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| College of Health, Wellbeing & Life SciencesG:\From SHOP SharePoint site\My Documents\My Pictures\HWB_Faculty_Logo_Hi-res.jpg | | | |
| **Social Work**  **Practice Learning and Placement Approved Audit** | | | |
| **Placement Name:** |  | | |
| **Date audit completed:** | |  | |
| **Date audit signed-off: \*** | | |  |
| \*Note: This audit is valid for 2 years from its sign-off date. | | | |
| **Sheffield Hallam University required information** | | | |

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| **Quality Assurance of Practice Learning (QAPL)** |

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| **Sheffield Hallam University - Final Instructions** |

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| Social Work Placement Availability Form | | | | | | | | | | | | | | | |
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| **PLACEMENT TEAM DETAILS** | | | | | | | | | | | | | | | |
| **HEI Auditor** |  | | **HEI Auditor email address** | | | |  | | | | | | | | |
| **Name of Parent Organisation (QAPL1)** |  | | | | | | | | | | | | | | |
| **Contact Name-email-contact number:  (QAPL1)** |  | | | | | | | | | | | | | | |
| **Placement  Postal Address (QAPL1)** |  | | | | | | | | | | **Placement Postcode (QAPL1)** | | | |  |
| **Tel Number (QAPL1)** |  | | | **Mob Number (QAPL1)** | | | |  | | | | | | | |
| **Service Hours (QAPL15)** |  | | | | | | | | | | | | | | |
| **Placement Description** |  | | | | | | | | | | | | | | |
| **Statutory Placement**  [**(SWE, 2020, Guidance on Practice Placements, 2.1)**](https://www.socialworkengland.org.uk/standards/standards-guidance/practice-placements-guidance/#practice%20settings) | Does this placement take place within a local authority setting? | **Yes** /**No** | | | If ‘No’ – Does this setting deliver delegated statutory functions on behalf of the local authority? | | | | | | | | **Yes** /**No** | | |
| **Spoke Placement(s) Audit(s)** | Will this **Hub** placement link with **Spoke** placement(s)? | | | | |  | | |  |  | |  | |  | |
| **Yes** | | |  | **No** | |  | |
|  | | |  |  | |  | |
| If **'Yes'** a QAPL Audit will be needed for each **Spoke** placement. | | | | | | | | | | | | | | |

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| **PLACEMENT CALENDAR STATEMENT** |

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| **LDSW PL3** | February | 100 days |  | **Out of Sequence** | May/June | 70 + 100 days |
| **LDSW PL2** | April | 70 days |  | **MSW PL1 + PL2** | September | 70 + 100 days respectively |
| **BASW Experiential** | May | 10 days |  | **BASW PL1 + PL2** | October | 70 + 100 days respectively |

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| **Please complete the section below once the audit is finished** |

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| **Is this placement suitable for student allocation?** |  |  |  |  |  |
| **Yes** |  | **No** |  |  |
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| **PLACEMENT CAPACITY DETAILS**  **(Please state below the number of students that may be allocated to the Placement)** |

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| **BASW Experiential** |  | | **LDSW PLE3 (Final)** | | | |  | |
| **BASW/MSW PLE 1** |  | | **BASW, MSW, LDSW PLE 1 Trailing (Please specify)** | | | |  | |
| **BASW/MSW PLE 2** |  | | **BASW, MSW, LDSW PLE 2 Trailing (Please specify)** | | | |  | |
| **LDSW PLE 2 (SW)** |  | | **Overall Maximum Student Capacity at any time** | | | |  | |
| **FOR OFFICE USE ONLY** | **Date Received** |  | | **Date uploaded to PEMS** |  | **Actioned by** | |  | |
| **Date PEPS Practice Educator Register Updated** | | | |  |  | |

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| **Practice Educators** | BASW Practice Educator Professional Standards for Social Work (PEPS) https://www.basw.co.uk/social-work-training/practice-educator-professional-standards-peps |

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| All practice educators must be registered social workers who should be experienced and skilled with at least 2 full years' post-qualifying experience at the start of a practice education training programme. All practice educators should be able to demonstrate that they are practicing at PCF Experience Social Worker level in their practitioner role before enrolling on a practice educator course. The university delivers a 4 day programme in practice education. It is aimed at experienced and skilled social workers desiring to progress to a PEPS practice educator via the university, and serves as an introduction to practice education and the process to achieving PEPS1 and PEPS2.  Please add below details of your staff who are PEs (i.e. PEPS1 or PEPS2). We do encourage your PEs to register with the university by completing our Registration Form. This is to ensure that we have a record of PEs who will be supporting and assessing our students whilst on placement with your Agency. |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Email Address** | **Registration No. (SW)**  (See 'Search the register' at [www.socialworkengland.org.uk](https://www.socialworkengland.org.uk/)) | **Date completed PE Course** | **PEPS Status** | | | |
| PEPS1 | Date | PEPS2\* | Date |
| (Yes) | Certificated | (Yes) | Certificated |
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| **Practice Educator arrangements** | **Yes/No** | **Notes** |  | **(\*) PEPS2 Equivalent awards** |

