The University of Manchester

Division of Nursing, Midwifery and Social Work

PRACTICE LEARNING HANDBOOK 2026-2027
MA Social Work Year 1 & Year 2

Guidelines for Students, Academic Advisors, Practice Educators and On-Site Supervisors

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Section 1

INTRODUCTION

Student Support and Wellbeing

It is important that you look after your wellbeing; placement can be both challenging and rewarding. Below is a range of information about different things you can do to look after your wellbeing. Proactive self-care can help you to build a foundation of psychological resources to help you take care of yourself in good times – and in difficult ones too.

Please look at the resources below before starting your placement so you know what is available and how they can be accessed:

Mental health & wellbeing, physical health and financial support.

Counselling and Mental Health Services

Qwell - free 26/7 counselling for students

Help in a crisis or emergency

Please also remember you can always contact your Academic Advisor during working hours for support and advice whether you are in the University or on placement.

Important Notice for Students and Practice Educators

The online portfolio Practice Assessment Record and Evaluation (PARE) manual for social work programmes is available here.

Abbreviations

Social Work England	SWE
Academic Advisor	AA
British Association of Social Workers	BASW
Greater Manchester Social Work Academy	GMSWA
Learning Agreement Meeting	LAM
Off-Site Practice Educator	OSPE
On-Site Supervisor	OSS
Placement Assessment Report	PAR
Practice Assessment Record and Evaluation	PARE
Practice Educator	PE
Practice Learning Unit	PLU
Professional Capabilities Framework	PCF
Quality Assurance in Practice Learning	QAPL
Teaching Partnership	TP

The MA in Social Work: Head of Social Work's Welcome

Welcome to the practice element of the MA in Social Work, which as you know, constitutes a major part of the education required for social work qualification. There are two placements on this course of 70 and 100 days duration.

These guidelines are based on the regulations for social work education as defined by Social Work England's Professional Standards, Education and Training Standards and Practice Placements Guidance and the Professional Capabilities Framework for social work published by The British Association of Social Workers (BASW).

Students

Practice learning is a core component of any social work course and the learning you undertake on your practice placements is key to your development as a professional social worker. At the University of Manchester we are educating our students on a generic social work course which will prepare you to work in a broad range of social work settings. Your first practice placement is likely to be in the private, voluntary or independent sector (PVI) of social work. Placements in this sector offer students an ideal foundation in understanding how social work is practised and how social work values underpin our communications with people with lived experience of social work. You will be given direct practice supervision which will facilitate your knowledge development and support you in further developing your intervention and practice skills.

In your second and final placement you will be given statutory experience which will be excellent preparation for undertaking the complex role of a contemporary social worker. The University of Manchester is a core member of the Greater Manchester Social Work Academy (GMSWA) Teaching Partnership. The GMSWA consists of four universities and the ten Local Authorities within Greater Manchester. We work as a partnership to ensure that your statutory placements are high quality and give you the learning you need to become a confident and capable social worker when you qualify.

Practice Educators

Prior to starting their practice placements in Year One, our students are prepared well to work with you and to undertake their learning in practice. Each student undertakes an Assessment Readiness for Direct Practice (ARDP) which assesses both the verbal and written communication skills of our students. People with lived experience of social work and practitioners are major contributors to the teaching of ARDP in order to ensure that students are adequately prepared to start practicing. If you are a Practice Educator for a Year One student, you may find it helpful to discuss the student's ARDP in your early supervision to find out how students have prepared for their placement. As a Year One Practice Educator you will play an important role in working with our students and supporting them as they begin their journey to becoming a qualified social worker.

If you are a Practice Educator for a Year Two student, you will be working alongside our students in their final 100 day practice placement. This is a key learning opportunity on the course as our students move towards the point of qualification as a professional social worker. Your professional support and careful assessment of our student's practice is vital at this point.

We are very keen to ensure that all our Practice Educators are fully supported and are provided with a range of ongoing support from the University. Each student has an Academic Advisor who is responsible for supporting their students whilst on placement. Please do contact your student's Academic Adviser if you have any queries or concerns about any placement related issues. We also work closely with our partners in GMSWA to ensure that Practice Educators have access to developmental opportunities e.g. via studying on our blended Practice Education course or joining some of the Master Classes on offer to all our Practice Educators.

Many thanks for the learning opportunities you are providing for our student. Your support is very much appreciated. If you have any comments on your experience as a Practice Educator and /or on the support provided by the University, please do feel free to contact me. Your feedback would be valued.

Dr Pat Cartney,

Head of Social Work
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Section 2

THE PRACTICE PLACEMENT AND KEY PERSONNEL

The Placement Process at a Glance

During the summer months, the process of placement finding begins. The Lecturers in Practice Learning ascertain the availability of placements for the coming year by contacting our partner agencies to enquire how many placements they are able to offer.

We ask that students **do not** contact agencies directly about the availability of placements. Agency placement coordinators have asked that all requests for placements come via the Practice Learning Team at the University.

Timescale	Event
1st year – First 2 weeks of semester 1 2nd year – End of semester 2 of Year 1	Students complete a Placement Application Form (PAF).
1st year – November 2nd year – September	PAFs are matched and sent to potential placements.
Prior to the placement being formally agreed and commencing	The prospective placement will contact the student and an initial meeting with Practice Educator /On-site Supervisor takes place. After this meeting the agency will inform the student if they are happy to proceed and if so the placement is confirmed.
When the placement is confirmed	Student notifies the Lecturer in Practice Learning who allocates an Off-site Practice Educator where necessary.
After a placement is confirmed and either before placement begins or in the first week of placement	The Social Work Placement Learning Agreement is completed at a meeting **convened by the student** and held online Microsoft Teams. This must be attended by the student, the Academic Advisor, Practice Educator and On-Site supervisor (OSS) (if appropriate). The Placement Learning Agreement will be the first document you must complete in PARE.
1st year – During February semester 2 2nd year – January – February semester 2	Start of placement subject to the student having successfully completed Assessed Readiness for Direct Practice (ARDP) this applies to MA 1 only.
Approx. one quarter of the way into placement.	The Academic Advisor will contact the Practice and student to discuss progress on placement.

INTERIM REVIEW MEETING (halfway through placement)	Chaired by the Academic Advisor and attended by PE, student and OSS (if appropriate). Documentation to be completed for this meeting: • One direct observation. • One piece of anonymised feedback from a person with lived experience (this can be shared at the meeting). • Practice Educator in conjunction with student completes Interim Placement Assessment Report.
Approx. three quarters of the way into placement	The Academic Advisor will contact the Practice Educator and student to discuss progression.
On the date specified in the Placement Learning Agreement (approx. 2 weeks before end of placement).	Student's sections of PARE completed including the *Record of Work Undertaken on Placement and Evidence for the Social Work England Professional Standards.*
Following receipt of the completed student PARE	Practice Educator completes the Placement Assessment Report on PARE.
End of Placement	Practice Educator and student meet to ensure all signatures are in place on the PARE portfolio. Student completes the "student comment on assessment" in the PAR section 2. Student and Practice Educator Quality Assurance in Practice Learning (QAPL) forms are completed and submitted electronically to the University.
By 12 noon on the date specified in the Placement Learning Agreement (this should be within a week after the end of placement)	Student notifies the Academic Advisor that their PARE is completed and ready to mark.
End of semester 2 and prior to the next academic year	PARE will be moderated by student's Academic Advisor at University. Students will be notified of a provisional decision. A sample of PAREs will be sent to external examiners.
September Exam Board	Provisional decision ratified by Examination Board. Students informed of outcome.

