

Social Work Placements: *Marginal and Failing Students*

What makes a placement work?

- Investment by the university
- Investment by the practice educator
- Investment by the tutor
- Investment by the student
- Support the network around the student -
carry out university processes and procedures

Investment and partners

- Initial placement recommendation
- Visit and audit/partnership agreement
- Training practice educators
- Cost of training and practice educator investment
- PEPS endorsement processes
- Maintaining register of practice educators

Investment by the university

- Student application form
- Allocations - internal filtering
- Allocations - PLOG negotiations/voluntary
- Confirmations
- Raise purchase orders/authorisation

Investment by the university (cont.)

- Placement tracking
- HCPC audits - spot checks
- Legal responsibility ESG (academic year)
- Information transferred to ESG

Investment by practice educator

Concerns - marginal/failing student

- Responsibility to maintain the placement
- Support the support network around the student
- Provide the student with advice and guidance in order to resolve any issues with supporters

Investment by practice educator

Concerns - marginal/failing student (cont.)

- Responsibility to support an action plan and address concerns
- Let placement team know there is a concern and seek guidance

Responsibility of practice educator

- Follow procedures set out in the student practice learning documentation
- Support the process through action planning to and review
- Involve all network supporters around the student in concerns meetings
- Move forward/suspensions/fitness to practice/options/terminations?

Responsibility of practice educator

Student issues

- Student not meeting capability requirements
- Placement not providing sufficient learning opportunities
- Student does not get on with practice educator
- Student does not get on with placement

Responsibility of practice educator

Student issues (cont.)

- Personality clashes with supporters
- Fitness to practice (student)
- Suspension (temporary) - seek guidance
- Termination (placement) - seek authorisation -
impact assessment

Consequences of terminations

- Students are supported through difficult experiences to conclusion
- Students have an opportunity to meet their learning needs and successfully complete their placement
- SAB are able to make decisions based on evidence?

Consequences of terminations (cont.)

- Students are supported in a consistent manner
- Practice educators approach the placement role in a consistent manner
- Termination (permanent) - seek authorisation

Consequences of terminations

Impact assessment on student

- Financial loss to student/more fees
- Time loss to student/impact on domestic arrangements
- Emotional impact on student/stigma (trailing)
- Increased workload for practice educator/
placement team/academic team (labour intensive)

Consequences of terminations

Impact assessment on student (cont.)

- Impact on timely teaching/skills days
- Bursary implications
- Potential for complaints
- Impact on career progress
- Impact on degree classification

Scenario One

- Student turns up to work late, you share your concerns with the student in supervision. The following day they do not turn up for an appointment with a service user.

What action will you take and why?

Scenario Two

- Student's practice with service users is excellent. Their written work/evidence is poor. They are not assessed as having any support needs.

What action will you take and why?

Scenario Three

- Student breaches confidentiality by sharing information about a service user with another student on placement in the same organisation (different team).

What action will you take and why?

Scenario Four

- You receive feedback from colleagues which state that the student's capability in relation to undertaking a variety of work, including assessments and communicating with service users, is poor. Your own evidence, however, is good.

What action will you take and why?

Scenario Five

- Relationship between the student and you is becoming 'strained'. The student reports this to their tutor, stating that you don't seem to have time for them.

What action will you take and why?

Practice Breakdown Procedures Flowchart