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| **Do you have any Practice Educators?** |  |  |  | CCETSW |
| **Do you require and Independent Practice Educator to support 70 or 100 day placements?** |  |  |  | GSCC PQ |
| **Are placements funding arrangements clear for 10 day, 70 day and 100 day placements?** |  |  |  | Practice Teacher |

|  |  |
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| On-site Supervisors | BASW Practice Educator Professional Standards for Social Work (PEPS) https://www.basw.co.uk/social-work-training/practice-educator-professional-standards-peps |

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| An on-site supervisor is a person in the same work site as the student who is designated to manage the day-to-day activity of the student and who makes an important contribution to the student’s learning and assessment. (Note: the term ‘on-site supervisor’ has been used to emphasise the importance of the supervisor being located in the same team or work-place as the student. The term is also used to differentiate the role from ‘practice supervisor’ which has been used to indicate supervisors of qualified staff).  An on-site supervisor does not necessarily have to be a registered social worker for the first student placement, but would be experienced in a role related to social work. Wherever possible, on-site supervisors should have minimum training and recent previous experience of supporting student social workers in the team.  The university delivers a 4 day programme in practice education. It is aimed at experienced and skilled social workers desiring to progress to a PEPS practice educator via the university, and serves as an introduction to practice education and the process to achieving PEPS1 and PEPS2. It is the university's policy that registered social workers and non-registered social workers who desire to be on-site supervisors also attend the 4 day programme in practice education.  Please add below details of your staff who are on-site supervisors. This is to ensure that we have a record of on-site supervisors who will be supporting and assessing our students whilst on placement with your Agency. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Email Address** | **Registered Social Worker**  (Yes/No) | **Registration No. (SW)**  (See 'Search the register' at [www.socialworkengland.org.uk](file:///C:\Users\hwbpcb\Desktop\www.socialworkengland.org.uk)) | **Date completed PE Course** |
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| SHU-Specific Preliminary Questions |

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| **Section 1 - Student Evaluation and Practice Educator/Placement Supervisor provision** |

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|  | Yes/No | Additional supporting information as necessary |

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| Can you confirm that you have seen  evaluations in the last 12 months? |  |  |
| If **'Yes'**, have the evaluations raised any issues that need addressing? |  |  |
| Have you received external body feedback  (e.g. OFSTED, CQC, Social Work England) in  the last 12 months? |  |  |
| If **'Yes'** has the feedback raised  any issues that need addressing? |  |  |

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| **Section 2 - Access to Learning Opportunities (QAPL5; QAPL12)** |
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| What direct work (i.e. range and type of work) with Service Users will be available to the student? Please give brief details: |
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| Please give a brief description of the learning environment in which the student will be placed e.g. whether this is an established/new/reconfigured service: |
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| Please answer the following questions by adding ‘Yes’ or ‘No’ in the editable box to the right of each question. | Yes/No |

