



PLACEMENT PROTOCOLS

YORKSHIRE URBAN AND RURAL SOCIAL WORK TEACHING PARTNERSHIP

JULY 2018

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PLACEMENT PROTOCOL

1. INTRODUCTION

1.1. Background

The Yorkshire Urban and Rural Teaching Partnership is a social work teaching partnership consisting of four local authorities and two universities in West and North Yorkshire. We are working collaboratively to deliver inspirational education and training that leads to high quality social work.

The partnership aims to be employer led and brings together Principal Social Workers, Workforce Development leads, Social Work academics and researchers, frontline practitioners and young people and adults who have experienced social care. We are committed to working together to improve what we do and how we do it.

Our partnership includes the following organisations:

- Calderdale Council
- Kirklees Council
- City of York Council
- North Yorkshire County Council
- University of Huddersfield
- University of York

1.2. Purpose and Aim

A key focus of the partnership is to guarantee all social work students within the partnership two high quality placements which offer experience of undertaking statutory social work and support students to develop their capabilities and confidence to practice.

Statutory placements are defined as those that:

- Take place in a local authority setting or settings delivering delegated statutory functions on behalf of the local authority;
- Involve work on S17 or S47 cases (under the Children Act 1989), or delivering requirements of the Mental Capacity Act 2005 and Care Act 2014; **and**
- Require case records to be updated by the student, under appropriate supervision.¹

Where placements are in non-statutory settings (PVI's/Health Trusts), the partnership will ensure that the placement offers experience of undertaking statutory tasks and use integrated

¹ Department of Health and Department for Education, Application Guidance for Social Work Teaching Partnerships, December 2018

placement models to ensure that students have learning opportunities equivalent to those in statutory settings.

Further information on the Partnership's approach to placement provision can be found in the Partnership's [Statutory Placement Model](#) document.

This document sets out the arrangements within the partnership for the provision of placements within the partnership; the roles and responsibilities of those involved and the protocols that have been agreed for the allocation and management of placements.

This document is intended to provide guidance for placement providers and universities within the partnership and may be shared externally to help clarify the partnership's approach and ways of working.

2. Roles and Responsibilities

University Placement Coordinator

- Lead on work to support students with completion of placement application forms (PAFS);
- Ensure PAFS are shared with placement providers;
- Ensure quality assurance processes are in place for placements;
- Notify students of potential placement match, after confirmation with providers.

Practice Educator Consultants (PECs)

PECs work across Local Authorities and Universities within the teaching partnership to embed excellence in practice education and provide additional support to Practice Educators and Students. They also act as PE to a small number of students and undertake the role of PE mentor.

Key requirements of the PEC role include:-

- Based in each local authority service area, qualified to Practice Educator level 2 (or equivalent);
- Leads (in conjunction with workforce development) on placement sufficiency forward planning and placement allocations within local authorities;
- Co-design and co-deliver Practice Educator accredited modules;
- Support the development of new practice learning protocols and policies within the teaching partnership;
- Identify and broker new placements within local authorities and, potentially with other providers within the teaching partnership;
- Lead on work to support struggling students of trainee Practice Educators;
- Coordinate student inductions, student support groups and PE support groups;
- Providing individual support and supervision to Practice Educators;
- Role model and embed new working practices and resources;
- Quality assure local authority placements and where relevant integrated placements with other providers/services;
- Map and monitor practice educator capacity within own organisation.

Practice Educator (PE)

Students will be supported by a PE throughout their placement experience. It is preferable that the PE is employed by the placement provider; in exceptional circumstances an external PE may be used. Where a work based supervisor is used on placement, and the PE is not based within the team, they will work closely with the work based supervisor, and attend meetings with the student, work based supervisor and Placement Tutor. In these circumstances, the PE would offer fortnightly supervision focusing on the learning and development of the student. The PE will provide an assessment of the student's competence and provide a report.

Key requirements of the PE role include:-

- Registered Social Workers who hold, or who are working towards additional qualifications related to the teaching and assessment of learners in practice e.g. Practice Educator Level 2;
- Supports the student's practice learning;
- Responsible for the assessment of the students practice throughout the placement duration;
- Provides supervision, which may consist of group supervision, and offers feedback on the student's work;
- May act as practice mentors for social workers undertaking Practice Education training (see below);
- Completes formal observations of the student's practice.

Work Based Supervisors (WBS)

Where it is not possible for a student to be directly supervised by a PE, there will be a WBS, who will be supported by a trained PE. For first placements, a WBS does not to be social work qualified, however for second placements there must a qualified Social Worker within the team to provide support to the WBS.

