



Roles and Responsibilities During Placements

The training team

The degree caters for students from a variety of backgrounds and experience and fosters a sense of responsibility and ownership in the student for their own learning.

The training team is a supportive and collaborative body of registered social workers and other professionals trained in the teaching and assessment of student social workers. The training team specifically includes the student, the Practice Educator, the Placement Supervisor (if there is a separate one) and the Link Tutor. The student will participate as a full partner in the training team and in supervision with the Practice Educator and Placement Supervisor but other members of the training team will work closely with them to help them identify their learning needs and to enable them to take most advantage of the learning opportunities available.

Whilst the training team does not specifically include the placement/agency manager they have a significant role and key responsibilities for the quality of the learning opportunity. This includes ensuring that supervision and support systems are in place to allow the Placement Supervisor and/or Practice Educator to provide a high quality learning environment. It is not expected that the team/agency manager attend training team meetings unless there are significant changes to the placement arrangements or there are performance concerns which need to be addressed.

Confidentiality in the training team

Discussions between members of the training team are generally confidential. The exceptions are:

- where there are concerns relating to the student's capability,
- if there has been personal disclosure by the student that requires further action,
- if there is a need to initiate any Complaint, Whistleblowing or Placement in Difficulties procedures.

In the event that information does need to be shared, any service-user/carer details must be kept confidential. Students and placement providers are directed to guidance within other elements of the placement requirements, e.g. Whistleblowing.

Roles and responsibilities

The student

- To read the placement guidance on Moodle and be familiar with their contents and the roles and responsibilities of all concerned.
- To show commitment to the agency offering the placement.
- To attend the placement for the duration of the agency working day and to complete the set number of days of the placement.

- To proactively identify own learning needs and opportunities, and make full use of all available learning opportunities.
- To demonstrate professional behaviour at all times in accordance with the Guidance of Conduct and Ethics (HCPC, 2016).
- To act in accordance with all agency policy and procedures.
- To undertake direct work under the instruction and supervision of the Placement Supervisor and/or Practice Educator.
- To develop the capability to work with increasingly complex situations commensurate with the level of the placement.
- To develop autonomy in making professional judgements and decisions commensurate with the level of the placement.
- To recognise that final casework decisions will rest with the Placement Supervisor or Team Manager.
- To develop anti-oppressive, anti-discriminatory and anti-racist practice.
- To prepare for, attend and participate in all training team meetings.
- To proactively make arrangements for direct observations and complete all relevant paperwork prior to and after the observation.
- To utilise the knowledge, values and skills of social work to the best of their ability.
- To seek appropriate support, guidance and supervision and to prepare for supervision.
- To develop as a reflective practitioner using verbal and written feedback to improve or adapt practice.
- To notify the Placement Supervisor/Practice Educator of any significant change in their personal or professional circumstances which may impact on their practice.
- To discuss with the Placement Supervisor/Practice Educator any concerns that they have about the placement prior to raising any concerns more formally with their Link Tutor or Module Tutor.
- To raise any concerns concerning practice that they observe within the placement with the Team Manager prior to formally using agency Whistleblowing policy and to read the guidance on Whistleblowing on Moodle.
- To complete and submit all placement paperwork and assessment requirements by due or agreed dates.
- To comply with confidentiality and anonymisation protocols.

The Placement Supervisor

Provides support to the student on day to day issues to ensure that there are sufficient learning opportunities provided. Where the Practice Educator is a separate role, there is a requirement for regular liaison and communication between them and the Practice Educator. This is particularly important in preparing for the midpoint and final placement reviews and the final assessment report.

- To read the placement guidance available on the Practice Support webpage and be familiar with the contents and the roles and responsibilities of all concerned.
- To arrange induction to the placement, to introduce the work of the agency and to facilitate integration with other team members.
- To identify and allocate the level, amount and type of work appropriate for the student in consultation with the student, Practice Educator and team/agency manager.

- To act as the 'line manager', overseeing the day to day management of the student's work (noting that the Team Manager retains overall responsibility and accountability).
- To ensure that work is completed satisfactorily according to the agency's standards.
- To ensure that any risk assessment for allocated work, e.g. transportation of service users, is undertaken, recorded and monitored, in conjunction with the team manager.
- To provide the student with day to day advice and support.
- To monitor student attendance **weekly** and sign accordingly.
- To agree a supervision contract and provide a minimum of 1 hour individual case management supervision sessions weekly.
- To provide an agreed and jointly signed record of each supervision to the student.
- To communicate regularly with the Practice Educator.
- To contribute to the completion of placement paperwork.
- To attend and contribute to all placement meetings.
- To undertake, where required (generally only at the final placement), a direct observation of the student.
- To support and/or contribute to the teaching and assessment of the student.
- To oversee and monitor the implementation of any action plans to ensure that sufficient opportunities are provided to enable the student to develop as required.
- To participate in the evaluation and monitoring of the course using the Quality Assurance for Practice Learning on line survey.
- To attend University workshops for Placement Supervisor/Practice Educator.
- To complete any mandatory training in order to fulfil the role.