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| “A statutory placement is one which takes place within a statutory setting that meets the following definitions, and which requires students to carry out tasks that involve high-risk decision-making and legal interventions. **A statutory placement is one which:**   * **Takes place in a local authority setting or settings delivering delegated statutory functions on behalf of the local authority.** * Involves a sufficient amount of work on either s17 and s47 cases (under the Children Act 1989) or on delivering requirements of the Care Act 2014 and Mental Capacity Act 2005. * Requires case records to be updated by the student, under appropriate supervision. * ‘High-risk decision-making’ is defined as those decisions which balance care vs control and rights vs risks, and which involve appropriate knowledge, understanding and application of the law in relation to areas such as mental health sections, deprivation of liberty, best interest assessments, child protection planning, and court proceedings.   **All students must undertake at least one placement which meets this definition of statutory**. [Social Work England recognises that] some organisations within the private, voluntary and independent sector (PVI) offer placements that deliver statutory work and that they provide valuable learning experiences for students. **A placement at a PVI can be defined as being in a statutory setting if**:   * the local authority has delegated a statutory function to the PVI **and** * there is opportunity at the PVI for students to be directly involved with children and families who are subject to s17 and s47 (under the Children Act 1989) **and/or** * there is opportunity at the PVI for students to be involved in delivering requirements of the Care Act 2014 and Mental Capacity Act 2005, such as: * carers’ charities which have been commissioned by the local authority to undertake carers’ assessments * advocacy organisations that employ individuals to work as independent mental capacity advocates * hospices that require individuals to undertake Mental Capacity Act assessments   **and/or**   * there is opportunity at the PVI for students to be involved in court-ordered work or work with offenders   In addition to the above, a placement in a PVI should require case records to be updated by the student, under appropriate supervision.” (Social Work England, **Guidance on practice placements,** 2020, [online](https://www.socialworkengland.org.uk/standards/practice-placements-guidance/)) |  |
| Will this placement meet Social Work England’s definition of “statutory”, as cited above? |  |
| Will students be involved in enough statutory tasks to enable them to experience and understand the realities of high volume, high-risk work within a statutory environment? |  |
| Will students be required to carry out tasks that involve high-risk decision making and legal interventions in relation to Section 47 cases under the Children Act (1989)? |  |
| Will students be required to carry out tasks that involve high-risk decision making and legal interventions in relation to delivering requirements of the Mental Capacity Act 2005? |  |
| Will students be required to carry out tasks that involve high-risk decision making and legal interventions in relation to delivering requirements of the Care Act 2014? |  |
| Will students gain experience in preparing Case Notes? |  |
| Will you inform service users that students are present within the service delivery setting? Will you inform service users that they can refuse to participate in student learning without prejudice to their care? Will you ensure that specific, informed consent is obtained from service users if students are directly involved in delivering care, observing and/or participating in meetings? Permission should be sought without the student being present in order to avoid pressure on the service user to give consent, and to avoid upset to the student. |  |
| Will students have learning opportunities which will enable them to undertake appropriate social work tasks safely and effectively? |  |
| Will students have learning opportunities which will enable them to apply theoretical, evidence-based learning to their practice? |  |
| Will students have learning opportunities which will enable them to work towards meeting the professional standards? |  |
| Will students have learning opportunities which will enable them to manage complex work and deal with risks? |  |
| Will students have learning opportunities which will enable them to work in a non-discriminatory manner? |  |
| Will students have learning opportunities which will enable them to build relationships with colleagues, including those from other professions? |  |
| Will students have learning opportunities which will enable them to build relationships with people with lived experience of social work? |  |

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| **Domains** | **First Placement Level of Complexity** | **Final Placement Level of Complexity** |
| Each placement must meet all of the following nine domains of the Professional Capability Framework (Please refer to Student PCF level descriptors for pre-qualifying levels and ASYE | www.basw.co.uk) | **BASW/MSW PL1 and LDSW PL2 (Please add a 'Yes' in the box if the level of complexity is met).**  ***Additional information may be added if required*.** | **BASW/MSW PL2 and LDSW PL3 (Please add a 'Yes' in the box if the level of complexity is met).**  ***Additional information may be added if required*** |
| 1. PROFESSIONALISM |  |  |
| 2. VALUES AND ETHICS |  |  |
| 3. DIVERSITY AND EQUALITY |  |  |
| 4. RIGHTS, JUSTICE AND ECONOMIC WELLBEING |  |  |
| 5. KNOWLEDGE |  |  |
| 6. CRITICAL REFLECTION AND ANALYSIS |  |  |
| 7. SKILLS AND INTERVENTIONS |  |  |
| 8. CONTEXTS AND ORGANISATIONS |  |  |
| 9. PROFESSIONAL LEADERSHIP |  |  |

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| **Complexity (First Placement)** | BASW & MSW PL1 | LDSW (LD) PL2 |
| By the end of the first placement, students should have demonstrated effective use of knowledge, skills and commitment to care values in social work in a given setting in predominantly less complex situations, with supervision and support. They will have shown their capacity to work with people and situations where there may not be simple clear cut solutions | | |

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| **Complexity (Final placement)** | BASW & MSW PL2 | LDSW (LD) PL3 |
| By the end of qualifying programmes, newly qualified social workers should have demonstrated their ability to apply the knowledge, skills and values needed to work with a range of users groups, the ability to undertake a range of tasks at a foundation level, and the capacity to work with more complex situations; they should be able to work more autonomously whilst recognising that the final decision will still rest with the supervisor, and seek appropriate support and supervision. | | |

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| **Placement Learning Opportunities – confirmation of Social Work England Standards**  **Please add a 'Yes' in the box if the statement applies to this placement.** |

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| Formal assessment processes (including observation, gathering of information, analysis, reporting, application of appropriate theory, reporting and development of recommendations) |  |
| Formal processes considering risk and/or safeguarding for child protection, for practice in mental health or with vulnerable adults |  |
| Presentation of outcomes of formal assessment processes, including analysis of risk and proposed recommendations, at panels, meetings and courts. |  |
| Opportunities to reflect on, discuss and analyse appropriate use of authority |  |
| Application and understanding of legal frameworks relevant for social work practice |  |
| Application and understanding of key policies, for example data protection, consent and confidentiality, and understanding how organisational policies impact on service delivery to people with lived experience of social work |  |
| Liaison and joint working with statutory services and other agencies and professionals, such as Children’s Services and Mental Health Services, and analysing and managing any tensions that arise |  |
| Communicating and engaging with and supporting people with lived experience of social work |  |
| Managing and resolving conflict and challenging behaviour |  |
| Accessing resources with and on behalf of people with lived experience of social work, for example benefits that they are eligible for |  |
| Signposting and referring people with lived experience of social work to other services and organisations, for example health services and housing services |  |
| Working with people with lived experience of social work who are subject to legal orders, such as looked-after children or people with community sentences |  |