Key aspects of the WBS role include:-

- Day to day responsibility for student where there is no on-site PE;
- Liaise with PE to ensure student learning needs are being met;
- Attends placement induction provided by PECs and monthly PE support groups;
- Responsible for fortnightly case supervision;
- Attends placement learning agreement and midway meetings and provides input into the mid-way and final reports;
- Can be provided with additional support from the PEC.

Placement Tutors

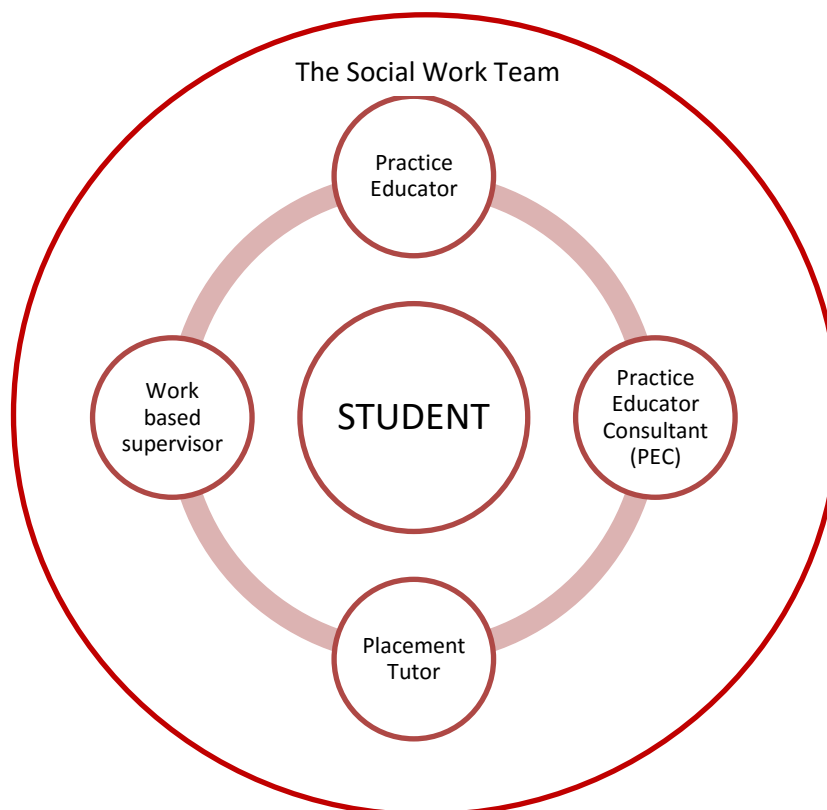
- Oversees the placement and ensures that the placement provides appropriate learning opportunities as well as providing a link to university;
- Provides advice and support to students, Practice Educators and workplace supervisors.

Practice Educator Mentor

- Provides support to trainee PEs while they are supervising students;
- Overall responsibility for the management of the placement, including assessment of the social work student's development;
- Observes trainee PE undertaking supervision and provides feedback;
- Signs off the final report before it is shared with the university;
- Supports PE with meeting academic requirements of training;
- Provide additional support and guidance, if applicable, where student is failing.

The Social Work Team

Throughout a placement, the student will be supported by a range of practitioners and wider professionals who will contribute to the learning. As part of the placement students need to understand the management responsibilities within their team and who is responsible for overall decision making.



3. Protocols

3.1. Sufficiency Planning and Placement Allocations

As part of the teaching partnership, local authorities will prioritise provision of placements for students from the University of York and University of Huddersfield, alongside provision of placements for any other agreed programmes (e.g. Step Up to Social Work). To improve medium-term placement sufficiency planning the partnership will use the following process:

- All local authorities will be asked to identify the number of available placements for the next two academic years in May of the previous academic year;
- Projections will then be updated four months in advance of placement start dates by LA Placement Coordinators/Practice Educator Consultants (PECs);
- Projections will be shared with the Teaching Partnership board and HEIs to inform forward workforce and admissions planning.

Annexes A and B show the allocation process to be followed for all student social work placements within the teaching partnership. The process aims to ensure:

- Local authority involvement in early stage allocations and a partnership approach through a collective review of Placement Allocation Forms (PAFs) between HEIs and LAs;
- Placement capacity in social work employers within the partnership is maximised before PAFs are shared with alternative providers;
- Partnership oversight of all practice learning placements.

