BSc (Hons) Social Work and MSc Social Work
Practice Placement Handbook

For Practice Placement Educators and Co-ordinators
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Introduction

Practice placements are an integral part of the social work programmes at the University of Lincoln. These are developed and audited in line with guidance provided by the College of Social Work and the Health and Care Professions Council.

The University has a Placement Learning Policy that sets out the University’s approach to approving and managing placement learning elements of programmes setting out the need for the production of agreements, handbooks and statements. There is also a University Work Based Learning Policy that informs the validation process for the social work programmes.

This handbook outlines the standards and processes that are in place to manage practice placements.

The School of Health and Social Care has a dedicated Practice Placement Team for Social Work which works closely with students and partner organisations to ensure high quality placements are developed and maintained. Should you have any queries about the content of this handbook or practice placements in general please do not hesitate to contact any member of the team.

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The University works in partnership with a range of different agencies in the region, including local authorities, voluntary organisations and not for profit organisations. Formal arrangements for partnership working are outlined in partnership agreements with each agency.

The University chairs and facilitates a quarterly Social Work Partnership Education Group (SWPEG) that brings together all key partner agencies to provide a professional forum to support and ensure the development, planning, delivery, monitoring and evaluation of high quality social work education and training in the locality (terms of reference appendix 1).

The University also chairs and facilitates a Senior Management Education Group (SMEG) (Terms of reference appendix 2)

In addition the University is also a member of the East Midlands Social Work Network and the Humber Region Teaching Partnership (part of the Yorkshire and Humberside Social Work Network). Both the Network and the partnership facilitate joint working between agencies and universities involved in social work practice education.

The University Practice Placement Team plays an important role in ensuring joint working between placement agencies and the social work programmes, for example, through facilitating agency involvement in assessing students’ readiness for practice, facilitating a practice learning forum and running practice educator support groups.
Section Two: Model of Practice Learning

Practice learning is integral to the social work programmes and there are 200 days of learning which are specifically dedicated to practice learning. These days are divided into three blocks, as recommended by The College of Social Work 2012:

Practice Skills Development (30 days)
There are 30 practice skills development days embedded in each of the social work programmes. In all of the Social Work programmes a significant number of these skills development days will take place prior to first placement, (BSc 24 days) (MSc 20 days). The aim of these days are to prepare students for their first practice placement and to ensure they have reached the Readiness for Practice Capabilities, as defined by The British Association of Social Workers (BASW) 2018. Students will also be required to evidence that they have met the standards defined by the HCPC Guidance on conduct and ethics for students. Within all programmes the remainder of the Skills development days will be used to support students in their advancement towards final practice.

First Practice Placement/Assessed Practice 1 (70 days)
For our BSc students this placement will take place in their second year of study. For our MSc students this will take place in the second term of their first year of study. During this placement students will be assessed against the End of First Placement Capabilities, as defined by BASW 2018. Students are also required to evidence that they can meet the standards defined by the HCPC Guidance on conduct and ethics for students.

Final Practice Placement/Assessed Practice 2 (100 days)
For our BSc students this placement will take place in their third year of study. For our MSc Students this will take place in the second term of their final year of study. During this placement students will be assessed against the Qualifying Social Worker Level Capabilities, as defined by BASW 2018. Students are also required to evidence that they can meet the standards defined by the HCPC Guidance on conduct and ethics for students.

Throughout all levels students will be working towards the HCPC Standards of Proficiency for Social Workers as they are expected to meet these as a Qualified Social Worker.
Section Three: Placement Criteria for First and Final Practice

Practice learning takes place in a wide range of practice settings and with a variety of service user groups. This enables students to develop generic practice skills and to recognise the importance of working with individuals within their family and wider systems (i.e. it acknowledges a ‘Think Family’ perspective). Students are required to have a different experience in their first and final practice placements and will undertake each placement in a different practice environment. The different practice environments will reflect the nature of modern social work practice, and the range of practice settings within the social work profession. Providing a range of different placement experiences enables the University to match placements with learners’ specific needs where possible, whilst also taking into account students previous work experience. This is in line with TCSW’s recommended Practice Learning Guidance: Overview of new arrangements for practice learning 2012, SET 5 of The HCPC Standards of Education and training guidance 2012, and the University’s Mission Statement: A Manifesto for a new Social Work (see appendix 3).

First Placement:

As stated above students in first placement will be assessed against the End of First Placement Capabilities as defined by BASW 2018 and the HCPC Guidance on conduct and ethics for students 2016. Placement providers will therefore need to ensure that they can provide sufficient learning opportunities for the assessment of these criteria. Currently the majority of first placements will take place in the Voluntary, Independent and Private sector who provide excellent learning opportunities to our students, and also allows the University to fully embrace the broader conceptualisation of the definition of social work. The use of these organisations for first placements also facilitates the University to adhere to the local partnership agreement of reserving placements that allow students to undertake statutory interventions, to include all settings where ‘formal assessment of risk and safeguarding takes place’ (TCSW, 2012) for final placement (see final placement section, page 7).

Access to the recommended learning opportunities should be on the basis that our students are working under the supervision of an appropriately experienced and qualified Practice Educator/Supervisor who can provide the following:

- Offer a Pre-Placement Interview to the student
- A Placement that will prepare students for the statutory aspects of a Social Worker’s role
- Provide a suitable induction for the student at the beginning of the practice placement
- Provide appropriate learning opportunities for the student
- 1.5 hours supervision per week (this responsibility may be shared between the On-Site Supervisor and the Off-Site Practice Educator, where applicable)
- 3 formal direct observations of the student in direct practice
- Attendance at relevant training provided by the University
- Attendance at the University placement briefing (this takes place immediately prior to the placement period)
- Attendance at the Learning Agreement Meeting and the Mid-Point review
- Attendance at a ‘Concerns Meeting’ should the situation arise
- A mid-point and final report
They must also meet the Practice Educator Requirements:

The person who is identified to support, assess and supervise the student is required to meet a number of standards. These are defined in the ‘Practice Educator Professional Standards’ (PEPS) (TCSW 2012) and SET 5 of the HCPC 2012. These standards tell us that a student must be:

- Supported by a qualified social worker who has met Stage 1 or 2 of the PEP’s or is ‘working towards’ Stage 1 or 2 of the PEP’s with the appropriate mentor support. (Working towards means being actively engaged in PE 1 or PE 2 training).