Overview of Practice Learning Requirements

During the MA Social Work course students will complete 200 days in practice divided as follows:

- 30 days skills training (undertaken across the 2-year course)
- 70 days in the 1st placement (completed in year 1 and referred to as a first level placement)
- 100 days in the 2nd placement (completed in year 2 and referred to as a final level placement)

Social Work England (SWE) state that the placement experience should normally be different at first and second level to provide a broad, generic experience for students which will enable them to meet the requisite standards as specified in the SWE Professional Standards and the Professional Capability Framework (see Section 5, p.26).

Both placements should prepare students for the statutory aspects of social work. Social work students will be assessed in line with SWE Professional Standards and the PCF capability levels by a suitably qualified Practice Educator as defined in the Practice Educator Professional Standards (PEPS).

Attendance Requirements during practice placements

Students will attend placements for **4 days per week** for the full quota of required days (70 or 100). Any absences should be recorded on the Time Sheet on PARE and cannot count towards the overall attendance requirement.

There will be requirements to attend University during the practice placement for skills days and recall days. Please see Appendix 1 or 2 for the timetable. These days do not count as placement days and students are expected to attend. For MA2 students only, non-attendance will result in a written piece of work, details of which can be found in Section 7, p41.

Students should be based in the office/team for at least 3 of the 4 days per week on placements

Students are expected to be in the office for at least three out of their four placement days. This expectation reflects the vital role that office-based practice plays in professional development.

While flexible working and working from home are increasingly common in social work practice, the early stages of a student's career are best supported through *in situ learning*. Being physically present in the office enables students to observe, shadow, and learn from colleagues. Many valuable learning opportunities—such as listening to how colleagues manage conversations with service users and partner agencies, understanding team dynamics, and gaining insight into professional decision-making—cannot be replicated when working in isolation from home.

Office-based practice also provides regular access to informal learning, supervision, and support. Students benefit from immediate feedback, peer learning, and opportunities to ask questions as situations arise. In addition, being present in the team environment helps

students develop confidence, professional identity, and the interpersonal skills that are essential for collaborative practice.

For these reasons, office attendance for the majority of placement time ensures students gain the breadth and depth of experience needed to meet the Social Work England Professional Standards and the Professional Capabilities Framework.

Length of Placement Day

The normal placement working day is a **minimum of 7 hours** (not including breaks) with a maximum of 1 hour break for lunch. In exceptional circumstances, the length of the working day may be altered by negotiation with the placement agency. This should be recorded in the Placement Learning Agreement/ Interim Review. If a shorter day is worked this will mean an extension to the number of days on placement. Under no circumstances will the placement be less than 70 or 100 days.

Students cannot work additional hours to reduce the total number of placement days they need to complete. To meet Social Work England requirements for qualification every student is required to complete 200 practice days made up of; 30 skills days, 70 placement days at the first placement level and 100 placement days at the final placement level.

If extra hours are worked, these may be taken as Time off in Lieu in line with the agency's own policy. Hours may not be accrued in order to take a day's leave as the student must complete 100 days on placement.

Leave/Holidays

(1week + statutory days)

While on Practice Placement students are given 1 week holiday (taken during the week of Easter Monday).

Students must not take any other period of holiday leave outside the Easter entitlement unless

a) The student negotiates and agrees such leave with the placement provider, Practice Educator and Academic Advisor.
AND
b) The taking of leave outside the Easter allocation does not interfere with attendance at lectures, private study, placement work, or assessment boards.

Study Time

(By agreement ½ day every 10 working days)

Practice Preparation (Study Time) is recommended at ½ day every 10 working days for placement study only. This is to be taken at the Practice Educator's discretion and may be either at the placement or elsewhere. **Half days may not be accumulated, i.e. if you do not take a ½ day within a 10-working day period it is forfeit**. Agreements regarding study time must be negotiated and recorded at the Placement Learning Agreement meeting.

Student Involvement in Safeguarding Work - Guidance for Practice Educators and Students:

Safeguarding is a core aspect of social work practice, and students should have structured opportunities to develop knowledge and skills in this area. However, **students must always co-work safeguarding cases under the close supervision of a registered social worker or qualified practitioner**. Responsibility for risk assessment, decision-making, and statutory safeguarding outcomes remains with the registered social worker.

Learning opportunities should focus on:

- **Shadowing** a registered social worker undertaking a safeguarding investigation.
- **Co-working** alongside a registered social worker on safeguarding cases, with clearly defined tasks that are appropriate to the student's level of knowledge and experience.
- Receiving **close supervision and guidance** throughout, with safeguarding decisions remaining the responsibility of the registered social worker.

This approach ensures that students develop their understanding of safeguarding practice while being protected from high-risk situations they are not yet prepared for. It also supports safe practice for service users, families, and carers.

Appropriate tasks for students when co-working safeguarding cases may include:

- Gathering background information from case files, databases, or other professionals.
- Observing and later reflecting on safeguarding visits, meetings, or interviews.
- Participating in safeguarding discussions and case planning, contributing their observations and perspectives.
- Drafting sections of reports (e.g., background information, summary of observations), with oversight and final approval from the registered social worker.
- Supporting service users or carers with agreed follow-up actions (e.g., signposting to services, providing written information), under supervision.

Not appropriate for students to undertake independently:

- Visit or interview service users alone when safeguarding concerns are present.
- Leading safeguarding strategy discussions or meetings.
- Making safeguarding threshold or risk decisions.
- Conducting safeguarding visits or interviews without a registered social worker present.

- Determining outcomes of Adult Safeguarding Enquiry (Section 42 of the Care Act 2014) or Child Protection Enquiry (Section 47 of the Children Act 1989).
- Chair Mental Capacity Best Interest Meetings (Section 4 of the Mental Capacity Act 2005). A registered social worker must be present for the duration of the meeting and explain at the outset that they retain **ultimate responsibility for the decision** in line with the Mental Capacity Act 2005 Code of Practice.

This approach ensures that students are actively engaged in safeguarding work in a **developmental, safe, and supported way**, while service users remain protected by the accountability of registered social workers or qualified practitioners.