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| **Section 3 - Who accesses the Learning Environment? (QAPL12)** |

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| --- | --- | --- | --- | --- | --- |
| **Please add a 'Yes' to any of the following that applies to this placement** | | | | | |
| Child/Family Work |  | Nursing |  | Speech and Language Therapy |  |
| Counselling |  | Occupational Therapy |  | Voluntary Agencies |  |
| Dietician |  | Paramedic / Paramedic Practitioner |  | Youth and Community Work |  |
| Home Worker |  | Physiotherapy |  |  |  |
| Medical Students |  | Social Work |  |  |  |

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| **Other** |
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| **Section 4 - Multi-disciplinary learning (QAPL12)** |

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| **The following members of the Multi-disciplinary team contribute to enhancing the student/ learners experience on this placement (please tick as appropriate). Please add a 'Yes' to any of the following that applies to this placement** | | | | | | |
| Activities Organiser |  | Counsellor |  | Paramedic / Paramedic Practitioner |  |
| Behavioural Therapist |  | Dietitian |  | Physiotherapist |  |
| Child / Family Worker |  | Educational Psychologist |  | Play Therapist |  |
| Clinical Psychologist |  | Health Visitor |  | Social Worker |  |
| Cognitive Therapist |  | Medical Practitioner |  | Speech/ Language Therapist |  |
| Community Psychiatric Nurse |  | Occupational Therapist |  | Youth/Community Worker |  |

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| **Other** |
|  |

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| **Section 5 - Facilitating Safe Practice (QAPL13; QAPL14)** |

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| --- | --- | --- |
|  | **Yes/No** | **Additional supporting information as necessary** |

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| Students are given an induction to Placement Area. |  |  |

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| Up-to-date policies/procedures/protocols applied in practice are available in written form for the following. **Please add a 'Yes' to each box below to confirm:** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Agile working |  | Equality and Diversity |  | Reporting Concerns |  |
| Confidentiality |  | Fire Procedures |  | Reporting Sickness and other Absence |  |
| Consent |  | Grievance |  | Risk Assessment |  |
| Data protection |  | Health and Safety |  | Safeguarding |  |
| Disciplinary |  | Information Governance; information systems use |  | Violence and Aggression |  |
| Dress Code Behaviour in the workplace |  | Reporting Accidents and Incidents |  | Whistleblowing |  |
| Other (Please list here) |  | | | | |

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|  | **Yes/No** | **Additional supporting information as necessary** |

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| --- | --- | --- |
| Students/ learners can access the above Policies/Procedures/ Protocols |  |  |

|  |  |  |
| --- | --- | --- |
| There are specific risks to personal safety in this area (if yes, please specify and provide risk management details in **Risk Assessment of Student Placement** Section below) |  |  |

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| **Section 6 - Resources (QAPL13)** |

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| Does the student have access to any of the following (**please add a 'Yes' to each box that applies**): |

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| --- | --- | --- | --- | --- | --- |
| Desk |  | PC |  | Mobile Telephone |  |
| Chair |  | Telephone |  |  |  |

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| --- | --- | --- |
|  | **Yes/No** | **Additional supporting information as necessary** |

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| Does the student need to be a car driver  to undertake this placement (QAPL18)? |  |  |
| Will the agency contribute towards  the student's travel expenses (QAPL17) |  |  |
| Is the placement easily accessible  by public transport from Sheffield? |  |  |
| Does the placement have a dress code? |  |  |
| Is the placement suitable for a student with disabilities? |  |  |

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| **Section 7 - DBS policies and procedures** |

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| --- | --- | --- |
|  | **Yes/No** | **Additional supporting information as necessary** |

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| --- | --- | --- |
| Can you confirm that your agency undertakes  Enhanced DBS checks on all staff |  |  |
| Has the Agency's Board of Trustees and/or its Employers seen the Enhanced DBS checks of their own staff and are aware of any criminal convictions disclosed? |  |  |
| **Policy and procedures for managing the investigation of potential and actual criminal records of social work students within Sheffield Hallam University and The University of Sheffield** | | | |