Or

- An On-Site Supervisor who has undertaken appropriate training and is assessed as working towards Stage 1 of the PEP’s training (currently the University of Lincoln 4 day ‘Introduction to PE’ course or equivalent) in combination with an Off-site Practice Educator, who has met Stage 2 of the PEP’s.

Please note that Practice Educators who are classed as ‘working towards’ must have a mentor who is Stage 2 accredited. Please see the Mentor section below for further information.

**Final Placement:**

As stated above students in final placement will be assessed against the [Qualifying Social Worker Level Capabilities](https://www.basw.co.uk) as defined by BASW 2018 and the [HCPC Guidance on conduct and ethics for students 2012](https://www.hcpc-uk.co.uk). Placement providers will therefore need to ensure that they can provide sufficient learning opportunities for the assessment of these criteria. Final placements need to be in an organisation that employs qualified and registered social workers, in posts that require social workers (this latter point will be decided on a placement by placement basis). Final placements must also allow students to be prepared for statutory social work, and this should be defined by ‘the tasks undertaken by the students on placement, rather than the setting’ (TCSW 2012). In order to facilitate this criteria TCSW suggest that final placement must prepare students for the statutory aspects of a social worker’s role by offering them opportunities to demonstrate engagement with:

Formal assessment processes (observation, gathering of information, analysis, reporting, use of evidence base, development of clear recommendations) to include:

- formal processes considering risk and/or safeguarding for child protection, for practice in mental health or with vulnerable adults (PCF 7, 8)
- opportunities to reflect on, discuss and analyse appropriate use of authority (PCF 7, 6)
- Application and understanding of legal frameworks relevant for social work practice (PCF 5, 8)
- Organisational policies and decisions and their impact on service delivery to service users (PCF 8)
- The demands of a high pressured environment, where time and competing interests have to be managed effectively (PCF 1)
- Multiagency working, including planning interventions with other agencies, and analysing and managing tensions (PCF 7, 8)
- Presentation of outcomes of formal assessment processes, including analysis of risk/recommendations in line with organisational policy /procedure at, e.g. panels/meetings/courts. (PCF 6, 7, 8)
- Use of formal agency recording for assessment/risk. (PCF 1)

Access to the recommended learning opportunities should be on the basis that our students are working under the supervision of an appropriately experienced and qualified Practice Educator/Supervisor who can provide the following:

- Offer a Pre-Placement Interview to the student
- A Placement that will prepare students for the statutory aspects of a Social Worker’s role
- Provide a suitable induction for the student at the beginning of the practice placement
- Provide appropriate learning opportunities for the student
- 1.5 hours supervision per week (this responsibility may be shared between the On-Site Supervisor and the Off Site Practice Educator, where applicable)
- 4 formal direct observations of the student in direct practice
- Attendance at relevant training provided by the University
- Attendance at the University placement briefing (this takes place immediately prior to the placement period)
- Attendance at the Learning Agreement Meeting and the Mid-Point review
- Attendance at a ‘Concerns Meeting’ should the situation arise
- A mid-point and final report.

They must also meet the practice educator requirements:

- Students must be supported and assessed by a qualified and registered social worker, who has been accredited as reaching ‘Stage 2’ of the Practice Educator Professional Standards or who is engaged in training and is working towards ‘Stage 2’ with the appropriate mentor support (working towards means being actively engaged in PE1 or PE2 training).

Or

- Student must be supported and assessed by an ‘On-Site Supervisor’ who is a registered and qualified social worker, and has undertaken relevant training (currently the University of Lincoln 4 day ‘Introduction to PE’ course or equivalent) in conjunction with an Off- Site PE, who has been accredited as reaching ‘Stage 2’ of the Practice Educator Professional Standards (or is engaged in training and working towards Stage 2)

Please note that Practice Educators who are classed as ‘working towards’ must have a mentor who is Stage 2 accredited. Please see the Mentor section below for further information.
Mentoring

Mentoring requirements for PE's undertaking PE1 (also known as Stage 1) training, with any level of student placement:

Must have a mentor who is Stage 2 accredited. The mentor is required to:

- Meet with the practice educator to undertake the required observation, and at the same time offers feedback and any required support and guidance
- Meet with the practice educator immediately prior to the midpoint review. The aim of this meeting being to support the practice educator with their Placement of the student at this point in the placement and to ensure that the recommendation that is being made by the practice educator is reasonable
- Meet with the practice educator at the end of the placement, to look at the practice educators’ final assessment of the student and to countersign the report

Mentoring requirements for PE's undertaking PE 2 (also known as Stage 2) training, with any level of student placement.

Must have a mentor who is Stage 2 accredited. The mentor is required to:

- meet with the practice educator to undertake the required observation, and at the same time offers feedback and any required support and guidance

In addition is recommended that the practice educator attends one of the offered support groups and any other relevant training.

Although this handbook provides an overview of the requirements of a practice placement, more detailed information about the practice requirements, the roles of people involved in practice placements and the practice requirements of students will be available in the Practice Learning Handbook, which will be provided immediately prior to the placement period commencing.
As stated above, all Practice Educators are required to meet the Practice Educator Professional Standards (PEPS). The PEPS set out requirements for Practice Educators in two stages:

**Stage 1**

Practice Educators who have achieved Stage 1 will be able to supervise, teach and assess first practice social work students and will be able to contribute to the final placement but not take full responsibility for assessment.

Practice Educators who have completed the Enabling Others module (or equivalent) are considered to have a Stage 1 qualification (as long as they fulfil the additional criteria outlined below).

**Stage 2**

Practice Educators who have achieved Stage 2 will be able to supervise, teach and assess all social work degree students including those completing their final placements. Independent Practice Educators have to achieve Stage 2 in order to supervise, teach and assess both first placement and second placement students.

Practice Educators who are holders of the Practice Teacher Award or the PQ Higher Specialist Practice Education Award are considered to have a Stage 2 qualification (as long as they fulfil the additional requirements outlined below).

