to see the summarised (anonymised) feedback relating to portfolios and reports.
- Inform university tutor, practice educator and student training.
- Used for research, with a view to further improving practice.
- Outcomes held within University internal QA processes – e.g. programme review.

Good Practice in Panels

Respondents of the BASW 'Quality Assurance in Practice Panels' survey were asked to consider anything else which may inform good practice in panels. Examples included:

- Clear terms of reference, to include transparency of process and participation, and ensuring that there are no conflicts of interest.
- Confidentiality of student names, except where a panel is called to address a specific issue rather than for routine quality assurance.
- Use the panel as a place to develop and share good practice and good practice guidance e.g. around failing placements.
- Ensure buy-in from senior stakeholders (both within the university and placement providers). Guidance and decisions made by the panel should be shared at a senior level, and it may be useful for senior staff to attend the panel.

While one respondent suggested that it would be useful to have uniform processes between universities, this can be difficult to accomplish as universities and geographical areas can be impacted by quite a variety of factors which make this difficult to achieve. It is hoped, however, that this overview may provide universities with an insight into how they might adapt their panel if needed.

The 'People with Lived Experience' panel review of the documentation highlighted the following good practice around ensuring accessibility of panel meetings:

- Ensure that documents are circulated in advance, to accommodate any attendees with disabilities or who are less familiar with the paperwork.
- Condense paperwork where possible and, rather than screening out people with lived experience who have a degree of learning disability, give support to understand the nature and content of the paperwork – for example with a pre-meeting.
- Password protection can pose an issue for some types of technology. Screen readers can falsely identify the individual as a robot, and screen readers do not read out punctuation or capital letters. Where individuals use technology, check what would help them to access the documents more easily.

[DOWNLOAD APPENDIX 8](#)

QAPL Stage 9: HEI and Partners placement evaluation review integrated into HEI QA processes

Appendix 9

Function:

Template regarding the collection and evaluation of the information and feedback provided by all parties about the quality and quantity of practice placements across the Programme/Partnership in order to feed this into the appropriate HEI and Programme Partnership QA and planning processes.

Key people:

All appropriate Programme and Partnership staff, student and Practice Educator representatives.

Issues relating to this Stage which need to be addressed:

- Where will the completed template be kept and who will have access to it?
- How are the outcomes from previous Reviews considered?
- When and how is the data regarding placements this current academic year collated and considered and how are actions taken forward?

Programme should have post placement systems for collecting and evaluating the information about the placement provided by all parties and processes for feeding this into the appropriate HEI and Programme Partnership QA and planning procedures.

These processes will vary across programmes and HEIs depending on the existing QA structures. These may include: Programme Committee meetings, Annual Reviews, Module Review, Partnership meetings etc.

Types of data to be collected, evaluated and fed into forums responsible for Programme and Partnership Quality Assurance.

1	Data regarding the number of placements provided, the range of organisations, number of students.
2	Data regarding the number of students not placed within the normal time-span.
3	Data for Regional Forums regarding the supply, demand and quality of practice placements.
4	Feedback from the Practice Assessment Panel regarding: <ul style="list-style-type: none"> a. The Quality of the learning opportunities provided by placements. b. The Quality of the evidence provided by the Practice Educators. c. Feedback from people with lived experience of social work. d. Recommendations for training opportunities, CPD for all involved. e. Recommendations regarding the future use of specific practice settings. f. Recommendations regarding the future use of specific Practice Educators/On-Site Supervisors.
5	Feedback from students and the processes used to obtain the feedback.
6	Feedback on the adequacy of the processes designed to deal with placement difficulties.
7	Feedback from Practice Educators/On-Site Supervisors about the support, resources and workload relief provided by their organisations and HEIs.
8	Feedback from External Examiners and Examination Committees regarding the quality of Placement reports, assessment of students and student achievements.

[**DOWNLOAD APPENDIX 9**](#)

QAPL Stage 10: Consideration at Regional level about the quality and sufficiency of placements and practice educator training support and recruitment

Appendix 10

Function:

To provide a framework for Regional Partnership Groups to collate and evaluate the information from Social Work Programmes/Partnerships in their Region in order to determine the adequacy of the quality and quantity of Social Work Placements in the Region, consider ways of addressing any deficits and identify training/educational needs of those involved in providing Placements.

Key people:

Programme Leaders, Placement planners, Practice Educators, Student representatives,

Issues relating to this Stage which need to be addressed:

- Where will the completed template be kept, who owns it and who will have access to it?
- How can Regional Groups develop strategies to enhance the quality and quantity of practice placements in the Region?
- How effective can Regional Groups be, given the competitive nature of social work recruitment?

Information provided at Regional level regarding Practice Placements and recent quality assurance outcomes.

1	Pattern of Student Placements across the year.
2	Student numbers.
3	Breakdown of organisations providing placements (Vol, Ind, Private, Statutory).
4	Issues identified by the Programme/Partnership Quality Assurance processes regarding the quality and quantity of student placements.

Information from Programmes/Partnerships regarding Practice Educator training, support and recruitment.

1	Summary of routes overseen by the Programme/Partnership which led to Practice Educator accreditation.
2	Numbers and level (PEPS 1+2) of Practice Educators accredited during the past year.
3	Summary of initiatives and CPD opportunities to promote and support practice education and on-site supervision.
4	Feedback on networks and support provided to independent practice educators.
5	Issues identified by the Programme/Partnership Quality Assurance processes regarding the quality of practice educators during the past year.

Identification of concerns, issues and dissemination of good practice in relation to the quality and quantity of placements in the Region and proposals for regional initiatives to address and disseminate these.

[DOWNLOAD APPENDIX 10](#)

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- Susan Rutter, Independent Social Worker
- Wayne Reid, BASW England Professional Officer, Social Worker & Anti-racism Visionary

Endorsements

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