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| --- |
| "Students undertake **one** Enhanced DBS Disclosure in their first year. Prior to going on placement, students are asked to sign a declaration stating that they have not been reported for, or convicted of, a criminal offence since the original DBS disclosure was completed. Where no crime reports or convictions are disclosed no further action is required. Where crime reports or convictions are disclosed, the student is referred to the Criminal Records Consultative Panel (CRCP). In addition, for students taking up an adult placement an additional POVA check and DBS Disclosure shall be undertaken before each placement. No correspondence shall be entered into with placement providers in respect of individual students and criminal convictions, outside CRCP discussions."  Please refer to Appendix C of the associated procedure **Practice Learning & Placement Approval Audit: Procedures & Guidance** for the complete document.  **Please add a 'Yes or Agree' (as appropriate) in the box if the answer to any of the following questions:** |

|  |  |  |
| --- | --- | --- |
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| Do you, or a representative of your agency, wish to sit on the Criminal Records Consultative Panel? |  |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| Our agency agrees to the implementation of the Criminal Records Consultative Panel, in the full understanding that my agency will accept the decisions made by the Panel. |  |  |
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| A student will **not** be asked for their Enhanced DBS Disclosure nor will they be requested to undergo another.  (**This is in accordance with the Agency’s acceptance of the university's Criminal Records Consultative Panel procedure).** |  |  |
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| **It will be necessary for a student to undergo additional checks prior to placement.**  This may include a further DBS Disclosure and other issues deemed pertinent to the activities of our agency.  Once these checks have been carried out we will let the University know if the student has been cleared for placement.  (**This is in accordance with our Agency’s policies and procedure)** |  |  |
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| **Any additional information:** |
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| **Section 8 - Complaints Procedure** |

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| How can the student access the agency's complaints procedures?  The s  T |
|  |
| Refer to the SHU **Complaints Procedure** on our website <https://www3.shu.ac.uk/hwb/placements/shu_policies.html> under section **SHU Policies/Reporting Concerns** |

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| **Placement Provider Health & Safety Checklist** |

|  |  |
| --- | --- |
|  | Yes/No |
| Section 1: Health & Safety Policy |  |
| Do you currently employ 5 or more staff, including placement students? (*If no then the student is unable to complete their placement with you unless you have Employer and Public Liability Insurance*) | Yes /No |
| Do you have a written health and safety policy? | Yes /No |
| Are your staff aware of the health and safety policy? Is it accessible? | Yes /No |
| Section 2: Student Induction |  |
| Will you provide students on placement with the necessary and timely information, instruction and training for health and safety purposes? | Yes /No |
| Will you ensure that the student is made aware of safety requirements and specific dangers e.g. relating to chemicals, machinery, gases; to enable them to conduct their proposed activities safely? | Yes /No |
| Will the students be advised who the Safety Officer is, how to access First Aid and report incidents? | Yes /No |
| Section 3: Insurance |  |
| Do you hold Employer Liability Insurance which extends to placement students and will be in date during the placement period? | Yes /No |
| Section 4: Risk Assessments |  |
| Will the workplace risks encountered by the student on placement be risk assessed and controlled? | Yes /No |
| Are your Risk Assessments kept under regular review? | Yes /No |
| Are the results/findings of the Risk Assessments implemented? | Yes /No |
| Will you communicate the results of your Risk Assessments to the students? | Yes /No |
| Do you have effective control measures in place to reduce the risks? | Yes /No |
| Section 5: Accidents and Incidents |  |
| Will you provide the University with feedback on any accidents, incidents or health and safety issues which involve placement students?  Details of all accidents involving students should be reported in accordance with the guidance 'Accidents, Incidents or Concerns on Placement - Process Map' on our website at <https://www.shu.ac.uk/health-social-placements/policy-library/student-guidance-policies> | Yes /No |
| Is there a formal procedure for reporting/recording accidents and incidents in accordance with the RIDDOR and/or other legislation, as appropriate? | Yes /No |

Please note that due to Health and Safety requirements, student placements with your organisation/agency will **only** be possible if you can tick **all** of the boxes

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| **Contact Personnel** | | | | | | | | | |
| **Responsible for confirming Health and Safety Checklist** | | | | | | | | | |
| **Name:** |  | **Position:** | |  | | **Tel No:** | |  | |
| **The above statements are true to the best of my knowledge and belief** | | | | | | | | | |
| **Signed:** |  | | **Position:** | |  | | **Date:** | |  |

(Please refer to the SHU Health and Safety procedure on our website<https://www.shu.ac.uk/health-social-placements/policy-library/student-guidance-policies>

|  |
| --- |
| **Risk assessment of student placement** |

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| **Please use the attached risk factor guidance (Appendix A) to complete the following** | | | | |
| **Risk Assessment of job role.** | **Risk to student** | | | |
| **Initial risk to student**  **(High, Medium or Low)** | **If Medium or High Risk - please detail the Specific Risk to student (Provide basic details)**  **If Low please leave blank** | **If Medium or High, are Risk Control Measures in place? (Provide basic details)** | **Final risk to student after control measures are applied.**  **(High, Medium or Low)** |
| **Work Related Factors e.g. could there be any time that the student may be left alone on the premises?** |  |  |  |  |
| **Travel and Transportation Factors** |  |  |  |  |
| **Location and/or Regional Factors** |  |  |  |  |