In order to achieve the Standards, Practice Educators will also need to show that they:

- Are qualified and registered social workers (or equivalent for Stage 1 candidates)
- Have three years relevant work experience for Stage 2 and two years for Stage 1 (including two years post qualifying experience)
- Have recent direct experience of practice education (normally Practice Educators will need to have taken full responsibility for a social work student in the last two years)
- Have retained and developed their skills, knowledge and value base

**Existing Practice Educators:**

All existing practice educators who do not hold one of the above practice educator qualifications are required to complete a self-evaluation form (appendix 4) and to provide evidence that they meet the PEPS. The self evaluation form and evidence is assessed by the Practice Educator Accreditation Panel (PEAP). This panel is made up of representatives of the University of Lincoln, Lincolnshire County Council and other partner organisations (Terms of Reference appendix 5).

**All Practice Educators:**

All Practice Educators who do not yet meet the PEPS are able to undertake further training and assessment via two different routes. The University provides Practice Education 1 and Practice Education 2 as part of the MSc Advanced Professional Practice in Social Work which enable candidates to evidence Stage 1 and Stage 2 respectively. An alternative, locally endorsed
qualification, the Lincolnshire Practice Educator Certificate, enables candidates to complete a portfolio to evidence that they have met the Standards.

The PEPS Panel will continue to meet to ensure that all Practice Educators continue to meet the required Standards. On-going workshops, support groups and specialist post graduate modules are available locally to enable Practice Educators to continue their professional development.

**Practice Educator Register:**
The University hold a Practice Educator register which keeps a record of Practice Educators used by the University. This allows the University to monitor:

- HCPC Registration
- Qualifications and experience
- Date reviewed by PEAP
- Their currency review date

For those practice educators acting as independent off-site practice educators this register allows us to monitor the additional information:

- DBS
- Personal indemnity insurance

‘Currency’ as defined by the PEPS is monitored every two years, by the process of a currency reassessment form (appendix 6). The completed currency forms are reviewed by the PEAP.

**On-Site Supervisors:**
As per recommendation of TCSW PEPS all on-site supervisors supporting students from the University of Lincoln need to demonstrate that they are working towards Stage 1 of the Practice Educator Professional Standards. The University of Lincoln offers a 4 day Introduction to Practice Education programme that enables on-site supervisors to meet this standard.

**Support to Practice Placement Providers:**
Practice educators and on-site supervisors will be supported in their role and development by the University in a number of ways, as outlined below:

- Placement briefings
- The allocation of a University Contact Tutor during the placement period
- On-going educational workshops
- Practice Educator/On-Site Supervisor support groups
- The support of a dedicated Practice Placement team
- Regular publication of a Practice Placement newsletter
Section Five: Developing and Approving Placements

The development and approval of Practice Placements is undertaken by the Practice Placement Team. The team comprises of a Placement Coordinator, Placement Development Worker and a dedicated Administrator.

To ensure there are enough placements to meet the needs of the students on the social work programs, the placement team have the responsibility to work with partner organisations to ensure that prospective placements are identified and approved in line with the requirements of TCSW Practice learning Guidance, Placement criteria 2012, TCSW, Professional Capabilities Framework 2018 and the HCPC guidance 2012.

All potential placements are visited by a member of the placement team or a placement coordinator from a partner organisation. The purpose of this visit is to:

- Find out about the organisation
- Explore the nature of the work undertaken with service users within the organisation
- Ensure the work available will enable the student to be assessed against the required standards as defined by the PCF and the HCPC
- Discuss and decide whether the setting can provide a first or final placement in line with the requirements (TCSW Practice learning Guidance, Placement criteria 2012, TCSW, Professional Capabilities Framework 2018 and the HCPC guidance 2012)
- Ensure that there are personnel within the organisation who can appropriately support the student in line with the required Practice Educator Standards (TCSW, Practice Educators Professional Standards for Social Work, 2012)
- Ensure that the team as a whole are willing and able to support a student
- Find out information about access and facilities available to meet a range of students needs, including the scope for reasonable adjustment
- Ensure that appropriate health and safety policies are in place
- Provide the organisation about the expectations of placements, the process for auditing and the supports available to them
- Discuss information about the financial resourcing of the placement to include information about the ‘daily placement fee’ and costs incurred by the student whilst on agency business.

Following this visit, should it be agreed that the organisation would be suitable to support social work students in their training, then the placement will undergo a formal QAPL Practice Placement Audit and a Health and Safety Audit (appendix 7) in line with HCPC requirements. These audits are undertaken with all placements that proceed to taking students (TCSW, QAPL 2nd edn 2012) and a record of these audits are stored on a data base within the university.

Where developmental needs are identified within the placement, staff will be invited to attend appropriate training and briefing sessions to ensure they meet the Practice Educator Standards (TCSW, Practice Educators Professional Standards for Social Work, 2012). This training is provided by the University of Lincoln.
**Quality Assurance Arrangements:**

Quality assurance processes are in place to approve and to monitor all placements. Currently, the tools that are used are those that form part of the ‘Quality Assurance in Practice Learning’ (QAPL) framework (TCSW 2012) along with the criteria provided in SET 5 of the HCPC guidance, and University generated tools.

There are five documents that are completed and which feed into the annual quality assurance process following a student placement. These are:

- The QAPL practice placement audit form
- The Health and Safety Audit form
- The QAPL practice placement feedback form for practice educators/practice supervisors
- The QAPL student practice placement feedback form
- The Action Plan document (Appendix 8) (if required)

QAPL forms are an essential part of placement quality assurance. Submission of the student QAPL feedback form coincides with the submission date for the practice portfolio and is a mandatory process for students, practice educators, on-site supervisors and contact tutors. All placement audit forms and feedback forms are reviewed by the Placement Management Team, where the audits are positive, these are shared with all relevant parties, however where there are identified issues in the quality of placement provision, these are addressed in a number of ways:

- Placement visits
- Action Plans
- Discussed and shared with the appropriate party (Students/ University Staff/practice educators/on-site supervisors/placement co-ordinators)
- Contact Tutor feedback

**Audits:**

The placement team review each QAPL Audit individually and record receipt via a spread sheet and an access database. The QAPL audit and the Health & Safety audits are reviewed yearly and are stored by organisation.