3.2. Requests for placements from agencies outside the Teaching Partnership

The Partnership will prioritise local authority placements for students from the Universities of Huddersfield and York, with the aim that all students are placed in a local authority or with an alternative provider but offered statutory opportunities.

Where there is sufficient placement capacity and it is practicable and reasonable, students may be offered placements within other teaching partnerships. To support this a regional intra-partnership Memorandum of Understanding will be developed with the following partnerships:

- Leeds Wakefield Teaching Partnership
- Bradford Teaching Partnership
- South Yorkshire Teaching Partnership
- Humber Teaching Partnership.

3.3. Car drivers

The rural nature of several local authorities within the partnership makes the provision of practice learning placements to non-car drivers/those without access to a vehicle challenging. To help ensure that all students have a suitable placement that meets with their learning needs, the following actions will be taken:

- HEIs will emphasise to students, through course marketing material and throughout the course, the benefits of having access to a vehicle to maximise their placement opportunities.
- HEIs all will signpost students to any available additional funding that may be accessed to support the cost of driving licenses/car running costs. HEIs will also signpost to any driving instructors who may offer a reduced rate to students.
- Local authority placement providers will aim to identify opportunities that do not require the student to have access to a vehicle and ensure that these are clearly identified on the placement offer form. LAs will continue to look to build placement capacity within teams where travel is not required e.g. hospital social work.

3.4. Struggling/Failing Students

Support to student

- Support to the student will initially be provided by the PE, WBS and mentor (if applicable) but can also be offered by the placement tutor and the PEC;
- Students who are struggling should be offered a 1:1 meeting with the PEC; this will aim to reduce issues escalating and that early action is taken to address issues;
- If issues are not resolved at a local level, a progress review/action planning meeting should be scheduled and the placement tutor and PE (and PE mentor, WBS if applicable) asked to attend. This meeting will be supported by the PEC who will have oversight of any agreed action plan.

Support to PE

- PEs should attend monthly PE support sessions to support collective learning and problem solving with other PEs and PECs;
- Where issues arise the PE should approach PE mentor for support in first instance. In the absence of a PE mentor support will be provided by the PEC;
- PE/PE mentor can request additional support from the PEC at any point in the process.

3.5. Struggling/Failing Practice Educator in training

- Local authority learning agreements should make clear the commitment required from Social Workers completing the PE training and any course costs to be reimbursed if training is not completed;
- Where a PE is not meeting course expectation, support will be provided initially by the PE Mentor and PEC, who will work with the Social Worker to identify the issues and agree how this will be managed with the university;
- The PE mentor will countersign the student's final report to ensure qualified PE oversight.

3.6. Changes to Placement Plans

Sometimes plans for a placement will be unavoidable disrupted due to changes to the PE work role or circumstances within a team/service area. To minimise disruption to the student's learning experience the following steps should be taken:

- The PE should notify the PEC/workforce development team as soon as they are aware of a potential change in circumstances which will impact on the placement;
- A back up plan should be put in place as soon as possible – this may include the PE continuing to support the student if they are moving into a new team/service areas; a new PE being identified in the same team or the PEC undertaking the PE role for the student.

3.7. Practice Educator/Placement Quality Assurance

The PE Quality Assurance form (Annex C) must be completed and signed by the PE's manager. This must be completed each time that a PE takes a student. The placement offer form (Annex D) will provide an additional quality assurance mechanism through identifying how placement content will meet the student's learning needs.

As part of the placement evaluation process, HEIs will ensure that the following are shared with PECs (or equivalent).

- Placement Tutor feedback after the final report;
- The QAPL completed by the student at the end of placement.

Further quality assurance will be provided through PE support groups and additional support and supervision through the PEC role.

HEIs will have overall responsibility for placement quality assurance, including PVI placements, within the partnership.

3.8. Maintenance of Practice Educator Qualification

The Partnership is committed to developing Practice Educator capacity across the social work workforce and this role may be part of progression pathways within local authorities. Annex E shows the process to be followed to support PEs to maintain or refresh their qualification currency.