Key Personnel involved in practice learning

There are a number of people involved in the management, administration and support of practice placements in social work. This section briefly describes the key personnel:

BASED AT UNIVERSITY

Lecturers in Practice Learning – based at the University. Manage and oversee the practice learning element of the MA in Social Work. claire.harnett@manchester.ac.uk

Academic Advisors (AA) – provide a crucial link between the University and the placement agency. Each student has a named AA who acts as a first point of contact for all those directly involved in the day-to-day operation of the placement. Academic advisors (AA) provide additional support with the academic aspects of the course and their links to practice.

BASED ON PLACEMENT

Practice Educators (on-site) – registered social workers qualified as Practice Educators based in and employed by the placement agency have responsibility for the day-to-day assessment, support and management of the placement.

Practice Educators (off site) – If it is operationally desirable or if there is not a suitably qualified person within the placement setting the University will allocate an Off-site Practice Educator (registered social worker) to undertake assessment and support tasks.

On-site Supervisors– When there is an off-site Practice Educator the agency will nominate a member of staff who will be an on-site supervisor. This person will be the student's first point of contact in the agency.

Roles and Responsibilities Defined

Practice Educator

Each student will be allocated a Practice Educator (PE). Allocation of PEs to students is in line with the Practice Educator Professional Standards.

The PE may be based in the same workplace or team as the student or maybe off-site, in which case an On-Site Supervisor (OSS) is also allocated to the student. In the latter instance, some of the PE responsibilities are delegated to the OSS (these are indicated in red below). The PE provides regular supervision to the student, manages practice learning overall and is responsible for assessing the student's practice. If the PE is based off-site, the OSS allocates work, provides support and guidance to the student on a day-to day basis and liaises closely with the off-site PE. The OSS provides feedback to the offsite PE about the student's performance. **It is vital at the Placement Learning Agreement meeting that allocation of these roles, and to whom, is clearly identified.**

Practice Educators are expected to:

- Provide and manage an effective induction programme or ensure that it is provided by the agency
- Participate in the completion of a pre-placement Social Work Placement Learning Agreement together with the student, academic advisor (AA) and OSS (if appropriate).
- Provide regular supervision in line with the Social Work Placement Learning Agreement.
- Provide an appropriate workload and learning opportunities consistent with the requirements of the SWE Professional Standards and PCF or ensure that these are provided by the agency.
- Regularly review the student's recording and written work and provide constructive feedback.
- Provide both formative and summative assessments of the student's direct practice skills.
- Provide regular, constructive feedback on work undertaken in order to promote the student's learning.
- Complete an interim review report (formative – interim assessment) and placement assessment report (summative – final assessment) on the online PARE portfolio on jointly agreed dates.
- Inform the student and AA at an early stage if any difficulties/issues that arise.
- Undertake direct observations of the student (2 in the first placement and 3 in the second placement). One of these in the second placement may be delegated to an appropriate third party (registered social worker). Alternatives to this arrangement must be discussed in advance with the AA to ensure they meet the assessment requirements. These direct observations must be formally recorded on the PARE online portfolio.
- Liaise with the AA and the University of Manchester Practice Learning Team as appropriate.
- Ensure that the student has obtained feedback on their practice from people with lived experience.
- Record, or ensure that the OSS records, student days of attendance at placement and any absence or illness.
- Facilitate the student in linking theory and practice and in reflecting on their practice.
- Be open to learning from social work students.

If there is both an On-site Supervisor and an Off-site Practice Educator, both should be present at the Placement Learning Agreement meeting and at the Interim Review.
The University and Greater Manchester Social Work Academy (GMSWA) will offer a number of support workshops for Practice Educators whilst they have a student on placement. It is strongly recommended that Practice Educators avail themselves of this support.

Student

Students are expected to:

- Familiarise themselves with Social Work England Professional Standards and the Professional Capability Framework end of first placement or end of last placement before they start placement.
- Identify their professional development needs and together with their PE agree appropriate learning opportunities to address these.
- Attend all 30 skills days (20 days in Year 1 and 10 days in Year 2) as these are an integral part of the development of their practice preparation and skills development.
- Attend a preplacement meeting prior to starting their placement with an organisation.
- Coordinate a date for the online Learning Agreement meeting with the academic advisor, PE and OSS (if appropriate) before the placements starts.
- Attend and actively contribute to all meetings regarding the placement e.g. Learning Agreement meeting, interim review and any concerns meetings (if required).
- Participate actively in supervision by sharing their work on placement with the Practice Educator (PE). This includes actively reflecting on work issues arising from practice and their learning in the practice setting.
- Prepare for their supervision through contributing to agendas and undertaking written work and reading as requested by the PE.
- Inform the PE and AA at an early stage of any difficulties or issues that may occur and may be impacting on their learning in placement.
- Provide the evidence required for their Interim placement review and any other evidence of competence requested by the PE.
- Be accountable to their placement agency and comply with agency policies and procedures.
- At all times act professionally and according to social work ethics and values.
- Be observed in practice and provide direct evidence of competence.
- Collect two pieces of feedback from people with lived experience and provide one written 1500-word analysis of this feedback and upload to the PARE for your PE to mark (pass/fail).
- Inform the PE, OSS (if appropriate) and Programme Secretary at nmsw.programmes@manchester.ac.uk of absence or illness **and comply with the agency absence reporting procedures.**
- Complete and record the minimum number of days of placement (70 in year 1 and 100 in year 2) and complete extra days if necessary to reach the required threshold of capability.
- Complete the student's section on PARE to the PE two weeks prior to the end of the placement in time for preparation of the placement assessment report.

Academic Advisors (AA)

AAs are expected to:

- Identify the student's learning needs in preparation for the placement Learning Agreement meeting (LAM).
- Facilitate the Learning Agreement meeting and interim review and to ensure that a range of learning opportunities and appropriate evidence gathering opportunities are provided and that the student's PARE is completed.
- Facilitate any additional meetings that may be required during the placement.
- Support the student in creating the PARE that evidences their capabilities
- Provide regular contact (by email or telephone) with the student, Practice Educator (PE), and if appropriate, the on-site supervisor (OSS) at negotiated intervals
- Be the first point of contact for the student, the PE and OSS at an early stage for any difficulties or problems that arise.
- Offer advice and guidance to the student, PE and OSS as and when required.
- Quality assure the placement opportunity (as required by the Social Work England the professional registration body) on behalf of the University.

Types of Placement Meetings

Throughout the practice placement there are a number of meetings which promote collaborative decision-making between the student, University and placement setting and enable progression through the placement to be properly monitored.

The Pre-placement meeting (Student & Practice Educator/On-site Supervisor Meet)

This is an important meeting, which should take place in the agency setting with the student, onsite PE or onsite supervisor. After this meeting the PE/onsite supervisor will confirm whether they will offer the student a placement. It has several inter-related functions: -

a) It enables the student to ask any questions s/he may have about the placement setting.

b) It enables the Practice Educator to find out what particular interests, needs and questions the student may have.

c) It enables the student and the Practice Educator to identify any queries they may wish to raise with the academic advisor.

d) It allows the student and the Practice Educator to identify learning opportunities that will enable the student to demonstrate the Social Work England Professional Standards and the Professional Capability Framework domains.