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| **Individual student factors for students with any individual** | **For students with any identified individual factors, a personal action plan will be agreed between the placement provider and the student** |  |  |  |  |  |
| **Agree** |  | **Disagree** |  |  |
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| **Overall assessment  of risks** | **HIGH** |  |  |  | **MEDIUM** |  |  |  | **LOW** |  |  |  |
| **Yes** |  |  | **Yes** |  |  | **Yes** |  |  |
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| **Are the risks tolerable?** |  |  |  |  |  |
| **Yes** |  | **No** |  |  |
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| **Contact Personnel:** | | **Responsible for Health and Safety Management / Student Placements** | | | | | | | |
| **The above Risk Assessment has been completed to the best of my knowledge and belief** | | | | | | | | | |
| **Name:** |  | | **Position:** | |  | | **Tel No:** | |  |
| **Signed:** |  | | **Position:** |  | | **Date:** | |  | |
|  |  | |  |  | |  | |  | |

You can access SHU's Lone Working policy from our website at <https://www.shu.ac.uk/health-social-placements/policy-library/student-guidance-policies>

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| |  | | --- | | QAPL: Standard Statements and ESG | | **Please add a 'Yes' in the appropriate boxes. There are also highlighted spaces for you to add additional information where necessary.** | | | | | | | | | | |
| **1.** | | Please select which service user focus best applies **(QAPL6):** | | | | Adults | |  |
| Children and Families | |  |
| **2.** | Please select the agency type: | | | | | | | |
|  | Health | |  | Local Authority |  | Local Education Authority | |  |
|  | Non Statutory | |  | Private Agency |  | Probation Service | |  |
|  | Statutory | |  | Voluntary Service |  | Multiple/Other/Unknown Services (please specify below): | |  |
|  |  | |  |  |  |  |  | |
| **3.** | Please select the type of service provided by the placement opportunity **(QAPL7)**: | | | | | | | |
|  | Adoption & Fostering | |  | Gay & Lesbian Support Services |  | Offenders/Young Offenders | |  |
| Adult Services | |  | HIV/Aids |  | Palliative Care | |  |
| Advice, Advocacy, Information & Guidance | |  | Hospital Social Work |  | Personalisation (Direct Payments) | |  |
| Asylum Seekers | |  | Homelessness |  | Physical Disabilities | |  |
| Black & Minority Ethnic Support Services | |  | Housing |  | Private Law | |  |
| Care Management | |  | Inclusion |  | Respite Care | |  |
| Carers & Carer Support Services | |  | Learning Difficulties & Disabilities |  | Safeguarding & Child Protection | |  |
| Children & Family Support, Assessment & Resources | |  | Leaving Care |  | Safeguarding & Vulnerable Adults | |  |
| Domestic Violence | |  | Mediation Work |  | Safeguarding Vulnerable Elders | |  |
| Drug/Alcohol/Substance Misuse | |  | Mental Health |  | Sensory Impairment | |  |
|  | Education Social Work | |  | Multi-disciplinary Teams (Chronic & long-term illness) |  | Transitions (incl. looked-after children) | |  |
| Emergency Duty Team | |  | Multi-disciplinary Teams (Rehab & Recovery) |  | Multiple/Other/Unknown Services (specify below): | |  |
|  | Emotional/Behavioural Difficulties | |  | Occupation Related Services |  |  |  | |
| **4.** | Please select which type of service delivery setting best applies **(QAPL8)**: | | | | | | | |
|  | Assessment Centres | |  | Fieldwork |  | Schools & Education Units | |  |
| Care in the Community | |  | Healthcare, Medical Community & Hospital facilities |  | Service User or Carer-led Organisations | |  |
|  | Day Services & Facilities | |  | Offender Institutions, Penal & Secure Units |  | Other (specify below): | |  |
|  | Domiciliary | |  | Residential |  |  |  | |

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| **5.** | **The current HEI assessment of this practice placement[[1]](#footnote-1) is confirmed as having satisfactory standards for:**  **(QAPL19)** |

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|  | BASW Experiential Placement (10 days) |  |  |
|  | First Assessed Practice Placement (70 days) |  |  |
|  | Final Assessed Practice Placement (100 days) |  |  |
|  | Are there action plans to be completed in the audit? |  | If **'Yes'** please give details on the Audit Action Plan. |

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| **6.** | Please now complete the assessment of placement capacity on the Placement Availability Form (page 2). |

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| **7.** | Is there any other specific information about this practice learning opportunity which may affect the allocation of any student?  **(QAPL20)** |

