**PRACTICE LEARNING AGREEMENT TEMPLATE**

**1. Contact Information**

**Name of student**

E-mail

Telephone number

Emergency contact details

**Name of Placement Agency**

Address of placement

Telephone number

E-mail/other contact details

**Practice educator**

E-mail

Telephone number

**Placement supervisor /other relevant person**

E-mail

Telephone number

**University Tutor**

E-mail

Telephone number

**2. Placement Plan**

**Start and end dates of placement:**

**Dates for sending formative assessment and context analysis to tutor:**

**Arrangements for Interim and Final Reviews** (date, time, who will attend, location of meeting, date that materials will be sent to tutor prior to interim review)

**Past Experiences and Transferable Knowledge and Skills (complete below)**

*Points to consider:* Students should consider how their knowledge, skills and values from past experiences can be transferred to the placement.

**Learning objectives (complete below)**

*Points to consider:*  Both student and practice educator should identify aims for the placement and discuss what knowledge and skills should be developed by the end of the placement.

Consider learning needs identified in the student’s practice placement application and first period of practice assessment if appropriate.

**Learning opportunities**

*Points to consider*: What opportunities are offered by this placement that will enable the above objectives to be met? Are other arrangements necessary?

1. What work will the student be expected to do?
2. How will the nature and amount of work be reviewed?
3. Who will be responsible for allocating and reviewing the student’s work?
4. How will the reviews be conducted? What kind of evidence will be drawn upon?
5. How will feedback be gathered from service users and carers (see Appendix 5)
6. What opportunities are there for joint working with colleagues in other professional
groups/ agencies

**Induction**

Induction to the placement should ensure that students are clear about the following points. Please complete below:

1. Student role within the agency
2. Normal hours of work (should be recorded on assessed practice schedule).
3. Arrangements for leave and Bank holidays
4. Accommodation (desk, IT facilities, telephone)
5. Health and safety arrangements outlining emergency arrangements including fire safety and the incident reporting procedure. Specific working practices for the role including control measures identified from risk assessments, for example with regard to home visits and lone working.
6. Where necessary, arrangements to meet specific requirements related to Disability Discrimination legislation
7. Arrangements for payment of expenses incurred on placement
8. Arrangements for cover in the event of absence of Practice Educator or Supervisor
9. Arrangements for end of placement –return of placement property, keys, ID cards etc.

The following policies must be explained and information provided about where students may see written copies. Please set out action taken or planned to ensure that the student is aware of these policies and can meet agency requirements:

1. Insurance cover (including confirmation of business use insurance for use of own car on placement):
2. Inoculations and vaccinations required:
3. Health and safety policy and risk assessments:
4. Rules concerning the confidentiality of written/on-line records:
5. Whistleblowing policies (see second bullet point of the whistleblowing policy on Appendix 6 for instructions on what to include under this heading):
6. Equalities support arrangements in the agency:

**3. Placement management**

**Supervision arrangements (refer to section 9 for details of supervision requirements)**

Please identify who will attend, how often and for how long, and who is responsible for recording supervision meeting minutes.

If the practice educator or supervisor expects to be observed in supervision as part of their PEPS training, arrangements for this should be agreed with the student and noted here.

**Illness or other absence**

In the event of unplanned absence each student has a duty to inform the placement at the earliest opportunity. If the absence is likely to last for longer than a week, it is the student’s duty to keep the placement and the tutor informed as the placement plan may need to be reviewed.

Practice Educators and Supervisors are expected to inform the student at the earliest opportunity if they are unable to meet appointments with the student. Please specify who the student should report to if the Practice Educator or Supervisor is absent from the placement:

**Confidentiality**

1. Students are expected to abide by the rules of the agency concerning documentation and records related to the work undertaken on placement.
2. When discussing placement practice at University, students must ensure that service users are not identified by name, address or other information that reveals their identity.
3. All written work submitted to the University (portfolios, case studies etc.) should be anonymised. This means that nothing more than the information presented on the first page of this agreement should be revealed.
4. Students should gain consent of service users before describing the work together in the portfolio.

**Disputes and disagreements**

If problems arise between the student and practice educator or supervisor the university tutor should be informed at the earliest opportunity. All parties are committed to the resolution of disputes:

1. Initial meeting of tutor, student and practice educator and/or supervisor and other people involved
2. In the event that a resolution is not achieved, the assistance of other appropriate people should be sought. These might include a Practice Learning Co-ordinator, Team Manager, Training Manager or Director of the student’s social work course. Decisions will refer to the placement requirements and other university policies as relevant (such as suitability, Equality Adjustments, Complaints).

**Early Termination of placement**

In the event that an early termination of a placement is considered, all parties should adhere to the following procedure

1. The reasons why an early termination is being considered should be communicated to all parties involved

Reasons might include:

* + Insufficient work available
	+ Inadequate performance by the student where it is a concern to the safety of self and others
	+ Inability of student to function effectively within this particular agency
	+ Serious personal difficulties between student and practice educator or supervisor.

Decisions about a student being offered a further placement will depend on the reason and will be taken within the Practice Assessment Panel process.

**Holistic Assessment**

Assessment of progress on placement is intended to be both continuous and progressive, enabling students to develop their capabilities through a range of experiences and increasingly complex practice (see Appendix 1).

There are 2 major assessment points: the Interim and Final. By the Interim Review point (half-way through the placement) written assessments should consist of the following and should be sent to the tutor prior to the Interim Review meeting:

* Contents Page
* Context Analysis
* Direct Observation 1
* Practice Assessment Report
	+ Formative assessment A (final placement)
	+ Interim review report
* Reference List

If there are concerns about the student’s progress, an Action Plan should be agreed at the Interim Review meeting and submitted to the Practice Assessment Panel.

At the Final Review, further written assessments should consist of:

* Direct Observation 2 (in first placement) and Direct Observation 2 and 3 (in final placement)
* Practice Assessment Report
	+ Formative assessment B (if agreed necessary at interim review)
	+ Final review report
* Case Study
* Reference List

**Signatures**

1. **Student:**

**Name**

**Signature**

1. **Practice educator:**

**Name**

 **Signature**

1. **Tutor:**

**Name**

 **Signature**

1. **Practice Supervisor:**

**Name**

**Signature**