The Practice Educator

The role of the Practice Educator is to 'thoroughly test the competence, capability and suitability of the student against professional standards' (Finch, 2017, p.12), acting as a gatekeeper of professional standards. They facilitate the integration of learning in practice and assess ability to demonstrate the core skills of social work. The Practice Educator may also act as the Placement Supervisor working in the agency providing the placement or may work elsewhere and visit on a regular basis as an "off-site". It should be noted that where a Practice Educator is undertaking the dual role 'on-site' the Placement Supervisor tasks also apply

- To read the placement guidance available on the Practice Support web page and be familiar with the contents and the roles and responsibilities of all concerned.
- To ensure the placement provides sufficient learning opportunities for the student to carry out work to evidence capability.
- To negotiate and secure provision of learning opportunities outside the placement where appropriate.
- To assess the student's practice according to the professional capability level and other standards set out in the appendices in this handbook.
- To help the student identify and integrate the value base of social work into their practice.
- To facilitate student understanding and implementation of anti-oppressive, anti-discriminatory and anti-racist practice.

- To facilitate student learning in the placement, enabling them to apply theoretical and legal concepts through discussion, analysis, observation or other appropriate method.
- To agree a supervision contract and provide individual supervision for approximately 1½ hours (as a minimum) every fortnight.
- To provide an agreed and jointly signed record of each supervision to the student.
- To undertake direct observations of the students direct practice with service users, to the number required by the level of the placement, providing verbal and written feedback on the direct observation template.
- To help the student identify and overcome any blocks to their learning.
- To discuss with the student any concerns about their performance.
- To attend and participate in all placement meetings.
- To fairly and accurately assess student's performance and suitability throughout the placement.
- To notify the Link Tutor if there are any significant changes or concerns about the suitability of the placement or the student's performance.
- To work with all involved to ensure that opportunities for improvement are provided, in accordance with Placements in Difficulties Procedures.
- To monitor and review student achievement against any action plan initiated in line with Placements in Difficulties Procedures.
- To produce a final report with recommendations and professional judgements in time to meet the portfolio submission date.
- To participate in the evaluation and monitoring of the course using the Quality Assurance for Practice Learning on line survey (if undertaking the dual role of Placement Supervisor/Practice Educator only one needs to be completed).

The Placement Supervisor and Practice Educator provide key pieces of evidence within direct observations, at the mid-point and final meetings and within the final report. The professional judgement of a Practice Educator is crucial evidence in enabling the University assessment and marking processes to be completed. However, the final judgement about progression is the responsibility of the Module Board of Examiners and it should be noted that the Practice Assessment Panel can overrule the recommendation made by a Practice Educator.

The team/agency manager

- To ensure management oversight of the work of the Practice Educator (on or off-site) and Placement Supervisor.
- To support the Practice Educator and/or Placement Supervisor to fulfil their responsibilities.

The Link Tutor

Link Tutors work in partnership with placement providers to ensure that the best learning opportunities are provided to the student.

- To read the placement guidance available on Moodle and be familiar with the contents and the roles and responsibilities of all concerned.

- To ensure that the student, Practice Educator and on-site Placement Supervisor refer to and understand the guidance for the placement.
- To chair the initial placement agreement, mid-point review and, unless agreed differently, final placement meetings within the timescales outlined in the Key Dates guide.
- To respond to issues that arise, including concerns where a student's performance is marginal or failing.
- To refer queries to the Module or Senior Tutor, where mitigating or extenuating circumstances need to be considered.
- To convene, minute and chair Placements in Difficulties meetings at Stage 2 and formulate action plans following the guidance.
- To ensure that Stage 2 and ensuing records are sent to the Module Tutor.
- To convene and attend Stage 3 and 4 meetings where these arise.
- To read and assess student portfolios at the end of the placement.
- To attend the Practice Assessment Panel.
- To participate in the evaluation and monitoring of the course using the Quality Assurance for Practice Learning on line survey

The Personal Tutor

The role of the PT is substantively different to that of the placement Link Tutor as they are the student's main point of contact for the whole academic year. Their responsibilities are generally campus based.

- To support the completion of the student's Practice Learning Request form prior to submission.
- To discuss with students any issue or concerns which may impact on the placement (e.g. reasonable adjustment) and support them to ensure that the student understands the implications of disclosure and non-disclosure.
- To liaise with the Link Tutor and/or Module Tutor as required to provide pastoral support where required.

The Module Tutor

- To provide the detailed timetable and prepare relevant module material.
- To plan and deliver student placement preparation and recall days.
- To provide guidance to Link Tutors and Personal Tutors where placements are in difficulties.
- To ensure that the placement module is assessed according to the assessment regulations and validated module.
- To provide module results to the Practice Assessment Panel.

The Course Leader

- To liaise with Link Tutors, Personal Tutors and/or the Module Tutor as appropriate.
- To chair the Practice Assessment Panel.
- To invoke University investigations where required.

The Academic Subject Lead

- To provide guidance and support to students who need to use relevant agency policies, e.g. Whistleblowing, Harassment and Bullying.
- To ensure that the placement modules are managed in compliance with University Academic Regulations.
- To ensure that Quality Assurance for Practice Learning outcomes are reported back to Programme Management Committee.
- To ensure that concerning issues about placement providers are fed back to stakeholders.