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|  |  |  | (If **'Yes'**, please outline) |  |
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| Audit Action Plan |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Action 1** |  | **Date of Entry** |  | **Review Date** |  | **Action Sign off Date** |  |
| **Owner** |  | | | | | | |
| **Action Summary** |  | | | | | | |
| **Action Detail** |  | | | | | | |
| **Outcome** |  | | | | | | |

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| **Action 2** |  | **Date of Entry** |  | **Review Date** |  | **Action Sign off Date** |  |
| **Owner** |  | | | | | | |
| **Action Summary** |  | | | | | | |
| **Action Detail** |  | | | | | | |
| **Outcome** |  | | | | | | |

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| **Action 3** |  | **Date of Entry** |  | **Review Date** |  | **Action Sign off Date** |  |
| **Owner** |  | | | | | | |
| **Action Summary** |  | | | | | | |
| **Action Detail** |  | | | | | | |
| **Outcome** |  | | | | | | |

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| **Action 4** |  | **Date of Entry** |  | **Review Date** |  | **Action Sign off Date** |  |
| **Owner** |  | | | | | | |
| **Action Summary** |  | | | | | | |
| **Action Detail** |  | | | | | | |
| **Outcome** |  | | | | | | |

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| **Action 5** |  | **Date of Entry** |  | **Review Date** |  | **Action Sign off Date** |  |
| **Owner** |  | | | | | | |
| **Action Summary** |  | | | | | | |
| **Action Detail** |  | | | | | | |
| **Outcome** |  | | | | | | |

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| **Action 6** |  | **Date of Entry** |  | **Review Date** |  | **Action Sign off Date** |  |
| **Owner** |  | | | | | | |
| **Action Summary** |  | | | | | | |
| **Action Detail** |  | | | | | | |
| **Outcome** |  | | | | | | |

**(Note - the boxes above will automatically expand when text is entered)**

If more than 6 action points are required, please copy the final box and then paste it below the final box.

|  |
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| Audit Checklist |

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| --- | --- | --- |
| **First Auditor**  **(SHU Representative)** | **Name:** |  |
| **Job Title:** |  |
| **Organisation:** |  |

|  |  |  |
| --- | --- | --- |
| **Second Auditor**  **(Placement Representative)** | **Name:** |  |
| **Job Title:** |  |
| **Organisation:** |  |

|  |  |  |
| --- | --- | --- |
| **Audit Completed** | **Date:** |  |

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| --- | --- |
| **Checklist Items** | **Yes/No/NA** |

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| --- | --- |
| Evaluations have been reviewed as part of the audit |  |
| Reports by statutory agencies (OFSTED; CQC; etc.) have been reviewed as part of the audit |  |
| Health & Safety check list completed (must be ‘Yes’ to allow placement approval) |  |
| Risk Assessment of Student Placement completed (must be ‘Yes’ to allow placement approval) |  |
| QAPL completed |  |
| Action plan(s) completed |  |

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| Sheffield Hallam University: Checklist |

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| --- | --- |
|  | **Yes/No** |

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| --- | --- |
| Placement availability form completed |  |
| Practice Educator Sheet completed |  |
| Practice Supervisor Sheet completed |  |
| Approval Status |  |

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| --- | --- | --- | --- |
| **This practice placement meets the required quality standards** | | | |
| **Name of HEI:** | **Sheffield Hallam University** | |  |
| **Name of HEI representative:** |  | |  |
| **Title of HEI representative:** |  | |  |
| **Date:** |  |  | |
|  | | | |

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| **Agreement (to be completed by the placement)** | | | | | |
| * I confirm that the information I have provided is, to the best of my knowledge, accurate. * I agree to accept, your students on placement as part of their Practice Learning Experience. * I agree with the current Service Level Agreement. | | | | | |
| **Name:** |  |  | **Date:** |  |  |
| **Signature:** |  |  |  |  |  |
|  |  |  |  |  |  |

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| **Submission Instructions** |

**Once all relevant sections are completed (including additional documents if necessary as shown on page above),   
please save the document(s) and attach to an email which should then be sent for HEI records as below.**

|  |
| --- |
| Please submit to: [HWLSPlacementsAdmin@shu.ac.uk](mailto:HWLSPlacementsAdmin@shu.ac.uk)  (note - if you click the email address above a blank email will open with this address already in, ready for you to attach the saved audit and send)  **Always download the** [**latest audit from the university’s Practice Learning Information Website**](https://www.shu.ac.uk/health-social-placements/policy-library/quality-assurance/audit) **rather than reusing old audits as changes could have been made.**  Please note that audits will only be accepted and processed if:   * All sections are fully completed in partnership between the HEI and placement provider. If it was not possible to complete in partnership, please send an email to [HWLSPlacementsAdmin@shu.ac.uk](mailto:HWLSPlacementsAdmin@shu.ac.uk)   explaining the reasons for this.  Audit is received by email to [HWLSPlacementsAdmin@shu.ac.uk](mailto:HWLSPlacementsAdmin@shu.ac.uk)  **(With the new document, systems and processes, paper copies will no longer be accepted)** |