These visits can vary in format depending on the individual Practice Educator or On-site Supervisor. Some may be brief and informal, while others may take longer and involve a formal interview.

Students are not expected to be experts at this stage, but some preparation is essential. You should:

- Be familiar with what the agency does.
- Read about the potential needs of the service user group and relevant national policies.
- Reflect on your own learning needs and how the placement could support them.

It is advisable to approach this meeting as you would an interview. Making a positive first impression will maximise your chances of securing the placement, particularly where more than one student is being considered.

After the meeting, the Practice Educator and On-site Supervisor (if applicable) will reflect on the learning opportunities they can provide. Together, you, your Practice Educator, and your On-site Supervisor will take these discussions forward into the **Placement Learning Agreement meeting**, where the Placement Learning Agreement form will be completed.

NB Students who have an On-site Supervisor and Off-site Practice Educator will need to discuss the above points with both.

The Placement Learning Agreement Meeting (LAM)

Although they share the responsibility with the Practice Educator, Academic Advisors (AA) must ensure a Placement Learning Agreement meeting takes place prior to the commencement of the placement or, if necessary, within the first week of the placement. The student is responsible for co-ordinating this meeting and should liaise with all parties to agree a mutually agreeable date and time. The AA chairs this meeting and the student completes the Placement Learning Agreement form on PARE.

The AA has a responsibility to enable the student to articulate his/her learning needs as clearly as possible and to help the Practice Educator and On-site Supervisor to explore the learning opportunities that may be available in the placement setting to provide for these learning needs.

The Placement Learning Agreement form should be seen as a basic document to be built on by the Practice Educator and student.

Interim review meeting

The Practice Educator, in conjunction with the student, completes the relevant sections in the PARE online portfolio in preparation for the Interim Review prior to the meeting taking place. At the Interim Review the Academic Advisor will ensure that the Placement Learning Agreement is reviewed to identify progress towards the provision of learning opportunities and assessment of capability. The Interim Assessment Report **in PARE** will form the basis of this meeting. AAs, students and Practice Educators need to understand what evidence is to be supplied in the final placement report.

There is no final placement meeting unless there are unique circumstances where this is required.

Concerns Meetings

If any party is concerned about the progress of the placement and informal efforts to address the issues have not met with success an extraordinary meeting known as a concerns meeting can be convened. The Academic Advisor takes responsibility for convening and chairing the meeting. These meetings should analyse the nature of concerns and (if possible) develop a clear action plan which details exactly how the concerns will be addressed, by whom and the timescales involved. Practice Educators can access the process to raise a concern via the link Placement Concerns Guidance for Practice Educators and Placement Concerns Guidance for Students. Social Work students can access the Raising Issues/Concerns on placement guidance via Share Point Safety & Support in Practice

Communication

Advice and support are available to the student, Practice Educator and On-site Supervisor from the Academic Advisor in the first instance. If the AA is not available, the Lecturer in Practice Learning will offer advice and support. Academic Advisors access support and advice from the Lecturer in Practice Learning.

Section 3

PRACTICE ASSESSMENT RECORD AND EVALUATION

PARE ONLINE PORTFOLIO

Contents of PARE (Year 1 and Year 2)

Students on placement complete PARE which assists the assessment of capability. Practice Educators will be expected to read, and sign PARE and verify the authenticity of the work presented by the student. Please see here for access to PARE portfolio.

First Year 70 Days	Second Year 100 Days
Placement Student Declaration	Placement Student Declaration
Statement of Confidentiality	Statement of Confidentiality
Placement Learning Agreement	Placement Learning Agreement
Interim Placement Assessment Report	Interim Placement Assessment Report
2 x Direct Observations undertaken by the Practice Educator	3 x Direct Observations (at least 2 undertaken by the Practice Educator)
Placement Assignment – Introduction to Social Work	Placement Assignment - Contemporary Social Work Interventions in Practice
Analysis of feedback from people with lived experience - 1500 words.	Analysis of feedback from people with lived experience - 1500 words.
Student Record of Work Undertaken on Placement	Student Record of Work Undertaken on Placement
Evidence for Social Work England (SWE) Professional Standards	Evidence for Social Work England (SWE) Professional Standards
PE Placement Assessment Report	PE Placement Assessment Report
List of supervision dates	List of supervision dates
Receipt following completion of online QAPL form	Receipt following completion of online QAPL form
Time Sheet evidencing completion of 70 days in practice	Time Sheet evidencing completion of 100 days in practice

Please note that ALL work discussed in any aspect of PARE must be anonymised to ensure the confidentiality of people with lived experience, practitioners, agencies, a person's place of origin and other detailed information from case profiles. The placement agency can be named in PARE.

Recording information for the PARE Portfolio

The PARE MUST be used to record information and can be accessed here.

Submission of PARE Portfolio

- Students should complete their sections in PARE and notify their PE on the date specified in the Placement Learning Agreement that all sections are up to date. The Practice Educator completes the assessment report on the student in the PARE online portfolio.
  N.B. The student should read the report and add their comments. Both the student and the Practice Educator then electronically sign the Report.
- Students should ensure that ALL required documentation is completed within the PARE
- Students should ensure that ALL documents are signed by ALL relevant parties.
- The student should email their academic advisor on the date specified in the Placement Learning Agreement to inform them that their PARE online portfolio is ready to be assessed. This should be no later than 1 week after the end date of the placement.
- Extensions MUST be authorised in the usual manner as outlined in the Programme Handbook in consultation with the academic advisor and assessments manager.

Guidelines on Anonymity

1. People with lived experience permission for use in the *Analysis of feedback from people with lived experience* should be obtained and provided to the Practice Educator. It is preferable if this is written permission but can be verbal. Any written permission is retained by the Practice Educator and not included in the PARE.

2. All contents in the PARE must be anonymised. Failure to do so may be in breach of the Data Protection Act 2018 and could be seen as unprofessional conduct, which may lead to further action. Please use pseudonyms (e.g. Mr/Mrs/Ms Jones, first name only) or random initials instead. Try to avoid using first name and surname as it may be construed by those marking your PARE to be the person's real name.

3. Where evidence is included that identifies third parties by name, for example, other professionals or an agency/establishment, written permission from those individuals or establishments/agencies concerned specifying that anonymisation is not required should be obtained. In most cases, it is not necessary (or helpful) to identify agencies by name, a student can refer to "a local mental health charity", "a regional agency offering support to the homeless "etc.

4. Students should note that breaches in confidentiality are extremely serious and would result in the PARE being deemed not to have met the required standards. A minor lapse in anonymisation will result in the student being asked to amend it before being allowed to progress to the next year or complete the year.

5. Where there are major breaches of confidentiality which would involve a service user's identity or residence being revealed the PARE may be deferred for further work and may require resubmission. Action may also be taken in line with the Data Protection Act 2018 or the Placement Concerns Review Panel where this is deemed to be necessary.

