

Practice Learning Agreement

The student should submit the completed PLA document to Moodle **no later than 5 days** after PLA meeting.

Student Details
Student Name: Student X
First or Final Placement: First
Duration of the placement: 70 days
Mobile Number: (Personal Mobile) X
University Email: StudentX@lancaster.ac.uk
Is this a re-take of a placement module? No

Placement Details
Placement Agency/Team Name: Team X
Start date: XX/XX/20XX
Expected end date: XX/XX/20XX
Weekly placement hours (must be minimum 35 hours):
Agreed start time: 09:30am
Agreed end time: 4:30pm with the exception of weekly group work sessions — 1 evening per week, 5:30 — 7pm

Practice Educator Details
Name: Practice Educator X
Registration Number: SW_____

Practice Educator Details	
On-Site or Off-Site: Off-site	
Practice Educator Telephone: X	
Practice Educator Mobile: X	
PE training status (delete as appropriate): Stage 2	
Name of Stage 2 PE who will sign off final report (where appropriate): PE5	
Practice Educator email address: PEX @x.qov.uk	
Please provide the name of the person who will step in as Practice Educator, in the event that the Practice Educator needs to step down or take long-term leave.	Managers X and Y

On-site Supervisor Details (leave blank if there is no On-site Supervisor)
Name: OSSX
Registration Number if applicable:
On-site Supervisor Telephone:
On-site Supervisor Mobile:
On-site Supervisor Email:

Placement Tutor Details
Tutor: TutorX
Tutor Mobile:
Tutor Email:

University Skills Development Day Dates *(these do not count as a placement day)*

1. XX/XX/20XX

2. XX/XX/20XX

3. XX/XX/20XX

Mandatory days to attend.

Supervision

The student **must** receive either one hour of supervision per week or two hours per fortnight from their PE.

We also recommend that they should receive half an hour per week supervision from their OSS (where applicable).

In addition to supervision, we recommend at least two three-way meetings between student PE and OSS (one before and one after the Midpoint):

All dates of supervision sessions must be recorded on the Supervision Record, which will be submitted in the final portfolio.

Please agree, and record below, your arrangements for supervision.

Practice Educator	Frequency: weekly
	Duration: 1 hour
	Venue: Social Work Offices
On-site Supervisor (if not applicable, leave blank)	Frequency: fortnightly
	Duration: 1 hour
	Venue: X Office

Additional Comments: (e.g., 3-way supervision, group supervision opportunities, etc)

Supervision may change to 2 hours fortnightly dependent on the need of the Student X.

Supervision will not exceed fortnightly.

4 weekly meetings with Supervisor, Practice Educator and Student X.

Observations of Practice & CAPs

The student must be observed in practice working with a service user on **at least 3 occasions** during a first placement, and **at least 4 occasions** during a final placement.

The student must also complete 2 Critical Analysis of Practice templates during their placement (**first placement only**).

The student should have completed at least 1 CAP and at least 1 observation before the Mid-point Review. **1 CAP should be completed within the first 4 weeks of placement (first placement only).**

- Student X will have 3 observations.
- PEX will do observations unless there is something ad-hoc which happens that OSSX can observe.
- 1 observation to be completed by midpoint, completed paperwork to be sent to PEX by XX/XX/20XX
- 2 CAPS — induction and intervention.
- Induction cap by midpoint — ideally in the first month, completed paperwork to be sent to PEX by XX/XX/20XX
- Placement Tutor needs to see both documents prior to midpoint, observation and induction cap

Analysis of Feedback Task (final placement only)

The student must collect two pieces of feedback from people with lived experience and provide a written analysis. The feedback may be positive or negative; the student will be assessed on their analysis and the way in which they are able to use feedback to improve their practice. The student is responsible for obtaining the feedback, but they may decide to ask colleagues to support them with the collection of data.

This piece of work will be discussed in supervision and uploaded as part of the Portfolio on the last day of placement.

Student X is completing their first placement.

