

**Department of Health, Psychology
& Social Sciences**

Placement Handbook

For

**Youth and Community
Work**

HLLY9004

**Qualificatory Practice Unit : : Youth and
Community Work in Practice**

**Leading to a Graduate/Post Graduate Certificate in
Youth & Community Work**

With

JNC Professional Qualification

(September 2017)

**LEVEL SIX & SEVEN
FULL & PART-TIME
GRADUATE & POST GRADUATE
PROGRAMME**

The UK Quality Code for Higher Education identifies the following 'Expectation' relating to learning and teaching, which higher education providers are required to meet:

'Higher Education providers, working with their staff, students and other stakeholders, articulate and systematically review and enhance the provision of learning opportunities and teaching practices, so that every student is enabled to develop as an independent learner, study their chosen subject(s) in depth and enhance their capacity for analytical, critical and creative thinking'.

The University defines 'placement' as a period of work experience, either paid or unpaid:

- Which is undertaken as an integral part of the student's programme
- Where the student is enrolled at the institution during this period
- Where there is a transfer of direct day to day supervision of the student to a third party

[Adapted from the UCEA (2009) definition]

This handbook is a guide to the placement element of the programme you are studying. The formal regulations applying to the programme are the University of Cumbria Academic Regulations –accessible at the Academic Quality & Development Service website <http://www.cumbria.ac.uk/aqd> and the Programme Specification which can be found on the Programme Blackboard site. In the event of any information contained in this handbook conflicting with that in the Academic Regulations then the latter should be taken as the definitive version.

The information contained within this handbook may be subject to amendments and revisions. Please be informed that any revisions will supersede the information contained herein.

Important Note:

The University has taken all reasonable steps to ensure the accuracy of the information contained in this placement handbook and will use all reasonable endeavours to deliver programmes in accordance with the descriptions set out within the handbook. Nevertheless, circumstances outside the University's reasonable control may arise which limit its ability to deliver the programme as described. For example, the placement arrangements may vary from student to student depending on the circumstances of the particular placement provider, including if a particular placement provider were to withdraw or vary the conditions of the placement; there may be changes in the availability, or withdrawal of funding. Where reasonable and appropriate to do so, the University will make all reasonable endeavours to put in place alternative arrangements to achieve the relevant learning outcomes, and provided the University does so, it will not be responsible to the student for any failure to provide the programme in accordance with the placement handbook.

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HLLY9004: Qualificatory Practice Unit - Youth and Community Work in Practice

Introduction

A major component of all youth and community work courses that operate within the National Youth Agency for Professional Validation and therefore meet JNC requirements is that students undertake a substantial period of time in **supervised**, professional practice.

The professional placement experience is housed within a Qualificatory Practice Unit. The Qualificatory Practice Unit and Placement Guidelines draw together all the information relating to the placement process and should be used by students, Line Managers, Fieldwork Supervisors, University Supervisors and Personal Tutors. They explain the stages involved in arranging a placement, the criteria used to judge whether a placement is suitable, the record keeping and supervision processes that need to take place during the placement, and the final assessment procedures. In addition, these guidelines contain contact information for the University staff most closely associated with placement support and development.

At the outset I would like to stress that the placement experience should be a positive one, not only in terms of the students' learning but also for the project/agency. This is very much an approach that works best when roles and expectations are clearly defined and effective communication is developed and maintained. For those undertaking a substantive period of time on placement in their current place of work there is an real opportunity to critically analyse their current practice and begin to consider how they operate differently as a result of academic study.

I hope that everyone embarking on a role within the placement process feels valued and benefits from the experience. I would like to wish you all a successful placement experience and urge you to contact me at any time if you have a question or concern about any aspect of the placement process.

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E-mail: peter.crossley@cumbria.ac.uk

The University's Placement Learning Policy can be found [here](#).

Overview

In conjunction with the National Occupational Standards of Youth Work the practice assessment tool to assess students on placement and used by the University is based around the Cone of Professional Development – a model of professional youth and community work performance derived from experienced field practitioners. (Appendix 2) These Placement Guidelines help explain how the assessment process operates and should clarify the roles and responsibilities of all parties involved in the placement process.

Contact Information

If during the placement you need to speak to someone at the University about anything to do with the placement process, the first point of contact should be the Placement Co-ordinator. However, the following table provides other useful links for staff associated with the Youth and Community Work Studies programme:

| | E-mail | Phone Number |
|---|--|---------------------------------|
| Peter Crossley Placement Co-ordinator | peter.crossley@cumbria.ac.uk | 01524 384358/07921 388964 |
| Tracy Cowle Lecturer | tracy.cowle@cumbria.ac.uk | 01524 384353 |
| Ian Reed Senior Lecturer | Ian.reed@cumbria.ac.uk | 01524 384666 |
| Stuart Wroe Lecturer | Stuart.wroe@cumbria.ac.uk | 01524 384575 |
| Katherine Ramsbottom Placement Administrator | ycdplacements@cumbria.ac.uk | 01524 590800 ext 2773 |
| Course Information Point Administration | PAdLancaster@cumbria.ac.uk | 01524 590825 |

Name of the External Examiner for the module:

John Platten (MA & DipHE)

External Examiners are appointed to ensure the quality management of HE programmes and it is not part of their remit to communicate with individual students. You should not make direct contact with External Examiners. Any student issues should be relayed either directly to your Personal Tutor, Module Leader and/or with your student rep.

The Role of Placements in Professional Training

The learning of students on placement should expand rapidly for a number of reasons.

Firstly, they are submerged in an intensive environment with responsibilities and expectations placed on them by a wide range of people. The placement provides a concentrated opportunity to develop and expand learning in the work-place environment.

Secondly, they will be surrounded by real practice examples and more importantly by workers already in the professional field. The placement gives first-hand experience of the role and function of a full-time professional youth and community worker and a supported opportunity to practice, experiment and hone the capabilities that many students already have in terms of delivering quality youth and community development work practice.

Finally, they will be expected to reflect on their practice in grounded ways through analysing their actual daily experiences. The placement is a vital element of the course and is crucial to the development of the skills and understanding of youth and community development work.

This unique opportunity allows them to find their own balance between the nature of theory, practice, identity and feelings and to use this in productive, professional ways to constantly strive to increase the quality of the provision for which they are responsible.

The placement also provides the major opportunity for students to expand and develop as workers, recognising that they will soon be putting themselves on the job market. It should be seen as an ideal chance to broaden and increase the contexts in which they have worked and the issues they have dealt with professionally; in short, to maximise the diversity of their practical experience. The staff team firmly believes that the more widely experienced and broadly based workers students become, the greater potential they have to offer prospective employers. Every placement should clearly be viewed in this light. It may mean students taking more risks, being adventurous, trying things they have previously avoided. The greater the breadth of the experience of different working environments, the greater the potential for their understanding, skills and capabilities to be developed and increased.