**QAPL Evaluations:**

The QAPL evaluations are tracked via a spread sheet and a database. On receipt of the evaluations they are sent on to the contact tutor linked to the student, the tutor is invited to comment on the feedback given. These forms are then returned to the placement team and are recorded onto an access database, which can produce reports as a collective per each student cohort, from these reports an exception report is produced which details any negative feedback. The completed QAPL forms are then returned to placement co-ordinators and placement staff with the contact tutor comment. If there are specific concerns about any aspect of the quality of the placement, a review meeting is held with relevant staff within the placement and with the agency training co-ordinator, if applicable. Areas for improvement are detailed, and an action plan and timescale agreed. The placement is then reaudited using the placement audit form. It may be decided that the placement is not suitable for use by social work students or it may be decided that the placement is not suitable for final practice placements.

In addition, the Practice Quality Assurance Panel (PQAP) reviews a sample of students’ practice portfolios, and particularly the Practice Educator’s final assessment reports. This review process
and recommendations made by the Practice Assurance Panel feeds into any quality assurance follow up procedures and meetings.

On-going quality assurance to maintain placement approvals will take place on an annual basis. This will occur in line with (TCSW, QAPL 2nd edn 2012).
Section Six: Allocation of Practice Placements

The practice placement team has a clear structured procedure for the allocation of student practice placements. Wherever possible students preferred choice of placement setting is taken into consideration, however due to the complexity of placement matching and the specifics of the requirements set out by TCSW and the HCPC this is not always possible.

Placements are allocated with regard to equal opportunities and where a student has a specific disability with their permission this will be taken into consideration in the placement matching process.

Practice Placement Allocation Procedure:

1. Practice Placement team brief students on the placement allocation process and provide guidance on the completion of the placement application form (appendix 9)
2. Students are offered 1 to 1 appointments with the practice placement team to consider their specific placement options.
3. Students submit their placement application forms about 4-5 months before the start of the placement via Blackboard (the University’s virtual learning environment)
4. In order to promote a safe and supportive learning experience, students are asked to identify any health needs or any responsibilities they have such as a carer of children or of vulnerable adults.
5. Placement applications are reviewed by the Practice Placement Team
6. Student applications are then shared securely with appropriate placement providers
7. On receipt of the applications, placement providers are asked to review them and invite students in for a pre-placement meeting; alternatively they may return the application to the practice placement team if they regard the student as not suitable for that particular placement.
8. Following the pre-placement meeting the placement provider will contact the student to let them know if they have been successful or not. Where students are not successful we ask that feedback be given to the placement team and the student.
9. If the organisation is happy to offer the student a placement, we would ask that they complete a confirmation form (appendix 10), which confirms the placement and identifies the Practice Educator and/or On-Site Supervisor. Where the organisation requires an Off-Site Practice Educator and need the University’s help in identifying one this will be done at this stage.
10. Shortly prior to the placement commencing a University Contact Tutor will be allocated to the placement. The student will be responsible for notifying you who this is at the commencement of the placement.

Student wellbeing services (the university’s disability support service):
If a student shares that they have a specific disability and gives permission for this to be shared with the placement provider, the practice placement team will inform any prospective placements by way of the students learning support plan. The wellbeing service is available to all students and the team are available to discuss any questions or concerns with students and placements at any point in the placement process. Where students have a learning support plan in place the placement team may arrange a meeting with the student and a representative from the wellbeing service to discuss placement needs and what reasonable adjustments are required. Students do not have to disclose or share their learning support plan with the placement team or the provider of the placement, but they are strongly encouraged to do so.
Section Seven: Finance

Daily Placement Fee:

All organisations providing a placement will be entitled to the ‘Daily Placement Fee’ (DPF). This is a fund provided by the Department of Health to support Social Work training. The DPF per student is set at £20 a day, for all placements (This fee is subject to change as the department of health set the fee and review this yearly). The DPF will be paid at the end of the placement period and is organised by the College Finance Clerk, Vicky Naylor who can be contacted at vnaylor@lincoln.ac.uk. Where an organisation requires an Off-site Practice Educator; the DPF will in part be used to pay the Off-site Practice Educators fees. This will be the responsibility of the placement organisation.

Please note: This Daily Placement fee is subject to change at short notice.

Student Expenses:

Some students receive a bursary funded by the NHS business services authority. The purpose of this contribution is towards the student’s placement travel expenses from their term time address to the placement agency. It is expected that students will fund their travel to and from their placement location, whilst the agency offering the student a placement will contribute towards the travel costs incurred while carrying out their placement duties.
Social Work Partnership Education Group: Proposed Terms of Reference

**Purpose:** To provide a professional forum to support and ensure the development, planning, delivery, monitoring and evaluation of high quality social work education and training in the locality.

**Terms of Reference:**

1. To discuss programme issues and developments of the social work qualification Programmes, including:
   - Design and delivery of the curriculum for social work education
     - Discussion and monitoring of the social work programmes
     - Selection and Admissions of potential student
     - Student feedback/module evaluations
   - Feedback and issues re practice placements, including:
     - Provision and development of practice placements/practice educators
     - Practice Educator (PE) recruitment and development
     - PE training plan and on-going development
     - Feedback from Practice Team/
     - Quality Assurance for Practice Learning (QAPL)

2. To discuss the professional development of social workers, including:
   - Assessed and Supported Year in Employment (ASYE) training and development
   - Continuing Professional Development (CPD)

3. To discuss and support relevant initiatives and models of good practice
Appendix 2

Social Work Education: Proposed Programme Management Structure (Draft)

1. Senior Managers Social Work Education Group (SMEG)

Purpose: Review strategic direction and responses in relation to the development of qualifying and post qualifying social work education and training in the region.