Study Time and Reflection

The equivalent of one half-day per week can be taken for study purposes, as long as it is agreed by the Practice Educator and On-site Supervisor (if applicable). The student must ensure that they communicate clearly with the Practice Educator and On-site Supervisor about any planned study time. Study time cannot be saved up – it must be taken throughout the placement. Reflection is an integral part of social work practise – we encourage students to keep a reflective log on a daily basis. **Please indicate below the plan for study time, i.e. one-half day per week, one day per fortnight, etc.**

Student X will begin taking half a day per week, this may change as their placement starts, and their work load changes or different opportunities arise, however Student X will continue to have the equivalent of half a day per week. Student X is encouraged to spend some time each day completing a reflective log.

Absence

Who to report absences to:

In the first instance, OSSX, In their absence, 'named team member X'

How absences should be reported:

At least by 9:30am — email PEX and Tutor also on the first day.

Please note that absences from placement should be reported to the agency and your Practice Educator as early as possible on the first day of absence. Any absences must also be reported to your Practice Tutor and Practice Learning Coordinator. Absences of more than 5 working days must be supported by a sick note.

Additional Student Support

Please record details of any discussion had with student regarding support available within the placement relating to disabilities, equality and diversity and other areas where support should be provided. If the student has an ILSP and/or occupational health report, has this been shared?

- Additional time will be given to Student X when he is planning visits to young people, support will be given to accessing public transport and initial visits will be completed with another member of the team, so Student X is familiar with the area.
- Consideration will be given to location and availability of public transport when allocations are being made.
- With Student X's permission it will be shared with the team that he can find it difficult to concentrate if there are multiple conversations taking place at once.
- Supervision will always be conducted in a private space which is calm and quiet.

Additional Student Support

Use Teams channels to log information/processes and Student X to be asking questions as and when they want clarification/information

Do you have any commitments outside of placement which may impact your ability to complete work on placement, e.g. caring responsibilities, employment, etc?

Not at the moment. If this changes Student X will let Tutor, OSS and PEX know

Specific Learning and Development Goals

Please identify any specific learning goals and any provision in place to meet these. This should include any goals or skills development identified by the student, in addition to any learning needs identified in university practice core modules (SWK.115), on their previous placement (if in their final year,) by the Tutor or the Practice Assessment Panel. For final placement students, please ensure you have shared the recommendations from your first placement final report with your current Practice Educator.

What does Student X want to get out of placement, any specific skills, knowledge etc

No identified needs from university.

My communication skills

Figure out more what I wanted to do in social work and what area I want to work with.

Feedback

How will the feedback of people with lived experience of social work and other professionals be integrated into learning and assessment? It is a requirement that feedback from people with lived experience of social work is included in the final submission for the practice modules. We also encourage students to seek feedback from colleagues and other professionals. Please discuss and agree how this will be incorporated into the Student's learning experience and utilised by the Student as part of their development and evidence.

- Student X is encouraged to gather feedback throughout placement and discuss this with both their practice educator and practice supervisor. This can be written or verbal feedback which can then be discussed and reflected upon in supervision.
- Student X's practice educator and practice supervisor will also gather feedback from colleagues and people with lived experience when possible, which will be shared with Student X and discussed and reflected upon in supervision.
- Feedback will be gathered as part of the observation process.

Learning Opportunities

Please indicate the specific learning opportunities the student will be engaged in in this particular setting to enable them to develop their social work identity, knowledge, skills and values. Please relate these to the Professional Capabilities Framework (PCF).

Placements must prepare students for the statutory aspects of a social worker's role by offering them opportunities to demonstrate engagement with:

- Formal assessment processes
- Application and understanding of legal frameworks relevant for social work practice, organisational policies and decisions and their impact on service delivery to service users
- The demands of a high-pressured environment, where time and competing interests have to be managed effectively
- Multi-agency working, including planning interventions with other agencies, and analysing and managing tensions
- Presentation of outcomes of formal assessment processes, including analysis of risk/recommendations in line with organisational policy/procedure at panels/meetings/courts
- Use of formal agency recording for assessment/risk

If you have any concerns about meeting this framework, please speak to your Placement Tutor.

Final Placements: Agreed learning opportunities should be aligned to identified learning needs. To ensure this, please confirm that the student has shared their final report from their previous placement ☐

Professionalism

Student X will have the opportunity to work alongside social workers and other professionals from a variety of teams and services. Student X will be able to attend meetings, contribute to reports and plans for children.

Student X will have the opportunity to prepare for and engage in regular and meaningful supervision.

Through supervision Student X will be supported to identify learning needs.