The placement objectives that follow have been developed by acknowledging the following areas:

1. The previous practical youth and community development work experience of students and recognising this as a foundation upon which to develop professional identity and practice.

2. The roles, responsibilities and tasks of youth and community development workers as set out in the National Occupational Standards.
3. Changes and developments in the field, i.e., the increasing emphasis on targeted provision, commissioning and short-term project funding, inter-agency working and the increasing demands for management skills for youth and community workers at all levels.
4. That students should experience directly the tensions between theory, practice and identity and be encouraged to develop their own processes for critiquing and implementing professional practice.
5. That the work of every placement experience should be connected and developmental, building on previous experience to ensure "progressive practice".

Within the general placement rationale there are some specific objectives that relate to each level of placement experiences. These objectives have 3 different but interrelated foci:

1. The consolidation of the attitudes, skills, knowledge and understanding developed in the course components leading up to the placement.
2. A clear focus on the function of the worker as a manager of youth and community development work practice.
3. The identification of areas for further future development.

The compilation of these learning objectives should be undertaken during the placement and, whilst it is anticipated that work on resolving new issues will commence during the placement, it is also anticipated that further work will have to be undertaken to tackle issues identified during the placement process.

HLLY9004: Qualificatory Practice Unit: Youth and Community Work in Practice: This Qualificatory Practice Unit provides an opportunity to complete the professional requirements of the JNC qualification. The unit requires the student to have demonstrated the knowledge, skills and values of a worker who is about to qualify and to be able to critically apply their learning from the course to TWO placement settings, consistent with an anti-oppressive approach and the values which underpin Youth Work and Community Work as expressed in the respective occupational standards.

Intended Learning Outcomes

On successful completion, you will be able to:

- Critically reflect on your extensive skills in face to face work with individuals and groups in a youth and / or community setting, articulated through the viva voce examination as expressed in the National Occupational Standards of Youth Work
- Demonstrate the integration of theoretical and skills based modules related to the management role and community development work
- Articulate the outcomes of learning within the placement setting, and provide evidence of this against appropriate professional benchmarks
- Comprehensively demonstrate an ability to reflect on your work as an anti-oppressive practice manager in relation to Youth Work and Community Work, explaining decisions and actions in relation to this value-base;
- Reflect on learning undertaken, and evidence your autonomy as a professional worker.

In addition, in conjunction with their fieldwork supervisor, the student will have

- identified their personal skills repertoire in relation to the expectations of a future youth and community development work placement;
- had an opportunity to observe youth and community development work in more than one setting;
- negotiated and undertaken a full-time placement in a youth or community development work setting that provides an opportunity to work with individuals or groups;
- reflected on their learning from the placements and identified future learning needs to be met through future training.

As this QPU is predominantly assessed through fieldwork practice, the placement agency must demonstrate that it is able to provide students with a range of experiences which include opportunities to:

- a) Build relationships with people which enable them to explore and make sense of their experiences and plan and take action;
- b) Facilitate people's learning, and their personal and social development;

- c) Enable people to organise and take co-responsibility for activities, events and projects;
- d) Work with people in accordance with the core values of youth and community development work:
- e) Plan, manage and develop youth and community development work;
- f) Support and develop effective, efficient and ethical practice in work with individuals and groups.

(Adapted from the National Occupational Standards for Youth Work)

Practice Portfolio

Key Areas for your practice portfolio:

1. **Learning Contract** with three context based learning objectives
2. **Self-Assessment** using the Cone of Professional Development **(10 Elements)**.
3. **Fieldwork Supervisor's Assessment** using the Cone of Professional Development **(10 Elements)**

You need to work with your Fieldwork Supervisor to enable them to comment upon your development of knowledge, understanding and skills whilst on placement as they complete their assessment of you with the Student Assessment Form (The 10 Elements).

NYA Requirements

In order for students to meet the NYA requirements and therefore to complete the JNC qualificatory requirements, it is essential that a minimum of 50% of the total placement experience is gained in youth work practice within an age range of 13-19 years. In addition, all students must undertake practice-based learning (placement) in more than one placement agency.

Full-time students on the programme will meet this requirement within the normal placement matching process. Work Based/Part Time students on the programme will meet this requirement through their own place of work and an alternative setting.

This work needs to form a significant part of their reflective journals and in most cases will become the basis for the reflection on a critical incident and discussions within the viva voce examination.

General Comments

It is anticipated that every placement will be a challenging experience for students. However, it is equally certain that most students after qualifying and in their first post will be expected to manage large expensive premises as well as teams of paid and voluntary staff, whilst maintaining financial and

administrative systems that allow the organisation to function efficiently. In working through any of the above tasks, students should either experience them directly or be aware of them in relation to their post-course employment.

Placement Timetable

During the academic year (to be completed), placements will take place between the following dates:-

| Level 6 & 7 Placements 444hours | | | | |
|--|---|--|---|---|
| HLLY 9004 | Start Date | End Date* | Number of hours per week | Portfolio Submission |
| 148hrs | 10th October 2016 | 23rd December 2016 | Negotiable | Recall Day |
| 444hrs | 6th February 2017 | 20th May 2017 | Full time equivalent | 2 weeks after the Viva date (if time allows) |

*** The published end date is the last possible date at which the placement hours must be completed; failure to complete the placement within the published dates is equivalent to failing to submit an assignment on time. Extensions of 2 weeks and/or Extenuating Circumstances processes apply to the placement module as they do to all other academic modules. In the event that a legitimate reason exists for failing to complete the placement within the agreed time scale, a student must notify the Placement Coordinator in writing, and, when possible, have the Fieldwork Supervisor suggest a possible completion date – this can be agreed only by the Placement Co-ordinator, in writing.**

Finding a Placement:

The Placement Co-ordinator is responsible for finding a placement in negotiation with the student. The Placement Co-ordinator should always make the first contact with a prospective Placement Agency and will communicate with the student and Fieldwork Supervisor to confirm placement arrangements, contact details for the University Supervisor and start/finish dates.

Roles and Responsibilities in the Placement Process

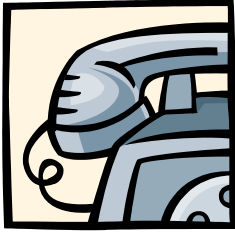
The Student

The students will already be aware of the vital importance of placements in their professional training. They, above all others, should play the most significant part in the accurate identification of a suitable developmental placement experience to meet their identified learning needs. They should approach this with honesty, openness and willingness to learn in order to gain both a suitable and valuable placement experience and a corresponding mark to represent the quality of the work they have undertaken. Whilst on placement the student has some very clear responsibilities:

- a) To work an average of 10 sessions per week (Substantive Placement), including evenings and weekends. A session is approximately 3½ to 4 hours long. To consider the placement as a full-time job and approach it in a committed and professional manner.
- b) To work closely with the worker designated as Fieldwork Supervisor, in consultation with that worker undertaking an appropriate range of responsibilities in the placement. The focus should remain within the broad objectives defined by the level of study, taking account of the negotiated individual learning objectives from their Personal Tutor and specific agency objectives agreed with their Fieldwork Supervisor.
- c) To undertake any coursework identified within each placement opportunity as outlined in the Practice Portfolio. Please note - all tasks should be embedded in practice wherever possible and NOT fabricated. If in any doubt speak to the University Supervisor or the Placement Coordinator
- d) To ensure regular supervision sessions – 16.5 hours over the lifetime of the substantive placement and 6.5 hours within the Alternative Placement - take place with the Fieldwork Supervisor. On occasions a member of University staff will participate in the sessions and/or have separate supervision sessions when they visit the agency.
- e) Maintain all appropriate records of the placement in their Practice Portfolio.
- f) Follow agency policies and procedures as directed.