Tasks / Terms of Reference
- Preparation/review of the University business plan ‘to make sure that the programme is secure within the education provider, is not under any threat, and has enough support (HCPC 2009: 16)\(^1\)
- Partnership arrangements in the delivery of the Social Work Programmes (Memoranda of Cooperation and Teaching Organisation Status)
- Targets for recruitment and selection of students, including sponsorships to Qualifying Social Work programmes.
- Workforce planning, including supply and demand trends for qualifying and post qualifying Social Workers.
- Placements issues: standards, trends, supply and demand, Practice Educators.
- Teaching, learning and the social work curriculum developments.
- ASYE / CPD.
- Good Practice and Joint Initiatives
  - Research Activity and Projects
  - Secondments / Lecturer Practitioners / Joint Appointments
  - Creative opportunities
- Overview of minutes from SWPEG and responses.

2. Social Work Partnership Education Group (SWPEG)

Purpose: Discussion, monitoring, evaluation and development of social work education and training in the locality.

Tasks / Terms of Reference
- Programme issues and developments
- Selection and Admissions
- Design and Delivery of the Curriculum for social work education
- Feedback and Issues re: Practice placements
- Provision and development of practice placements/practice educators
  - Practice Educator recruitment and development.
  - PE training plan and ongoing development
  - Feedback from Practice Group
  - Student Feedback/module evaluations
  - QAPL
- ASYE training and development
- CPD
- Initiatives and models of Good Practice.

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QUALIFYING SOCIAL WORK AT THE UNIVERSITY OF LINCOLN
MISSION STATEMENT: A MANIFESTO FOR A NEW SOCIAL WORK

- The University of Lincoln embraces and upholds the current international definition of Social Work, which states that: “The social work profession promotes social change, problem-solving in human relationships and empowerment and liberation of people to enhance well-being. Utilising theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work” (International Association of Schools of Social Work and the International Federation of Social Workers, 2001, in BASW, 2002);

- Our University believes such a definition rightly and appropriately advances a far broader conceptualisation of social work that that being currently presented by the restrictive and limiting equation of “social work” with statutory social work practice functions within the UK landscape;

- Our University asserts that such statutory functions are historical and arbitrary constructs, whereby, for example, it is possible for an intervention in a situation of domestic violence to be seen as a statutory safeguarding duty if a child is present but not if there are no resident children or other adults defined as “vulnerable”. Statutory duties are frequently determined by economically and socially constructed eligibility thresholds and criteria. We therefore reject this false dichotomy between “statutory” and “non–statutory” functionality;

- Our University’s commitment to the internationalisation of our academic endeavour, to comparative enquiry, to criticality and to research – based, inter – professional praxis means that community social work, social pedagogy, relational social work, social care, community development, social action and statutory social work are all equally valid and valued expressions of Professional Social Work;

- Furthermore, our University seeks to enter a creative dynamic and equal partnership with stakeholders, including service users and carers, diverse interest groups, NGOs, students, registered practitioners, employers, other professions and Social Work’s professional and regulatory bodies to continually search for and re-imagine Social Work’s formations, potentialities and possibilities;

- Our University aims to be a centre of Social Work learning, training, research and development, forging a transformation of Richard Titmuss’s 1965 assertion that “.....whenever the British people have identified and investigated a social problem, there has been a national call for more social work and more trained social workers” into a new Social Work formation of practices best suited for addressing the global issues and challenges of the 21st century.
**Lincolnshire Practice Educator Self Evaluation Form**

*Please confirm the following documents have been included with your form:*

<table>
<thead>
<tr>
<th>Document</th>
<th>[ ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social work qualification</td>
<td></td>
</tr>
<tr>
<td>HCPC registration</td>
<td></td>
</tr>
<tr>
<td>Practice Educator qualification(s)</td>
<td></td>
</tr>
</tbody>
</table>

1. **Personal Details**

<table>
<thead>
<tr>
<th><strong>Name</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Work/Business Address</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Postcode</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Email</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Telephone</strong></td>
<td></td>
</tr>
</tbody>
</table>

2. **Professional Qualification in Social Work, Experience & Registration**

<table>
<thead>
<tr>
<th><strong>Social Work Qualification</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Social work qualification</td>
<td></td>
</tr>
<tr>
<td>University/College</td>
<td></td>
</tr>
<tr>
<td>Date completed</td>
<td></td>
</tr>
</tbody>
</table>

**Experience**

<table>
<thead>
<tr>
<th><strong>Length of relevant work experience</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length of post qualifying work experience</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Registration**

<table>
<thead>
<tr>
<th><strong>Professional registration agency</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional registration number</strong></td>
<td></td>
</tr>
</tbody>
</table>
3. Practice Education Qualification

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Date of Completion</th>
<th>Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1 Practice Educators Award</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stage 2 Practice Educators Award</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice Teachers Award</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PQ Higher Specialist Practice Education Award</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PQ Enabling Others module</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PQ6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Practice Education (4 or 5 day course)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other, including any training you are currently undertaking (please specify):

4. Practice Education Experience

When did you last hold full responsibility for a social work student placement? (month and year)

What type of placement do you act as Practice Educator for? (please tick as appropriate)

<table>
<thead>
<tr>
<th>First Placement</th>
<th>Final Placement</th>
</tr>
</thead>
</table>

If you have not taken a student in the last two years, have you contributed to practice education in other ways? (please tick as appropriate)

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

If Yes, please describe your experience
Please describe how you have retained and developed your skills, knowledge and value base in practice education

Please provide copies of registration and qualification certificates with your form.

Signature: ___________________________ Date: ___________________________

Thank you for taking the time to complete this form. Please either scan and email your form, registration and certificates to uolpractice.support@lincoln.ac.uk or send via post to the address below. Thank you.

Rachael Hunt
Social Work Placement Team
University of Lincoln
Bridge House
Brayford Pool
Lincoln
LN6 7TS

<table>
<thead>
<tr>
<th>For use by the panel</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Not approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td>Social work certificate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Further information required</td>
<td>HCPC registration</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practice education qualification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Terms of Reference for Practice Educator Accreditation Panel

1) The Practice Educator Accreditation Panel (hereafter referred to as “The Panel”) has been set up in accordance with the recommendation of the Social Work Reform Board to consider applications from Practice Educators who supervise, support and assess social work students from the University of Lincoln who are required to become accredited to Stage 1 or 2 of the Practice Educator Professional Standards.

2) The Panel consists of members drawn from the University of Lincoln and the agencies which provide placements for social work student from this university.