Student X will be supported to learn and develop time management skills and managing a case load. Student X will have a small case load of young people whom they will work with.

Values and Ethics

Student X will have the opportunity to explore values and ethics in line with the team they will be working with.

Student X will be supported to understand and explore the code of ethics through supervision and feedback.

Student X will have the opportunity to recognise young people's legal and ethical rights, as well as self determination and autonomy by listening to the young people, seeking their views, wishes and feelings. This will require the use of direct work tools and sessions which Student X will be supported with.

Diversity and Equality

Student X will work with a people within the team and within the group of young people from a variety of ethnic backgrounds, gender, race and disability as well as other features pertaining a person's identity.

Student X will have opportunity to explore power dynamics within group settings and will be supported to reflect on the impact they may have as a social worker in those environments.

Rights, Justice and Economic Wellbeing.

Student X will have the opportunity to learn about legislation, policies and procedures and they will have opportunity to discuss and reflect on how these impact practice.

This will largely be through supervision but also with colleagues and other team members. Student X will have opportunity to learn about the importance of advocacy, as he will be advocating for the young people whom they are working with, supporting them to share their views, wishes and feelings.

Knowledge

Student X will have opportunity to gain knowledge about social work practice, working with young people, legislation amongst other things.

Student X will be offered and encouraged to attend training sessions which will be relevant to their role and future roles in social work.

Student X will be encouraged to adopt, think about and recognise social work methods and theories, both traditional and contemporary. They will be supported to reflect and consider how these are identified in practice.

Critical Reflection and Analysis

Student X will be supported and encouraged to reflect on his practice, both formally in supervision and informally with colleagues. A range of reflective tools will be used with Student X, giving him the opportunity to have different experiences.

Student X will be encouraged, with support to think about varying hypotheses and evidenced based practice.

Student X will have the opportunity to contribute to assessments and meetings for the young people he is working with. Student X will also have the opportunity to share information in meetings and also write any reports required with support and guidance.

Skills and Interventions

Student X will have ample opportunities to develop his skills and intervention, with young people, families and colleagues from other agencies/teams within the Local Authority.

Student X will be supported to develop communication skills, in written and verbal, by communicating information to colleagues and young people. Student X will also have opportunity to seek information from others to share.

Student X will have opportunity to advocate for young people, to ensure their voice is heard clearly.

Student X will use social work theory and methods to form the basis of his interventions and will have opportunity to observe and shadow colleagues.

Student X will have a variety of experiences, both group work and individual work with young people, this will include leading in a group with support.

Student X will be supported to identify any safeguarding risks and will have opportunity to discuss these with the team manager and during supervision to identify appropriate intervention.

Contexts and Organisations

Student X is placed in a team within a wider team for young people leaving the care of the local authority.

Student X will have opportunities to work alongside and also shadow colleagues from other teams, both within leaving care and the wider children's social care teams.

Student X will have the opportunity to explain their role to young people and other colleagues ensuring they understand their limitations as well as what they are able to do to support them.

Student X will have an extensive training package which will enable them to recognise the role of the service within the authority, the legal frameworks and relevant policies and procedures.

Student X will be required to take some responsibility for their learning and actively contribute in team meetings.

Student X will have ample opportunity for multi-agency working throughout their placement.

Professional Leadership

Student X will be required to share their learning, knowledge and skills with their colleagues, formally in team meetings and informally when joining with team discussions. Student X will have opportunity to lead on group work sessions with young people, using their skills and creativity.

Placement Travel

Car Insurance Requirements

All students should check with their insurers that they are insured for work purposes. In addition, students who may carry service users in their cars MUST ensure that they have appropriate insurance cover before doing so.

Student: I confirm that my car is insured for use for all work purposes (please tick)

Student X
is a
nondriver

Practice Educator: I have seen proof of the student's car insurance (please tick)

Student X
is a
nondriver

Travel Costs

It is the student's responsibility to cover the costs of travelling to and from placement. The agency will reimburse the student for in-placement travel costs. Travel costs should be kept to a minimum where possible. Please ensure that the student is aware of how to claim their costs back.

- Student X is able to claim back travel expenses for any additional travel which does not include travelling to placement.
- Student X will be supported to complete the claims forms to ensure they are able to claim back without delay.