Attendance

Absence from the placement can lead to failure of the fieldwork component of the course and therefore a whole unit of the Degree. As a professional worker, it is anticipated that the student will operate in accordance with the placement attendance requirements, negotiating any time away from it as time off in lieu or pre-booked leave. The nine weeks attendance is considered the minimum level acceptable. If it is necessary to attend more than those to demonstrate the required level of competence, this fact must be considered during any negotiations around planned absence.



If for any reason students are unable to attend the Placement Agency, they should inform the Fieldwork Supervisor and Pete Crossley as Placement Coordinator **in advance**. If you are sick, the same procedures apply that would operate if you were attending University – contact the absence line **AND** telephone the Coordinator on 01524 384358 (answering machine out of hours) and Fieldwork Supervisor to inform them of their illness and expected date of return, as soon as you can.

Doctor's Certificates should be obtained and submitted to the Placement Coordinator in line with University procedures.

A period of absence from placement could result in:

- The student making up the lost time at the same agency during a vacation; or
- withdrawing from that agency. Under these circumstances students would have to successfully repeat the placement at a different agency before they could complete the course. In some instances it might not be possible to arrange for placements of the required duration to be undertaken in the summer vacation, in which case it may be necessary to repeat the placement the following academic year.

The Personal Tutor

The Personal Tutors are still available throughout the placement to fulfil their usual functions.

The Fieldwork Supervisor

All placements should have one main person responsible for the overall support and supervision of a student on placement. The key responsibilities are as follows:

- a) **to advise the University, in consultation with the student and University Supervisor on a recommendation of Pass/Fail and to ensure that evidence exists that will support this final assessment decision**
- b) to facilitate the student in undertaking the role of a full-time worker;
- c) to enable the student to work in the areas of focus identified by the level of study and through the learning needs analysis;
- d) to ensure provision of weekly supervision sessions of approximately 1.5 hours, during which students will be encouraged to reflect on and explore work previously undertaken, and identify areas of work for the forthcoming week. On occasions the student and Fieldwork Supervisor might be joined by a member of the University staff (the University Supervisor) when they visit the placement.

- e) to identify and assess the student's areas of strength and weakness;
- f) to contact the University in the event of any particular worries or concerns;
- g) together with the student, to complete a Fieldwork Supervisor's Assessment Report on the student's progress and development within the placement setting and in relation to the overall focus and specific objectives of the placement;
- h) to provide a range of practice examples and purposeful conversations which serve to broaden the experience, understanding and practice of the student.
- i) provide access to relevant policies and procedures and to develop mechanisms to 'check out' that they are understood.

The Fieldwork Supervisor is asked to submit their assessment of the students practice prior to the end of placement based on the Cone of Professional Development – The 10 Elements.

The Line Manager

If the agency is your place of work the Fieldwork Supervisor should not have line management responsibility for the student's day-to-day work practice. It is however essential that the Line Manager is aware of the aims and objectives of the placement. This is particularly important when the work undertaken will provide evidence for the overall level of competence being claimed in the final Assessment Reports. It is beneficial for the Line Manager and Fieldwork Supervisor to have regular contact through-out the placement, and they should certainly meet with the student in a three-way meeting at an early stage of the placement to discuss/negotiate areas of work to be covered, and prior to completion of the placement to ensure that the final assessment is based on the full range of evidence.

In the Placement procedures there are three other people who may become involved, one who is central to the whole administrative process and two others who become involved only in certain circumstances.

The University Supervisor

The University Supervisor provides the immediate link back into the University whilst the student is out on placement and all related issues should initially be directed through that supervisor. It is useful to have an external voice during the placement and a visit from the University Supervisor can often provide a fresh view and impetus to the placement experience. The University Supervisor's responsibilities are as follows:

- a) to be in contact with the Placement Agency within the first 2 weeks of the placement to arrange an initial meeting;
- b) to ensure that both the student and the Fieldwork Supervisor are aware of their roles;

- c) to meet with the student prior to, or immediately following, the placement visit(s) to ensure that learning opportunities are being maximised and that the student is clear about the assessment tasks to be completed within the placement;
- d) to visit the student and Fieldwork Supervisor at other times if requested by either party;
- e) to monitor the student's progress and have an awareness of his/her strengths and weaknesses;
- f) To undertake a viva voce with students to act as the first point of decision in allocating a final mark.

SUBSTANTIVE PLACEMENTS WILL NORMALLY BE VISITED TWICE (ONCE FOR LONG DISTANCE). UNIVERSITY SUPERVISORS SHOULD CONTACT YOU WITHIN THE FIRST TWO WEEKS OF PLACEMENT. YOU SHOULD CONTACT PETE CROSSLEY IF YOU HAVE NOT HEARD FROM YOUR UNIVERSITY SUPERVISOR WITHIN THAT TIME.

ALTERNATIVE PLACEMENTS RECEIVE NO FORMAL VISIT FROM THE UNIVERSITY

The Placement Coordinator

The Placement Coordinator, in conjunction with the Placement Learning Unit, services all the administrative details of the placement and maintains contact between the University and the Placement Agency. The Placement Co-ordinator should always make the first contact with a prospective Placement Agency and will communicate with the student and Fieldwork Supervisor to confirm placement arrangements, contact details for the University Supervisor and start/finish dates.

The **Placement Learning Unit** maintains an up-to-date record of which Placement Agencies are being used and knows which Agencies have already been allocated and the specific difficulties involved in setting up some placements. During the placement allocation process the student should maintain regular communication with the Placement Learning Unit and respond quickly to requests, as locating so many placement opportunities in one semester is a major undertaking. The placement finding process can be helped greatly by students providing as much up-to-date information as possible about suitable Placement Agencies they are aware of and also up-to-date contact information for themselves.

The Placement Coordinator will liaise with Personal Tutors to find the most suitable placements for individual students and will maintain regular contact with all the University Supervisors.

In the Semester leading up to the placement, the Placement Co-ordinator will ensure that students are aware of the placement process and will introduce,

when necessary, the Practice Portfolio and assessment criteria to all student groups.

The Placement Co-ordinator needs to agree any deviation from the planned placement schedule.