Annex A – University of Huddersfield Allocation Process

YURTP Placement allocation process – University of Huddersfield		
HEI	Local authority	PVI
<p>1. Request for sufficiency statements sent to all placement providers <i>Minimum 4 months before placement start</i></p>	<p>2. Sufficiency statement sent to HEIs identifying placement capacity for next cohort <i>10 working days</i></p>	<p>2. Sufficiency statement sent to HEIs identifying placement capacity for next cohort <i>10 working days</i></p>
	<p>3. PECS attend first sift meeting with HEIs to jointly review PAFs and consider learning needs, location & suitability for PVI/ integrated placements. Initial allocations made between LAs, PVI's and integrated placements. <i>3 months before placement start</i></p>	
<p>4. Inform student of provisional placement provider & detail of matching event.</p>		
	<p>5. Matching processes for students and PEs – including PVI PEs <i>3 months before placement start date</i></p>	
	<p>6. Notify HEI of outcomes of matching event <i>Within 3 weeks of event</i></p>	
<p>7. Confirms final placement allocation with students</p>		
<p>8. Reports to TP on final placement allocations, including split by provider and number of adults/ children's placements</p>		

Guidance Notes

- Meeting will include consideration of PVI placements and trainee PEs in PVI's requiring students. Lead organisations for integrated placements to be agreed at this point.
- Students from UoY may also be considered for UoH placements (where this would meet the student's learning needs and circumstances) and vice versa - this will be discussed between HEIs/PECs on an individual basis.
- PVI PEs will also be invited to matching event coordinated by local authorities.
- HEIs will be responsible for reporting to the teaching partnership on the provision of placements for each student cohort.

Annex B – University of York Allocation Process

YURTP Placement allocation process – <i>University of York</i>		
HEI	Local authority	PVI
<p>1. Request for sufficiency updates sent to LAs and PVIs <i>Minimum 4 months before placement start</i></p>		
	<p>2. Identify projected placement capacity for next year and inform HEIs. <i>4 months before placement starts</i></p>	<p>2. Identify projected placement capacity for next year and inform HEIs. <i>4 months before placement starts</i></p>
<p>3. Coordinates meeting with LAs to jointly review all PAFs for next academic year and consider learning needs, location & suitability for PVI/integrated placements. Initial allocations made between LAs, PVIs and integrated placements.</p>		
	<p>4. PECs/WFD undertake internal matching process</p>	
	<p>5. PECs/WFD confirm outcome of matching process to HEI <i>3 months before placement start date</i></p>	
<p>6. Confirms final placement allocation with students</p>		
	<p>7. Practice Educator invites student for informal interview</p>	
<p>8. Reports to TP on final placement allocations, including split by provider and number of adults/ children's placements</p>		

Guidance Notes

- Following meeting, PAFs are allocated between local authorities for detailed review. PECs/WFD will then confirm students to be offered placements.
- At this point, all PAFs will be reviewed by LA including those that have expressed a PVI preference.
- Internal matching process may include face to face interview with PE, mini-matching session, PEC facilitated sessions with students.
- HEIs will be responsible for reporting to the teaching partnership on the provision of placements for each student cohort.

Annex C - Placement Offer Form

This document is designed to support Practice Educators and managers in planning Student placements in order to quality assure the learning opportunities each placement is able to offer. It outlines how a specific placement setting meets the statutory placement definition and considers what work the placement can offer to support a Student in evidencing that they meet the required descriptor levels for the Professional Capabilities Framework. This ensures that each placement offered confirms that Students are equipped and prepared for the realities of social work. This is also considered with reference to the Knowledge and Skills Statements and HCPC standards and codes of ethics and will enable the Teaching Partnership to ensure that each placement offered can evidence and confirm that Students will be equipped and prepared for entry into their assisted and supported year in employment.

This document can be used in a variety of circumstances such as:

- Matching process for Students.
- Placement Learning Agreement meeting.
- Supervisions with the Student.
- Mid way meeting to measure progress.
- Placement action Planning Meeting.
- Final Report.
- Fitness to Practice Meeting.
- Quality Assurance of Placement/Audit.

This placement adheres to the following DFE Guidance descriptors of a statutory placement: -

Work in a Local Authority setting

Involve work on Section 17 and Section 47 cases (under the Children Act 1989)

Involve work on delivering requirements of the Care Act 2014 and Mental capacity act 2005

Require case records to be updated by the Student, under appropriate supervision

Yorkshire Urban and Rural Teaching Partnership ‘Statutory Placement’ Definition

The Yorkshire Urban and Rural Teaching Partnership (TP) aims to produce capable and knowledgeable Social Workers who, by the end of the Student journey, are well prepared to take up their first year of practice in any setting. Towards this goal, we will provide each Student with two contrasting placements, each offering statutory tasks.

The Department of Health’s Requirements for Social Work Training (2002) states that all social work Students in England must have experience in at least two contrasting practice settings, and of “statutory social work tasks involving legal interventions”. This was reiterated by TCSW (2012a), when they brought out the ‘Overview of New Arrangements for Practice Learning’.