Mid-point Review

The student must send the Mid-point documentation, 1 CAP and 1 Observation document to the Placement Tutor no later than 48 hours in advance of the Mid-point Review meeting)

Planned date of the Mid-point Review meeting: XX/XX/20XX

Target Dates

Students and Practice Educators are expected to work together to plan and manage the presentation of evidence as per the process detailed at the end of this document

Induction and Health & Safety Checklist

Induction should be completed **within one week of commencement**. Please insert the date of completion against each criterion. **Please consider at the PLA whether any additional risk assessments need to be completed in relation to this placement.**

Induction Checklist (mark date of completion)	Date of completion
Agency aims and objectives	XX/XX/20XX
Organisational structure and accountability of student	XX/XX/20XX
Policy information re: service delivery	XX/XX/20XX
Practical information (who's who, what's where, etc.)	XX/XX/20XX
Provide emergency contact details to placement	XX/XX/20XX
Equal Opportunities Policy and details of any support groups	XX/XX/20XX
How the agency relates to other services	XX/XX/20XX
Glossary of terms (especially initials used)	XX/XX/20XX
Brief summary of relevant legislation	XX/XX/20XX
Health and safety induction as per agency procedures	XX/XX/20XX
Standards of staff conduct (including use of social media)	XX/XX/20XX
Confidentiality and recording — including use of AI on placement	XX/XX/20XX
Guidelines regarding use of personal phone numbers, social media or e-mails	XX/XX/20XX
Complaints procedure	XX/XX/20XX
Whistleblowing procedure	XX/XX/20XX
Emergency procedures including appropriate telephone numbers	XX/XX/20XX
Safety policy received or location known	XX/XX/20XX
Protective clothing arrangements (if appropriate)	N/A
Instruction on equipment you will be using (if appropriate)	XX/XX/20XX
Other issues	

Declarations	Date of declaration
I, the student <ul style="list-style-type: none"> • Have familiarised myself with the agency's procedures in relation to the Data Protection Act • Will adhere to the agency's confidentiality policies • Am aware of the whistle blowing statement of the agency and the procedures in the Practice Learning Handbook 	XX/XX/20XX
I, the Practice Educator/On-site Supervisor <ul style="list-style-type: none"> • Confirm that the student will be treated as an employee for insurance purposes • Have inspected the student's CRB/DBS certificate • Am aware of the whistle blowing policy of the agency and the procedures in the Practice Learning Handbook 	XX/XX/20XX

	Number of Days into Placement	Date	Deadlines for Student to submit their paperwork
Placement Preparation	Before Placement	XX/XX/20XX	Pre-placement checklist submitted to University no later than 48 hours after meeting
Start of Placement	1	XX/XX/20XX	Email Placement Tutor on the first day of placement to confirm placement has started
PLA meeting	10	XX/XX/20XX	Submit PLA document to Moodle no later than 5 days after PLA meeting
Observation 1 (Observations 1&2 for final placement)	Before Mid Point	Completed	Send a completed Observation to your Placement Tutor no later than 48 hours in advance of Mid Point Review meeting
CAP 1 (induction CAP- 1 st placement only)	Before Mid Point	Completed	CAP 1 to Placement Tutor no later than 48 hours in advance of Mid Point Review meeting
Feedback Task (final placement only)	Complete plan before Midpoint		Submit before the end of placement to form part of your portfolio
Mid Point Review	Half Way	XX/XX/20XX	Mid Point Review document to Placement Tutor, PE (& On-Site Supervisor if necessary) no later than 48 hours in advance of Mid Point Review meeting
Observation 2 (1 st placement)/ Observation 3 (final placement)	Within 4 weeks of Mid Point	XX/XX/20XX	Submit before the end of placement to form part of your portfolio
CAP (intervention CAP)- 1 st Placement Only	Second half of placement	XX/XX/20XX	Submit before the end of placement to form part of your portfolio
Observation 3 (1 st placement)/ Observation 4 (final placement)	Second half of placement	XX/XX/20XX	Submit before the end of placement to form part of your portfolio
Complete QAPL Survey	Last Day of Placement	XX/XX/20XX	Submit before the end of placement to form part of your portfolio
End of Placement	Last Day of Placement	XX/XX/20XX	Submit completed portfolio to Moodle on the last day of placement