The External Examiner for Fieldwork Placements

The External Examiner for Fieldwork Placements will visit a selection of students on their placement, chosen from the course list. He/she will also visit any student about whose practice concerns have been expressed or who has been identified as being in danger of failing. Any such student will be informed beforehand.

The role of the External Examiner in visiting students on placement is to assess and determine the quality, suitability and relevance of the placement experience to the course of professional training. External Examiners also have a role in contributing to the assessment of students whom they have been asked to visit by virtue of tutor or supervisor concerns or who are undertaking reassessed placements.

This role will be undertaken by exploring:

- the suitability of the placement and its relationship to the components of the course;
- the quality and potential of the work the student experiences whilst on placement;
- the potential and quality of the supervisory relationship and its effectiveness in the student's learning and professional development;
- the Agency's views of the links with the Placement Administrator and Co-ordinator in the identification, negotiation and establishment of fieldwork placements;
- the students' feelings of their own professional development in relation to:
 - 1) the focus of the placement;
 - 2) their personal aims and objectives for the placement;
 - 3) their experiences whilst on placement; and
 - 4) their recordings.

In relation to students identified as being in danger of failing or completing reassessed placements, the Examiner may visit the student and Fieldwork Supervisor at their Placement agency to discuss student progress and achievement.

Setting up the Placement

The initial stages of placement identification are essentially a process of negotiation between the student and the Placement Coordinator, the starting point being the student's previous experience.

When a suitable placement has been identified the Placement Coordinator will inform the student directly. Students should then contact their Agency as

soon as possible, providing an outline of their previous experience by way of a Curriculum Vitae. They should also arrange to visit the Agency as soon as possible.

PLEASE NOTE: If contact is not made within 2 weeks, other students may be given the opportunity of that placement. If this process is prolonged without good reason students will be deemed to have failed the placement at this stage. It is essential that students maintain regular contact with the Placement Coordinator during this time.

Pre-placement visit: Student and Fieldwork Supervisor meet to discuss placement opportunities and potential experiences. When undertaking the pre-placement visit the student should be clear about what experiences and learning are needed from the placement in the light of the agreed level four objectives. Students should discuss what opportunities will be available for them to be able to demonstrate competency of the National occupational Standards. Students should be prepared to ask questions about adequate supervision and get a sense of the quality of the supervision they will receive. Students at Level 6/7 will be directed towards models of supervision prior to placement that need to be discussed at this stage. They should check that their potential Fieldwork Supervisor is going to be able to give enough formal supervision time to maximise their learning experience. This is essential since the Fieldwork Supervisor is a vital element in the assessment procedure and we know that good quality supervision greatly enhances the learning of students on placement.

The Pre-Placement Visit Form should be completed in full at this initial meeting. Once the pre-placement visit has been completed, the student needs to confirm the outcome of the visit and ensure the Placement Coordinator is informed of the outcome as soon as possible. **If the placement proves to be satisfactory, the signed Pre-Placement Visit Form must be passed on to Placement Coordinator** so that the placement can be confirmed in writing.

If the placement proves to be totally unsuitable, after the visit another tutorial must be arranged between the student and Placement Coordinator and the process will be repeated.

DBS Clearance

Prior to **any** placement commencing, it is a requirement that the student undergoes an Enhanced Disclosure & Barring Service (DBS) check, obtained via the University of Cumbria. The procedure will have been instigated by University Admissions when the student enrolled on the course: the student must retain their DBS certificate once issued (it will be sent direct to the student from the DBS) and be prepared to produce this to a Placement

Agency if required. This would involve disclosing criminal record information to the Placement Agency if applicable.

Insurance

All Agencies are asked to check their insurance position with regard to students on placement and to contact the Placement Coordinator (☎ 01524 384358) if there are any doubts about the insurance position. Confirmation forms that students are covered by agency insurance will be sent out by the Placement Unit

Starting the Placement

There are a number of important stages during the actual placement and each of them plays an important part in the process of arriving at the student's final grade. As such, each one can make a fundamental difference to the quality of both the placement experience and the learning that occurs in professional development.

Contracting: Some initial work on your contract will be started with your Personal Tutor - this should be finalised at the commencement of the placement and should be negotiated between the student, the Fieldwork Supervisor and, if necessary, the Line Manager. (Examples of contracts are given in your Placement Portfolio.) The contract is a working document the purpose of which is to identify the roles/tasks to be undertaken and the expectations placed on the student and Fieldwork Supervisor.

The clearer the information in the contract, the easier it will be to monitor progress on placement. This is important not only when determining whether the placement is a "pass" or "fail", but also in providing concrete evidence of a student's performance when the final placement assessment is considered. Fieldwork Supervisors should be aware that the staff team encourages contracts that are challenging and include an element of risk. Placement contracts should not merely document what is easily possible or replicate and confirm learning that has already taken place. Contracts should be written that encourage realistic but challenging goals for development.

Contracts will therefore usually include:

- 1) The key objectives for the placement, including the three previously agreed with the Personal Tutor.
- 2) The work that is to be undertaken, including role and responsibilities.
- 3) The learning needs of the student, which should include skills to be acquired/developed, areas of development to be addressed, particular learning difficulties that are to be overcome.
- 4) An outline of the expected knowledge to be gained.
- 5) The learning methods of the placement through which the supervision will be conducted; e.g., experiential learning cycle, observation by Fieldwork Supervisor of student in action, self-assessment and personal reflection, use of personal recordings.

- 6) Conditions of service of the placement; i.e., sessions to be worked, time-keeping, use of car, etc.

The placement contract is a tool through which the students' professional development is identified and developed and as such has to be viewed with a degree of flexibility. Thus the contract should always have the potential for modification as the placement progresses, whilst retaining its accuracy and value as a record of intended achievement.

A copy of the placement contract should be sent to the University Supervisor and Placement Unit within 2 weeks of the placement being commenced and therefore received prior to the first visit. A copy should be kept in your Practice Portfolio.

First Visit of University Supervisor:

This visit will concentrate on your contract, work load and placement objectives, it should also include how you can complete your portfolio tasks. (This may not be possible for placements that are geographically distant from University but contact will be maintained by telephone and e-mail.) The contract needs to be ready to be signed and agreed at this initial meeting.

Second visit of University Supervisor:

This will take the form of a viva voce and is intended to explore the student's understanding of the wider implications of the agencies work, the connections to theory and the understanding of anti oppressive practice. In preparation for this visit Fieldwork Supervisors and students will have completed their Portfolio and the University Supervisor should use the visit to confirm his/her judgement of the overall PASS/FAIL OF THE placement.

It is essential that the portfolio tasks and your supervisors assessment report are completed and signed before the placement finishes.

Fieldwork Supervisors and students should complete their individual Final Assessment Reports separately, although it hoped they will discuss their judgements in some detail. They may have arrived at close agreement about the placement performance but the forms should still be completed independently. The intention is not that they provide "secret" information but that they register the views of "different" voices. These reports should be submitted to your University Supervisor in the Placement Practice Portfolio

Placement Supervision



Frequency and Content

The Fieldwork Supervisor of students on placement will normally be a qualified youth and community worker, working full time for the Placement Agency.