Section 4

PLACEMENT ASSIGNMENTS INCLUDED IN THE ONLINE PARE PORTFOLIO

Analysis of feedback from people with lived experience (personal experience of a particular issue or service) - 1500 words

This task requires you to collect **two** pieces of feedback from people with lived experience and provide **one** written analysis of this feedback. ***All feedback must be anonymised.***
In your submission you should:

1. **Analyse how the feedback from people with lived experience was obtained.**
   - Explain why you approached these particular individuals and asked for their feedback. Include how you sought and gained their consent to use their feedback in this assignment.
   - Explain the method you used to gather feedback – this could be the placement organisation's feedback form, or you can devise your own method of obtaining feedback.
   - Consider issues of power in relation to obtaining feedback from people with lived experience. How have you tried to take account of and manage these issues?
2. **Record your reflections on the feedback from people with live experience.**
   - Consider your areas of strength and areas for improvement/development based on the two pieces of feedback.
   - Identify what knowledge and skills you need to develop further.
3. **Discuss how you will use this feedback to inform and develop your future practice.**
   - How are you going to address your ongoing learning and development needs? What is your action plan?

You should draw on relevant social work theory to support your analysis and your referencing should comply with Harvard Referencing style.

This task will be assessed by the Practice Educator (as Pass/Fail) and provide evidence of your overall capability. You need to email this assignment directly to your Practice Educator 10 working days before the end of your placement and upload a copy on this page. You do not need to upload it to Turnitin.

Practice Educator Feedback
Please comment on whether you are satisfied that the student has analysed the feedback from people with lived experience and critically reflected on how this feedback will inform their ongoing professional development.

Pass ☐ Fail ☐

Social Work MA Year 1 – First Placement

PLACEMENT ASSIGNMENT

During the placement students are required to complete an assignment linked to the **Introduction to Social Work module**. This is an assessed assignment marked by a university lecturer.

Students can discuss their selection of direct work for this assignment with the Practice Educator. The Practice Educator or onsite supervisor must not comment on drafts and should only read the assignment after it has been submitted on Turnitin. This completed assignment should provide the Practice Educator with evidence of the student's application of social work theory, legislation and ability to critically reflect on their practice.

Social Work MA Year 2 - Final Placement

PLACEMENT ASSIGNMENT

During the placement students are required to complete an assignment linked to the **Contemporary Social Work Interventions in Practice module.** This is an assessed assignment marked by a university lecturer.

Students can discuss their selection of direct work for this assignment with the Practice Educator. The Practice Educator or onsite supervisor must not comment on drafts and should only read the assignment after it has been submitted on Turnitin. This completed assignment should provide the Practice Educator with evidence of the student's application of social work theory, legislation and ability to critically reflect on their practice.

Section 5

ASSESSMENT AND EXPECTATIONS IN PRACTICE

There are 2 core aspects which underpin the assessment of student social workers in practice. When all standards/outcomes are met the placement can be said to have been successfully completed. There is a reminder of the required outcomes on the graphic below. Further explanation is provided in this section. Prior to the start of their practice placement students receive instruction about the standards/outcomes they must achieve. Practice Educators should read both Social Work England Professional Standards and the Professional Capabilities Framework as students will be assessed against these during their practice placement.

Social Work England Professional Standards

Social Work England state that:

'*The professional standards are the threshold standards necessary for safe and effective practice. They set out what a social worker in England must know, understand and be able to do after completing their social work education or training.'*

Students should make sure that during their course, including while they are on placement, they do not do anything that contravenes the professional standards or the policies and procedures of their course or placement provider.

The Professional Capabilities Framework (PCF)

The PCF is held by the British Association of Social Workers (BASW). It provides a framework for continuing professional development within the social work profession. There are 9 inter-related domains within the PCF which ***viewed holistically***, help us to understand the social work role. Social work is a complex activity which cannot be properly understood by viewing its contributory elements in isolation from each other.

The level descriptors for the 9 domains reflect the complexity of work expected of students at each level (end of first placement and end of final placement). Each of the 9 domains set out individual capability statements which are important in terms of providing detail of expectations for each domain, and particularly significant to identify gaps, areas of development or concerns. The Practice Educator does not use each capability statement mechanistically (that would be akin to a competence-based approach to assessment), the student's capabilities are considered globally (holistically) using the capability statements to clarify expectations for each domain and guide the overall judgement.

The PCF levels related to student placements which are particularly relevant to Practice Educators are:

- ***By the end of the first placement*** students should demonstrate effective use of knowledge and skills and commitment to core values in social work in a given setting, predominantly dealing with situations of lower complexity, with supervision and support. They will have started to demonstrate capacity to work with situations of greater complexity and where solutions and outcomes are uncertain or less clear-cut. They will have started to use specific social work models, skills and interventions and to have evaluated their impact.

- ***By the end of last placement/ the completion of qualifying programmes*** newly qualified social workers will have demonstrated capabilities in applying social work approaches with a range of service user groups, the ability to undertake a range of tasks and social work interventions at a foundation level and evidenced the capacity to work effectively with more complex situations. They may have deepened specific skills in one or more social work field. They should be able to work with appropriate autonomy, whilst recognising that final decisions will often rest with their supervisor or other senior authority. They will seek appropriate support, supervision and be ready to pursue continuing professional development. These capabilities will have been demonstrated through the last (or latter parts of their) placement together with the final assessment of other work in the qualifying programme.

During the academic elements of the training programme and throughout their practice placements students will be enabled to demonstrate progression between the different levels of the PCF. In so doing they should demonstrate a developing ability to manage complexity, risk, ambiguity and increasingly autonomous decision making across a range of situations. Practice Educators play a vital role in both supporting and assessing the student's professional development to ensure that only those able to demonstrate the requisite capabilities progress through to qualification.

The Code of Ethics for Social Work

Students undertaking the MA Social Work are expected to be familiar with BASW's Code of Ethics for Social Work.

Holistic Assessment

Holistic assessment is common to social work and is a key method used by social workers to make assessment decisions in relation to people with lived experience. It is therefore an approach with which Practice Educators are familiar and one which draws upon their professional judgement and experience.

A holistic approach to assessment is guided by the following principles:

- Assessment takes place over time and is progressive; it is not limited to one point in time. As such, the holistic approach should relate to the students' overall learning journey. It should build on previous progression and identify learning and development needs relevant to both the current and next stage of learning.
- Students should be enabled to understand their learning programme as a whole, appreciate the relationship between academic teaching and practical aspects of the course and how they jointly inform and promote effective practice with people with lived experience. They **must** demonstrate the ability to critically reflect on their placement work with particular reference to the knowledge, skills and values which underpin it.
- Students should also be enabled to understand and critically reflect upon the social work role in a holistic sense. This will allow them to grasp the interconnectedness of the different tasks involved, as opposed to learning and viewing each task in isolation.
- The assessment process should be reliable and transparent. It should be based on clear agreements which adhere to the guidance in this handbook and are compatible with the Social Work England Professional Standards and PCF capability levels. Evidence should be generated throughout the placement from a variety of sources to inform the Practice Educator's judgement of capability.
- The Practice Educator is responsible for providing opportunities which generate sufficient evidence of the appropriate depth to inform the holistic assessment of capability. Students will contribute evidence, but the professional judgement of sufficiency will be made by the Practice Educator.