**Please also ensure a copy of the completed audit is retained within the placement area and it is advisable for the HEI member of staff to also save the file for their records.**

|  |
| --- |
| Contact Details |

If there are any queries about the process, or technical aspects of the documentation, please email [HWLSPlacementsAdmin@shu.ac.uk](mailto:HWLSPlacementsAdmin@shu.ac.uk)

If there are any queries about the content or detail within the documentation, please contact   
Heidi Cheung, Director of Placement Learning at Sheffield Hallam University [h.cheung@shu.ac.uk](mailto:h.cheung@shu.ac.uk)

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| **Appendix A** | **Risk Factor Guidance** |

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| Please use this table for reference when profiling the risks associated with the student(s) placement. | | | | | |
|  | | | | | |
| **Risk** | **Work Related Factors** | **Travel and Transportation Factors** | **Location and / or  Regional Factors** | **Health Factors** |
| **Examples of situations which may contribute to a placement being**  **HIGH RISK** | Working directly with hazards that could cause serious injury or death.  Examples:   * Construction site work (not admin or management roles). * Operation of hazardous machinery. * Laboratory work with hazardous chemicals. * Farm work. * Working directly with dangerous animals. * Dangerous activities requiring a high level of competence, skill or specialist qualifications (e.g. diving, rope access work, firefighting). | Difficult, lengthy or complex travel to reach the placement from the UK, involving long-haul flying plus overland or ship travel, where student is not accompanied.  Placement role likely to require significant travel in or to remote locations, without escort.  Placement likely to require significant travel where transport infrastructure is known or expected to be poor.  Student required to drive as part of placement, where the traffic flow is opposite what the student is used to (e.g. driving on the right, for a British student).  **NOTE: These risks are reduced considerably if the student is familiar with the host country and/or the language.** | Civil unrest, war, rioting or other known conflict in area, region or country close to the placement location.  **In all relevant cases, the UK Foreign and Commonwealth Office website should be consulted and used as a benchmark to aid in making a decision.**  Known outbreak of serious disease in immediate region. E.g. Ebola outbreak in some West African countries.  Medical and emergency service infrastructure poor or likely to be unavailable quickly or locally.  Communication likely to be difficult or impossible. | The student has known chronic health factors which may cause episodes of illness (e.g. epilepsy, diabetes).  The student has known personal factors (e.g. health, disability, linguistic or cultural) which may foreseeably increase the risks at work, even with adjustments.  The student's knowledge, understanding, and skills are known or suspected to be below the standard required for the type of work expected. |

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| **Appendix A** | **Risk Factor Guidance (continued)** |

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| Please use this table for reference when profiling the risks associated with the student(s) placement. | | | | |
|  | | | | |
| **Risk** | **Work Related Factors** | **Travel and Transportation Factors** | **Location and / or  Regional Factors** | **Health Factors** |
| **Examples of situations which may contribute to a placement being**  **MEDIUM RISK** | Proximity to the type of hazards listed above - but not directly working with them  Examples:   * Work on construction sites (e.g. in admin or managerial roles). * Work where for there is foreseeably an increased potential for crime or violence (e.g. work with drug abusers, psychiatric patients, young offenders). * Photography in urban areas at night. * Placement likely to involve significant lone working. | Student required to drive as part of the placement  Student likely to have to commute late at night (e.g. bar work or similar). | Placements in countries where cultural, linguistic or religious expectations are strict and differ significantly from what the student may be used to, and where transgressions may cause serious offence and/or attract sanction or punishment.  Placements in 'undeveloped' countries or regions or in wilderness or rural areas where infrastructure and healthcare access is likely to be poor. | The student has personal factors (e.g. health, disability, pregnancy, linguistic or cultural) which may require specific adjustments or support during work or in social interactions at work. |
| **LOW RISK** | * Office or shop working. * Schools, colleges, medical treatment centres. * Daytime community activity. | * No significant travel risks. * Student not required to drive as part of the placement. | Placements in the UK or abroad where there are no foreseeable regional or local risks. | No known health, disability or other individual risk factors. |

1. See resource at <http://www.scie-socialcareonline.org.uk/quality-assurance-in-practice-learning-qapl-the-social-work-practice-learning-quality-assurance-benchmark-statement-with-supporting-evaluation-tools/r/a11G0000001831hIAA> [ORIGINAL [http://www.collegeofsocialwork.org](http://www.collegeofsocialwork.org/) publication: ‘Improving The Quality And Consistency Of Initial Qualifying Social Work Education And Training’ (p.35 – 36) for statutory tasks definition.] [↑](#footnote-ref-1)