It is essential that students on all placements have the opportunity for

regular, supervision sessions totalling **16.5 hours** over the life of the substantive placement and **6.5 hours** for the alternative placement. These should be made up of a mixture of issues brought by both the student and the Fieldwork Supervisor. Each supervision session should be recorded, with a copy for both the student and the Fieldwork Supervisor, creating an ongoing record of agreed work and time scales. A signed copy should be retained in the Placement Portfolio as a record of the placement process.

The Fieldwork Supervisor should also use as a supervision tool the Cone of Professional Development - the **Ten Elements**, as these will form the main agenda for arriving at an actual decision about the quality of the student's performance.

The Course Philosophy regarding Supervision

The University Team places great emphasis on effective, regular supervision for students on placement. This is because placements are vital in helping students learn about youth and community work, but in the routine of doing the work it is easy for them to move from one experience to another without reflecting on, or really learning from their experience in a long-term way. A regular opportunity to step back from their work tasks with the help of an effective supervisor can maximise the learning potential of any placement.

However, a regular time to talk about the work is not sufficient to achieve good quality learning unless the supervision has both a clear purpose and a relevant structure. In these pages we suggest some guidelines for the purpose and structure of placement supervision.

It might be helpful to see supervision operating at three different levels which build upon each other.

Level One – where the dominant focus is on **content**. The supervision is operating at surface levels; discussion is descriptive and concerned with reporting facts, procedures and incidents. This has very limited use, may be more about management and control and is unhelpful in terms of professional development unless it feeds into discussion at Level Two.

Level Two – where the dominant focus is on **process**. The supervision is operating at deeper levels, encouraging the student to be reflective and concerned with finding meaning and gaining understanding. This is useful for both student and Fieldwork Supervisor for reflecting on practice and outlining agendas for professional development. Good supervision should operate at this level, as it supersedes Level One, although it will include discussion of incidents and events as described in Level One.

Level Three – where the dominant focus is on **awareness**. The supervision is operating at the deepest levels, encouraging the student to be self-reflective and concerned with accurately discriminating his/her own learning

approaches in a range of tasks and contexts. This is sometimes known as “meta-learning” and is very useful for both the student and the Fieldwork Supervisor because learning at this stage evolves universal understandings and insights that can be transferred across contexts. The supervisory relationship should strive to achieve this stage of professional performance.

This model has been developed from Gardiner, D. (1989) *The Anatomy of Supervision*, OUP.

The Structure of Supervision Sessions

In order to help students gain from the process of supervision we have spent time preparing them to use supervision as a learning opportunity. The model we use is adapted from Kolb’s cycle of experiential learning. At Level 6/7 we encourage students to negotiate models with the agency to find one that ‘suits them’.

The Kolb model identifies the type of questions that might be asked at different stages in order to help students to learn from their experiences both for immediate action on placement and to transfer to other contexts in their career as a youth and community worker.

Getting into a habit of reflecting on their practice in this systematic way will be an important asset to students’ long-term professional development.

Recording Supervision

A copy of a suggested Supervision Agenda is provided in the Portfolio for Personal and Professional Development for information this should be photocopied and used as required. Students are required to produce formal records of supervision meetings as part of their assessment package. Recordings of supervision should not become an onerous task but something that takes place at the end of each session, with a concise summary of learning points and action agreed. Again, it is helpful to get students into good habits in relation to keeping regular, clear records of supervision that are referred to at subsequent sessions. Completed sheets should be included in the Practice Portfolio.

General Points about Supervision

Research has been conducted to examine what aspects of supervision help or hinder student learning. The main points are summarised below for placement supervisors to consider in planning and running their supervision sessions.

The following tend to hinder the development of practice in students:

1. The supervisor does not understand the context in which the supervisee works and makes suggestions that won’t work in that situation.
2. The student and supervisor don’t agree what actually happened with a piece of practice.

3. The supervisor struggles with the tension between the counselling (enabling) and assessment (ensuring) role of the supervisor.
4. Both parties try to avoid open disagreement.
5. Difference in values between supervisor and supervisee (i.e., what good practice is, what priorities should be).
6. Supervisees are **not** encouraged to move from looking at individual cases and situations to looking at patterns/similarities/relationships, i.e., linking theory, practice and identity.

The researchers suggested the following strategies to help students learn to change:

1. Setting the climate so that students are relaxed.
2. Using open questions that encourage the student to talk.
3. Giving positive feedback. The confidence of knowing you are doing well in some aspects of the placement make it easier to talk about other aspects that might benefit from development.
4. Asking factual questions to try to understand the context of the supervisor's work from the student's perspective.
5. Using supervision forms to structure and record agreements with supervisees and following them up at the next session.
6. Posing alternative interpretations of events to encourage students to consider other explanations of causes.
7. Using explicit references to theory (i.e., **Name** what people are doing in practice; for example, if the supervision involves discussion of a particular group, it is important to encourage the student to apply his/her understanding of group dynamics, using the theoretical terminology (roles, norms, etc.) to talk about what they think is happening in the group).
8. Develop ways of negotiating the tension between assessment and counselling.

Adapted from: Simmons, J. (1994) "Reflection on Action" in Gibbs, G. (Ed.) *Improving Student Learning: Theory and Practice*, OCS D.

Record Keeping whilst on Placement

As part of the formal assessment procedure it will be a **requirement** of the course that students maintain a Journal of their fieldwork experience. As well as containing a weekly record of work undertaken, it should provide a reflective and analytical forum where the student can identify areas of practice, knowledge, skills and awareness that need attention within:

- a) the remaining placement experience,
- b) the remaining taught course,
- c) the post-qualifying period.

The Journal should not be wholly descriptive and should attempt to really pull together and reflect on the learning and development each week. As the

placement progresses this weekly analysis should provide a record of the professional learning development and is therefore an important tool in the assessment procedures. The quality of the analysis and reflection here will be a significant indicator of the placement performance and could make the most significant contribution to the discussion about the final placement grade. Issues that may be reflected on here might easily be raised in the viva voce to ascertain the final placement grade.

Fieldwork Supervisors should have access to the Reflective Journal – it is a record of the student’s professional development whilst on placement and could be a useful focus in both supervision meetings and the final assessment process. It is hard evidence of the quality of work undertaken and the student’s ability to reflect on professional practice issues. With this in mind all students should be aware that their Journal is a detailed record of their professional placement experience and that other people have access to it. If a student needs to record more personal reflections, these should be placed in their own private diary.

The Assessment Framework

The ten key elements provide a range of important features for placement performance:

1. It indicates the 10 key elements of professional performance: power; energy; relationships; communication; collectively; crisis and challenge; self-awareness and learning; professional identity; systematic working; management.
2. It identifies the key approach to professional youth and community work practice: unity.
3. It uses five broad levels of professional performance: novice worker; advanced beginner; competent worker; proficient worker; expert worker.
4. It provides practice-based scenarios to assist in making judgements about student performance.