In summary, holistic assessment involves viewing the whole in the light of the parts and assessing integrated activities rather than assessing each part individually. The latter negates the fact that the parts are intrinsically related to each other. A failing in any one part is not isolated, it has implications for the whole and should be analysed in that context.

Sources of Evidence Available to Assess Capability, Conduct and Proficiency

Sources of evidence which support the assessment of capability/proficiency and are utilised by the Practice Educator to complete the Placement Assessment Report include:

- **Direct Observation:** Students have to be formally observed working in practice by the Practice Educator. These observations should be recorded on the proforma included within PARE. In the first placement, 2 observations are required. Normally these should both be undertaken by the Practice Educator and ideally both should involve observing the student with people with lived experience. On occasions this may not be possible and in these cases the second observation may be with other professions (e.g. at a professionals meeting). In the second placement there must be 3 formal direct observations, 2 of which should normally be undertaken by the Practice Educator. Two observations should involve direct work with people with lived experience and 1 may involve work with other professionals. Informal observation by the Practice Educator, colleagues and people with lived experience will occur naturally and can be discussed in supervision. It is the joint responsibility of both student and Practice Educator to ensure that these and all evidence of practice are provided.

    - **People with lived experience feedback:** people with lived experience involvement is integral to the MA course. There are procedures in place to ensure that assessment in practice involves accessing and working with the views of people with lived experience. This is a part of every direct observation and the *Analysis of feedback from people with lived experience* - 1500-word assignment.

    - **Evidence from work produced by the student for the agency**: This may include case records, assessments and care/support plans, direct interventions, write up of group work or projects undertaken, reports and attendance at meetings. These products will not be included in PARE but they will be used by the Practice Educator to assess the student's developing capability.

    - **Evidence from reflective supervision:** Reflective supervision is a central part of the placement process. Practice Educators will plan and document regular supervision sessions with the student based on a clear and documented supervision agreement. Reflective supervision should involve exploration of and reflection on tasks, underpinning knowledge and policy/legislative frameworks rather than being a simple audit of the student's performance. This should take place in the context of a professional relationship between the student and the Practice Educator which enables both strengths and weaknesses to be identified and developed. **Students should receive the equivalent of 1 hour's supervision per week which may involve longer supervision sessions conducted on a fortnightly basis.**

    - **Evidence from critical reflection**: Students will be provided with training in reflective skills prior to the first placement which will equip them with models to use and prior experience of having used them. Two practice assignments are included in PARE – (1) *Analysis of feedback from people with lived experience* - 1500-word assignment marked by the Practice Educator; (2) Academically marked placement assignments linked to MA

1 – *Introduction to Social Work Module* OR MA 2 – *Contemporary Social Work Interventions in Practice Module*. These completed assignments will be uploaded on PARE and should provide the Practice Educator with evidence of the student's application of social work theory, legislation and ability to critically reflect on their practice.

- **Feedback from others**: This could include colleagues; managers; professionals from other agencies. Such feedback must be transparent and negotiated in line with principles of anti-oppressive practice.

- **Sources/Suggested Reading:**

  Please see the link below to a Padlet on Critical Reflection where you will find several very useful resources and templates:
  https://manchester.padlet.org/mdnmsch8/nwka0xxz2mbwg2rw

Section 6

ARRANGEMENTS FOR INDUCTON AND SUPERVISION

Induction

It is agreed by all those involved in practice learning and expected that all students will be provided with a thorough induction programme. The induction period should be no less than 2 weeks in duration and may involve a range of activities.

Good Practice in Induction

- Involve the student in the process.
- Involve other people in the programme including people with lived experience.
- Allow students time to orientate to the immediate work base before involving them with other agencies/teams and their staff associated with the work base.
- Account for the student's learning style.
- Take a creative and reflective approach – sitting at a desk ploughing through policy and procedures may not assist the student to understand the links to their working practices.

The Purpose of Induction

- To make the student feel welcome.
- To introduce them to the agency, its role and function.
- To enable the student to understand their working arrangements for the placement.
- To ensure the student is fully appraised of all agency policy and procedures, their responsibilities and the support they can expect in relation to them.
- To promote a safe learning environment.
- To enable the student to become familiar with the area, the local community and the people who use the service.
- To enable the student to begin to build professional alliances with other professionals with whom they will have contact during the placement.

Specimen list of policy and procedures which induction should include:

- Health and Safety at work
- Lone working
- Equality and Diversity
- Fire safety
- Moving and handling
- Safe working practices
- Managing aggression and violence
- Safeguarding and reporting concerns
- Whistle blowing
- Bullying and harassment
- Complaints and grievance

Placements are responsible for the health and safety of the student and for ensuring their dignity at work. They are required to abide by appropriate health and safety requirements and for the duration of their placements, students are to be treated in the same manner as staff in relation to their health, safety and welfare.

Possible activities for the induction period

- Guided tasks
- Shadowing agency and other staff
- Off site visits
- Meeting people with lived experience.
- Co-working as the induction period develops.
- Reflective supervision.
- Space for reading and reflection.
- Attending training provided by the agency or the local safeguarding board if available.

Supervision

Students should receive the equivalent of 1 hour's formal and recorded supervision per week based on a supervision agreement signed by both the student and Practice Educator. Initially the Practice Educator will want to organise this on a weekly basis but may move to the provision of longer sessions conducted on a fortnightly basis as the placement progresses and the student demonstrates developing professionalism and autonomy. This will naturally be determined on a individual basis.

Supervision records should be completed, signed and kept by both the student and Practice Educator. These records will assist in the assessment of capability and will be useful as an aide memoir for the Practice Educator when writing the placement assessment report. They can also be used to demonstrate the nature of and efforts made to address concerns in practice.

There is an emphasis on critically reflective supervision in the standards and expectations which guide social work education at both pre- and post-qualifying level. This means that supervision should involve structured analysis of the work undertaken by the student, for example using reflective accounts provided by the student as a basis. This does not negate the accountability and quality assurance aspects of supervisory practice, rather it adds a crucial dimension which can assist the student to better understand the 'whole' and thus be better equipped to be effective in their service delivery.

Students should be encouraged to contribute to the supervision agenda and undertake appropriate preparatory work. Students are expected to submit at least 1 piece of reflective work prior to every supervision session; this work is invaluable as a learning and assessment tool and can provide key evidence in relation to the Social Work England Professional Standards and the PCF domains.

Guidelines for Student Supervision

Supervision is a structured two-way process, which is used to achieve and maintain professional standards.

