

Faculty of Health & Wellbeing

*Department of Social Work, Social Care and
Community Studies*



Foundation Degree

**Working with Children, Young
People and Families**

Work Based Learning Handbook

Introduction

The Foundation Degree Working with Children Young People and Families (FdA CYPF) is a two year degree full time or three year part time course which is designed to provide the foundation for a range of careers working with children, young people and families.

Work Based Learning (WBL) placements occur in year one and year two (year two and three if part time) of the course. Students are placed in a wide range of settings in the statutory, voluntary and private sectors for example, schools, children's centre's, family support services etc. Placements are highly valued and provide a crucial element of the course in that they offer students the opportunity to observe and learn from skilled professionals, to develop their values, skills, knowledge, competence and to put into practice the theories they are taught in University. Students are expected to be involved in as many aspects of service provision as possible, for example, planning, preparing and undertaking direct work with children, young people and families, undertaking observations, contributing to assessments, attending and contributing to meetings etc.

Students are assessed on both the practice and the academic elements of the placement through a range of submitted assignments and tasks.

The placement supervisor is asked to supervise and support the student on placement and to offer ongoing feedback regarding their development and progression. The supervisor is required to undertake two observations of the student and submit a Summative Report at the conclusion of the placement indicating whether the student has passed or failed the practice element of the placement. Placement supervisors play a key role in the assessment of students and as such are offered information and, if required, training which aims to familiarise them and the wider staff team with the course curriculum and the supervision, support and assessment of students. The supervisor is acknowledged as the key person to whom the student relates on placement and is responsible for supporting the student to fully access learning opportunities and experiences.

Key Points Regarding Work Based Learning Placements

1. Work based learning is at the heart of this course and is delivered through placements in relevant workplaces.
2. Placements take place with in public sector, private and voluntary agencies.
3. You will spend 200 hours per academic year putting what you've learned into practice in real working situations
4. Your placement attendance, learning and practice is an assessed part of your course.
5. Attendance on placements is compulsory. That means you must complete 200 hours per placement in order to pass
6. On placement, you work with experts, professionals and service users gaining experience, and developing your knowledge and skills in working with children young people and families to enhance your employability on completion of the course.
7. During your time on placement, your experience will reflect the working times of the team you work with on placement. This may involve shift work including weekends, evenings and nights. It will be necessary to travel to or live near the placements.
8. You will be supported on placement by your WBL tutor and by your Practice Supervisor
9. There may be additional costs associated with attending placement - including travel and appropriate car insurance for business use, accommodation near to the placement

Work Based Learning Arrangements

The placement team are responsible for the allocation of placements and a dedicated placement coordinator is available to support all aspects of the placement allocation and delivery. Additionally every student is allocated a work-based learning tutor from the university whose role is to support the student and the supervisor throughout the course of the placement. The tutor will visit the student at the placement at least twice during the course of the placement, Visits usually occur at the start of the placement and around the midway point. During each visit a meeting is held with the tutor, the placement supervisor and the student. The purpose of the meeting is to discuss the following areas:

- The students learning needs
- The experience and opportunities offered by the placement
- Arrangements including Induction, health and Safety issues etc
- The students' progress on placement
- University procedures and requirements e.g. cause for concern procedures, reports, observations etc.
- Any issues or concerns
- Supervision, support and feedback arrangements

The university tutor is responsible for

- Supporting the student and the supervisor during the course of the placement
- Monitoring the quality of the placement and the student experience
- Monitoring the student's academic and professional development
- Supporting negotiations where there are issues of concern

The student is responsible for

- Attending the placement as agreed in the learning agreement meeting
- Informing the placement supervisor and the tutor if they are absent from the placement for any reason
- Participating in the induction process and ensuring familiarity and compliance with all policies and procedures
- Negotiating their learning needs, role and responsibilities
- Negotiating placement meetings
- Behaving in a professional manner at all times
- Ensuring that their placement hours are signed off

The placement supervisor is responsible for

- Undertaking an induction with the student
- Providing supervision, support and feedback to the student on a regular basis
- Supporting the student in developing the necessary personal and professional skills, knowledge and experience

- Attending placement meetings with the student and the university tutor (2 per placement)
- Alerting the university tutor to any issues related to the student or to the placement
- Providing a summative report which indicates a pass/fail at the conclusion of the placement
- Undertake 2 direct observations of the students practice and complete a written of each observation
- Sign the log of placement hours and confirm that the student has undertaken 200 hours

Induction

It is expected that all students will be offered an induction during the first week of the work based learning placement in order to support their effective integration into the agency/service. As part of this induction process the student should be given a guided tour of the placement setting and should also be inducted in the following areas by the end of the first week:

- Health and Safety policy and procedures
- Emergency procedures such as Fire Procedures, First Aid etc.
- Accident and incident reporting
- Child Protection and Safeguarding policy and procedure
- Confidentiality policy
- Reporting and recording policy
- The student's role and responsibilities, hours and days of work etc.