3) The members of the Panel should all have day to day involvement in practice education and understand the requirements of the PEPS.

4) For the Panel to be quorate there must be a minimum representation of one University rep and two Agency reps.

5) The Panel will meet at bimonthly intervals during its first year and these levels will be reviewed at the end of this period.

6) In between meetings it will be possible for the panel to make decisions regarding PE’s through email/phone discussion where members agree.

7) The Panel can make the following recommendations:
   - Accreditation to Stage 1 of the PEPS
   - Accreditation to Stage 2 of the PEPS
   - Actions needed by the PE to achieve Stage 1 or Stage 2

8) If the Panel is satisfied that the PE meets the criteria set out in PEPS for either Stage 1 or 2 it will issue an Accreditation Certificate for the appropriate stage they have achieved, dated and signed by a member of the Panel.

9) The University of Lincoln will be responsible for keeping a record of all those PEs who are accredited which will be stored on the University’s data base in accordance with the Data protection Act 1998. This record will consist of the PE’s name, placement address, Stage and date awarded.

10) PEs who hold an Accreditation Certificate are recognised as holding Stage 1 or 2, as stated on their certificate, by the other agencies and HEI’s within the East Midlands region.

11) The Panel will also have a role in monitoring those PE’s on the register at two yearly intervals to check that they are maintaining their currency as PE’s in line with the requirements of the PEPS.

12) In the first instance if the PE disagrees with the Panel decision they should attempt to resolve this informally through discussion with a Panel member from their own agency or a University rep.

13) There may be occasions when a PE may appeal against the decision of the Panel when the PE is able to present additional evidence not initially made available to the Panel which would enable the original decision to be reviewed and amended as appropriate.

14) In exceptional situations the PE would be able to take any concerns they had about decisions made by the Panel to the Subject Committee.
## Appendix 6

### Currency Re-assessment

### Personal Details

<table>
<thead>
<tr>
<th>Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Work/Business Address</td>
<td></td>
</tr>
<tr>
<td>Email</td>
<td></td>
</tr>
<tr>
<td>Telephone</td>
<td></td>
</tr>
</tbody>
</table>

Over the last 2 years can you please confirm if you have taken full responsibility for a social work student?

| Please list dates and details |  |

Over the last 2 years can you please confirm if you have taken full responsibility for mentoring an ASYE candidate in their first full year of practice or an AMHP candidate?

| Please list dates and details |  |

Over the last 2 years can you please confirm if you have maintained currency through equivalent means? For further information please click [here](#) and select the Practice Educators Professional Standards (PEPS) and Guidance – refer to Appendix 2 section 10.

| Please provide details |  |

Do you wish to remain endorsed?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>
Please note that if you do not wish to remain endorsed but may return to practice education in the future you might be required to undertake further training to regain currency.

Please complete one of the two boxes below:

<table>
<thead>
<tr>
<th>Please evidence how you have maintained and developed your knowledge and skills in relation to being a Practice Educator/PMA/AMHP/equivalent in line with the PEPs requirements.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>If you have been unable to maintain currency please explain why this has not been possible for you? Your explanation will be taken to the Practice Educators Accreditation Panel where a decision will be made as to how you can regain currency.</th>
</tr>
</thead>
</table>

Further to the above Practice Educators must also keep their HCPC registration up-to-date, have a current DBS and possess Personal Indemnity and Public Liability Insurance (off-site only).

<table>
<thead>
<tr>
<th>HCPC Registration No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renewal date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DBS No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of issue</td>
</tr>
</tbody>
</table>

**FOR OFF SITE PE'S ONLY**

<table>
<thead>
<tr>
<th>Confirm you have personal indemnity and public Liability insurance in place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y/N</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Renewal date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Signature</th>
</tr>
</thead>
</table>
Electronic signatures are accepted.

Thank you for taking the time to complete this form. Please return this to uolpractice.support@lincoln.ac.uk or send via post to the address below:
Rachael Hunt
Social Work Placement Team
University of Lincoln
Bridge House
Brayford Pool
Lincoln
LN6 7TS

<table>
<thead>
<tr>
<th>UNIVERSITY USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
</tr>
<tr>
<td>Details of Further Information Required</td>
</tr>
<tr>
<td>Additional Notes</td>
</tr>
</tbody>
</table>
Placement Name: Click here to enter text.
Contact Name: Click here to enter text.
Address: Click here to enter text.
Email Address: Click here to enter text.
Contact Number: Click here to enter text.

The Health Care Professions Council (HCPC), the College of Social Work (TCSW) and the University request that Placements should only be offered in a ‘safe and supportive environment’. One where staff and students have carried out relevant assessments of risk within the area of practice. It is also an environment where safety policies and procedures are in place, and where policies and procedures are in place to support students’ learning.

Therefore, please indicate that you have the appropriate policies below in place within your organisation:

☐ Physical risk from equipment
☐ Manual handling
☐ Risk from substances that are dangerous to health;
☐ Radiation risk;
☐ Fire safety;
☐ Infection control;
☐ Aggression from service users, staff or students;
☐ Equality & Diversity
☐ Emotional stress; and
☐ Working alone

During your Audit visit (for new placements) or any additional visits for existing placements by the University’s Placement team, we may ask to see these policies, please ensure that they are available for any arranged visits.

Thank you.

Completed by: Click here to enter text.
Date: Click here to enter text

UNIVERSITY USE

Checked by: Click here to enter text.
Date: Click here to enter text.
Documents seen: Click here to enter text.
Date Documents seen: Click here to enter text.
Notes: Click here to enter text.
## Social Work Placement Development

**Action Plan**

| Organisation: |  |
| Placement Name: |  |
| Name of student: |  |
| Name of practice educator and supervisor (if applicable) |  |

<table>
<thead>
<tr>
<th>Issue to be addressed</th>
<th>Action to be taken</th>
<th>Person responsible</th>
<th>Estimated completion date</th>
<th>Review date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Completed by:  Role:  Date:  

**Summary comments (For use by university staff)**

Completed by:  Role:  Date:  

---

**Appendix 8:**
Social Work Practice Placement Application Form

Instructions
Your placement application form will be read by prospective placement providers and they will use this information to decide whether to offer you a pre-placement meeting. Applications for placements can be competitive and it is very important that you complete this form to the best of your ability. For this reason we encourage you to make use of placement 1:1 sessions which will be made available to you.