The assessment process

Judging professional youth and community work is a difficult business. Becoming familiar with the system presented on the following page will require a little thought and time. The model contains some concepts, ideas and words that need getting to grips with so that workers and students can make relevant and appropriate judgements across a wide diversity of working situations. Human relationships are messy and complicated and any model that tries to represent them needs to avoid being both too complicated and inaccessible to those who use it and too simplistic to be useful. Whilst using this model requires some time and thought, we hope it does capture the essential capabilities that make up professional practice.

Youth and community work is broad and diverse across a range of projects, interventions and agencies. Despite this there is much common ground in both the value bases of workers and the professional processes they use to

be effective practitioners. The Cone of Professional Development is based on the voices of experienced workers researched over four years.

This model of judgement about effective youth and community work looks at the *processes that* workers operate – the manner in which they conduct their working life. It is hoped that it can be applied in this way across the range of contexts, projects and working purposes.

The Ten Elements of Professional Performance

There are ten identified elements that make up the professional performance process, which are a combination of skills, understandings, approaches, techniques, awareness, identity and actions. For the purposes of the model they are listed as separate elements; in working life they are frequently combined and intertwined. The ten elements are:

Power/Anti-oppressive Practice: This is about a worker understanding and basing his/her practice on a view of society in which unequal power is often present. At the practical level it is both about anti-oppressive practice and a worker's use of his/her individual power with groups and individuals.

Energy: This is about creativity, strength and drive to further long-term professional aims and about how the worker's presence moves groups and individuals forward. It is also about having the tenacity to see things through to a successful conclusion.

Relationships: This is about the diverse, complex and sometimes contradictory relationships a worker needs to foster. It is also about sensitivity and respect, the rights and responsibilities that a worker feels and communicates through everyday contacts.

Communication: This is about all forms of language: the way in which a worker connects with diverse people. In the narrow sense it is about the detail, appropriateness and sensitivity of individual pieces of work: the quality of the report, the poster, the debriefing discussion, the presentation and the supervision.

Collectivity: At the practical level this is about the extent to which the worker is a team player and how s/he balances personal needs against those of others. At the broader level it is about how much work is based on the value of collective action for social change.

Crisis and challenge: This is about the professional detachment required in some emotional contexts and the skills involved in conflict resolution. It is also about how the worker builds programmes and interventions based on learning models that use conflict in positive educational ways.

Self-awareness and learning: This is about personal qualities of openness,

reflection and growth and how the worker progresses and uses working situations in a way that helps everyone grow and move on. It is about how the worker uses both internal resources and external experiences to continually improve practice.

Professional identity: This is about how workers defines themselves as a professional. It is about how their values both inform and are generated by their life experiences, their background and their practice and how these are used to provide clear purposes to their work in a wide range of contexts.

Systematic work: This is about how workers operate to maximise their effectiveness. It is about thoroughness, detail and methodical practice. At a broader level it is about how workers use their expertise to successfully generate targeted future developments.

Management: This is about responsibility, authority and executive effectiveness. It is about personal motivation, organisational skills and productively using human and capital resources whilst remaining true to the values that guide the profession.

The Key Approach – UNITY

All ten of these elements in professional performance are combined in a harmonious and symmetrical way so that thoughts, words, emotions, identity and actions are all working together, complementing and supporting each other. Everything is in its appropriate place and works together to capitalise on effectiveness. The excellent worker is the excellent manager; excellent communication relies on excellent relationships; excellent relationships rely on the application of appropriate power and energy. All of these have to be united in words, thoughts, feelings and actions.

The ten elements may vary in their significance at certain times in some situations. This depends a great deal on the worker concerned and the context in which he or she is working but usually all ten elements are at play in general professional performance – hopefully integrated and working together. Workers can get better (or worse!) in any of these elements at any stage in their professional career. Mood, stress, familiarity and bum-out mean that we can all be changeable in how we combine these elements. In an ideal world we would all progress in a balanced and unified way. Real working experience, through which we learn and develop, can never be as structured as a model.

The Five Levels of Professional Performance

In this model there are five levels of performance, each with their distinctive characteristics. They are:

Novice worker: This person is stuck inside rules and plans for practice and has very limited situational awareness or flexibility. Such workers have a

limited repertoire of working practices and are not good at reflecting on themselves and their work. They may often have a surface approach to learning and make working life fit with what they already know and do. Safety and security and a fixed view of the world are often dominant for them.

Advanced beginner worker: This person is less stuck with rules and can make some broader connections in his/her work. Such workers are becoming more perceptive and getting more adaptable but there is a lack of ability to prioritise when work gets complex. They can reflect on some aspects of practice but are still heavily descriptive. They can apply a deep approach to learning in some situations where understanding is sought and they start to take more risks. Their world view is more complicated, including some contradictions.

Competent worker: This person has used his/her experience well, can cope with complexity and work is seen in terms of longer goals. There is conscious, deliberate planning with standardised, routinised procedures for everyday experiences, leaving more space to develop new approaches for non-routine work. These workers can analyse and reflect on practice and communicate this well to others. They frequently use a deep approach to learning and understanding is important for making professional decisions. There is successful risk-taking, with a good pool of experience to draw on. Importantly, newer approaches are generated when established ones are not appropriate. The world view of these workers acknowledges diversity and they can place and explain themselves appropriately within it.

Proficient worker: This person works holistically and sees what is important in complex situations; priorities and situational perception are very good. Decision making is usually speedy and relies on a big reservoir of experience and resources that are appropriately applied. Reflection on practice and self-awareness are excellently communicated; creativity, innovation and risk are standard parts of the job and usually reap excellent results. All work has a wider context from which it cannot be separated. Working life is always developmental and conflict is used positively.

Expert worker: This person no longer relies on rules and guidelines, having an intuitive grasp of situations based on deep understanding. Such workers need only to analyse when encountering novel situations or when looking at newer problems. Their use of a large pool of experience-generated resources allows them to apply considerable time, thought and energy to pushing the boundaries of practice and working at the edge of their current competence. They are innovative, creative, challenging, with great vision of the possibilities and potential in all situations; great risk-takers with an extraordinary success rate; and excellent reflective practitioners who truly understand their own capabilities. In their view, the world and working life are rich and complex and they provide others with "active wisdom" and consistent progressive problem solving.

Making Judgements about Students – see appendix 3

Our research over the last few years has involved over a hundred experienced Fieldwork Supervisors and there is much agreement about how students should be judged. Students learn on placement through concentrated practical experience accompanied by purposeful conversations and reflection with more experienced workers. Fieldwork Supervisors should use all evidence of the thoughts, words and actions of students to help arrive at a judgement. The ultimate measure is of course that students can deliver the work but this has to be thoughtful and planned action towards agreed goals.

We suggest that supervisors use the ten key elements as part of their standard supervisory routine so that both student and supervisor can refer to the same benchmarks and discuss interpretations to arrive at judgements.