Supervision should:

- Facilitate students learning, professional and personal development.
- Take place on a regular basis, frequency and duration should be agreed at the Placement Learning Agreement Meeting.
- Be planned, critically reflective and challenging.
- Be alert to anti-oppressive practice issues.
- Provide a supportive environment conducive to learning, where issues of theory and practice can be constructively appraised and challenged.
- Address power structures within the Practice Educator/student relationship and the workplace more generally. Whilst acknowledging the authority of the Practice Educator, in terms of assessment, an equitable atmosphere needs to be achieved.
- Focus on the student's use of self within practice in relation to boundaries, expectations and policies of the agency.

Supervision comprises of several components:

- Formal teaching
- Planning and evaluating practice skills
- Caseload management and accountability
- Appraising and developing practice
- Putting theory into practice
- Evaluating theory in the light of practice
- Exploring potential learning and teaching styles
- Identifying personal support needs
- Reviewing the supervision process

Good Practice:

- Supervision arrangements should be incorporated in the Placement Learning Agreement. A separate supervision agreement can be drawn up. This ensures that the student and Practice Educator are aware of the expectations for supervision.
- Both Practice Educator and student need to give commitment to the process and supervision agendas should be jointly constructed.
- Supervision, as a process, should be continually evaluated and open to adaptation to meet challenging needs.
- Conflict resolution should take place, in the first instance, within the supervision process. If issues remain unresolved contact the Academic Advisor to discuss and agree action.
- Feedback should be two-way, constructive, balanced and relevant.
- The boundaries of confidentiality within supervision should be explicitly agreed between practice teacher and student.

Developing Quality Practice Learning in Social Work: A Straightforward Guide for Practice Teachers and Supervisors - **Siobhan Maclean with Ian Lloyd (2008)**

Please access this Padlet on Supervision for several resources and guide:
https://manchester.padlet.org/mdnmsch8/z9x7uimdzp2jrewi

The Placement Assessment Report

Throughout the academic year a number of Practice Educator support groups and workshops are provided by the University of Manchester and Greater Manchester Social Work Academy (GMSWA). These will be partially based around a given topic and partially used to provide general support and advice to Practice Educators. This includes supporting the completion of placement documentation such as the Placement Assessment Report. Practice Educators are encouraged to contact Academic Advisors or Lecturers in Practice Learning if they have queries related to the Placement Assessment Report.

Section 7

ADDITIONAL INFORMATION FOR STUDENTS

Skills Days

There are 30 skills days during both years of the MA course. It is a mandatory requirement of the course that students will attend all of the skills days. The reason for this is that they count towards placement days. For MA2 students only, non-attendance will result in a written piece of work details of which can be found on this page below.

Recall Days

During your practice placement, you will return to the University for a number of **Recall Days**. These days are designed to:

- Provide seminars and workshops that link directly to your academic modules.
- Offer guidance and support with completing and submitting your PARE portfolio.
- Help you stay connected, feel supported, and maintain a sense of collegiality with your peers while on placement.

Social Work England Professional Standards

All students should conduct themselves in accordance with the SWE Professional Standards throughout the MA Social Work course. This is as relevant within the University setting as it in during the practice placement. Students will have the opportunity to revisit the Professional Standards during recall days to promote, monitor and provide space to reflect upon their professional development.

Compensatory Written Piece of Work (MA2 only)

Skills Days on the programme are mandatory as they are considered a key part of your learning about practice and are relevant to practice placements.

Where the attendance register shows that you were absent from a skills day you are required to complete an additional piece of work to demonstrate your learning.

You are required to submit a 500 – 750-word account for each missed skills session detailing:

1. Why the topic is relevant to social work
2. What skills you need to develop in relation to this area of social work
3. What further learning you need to pursue to develop these skills

You should email this piece(s) of work to your Academic Advisor on the date you submit your PARE. In order to receive a pass mark for PARE this work must be completed to a satisfactory standard. No referencing or reference list is required for this compensatory work.

Section 8

POLICIES & PROCEDURES

Refusal of Placements

Information on the student's Placement Application Form is taken into account during the matching/allocation process. Comprehensive efforts are made to match students to appropriate practice placements. All placements are chosen carefully to ensure that they provide appropriate learning opportunities to enable students to demonstrate the SWE Professional Standards and PCF requirements. Placements are quality assured using the Quality Assurance of Practice Learning Process (QAPL), which is outlined in this handbook on p.45, to ensure that they are fit for purpose. Requests to refuse placements will be considered on a case-by-case basis.

Placements cannot be refused:

- If the student simply does not want that placement. We are training social workers who need to be responsive, flexible and able to manage difficult, unfamiliar situations, who can appreciate learning opportunities where they are not so obvious and where there are challenges. These are an important part of the student's learning as they are replicated in a qualified worker's everyday work experience.

- If it does not meet all the student's self-identified learning needs. Where possible Lecturers in Practice Learning will try to accommodate what each student identifies they need but there are set assessment criteria that the student needs to meet in relation to the SWE Professional Standards and the PCF. There is no accreditation of prior learning so all students regardless of their experience or maturity must be assessed against all the relevant criteria as defined by the regulatory bodies. All placements offered to our students will allow the student to do this.

- If the student has had experience of working in a similar agency previously. This may be so, but the difference is that the student is now being assessed on this placement and will be working with different people in different situations.

Procedure for Refusing Placements

Stage 1

The student will firstly meet with the Lecturer in Practice Learning to discuss their reasons for refusal. The Lecturer in Practice Learning will make a decision and may, if the request is considered reasonable, seek another placement. If the request to change placements is not accepted at this point, then the student will be asked to undertake the placement initially offered. If the student is not satisfied with this outcome and wishes to pursue this further, then Stage 2 of the procedure will be enacted.

Stage 2

The student will be given the opportunity to meet with the Head of Social Work and Lecturer in Practice Learning to discuss their reasons for refusal of the particular placement. An offer of an alternative placement may be provided at this stage if the request is considered to be reasonable. If after this meeting the request is not considered to meet the grounds for finding

an alternative placement, then the student will be asked to undertake the initial placement offered. The course decision about placement allocation is final.

Safe Practice

Before starting placement, students must complete and pass the Assessed Readiness for Direct Practice. This is in place to make sure students feel confident, prepared, and safe as they begin their practice learning in a service setting.

Travelling Distance To and From Placement

Students are expected to travel up to 1½ hours each way to the placement. Special needs for individuals may be negotiated.

Attendance and Sickness Absence

Whilst on Practice Placement, students must attend 100% of their Placement working days. Placement days and hours are agreed between the placement provider/ agency, Practice Educator, student and Academic Advisor at the start of each placement.

Students who are unable to attend the placement are governed by the same regulations as course attendance regulations for definition of sickness, absence, unauthorised absence and punctuality as outlined in the student Programme Handbook (regarding sickness, absence, unauthorised absence, un-scheduled breaks/leave). In addition, students must follow the placement agency's procedures for reporting as sick.