In their consultation for the National Assessment and Accreditation System (NAAS), the DfE (2017) give a broader definition of statutory work with children and families. They state that they expect Social Workers working across child protection, children in need, children in care and care leavers, looked after children, young carers, fostering and adoption to undertake the following statutory tasks:

- Make decisions about accepting a referral into children’s social care.
- Lead Section 47 enquiries.
- Hold case responsibility for Children in Need and Looked After Children (cannot undertake STAT visits on LAC cases).
- Carry out Statutory Assessments of Children in Need, Looked After Children and family members, prospective and approved Foster Carers and Adopters or plans related to private Court Proceedings.
- Make, implement and review statutory plans.

- Hold supervisory responsibility for Foster Carers.
- Approve and review prospective and approved Foster Carers.

For Student Social Workers, their involvement in these tasks may be restricted; they would not, for example, lead Section 47 enquiries, although they may take responsibility for aspects of an enquiry. However, the TP would want to give Student Social Workers the opportunity to engage with a range of these tasks.

HCPC Standards

In addition to meeting the PCF Students are required to work within the HCPC Guidance on Conduct & Ethics. You can download the full guidance from:

<http://www.hpc-uk.org/assets/documents/10002C16Guidanceonconductandethicsforstudents.pdf>

The guidance sets out 13 areas that you should adhere to:

1. You should always act in the best interests of your service users.
2. You should respect the confidentiality of your service users.
3. You should keep high standards of personal conduct.
4. You should provide any important information about your conduct, competence or health to your education provider.
5. You should limit your study or stop studying if your performance or judgement is affected by your health.
6. You should keep your professional knowledge and skills up to date
7. You should act within the limits of your knowledge and skills
8. You should communicate effectively with service users and your education provider and placement providers.
9. You should get informed consent to provide care or services (so far as possible).
10. You should keep accurate records on service users.
11. You should deal fairly and safely with the risks of infection.
12. You should behave honestly
13. You should make sure that your behaviour does not damage public confidence in your profession.

Placement/Team name :
Brief team description :

Placement offer - activities and work to be undertaken	PCF descriptors met	KSS descriptors to be aware of
This team is based in a Local Authority setting.		
Work with other agencies to manage and make decisions and plan interventions.		
Opportunities to use reflection with Social Workers, management and co-working more complex cases.		

Understanding legal framework underpinning relating to the placement.		
To work in a high pressured environment, to hold a case load and work with colleagues on more complex cases and record with accuracy.		
Assessment of service users, analysis, decision making, applying knowledge and skills and make recommendations.		
Manage and assess risk.		
Undertake direct work with service users. This involves making appointments, undertaking intervention using a range of models and challenging.		
Shadow and/or co-work Court work.		
Contribute to 1-1 and group supervision.		
ANY ADDITIONAL TASKS SPECIFIC TO PLACEMENT		

Annex D - Practice Educator’s Quality and Assurance Form

The Yorkshire Urban Rural Teaching Partnership programme aims to quality assure Practice Educators and Workplace Supervisor placements to ensure that excellent learning opportunities are available for Workplace Supervisors, Practice Educators and Students alike.

This form aims to ensure that the Teaching Partnership can provide high quality Social Work placements in line with the Professional Capability Framework (PCF) and that Practice Educators and Workplace Supervisors are performing to high standards on a consistent basis, linking to the HCPC guidelines, Policies and Procedures.

I am the Manager/Supervisor of..... who is a Practice Educator or Workplace Supervisor.

I confirm the following (please delete Y/N as appropriate):

- Are there any current disciplinary actions against this Practice Educator/Workplace Supervisor? Y/N

- Are there any current performance issues about this Practice Educator/Workplace Supervisor? Y/N

- The Practice Educator/Workplace Supervisor has maintained the HCPC requirements for their continued professional development. Y/N

- Can you confirm as a Manager (you confirm) that there are no other practice issues regarding this Practice Educator/Workplace Supervisor that you feel may prevent them from supporting a student and offering a high standard learning experience. Y/N

- Is there any practical reason why a Student placement at this time, is not appropriate for the Workplace Supervisor/Practice Educator or Team, for example: workload issues, health concerns, not appropriate at this time. Y/N

Should you have any concerns that you wish to discuss about this Practice Educator/Workplace Supervisor, please contact.....Practice Educator Consultant.

Signed.....

Name.....

Date.....

Annex E – Practice Educator CURRENCY FLOWCHART