It may also be useful to have some idea of the standard characteristics of each performance level in the model, so that pieces of work can be analysed to explore the sorts of processes that the student has been operating. For qualification purposes, levels need to be set to ensure that there is a benchmark of performance on which initial training qualification can be based. If this is not the case, being “qualified” becomes a meaningless term. There are two levels of performance acceptable from students in training regardless of the level at which they enter the Cone or the amount of progress and development they show during their placement experience.

By the end of the Course students are expected to be operating at the level of *Competent Worker* at least.

Summary of the Student’s Role

In order to achieve the best possible grade for your placement, you should try to:

- maximise your professional development and learning whilst on placement through proactive engagement with the agency, workers and clients involved;
- ensure you play an active role in regular, challenging, professional supervision sessions;
- utilise the diverse resources of your Agency to observe and participate in a range of practice examples, techniques, skills, strategies and conversations that broaden your range of experiences;
- assess your own level of performance throughout the placement by using the ten key elements as a benchmark model and through discussion of this with experienced workers;
- provide all the written placement documents required within the Portfolio and ensure that your Fieldwork Supervisor's Final Assessment has been fully completed and signed along with your own Final Assessment Sheet.

Post-Placement Procedures

By the time the student returns to University all the paperwork related to the placement experience should have been collated in the Practice Portfolio and should be submitted to the University supervisor for marking by the published deadline.

Arriving at an Assessment Decision

There are a number of key documents that assist in awarding the final decision (pass/fail) for every placement experience. The documents form the basis of the Practice Portfolio, which may also include further evidence/records of the work undertaken. However, for the assessment procedures to be fair to all students, everyone must be judged on the same assessment materials so that comparisons between different students can be made. This is achieved through the fieldwork supervisor, yourself and the viva voce where you will be asked to draw upon learning highlighted in your portfolio and articulate your practice giving examples which draw on theory from University.

Because the viva voce is an important stage in the process, students should spend some considerable time preparing for it. They should be prepared for questioning and be able to provide live evidence of their ability to deliver professional reflective discussion on issues raised from their placement and the wider professional context. The viva voce is not a simple descriptive conversation about what the student "got up to" on placement. It is a critical analysis of the student's learning journey through their experience on placement.

The viva voce will normally seek to explore four main themes. The actual questions will differ in relation to the context of each placement agency; however, the viva voce will be looking for evidence across all ten elements with particular emphasis on:

- Ability to reflect on practice and professional identity.
- Anti-oppressive practice in relation to both the context of the Agency and personal working strategies.
- Ability to relate a grounded understanding of relevant contextual issues.
- Further learning needs.

Students should be able to identify concrete examples in order to demonstrate their ability in the above areas.

All the necessary blank proformas are enclosed in the students' Practice Portfolio. These Sheets should be self-explanatory and the student should be aware of their significance and purpose, but this can be checked at the first placement visit.

Reports should be completed using the specific tasks undertaken within the

placement and by relating the students' knowledge, skills and attitudes to the work of the placement. Both students and Fieldwork Supervisors should provide evidence and examples of students' work in completing the tasks set out for the placement. All final assessment records should be completed fully, as these form an important element in the assessment procedures.

All placement reports of each student should be completed prior to the end of the placement, thereby ensuring the student has a knowledge of the report's contents and is able to countersign it prior to its submission to the University. It is not recommended that Final Assessment Sheets are kept confidential – however, both Fieldwork Supervisors and students should complete them privately and individually.

Access to library support and learning resources whilst on placement

If you are going on placement for more than four weeks you can join the placement loan service that provides you with extended 4 week and 6 week loans, plus an entitlement to postal loans on items you request whilst you are away. You only need to register once each academic year to join the service, regardless of the number of placements you have in that year.

You will need to complete the [placement loan application](#) form and obtain your lecturer's signature before you go on placement; then return the completed form to the library together with any books you currently have on loan so the due dates can be reset. It is important to note, however, that any books you take away with you may be requested by another user. You may therefore have to return the requested items in person or by post to the library as normal.

Please ensure that you know your library PIN number before you start your placement to access your library account online. This will let you request books, check when books are due back, renew your loans, track your requests or check if you have any fines to pay.

You may also wish to request training from our staff in the libraries or gateway buildings before you leave to make sure that you know how to:

- Search for and request items on the library catalogue
- Search for online journal articles and conference papers
- Join borrowing schemes with other University libraries near your home or placement site

You will find more information on postal loans and the other library services at: www.cumbria.ac.uk/liss, or ask at your local site library.

Dress Code & Appearance whilst on Placement

There is a large diversity in placement agencies and each individual agency will have its own expectations in terms of dress code. It is strongly advised that students discuss this with fieldwork staff at the pre-placement visit. From a University perspective students need to consider the pre-placement visits as an 'interview' and students are reminded that they will not get a second chance to make a good first impression and therefore need to consider how they wish to portray themselves appropriately at this initial meeting. Students will need to consider what appropriate dress is for the environment within which they are working. Dress codes will differ from work within prisons to work with the Junior Club Activity Evening sessions in a local community centre. Students may also need to consider changing their dress code during the day if the 'environments' also change – you may have a partnership meeting where more formal dress is more appropriate in the morning followed by the senior youth group in the evening where an informal dress code is better. Please be aware that things such as body piercings and dyed hair may be an issue in certain settings.

Placement Evaluation

Evaluation of placements is an important part of the learning process and will be undertaken on the recall day on the timetable. Information received will be discussed and considered by the Staff/Student Forum and utilised to improve the placement experience in the future.

Health & Safety

During the placement, we would expect students to prove to be effective, safe and reliable individuals. Placement providers are employers in their own right, and employers must ensure, so far as is reasonably practicable, the health and safety and welfare of their employees. The primary responsibility for meeting statutory health and safety requirements within a placement remains with the placement organisation. Students on placement are therefore employees and are owed a duty of care.

Organisational Policies & Procedures


As part of the induction into any Placement Agency students will be asked to read and/or refer to and then abide by the policies within the placement agency. It is essential that students engage with this process as it is part of the learning experience and essential to your professional conduct on placement. If students do not understand elements of the policies that they are being asked to abide by then the issue must be brought up with the Fieldwork Supervisor initially and then involve the University staff if necessary. In addition students are expected to adhere to the University Student Code of Conduct and the Institute of Youth Work Code of Ethics (Blackboard).

Students are asked to particularly adhere to 'best practice' in relation to safeguarding with vulnerable adults, children and young people.