Students are required to complete 70 days (MA 1) or 100 days (MA 2) on placement and must keep a record of the days completed. The Timesheet should be completed regularly and signed off by the Practice Educator in the PARE online portfolio. Students are expected to make up missed time (for sickness and absence) in agreement with the placement provider.

If the student is required to attend the University for recall days, any other form of scheduled teaching or student conferences, these days are not included in the 100 placement days.

A prolonged absence from placement will probably result in the student having to interrupt the course.

Protocol for Leaving a Placement Early

With the exception of illness, if for any reason a student leaves a placement early, after negotiation with the placement, the student should work a minimum of a 2 week notice period to ensure the appropriate transfer of work. Failure to do so may be regarded as demonstrating unprofessional conduct.

Equality and Diversity

Social Work England's Practice Placement Guidance requires placement providers to have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.

Reasonable Adjustments

Practice Educators/On-site Supervisors are asked to make every effort to offer reasonable adjustments to students with a disability. For example, students with a specific learning difficulty, such as dyslexia, may occasionally need to leave the placement early to access their study coach at the University. If there are queries in relation to what constitutes a reasonable adjustment in specific instances, please contact the Lecturer in Practice Learning to discuss further.

Concerns about the Placement

Detailed guidance can be found online. Practice Educators can access procedures via the following link Placement Concerns Guidance for Practice Educators and Placement Concerns Guidance for Students. Social Work students can access the Raising Issues/Concerns on placement guidance via Share Point Safety & Support in Practice

PARE Portfolio Moderation Process

The arrangements for practice learning appropriately place significant emphasis on the professional judgement of the Practice Educator. Practice Educators make Pass/ Fail recommendations in their final assessment reports in relation to student's performance on their practice placements. In line with other academic work, moderation processes are in place, and all PARE portfolios are also assessed by the student's Academic Advisor at the University. The final pass/fail judgement rests with the Examination Board.

Section 9

QUALITY ASSURANCE IN PRACTICE LEARNING (QAPL)

Explanation of the process

In order to approve and monitor the quality of practice placements the University of Manchester operates a Quality Assurance in Practice Learning system referred to as QAPL. The aim of the system is to ensure that we work in partnership with placement providers to develop and maintain high quality practice learning opportunities which meet the required standards for safe and effective training as defined by the regulatory framework. The system consists of 3 main elements:

- The Higher Education Institute (HEI) Audit which is completed by university staff during the approval process
- The Student QAPL form which the student completes at the end of the placement
- The Practice Educator QAPL form which is completed by the Practice Educator at the end of the placement.

Each element is discussed in full later in this section.

The QAPL system database is maintained and administered by the social work administration assistant based in the Practice Learning Unit (PLU).

The HEI Audit Form

All prospective practice learning opportunities are audited using the online HEI QAPL form. A member of university staff will contact the prospective placement and go through the audit with the relevant member of on-site staff prior to the placement being approved and used. This enables us, in partnership with the agency to ensure that there are:

- Appropriate learning opportunities.
- Suitably qualified/experienced staff at the placement setting.
- Determine whether the placement is better suited to a first or final practice placement.
- Determine what training is needed for on-site staff.
- Identify whether there is a likely to be a need for an Off-site Practice Educator.

The HEI audit form is reviewed annually after the initial form is completed to monitor and record any changes.

The student QAPL Form

At the end of the placement all students **MUST** complete an online Student QAPL form. Once the online form is completed a receipt will automatically be sent to your email address. Please print this receipt and include it in your PARE portfolio. The Lecturers in Practice Learning will read the forms and contact the student if additional information or clarification is required. Students should note that their PARE portfolio will not be assessed unless the email receipt is included.

The student QAPL form gives students an opportunity to tell us about their experience on placement, what they found useful and whether there were any gaps in the learning programme by rating their experience against a number of criteria. Students can also add a qualitative statement.

Lecturers in Practice Learning use the feedback provided constructively to work with agencies to develop the quality of placements. It also enables us to provide positive feedback to placement staff. The student QAPL form also enables us to monitor and develop University based systems relevant to the placement process. Students should therefore bear in mind that their comments will be shared with the placement provider where this is necessary and/or desirable.

Students will be given full instruction about how to complete and submit the online QAPL form during one of the recall days from placement.

The Practice Educator QAPL form

At the end of the practice placement the Practice Educator completes the online PE QAPL form which is submitted to the Lecturer in Practice Learning. This gives the Practice Educator the opportunity to provide feedback to the University about their experience during the placement and identify any issues from their perspective.

Lecturers in Practice Learning read all QAPL forms and will contact Practice Educators to discuss any salient issues. This enables us to monitor and improve our own systems and address any concerns raised by the Practice Educator.

APPENDICES

Appendix 1

University of Manchester Practice Learning Timetable MA1

L= Leave BH = Bank Holiday R = Recall day SD = Skills Day U = University/Academic Study Day

Week No	Week commencing	Mon	Tue	Wed	Thu	Fri
1	25/1/27	U	U	U		
2	1/2/27					U
3	8/2/27					U
4	15/2/27					Recall Day
5	22/2/27					
6	1/3/27					Recall Day
7	08/3/27					
8	15/3/27					World SW Day Recall
9	22/3/27					BH
10	29/3/27	BH	L	L	L	L
11	05/4/27					
12	12/4/27					SD
13	19/4/27					
14	26/4/27					SD
15	03/5/27	BH				U
16	10/5/27					SD
17	17/5/27					U
18	24/5/27					U
19	31/5/27	BH				SD
20	07/6/27					
21	14/6/27					
22	21/6/27					
23	28/6/27					
24	05/7/27					
25	12/7/27					
26	19/7/27					
27	26/7/27					
28	02/8/27					
29						
30						

Appendix 2

University Of Manchester Practice Learning Timetable MA2

L= Leave BH = Bank Holiday R = Recall day SD = Skills Day U = University/Academic Study Day

Week No	Week commencing	Mon	Tue	Wed	Thu	Fri
1	04/1/27					Recall Day
2	11/1/27					Recall Day
3	18/1/27					U
4	25/1/27	U				U
5	1/2/27					U
6	8/2/27					U
7	15/2/27					U
8	22/2/27					U
9	1/3/27					U
10	08/3/27					Recall Day
11	15/3/27					World SW Day Recall
12	22/3/27					BH
13	29/3/27	BH	L	L	L	L
14	05/4/27					U
15	12/4/27					U
16	19/4/27					SD
17	26/4/27					U
18	03/5/27	BH				SD
19	10/5/27					
20	17/5/27					U
21	24/5/27					U
22	31/5/27	BH				Recall Day (a.m.)
23	07/6/27					U
24	14/6/27					U
25	21/6/27					U
26	28/6/27					U
27	05/7/27					U
28	12/7/27					U
29	19/7/27					U
30	26/7/27					U
31	02/8/27					U