Attendance and Engagement with Placement

- The standard start date for WBL 1 Practice is week 26 (third week in January) and for WBL 2 practice is week 10 (Last week in September)
- Students can start their placements early with agreement from their WBL tutor and the placement, for example, if they are placed in a school and the school have asked the student to start placement at the beginning of term.
- If students do not contact their placement and/or agree a start date within **2 weeks of the agreed deadline** the tutor will call a concerns meeting to agree an action plan with the student and the placement
- If the student does not engage with the action plan or start the placement the placement will be terminated.

Training for placement supervisors and staff teams

Placement supervisors and the wider staff team play a key role in the formation, development, support and assessment of students and we are keen to ensure that

placements are offered training and support in order to enable them to undertake their role competently and confidently

To this aim we can offer training on request which aims to familiarise placement teams with the:

- The course curriculum and structure
- WBL Processes and Procedures
- The supervision and assessment of students

Course participants will receive a certificate of attendance which may be used to demonstrate evidence of continuing professional development (CPD)

Work Based Learning Placement Forms

Contents

1. Work Based Learning Agreement
2. Placement Review Form
3. Supervisor Observation Form
4. Placement Log sheet
5. Supervisor Summative Report form
6. Supervisor Reference form

Sickness and Absence from Placement

Have sickness and absence from placement procedures been discussed and agreed?

Yes No

Concerns

Have breakdown/failing student and concerns meeting procedures been discussed?

Yes No

Health & Safety

Have Health & Safety issues been discussed in relation to the student e.g. lone working, safeguarding, risk assessment etc.?

Yes No

Induction

Is an induction programme in place for the student?

Yes No

What is the length of the induction period and what it will include?

Placement Working Days/Hours

Please specify the students agreed working days/hours whilst on placement?

Agreed placement days:

Agreed start and finish times:

NB It is expected students will attend placement during agreed hours/days. Students MUST inform the supervisor of any absence/sickness immediately. Failure to do so will result in a concerns meeting and may result in termination of the placement

Student Practice Learning Needs and Opportunities

Please state the student's key learning needs for placement

1.

2.

3.

What practice opportunities will be available to the student during the placement to meet these needs

Supervision and Support

Please specify the arrangements for supervision, feedback and support for the student whilst on placement?

Please specify any other information regarding the support and supervision the student during the placement

Placement Supervisor Assessment

Summative Report: the placement supervisor must submit a summative report at the conclusion of the placement stating if the student has passed or failed the placement.

Observation of Practice: a minimum of two direct observations of the student's practice should be undertaken by the placement supervisor or an appropriate member of the team. The student should receive written feedback using the appropriate form.

Signed Weekly Placement Log: the placement supervisor must sign the student's log of placement hours to confirm student has completed 200 hours.

Date of Review of Placement: _____

Any Other Comments?

Signatures

Student		Date	
Supervisor		Date	
WBL tutor		Date	

2. Placement Review Form

Student:

Supervisor:

Tutor:

Others:

Sickness and Absence from Placement

Has the student been absent from the placement?

Yes No

Do arrangements need to be made to make up placement hours?

Concerns

Are there any concerns or issues in relation to the placement and/or the student's ability to successfully complete and pass the placement?

Yes No

Details

Induction

Has the student undertaken and completed the induction programme?

Yes No

Details

Placement Working Days/Hours

Are the agreed working days/hours still appropriate?

Yes No

If no please detail any changes below:

Has the weekly placement log been kept up to date by the student and signed by the placement supervisor?

Yes No

How many hours has the student completed to date?

What is the anticipated completion date of the placement and submission of report?

NB: This date must allow for completion and submission of the portfolio by the submission date stated on the assessment scheduler

Student Practice Learning Needs and Opportunities

How are the student's practice learning needs agreed at the initial meeting being met?

Are there any new opportunities or experiences that the student could be involved in over the second half of the placement

Supervision and Support

Are arrangements for supervision, support and feedback working?

Yes No

Details:

Assessment of Practice

How many direct observations of the students practice have been undertaken to date?

Has the student received written feedback on the observations?

Yes No

Any Other Comments**Signatures**

Student		Date	
Supervisor		Date	
WBL tutor		Date	

3. Supervisor Observation Form

Supervisor Observation

Name of student	
Name of Supervisor	
Situation observed	
Comment on the students ability to plan, organize and undertake the activity	
What are the particular strengths of the student	
What area/skills/knowledge could the student improve/develop	
Supervisor's signature	
Date	

5. Supervisor Summative Report

Work Based Learning Supervisor Summative Report	
Student name	
Name of placement	
What is your assessment of the students overall performance over the course of the placement	
What are the particular strengths of the student	
What skills and knowledge could the student develop further?	
Any other comments	
Pass	Fail (please circle as appropriate)
Signed	
Date:	

6. Supervisor Reference Form

Name of Student	
Name of Referee	
Agency/Placement	
Ability to organize, prioritize and manage time	
Ability to work as a team member	
Communication and interaction skills	
Particular achievements, strengths and qualities	
Any other comments	
Signed	
Contact details	