General Guidance
Please read the integrated guidance and complete all sections of this form in full. In particular please ensure:

- All the information you provide is truthful and balanced
- Spelling, punctuation and grammar are checked thoroughly
- Answers are clear, concise and relevant
- Professional and appropriate language is used throughout
- Jargon and abbreviations are avoided
- Forms are typed and submitted electronically

Data Protection
Please read the additional guidance uploaded to Blackboard relating to this.

Guidance is integrated into this form: instructions highlighted in grey can be typed over once you are ready to input your information. Please just click on top of the instructions and input the information.

Please ensure you proof read your application before submitting it and, if possible, ask someone else to read your form for you. Remember this is a professional document and any applications that do not meet a professional standard, or are incomplete, will be returned to you for amendments, this may delay your placement allocation.

Section 1 – Student Details

| Name | Click here to enter text |
| DBS Number | Please provide your DBS disclosure number, if you do not have this yet, mark as pending and let us know as soon as you receive this information by emailing practiceplacements@lincoln.ac.uk You will not be able to proceed to placement without a DBS check. |
| DBS Date | Click here to enter text |
| Course | ☐ BSc Full Time
☒ BSc Part Time
☐ MSc Full Time |
| Placement Start Date | Please provide placement start date as advised in your placement application briefing session. |

Part time students only: are you seconded?

☐ Yes ☐ No

Click here to enter text.
<table>
<thead>
<tr>
<th>If yes by which organisation?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Location</td>
<td>Please provide the City, Town or Village that you will be living in during the placement period.</td>
</tr>
<tr>
<td>Postcode</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Telephone number (Home)</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Telephone Number (Mobile)</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Email address</td>
<td>Please use your allocated student email address only. This is a professional document being used for a professional purpose, be mindful of the impressions that a personal email can give.</td>
</tr>
</tbody>
</table>

**Placement required:**

- [ ] First, 70 days
- [ ] Final, 100 days

### Section 2 – Service Areas of interest

You are advised to select at least three options for areas of interest from the list below—this does not guarantee you a placement in this area, but the placement team always tries to match the student to a placement in one of their areas of interest. These are not priority options. We are looking for the service user group you are interested in working with (e.g. adults, mental health or children with disabilities) we are not looking for you to name a specific service (e.g. FAST Lincoln or YMCA). If you know of a service that you would like a placement in please come and discuss this directly with us. Remember for your final placement you must select a different service user group than your first placement—this is defined by the specific needs of a service user group, and not the age of the service user.

Please indicate your preferred service user interest:

- [ ] Adults
- [ ] Children & Families
- [ ] Any

Which areas are you most interested in learning about? (Please select at least three)

- [ ] Homelessness
- [ ] Mental Health
- [ ] Offending
- [ ] Looked After Children
- [ ] Learning Disability
- [ ] Older People
- [ ] Family Support
- [ ] Physical/Sensory Disability
- [ ] Child Protection/Safeguarding
- [ ] Domestic Abuse
- [ ] Fostering/Adoption
- [ ] Substance/Alcohol
- Other [ ] Click here to enter text.

Please note that students need to be aware that given the high demands for social work student placements across Lincolnshire, North East Lincolnshire & North Lincolnshire, it is not possible to guarantee that all students will have placements that fully match their stated preferences. However the placement team will work to ensure that students are matched to placements that meet the current requirements for Social Work training.
### Section 3 - Travel

Whilst every effort will be made to place all students within 1 travel hour of the University address, no guarantee can be made.

<table>
<thead>
<tr>
<th>Question</th>
<th>☐ Yes</th>
<th>☐ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have a valid driving licence?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you have the use of a reliable car whilst on placement?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you have the correct insurance to cover you for business use if driving to your placement?</td>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
</tbody>
</table>

*Please note this is a requirement if using your car on placement.*

### Section 4 – Specific Placement Needs (Caring Responsibilities)

For Disability and Medical needs, please complete PAF2 at the end of this document.

**Specific Placement Needs – Caring responsibilities:**

Are there any particular needs or circumstances that you would like to be taken into account when arranging your placement? Please use this section to detail any specific needs that the placement team will need to take into account when matching you to a suitable placement. In respect of caring responsibilities. Where you detail any issues in this section please ensure that you tell us the impact that these additional responsibilities have on working hours or other aspects of the placement. Please note that placements are full time and you will still need to complete the required amount of placement hours/days as advised at the placement application briefing.

### Section 5 – Previous Related Experience

Please detail any previous related experience that you think is relevant to your practice placement. (This may include employment, unpaid/voluntary work or life experience.

This section gives a good indication of how much experience you are entering placement with. Please give a brief overview of your work, life and voluntary experiences. Keep this information organised, structured and succinct. Use examples of experiences to demonstrate skills you can transfer into placement. If you choose to share life experiences, please write professionally about them.

### Section 6 – First Placement Details (PP2/AP2 Applications Only)

<table>
<thead>
<tr>
<th>Question</th>
<th>☐ Yes</th>
<th>☐ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of placement:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organisation name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please select which service user focus best applies:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Children &amp; Families</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Adults</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary of work undertaken and main areas of learning:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This is your opportunity to demonstrate the experiences and the learning you have already acquired within your first placement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please summarise any particular learning needs for PP2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This is your opportunity to highlight any areas for development. It might be useful to refer to the future learning needs identified by yourself and your practice educator in your first placement.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 6A - Please input your first placement Practice Educator summary below (This is so that your prospective practice educator can review your previous experiences and learning needs to ensure that the opportunity they can provide will meet these needs.)

Please copy and paste your first placement PE report from your E-portfolio here.

Section 7 – Modules Studied to Date

Please list all of the modules you will have studied up to the start of your placement. This may include modules you may not have started yet, however it will give placement providers an idea of knowledge you will be arriving at placement with.

Section 8– Personal Statement - Please detail in no more than 500 words

In this section you have the opportunity to let the placement providers know what you are hoping to achieve in your placement as well as what you can offer them. Stick to the point – be as clear as possible – be professional. Some points to cover include:
What you expect to gain from your practice experience?
What skills, knowledge and personal qualities you will bring to the placement?
Are there any particular issues or concerns arising from your studies to date that you would like your practice educator to be aware of?
How confident do you feel about undertaking a placement and how assertive do you think you are in making your needs known in busy and complex work environments?

Section 9 – Statement of Student Understanding

I understand that the University will provide every student with a Practice Placement that meets the nationally required standards. I also understand that if I refuse to accept a suitable placement without good reason then the University is not obliged to provide me an alternative placement and that I would thus put in jeopardy my capacity to pass the qualifying social work programme.

Name:
Dated:

Click here to enter text.
Click here to enter text.

Section 10 – Information for Providers

Students should be contacted directly to arrange pre-placement interview. If a student wishes to use their car during the practice placement they must also provide proof of a valid driving license and on commencement ‘business’ class motor insurance.

If the student fails to provide the above items a placement cannot be offered. If this scenario arises please contact:

Rachael Hunt

Placement Coordinator
01522 886720
rhunt@lincoln.ac.uk

If possible it would be useful for students to receive feedback on their performance in the interview.
This form asks some questions about any disabilities you might have and about any assessments that you have in place. We do recognise that some students will be concerned about sharing issues about disability, should you wish to discuss such concerns with a member of the team please do not hesitate to do so. You do not have to disclose a disability, however if you choose not to it is very hard for the university and the placement to support you. It is really important for you to recognise that if you choose not to share details about your disability, and your placement is adversely affected by it – this will be viewed as the student’s responsibility. Please contact the Universities disability service if you would like further advice on your needs and support needed during placement. If you choose not to share this information with your placement provider this section will be removed prior to sending.

Having a disability does not stop you going on placement; most of our placements have good support systems for students with disabilities.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have a disability or learning difference that you would like to be taken into consideration?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please give details:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you already have strategies in place to help you manage your disability and/or learning needs during your placement? If so, please give details.</td>
<td>Click here to enter text.</td>
<td></td>
</tr>
<tr>
<td>Are there any additional measures that would help support you during your placement?</td>
<td>Click here to enter text.</td>
<td></td>
</tr>
<tr>
<td>Are you registered with the Student Disability Service?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If ‘yes’, may we share your assessment with potential placement providers?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name: Click here to enter text.
Dated: Click here to enter text.
Instructions

Please use this section to tell us about any organisation you think you should not be placed in. Reasons might include:

- A close family member working in the organisation
- A close family member being involved with the organisation as a service user
- If you have been involved with an organisation as a service user

If you are unsure whether this applies to you please do not hesitate to contact us.

PAF3
Additional Information:
Is there any reason why you should not be placed in a particular organisation? If yes please provide details of the organisation.

Name:  
Dated:

Click here to enter text.
Appendix 10

Social Work Practice Placement Confirmation Form

PLEASE RETURN THIS FORM TO: practiceplacements@lincoln.ac.uk

<table>
<thead>
<tr>
<th>STUDENT DETAILS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student name</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>PLEASE SELECT</td>
</tr>
<tr>
<td>Placement</td>
<td>PLEASE SELECT</td>
</tr>
<tr>
<td>Placement start period</td>
<td>PLEASE SELECT</td>
</tr>
<tr>
<td>Placement setting (Employment Based (EBR) students only)</td>
<td>PLEASE SELECT</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PLACEMENT SETTING DETAILS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisation</td>
<td></td>
</tr>
<tr>
<td>Name of placement setting (if different)</td>
<td></td>
</tr>
<tr>
<td>Address</td>
<td></td>
</tr>
<tr>
<td>Postcode</td>
<td></td>
</tr>
<tr>
<td>Telephone number</td>
<td></td>
</tr>
<tr>
<td>Please select the appropriate statutory status of the placement setting:</td>
<td>PLEASE SELECT</td>
</tr>
<tr>
<td>Description of service user group</td>
<td></td>
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<tr>
<td>Is a hepatitis B vaccination a requirement for this placement?</td>
<td>Please note this should be the same advice that is given to members of staff in your organisation.</td>
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<thead>
<tr>
<th>PAYMENT DETAILS</th>
<th></th>
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<tbody>
<tr>
<td>Contact name</td>
<td></td>
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<tr>
<td>Invoice Address</td>
<td></td>
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<tr>
<td>Postcode</td>
<td></td>
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<tr>
<td>Telephone number</td>
<td></td>
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<tr>
<td>Email address</td>
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<table>
<thead>
<tr>
<th>PRACTICE EDUCATOR/SUPERVISOR DETAILS</th>
<th></th>
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<tbody>
<tr>
<td>Placement arrangements:</td>
<td></td>
</tr>
<tr>
<td>On-site Practice Educator</td>
<td></td>
</tr>
<tr>
<td>Off-site Practice Educator and On-site Practice Supervisor</td>
<td></td>
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<tr>
<td>On-Site Practice Educator</td>
<td></td>
</tr>
<tr>
<td>Name:</td>
<td>Telephone:</td>
</tr>
<tr>
<td>PE Qualification: PLEASE SELECT</td>
<td></td>
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<tr>
<td>On-Site Supervisor (if applicable)</td>
<td></td>
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<tr>
<td>Name:</td>
<td>Telephone:</td>
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<tr>
<td>Details of relevant training:</td>
<td></td>
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<tr>
<td>Off-Site Practice Educator (if applicable)</td>
<td></td>
</tr>
<tr>
<td>□ No preferred Off-site Practice Educator</td>
<td></td>
</tr>
<tr>
<td>Name:</td>
<td>Telephone:</td>
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INFORMATION FOR PROVIDERS
The students should be contacted directly to arrange pre-placement interview.

All students being interviewed should be asked to provide a copy of their current DBS certificate. If a student wishes to use their car during the practice placement they must also provide proof of a valid driving license and on commencement ‘business’ class motor insurance.

If the student fails to provide the above items a placement cannot be offered. If this scenario arises please contact:

Rachael Hunt 01522 886720 rhunt@lincoln.ac.uk
Placement Coordinator

If possible it would be useful for students to receive feedback on their performance in the interview.