Other Information

Students should also be aware of the following University policies:

- [University Confidentiality Policy](#)
- [University Fitness to Practise Policy](#)
- [Fitness to Teach – medical clearance](#)
- [Fitness to Study Policy](#)
- [Placement Learning Policy](#)

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|--|---|--|------------------|
| Faculty of Health and Science Department of Lifelong and Interprofessional Learning Qualificatory Practice Unit | | University of Cumbria  | |
| QPU Title: | Qualificatory Practice Unit: Youth and Community Work in Practice | QPU Code: | HLLY9004 |
| Date validated: Date amended: | December 2013 | | |
| Campus (s) | Lancaster | Mode(s) of delivery: | Part & Full Time |
| Owning Programme / Department | Lifelong & Interprofessional Learning | Start date: | September 2014 |

| | | |
|----------|------------------------|--|
| 1 | Aims of the QPU | This Qualificatory Practice Unit provides an opportunity to complete the professional requirements of the JNC qualification. The unit requires the student to have demonstrated the knowledge, skills and values of a worker who is about to qualify and to be able to critically apply their learning from the course to TWO placement settings, consistent with an anti-oppressive approach and the values which underpin Youth Work and Community Work as expressed in the respective occupational standards. |
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|----------|-----------------------------------|--|
| 2 | Intended Learning Outcomes | On successful completion, you will be able to: |
| | | 1. Critically reflect on your extensive skills in face to face work with individuals and groups in a youth and / or community setting, articulated through the viva voce examination as expressed in the National Occupational Standards of Youth Work |
| | | 2. Demonstrate the integration of theoretical and skills based modules related to the management role and community development work |
| | | 3. Articulate the outcomes of learning within the placement setting, and provide evidence of this against appropriate professional benchmarks |
| | | 4. Comprehensively demonstrate an ability to reflect on your work as an anti-oppressive practice manager in relation to Youth Work and Community Work, explaining decisions and actions in relation to this value-base; |
| | | 5. Reflect on learning undertaken, and evidence your autonomy as a professional worker. |

| | | |
|----------|-------------------------------|---|
| 3 | Indicative QPU Content | As this unit is assessed through fieldwork practice, the placement agency must demonstrate that it is able to provide students with a range of experiences which build on other module outcomes. These are adapted from the Professional and Occupational Standards for the sector. This placement will focus on the Youth Work National Occupational Standards YW25-YW41 |
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|----------|-----------------------------|-----------------------------|-----|-----|
| 4 | Indicative Student Workload | Pre-Placement Tutor Support | 6 | Hrs |
| | | Pre-Placement Visits | 12 | Hrs |
| | | Placement | 592 | Hrs |
| | | Supervision and Assessment | 30 | Hrs |

| | | | | |
|--|--|----------------------|-----------------------------------|--------------------------------------|
| 5 | Assessment Plan | | | |
| Method of assessment | length / time (where appropriate) | ILOs assessed | Weighting (summative only) | Please indicate core elements |
| Summative assessment | | | | |
| Fieldwork Practice & Practice Portfolio. | 592 hours | 1-5 | PASS/FAIL | YES |
| Viva | 1 hour | 1,3,4 | PASS/FAIL | YES |
| Formative assessment | | | | |
| Reflective Diary | 2000 word equivalent | 1,3,5 | n/a | |

| | | |
|------------|---------------------|--|
| 5.1 | Reassessment | Reassessment in the failed component(s) will be as stated in the Academic Regulations. Students who fail a placement through un-professional practice may not (at the discretion of the Assessment Board) have the opportunity to repeat the placement. In terms of the Qualificatory Practice Unit students are only allowed to undertake ONE reassessment. |
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| | | |
|---|------------------------------|--|
| 6 | Indicative Core Bibliography | <p>Adirondack S (2006) Just About Managing (4th ed). London: LVSC</p> <p>Anning A Cottrell D Frost N Green J, Robinson N (2006) Developing Multi-professional Teamwork for Integrated Children's Services : research, policy and practice. Buckingham:Open University Press</p> <p>Ashworth, P & Saxton, J. (1992) Managing Work Experience London: Routledge</p> <p>Belton, B and Hill, J. (2011) Supervision: Praxis and Purpose. London: RHP</p> <p>Bradford, S and Cullen, F. (2012) Research and Research Methods for Youth Practitioners. Abingdon: Routledge.</p> <p>Buchroth, I & Parkin C. (2010) Using Theory in Youth & Community Work Practice. Exeter: Learning Matters.</p> <p>Davys, A & Beddoe, L. (2010) Best Practice in Professional Supervision. London: Jessica Kingsley Publishers.</p> <p>Dym B, Hutson H (2005) Leadership in Nonprofit Organisations. London: Sage</p> <p>Eraut, M. (2010) Developing Professional Knowledge and Competence. London: Routledge.</p> <p>Fook, J et al. (2000) Professional Expertise. London: Whiting & Birch Ltd</p> <p>Hawkins P, Shohet R (2006) Supervision in the Helping Professions (3rd ed). Berkshire: McGraw Hill</p> <p>Ingram, G & Harris, J. (2001) Delivering Good Youth Work. Lyme Regis:RHP.</p> |
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| | | |
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| 7 | Additional Notes | This Qualificatory Practice Unit will be undertaken over the duration of the programme. The 592 hours are part of the required hours of the National Youth Agency Validation Body Requirements. The placement experience will be made up of one substantive placement and one alternative placement. The students are assessed by the Fieldwork Supervisor against the Youth Work National Occupational Standards YW25-YW41. The Practice Portfolio will comprise of Placement Contract, Fieldwork Supervisor's Assessment Report and Critical Incident Record. The Viva Voce will enable live evidence of the student's ability to deliver professional reflective discussion on issues raised from their placement and the wider professional context. |
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Appendix 1

Youth Work National Occupational Standards

Level 4 –Placement Emphasis

- YW01 Initiate, build and maintain purposeful relationships with young people
- YW02 Assist young people to express and to realise their goals
- YW03 Engage with communities to promote the interests and contributions of young people
- YW04 Develop productive working relationships with colleagues and stakeholders to support youth work
- YW05 Enable young people to use their learning to enhance their future development
- YW06 Enable young people to work in groups
- YW07 Encourage young people to broaden their horizons to be effective citizens
- YW08 Support young people to identify and achieve aims
- YW09 Support young people in their understanding of risk and challenge
- YW10 Facilitate young people’s empowerment through their active involvement in youth work

Level 5 - Placement Emphasis

- YW11 Plan, prepare and facilitate activities with young people
- YW12 Work with young people to manage resources for youth work activities
- YW13 Support young people in evaluating the impact of youth work activities
- YW14 Facilitate young people’s exploration of their values and beliefs
- YW15 Advocate on behalf of young people and enable them to represent themselves to others
- YW16 Enable young people to access information to make decisions
- YW17 Work with young people in promoting their rights
- YW18 Explore with young people their wellbeing
- YW19 Work with young people to safeguard their own welfare
- YW20 Embed organisational policy for the protection and safeguarding of young people
- YW 21 Develop a culture and systems that promote inclusion and value diversity
- YW22 Ensure that youth work activities comply with legal, regulatory and ethical requirements
- YW23 Investigate the needs of young people and the community in relation to youth work
- YW24 Evaluate and prioritise organisational requirements for youth work activities

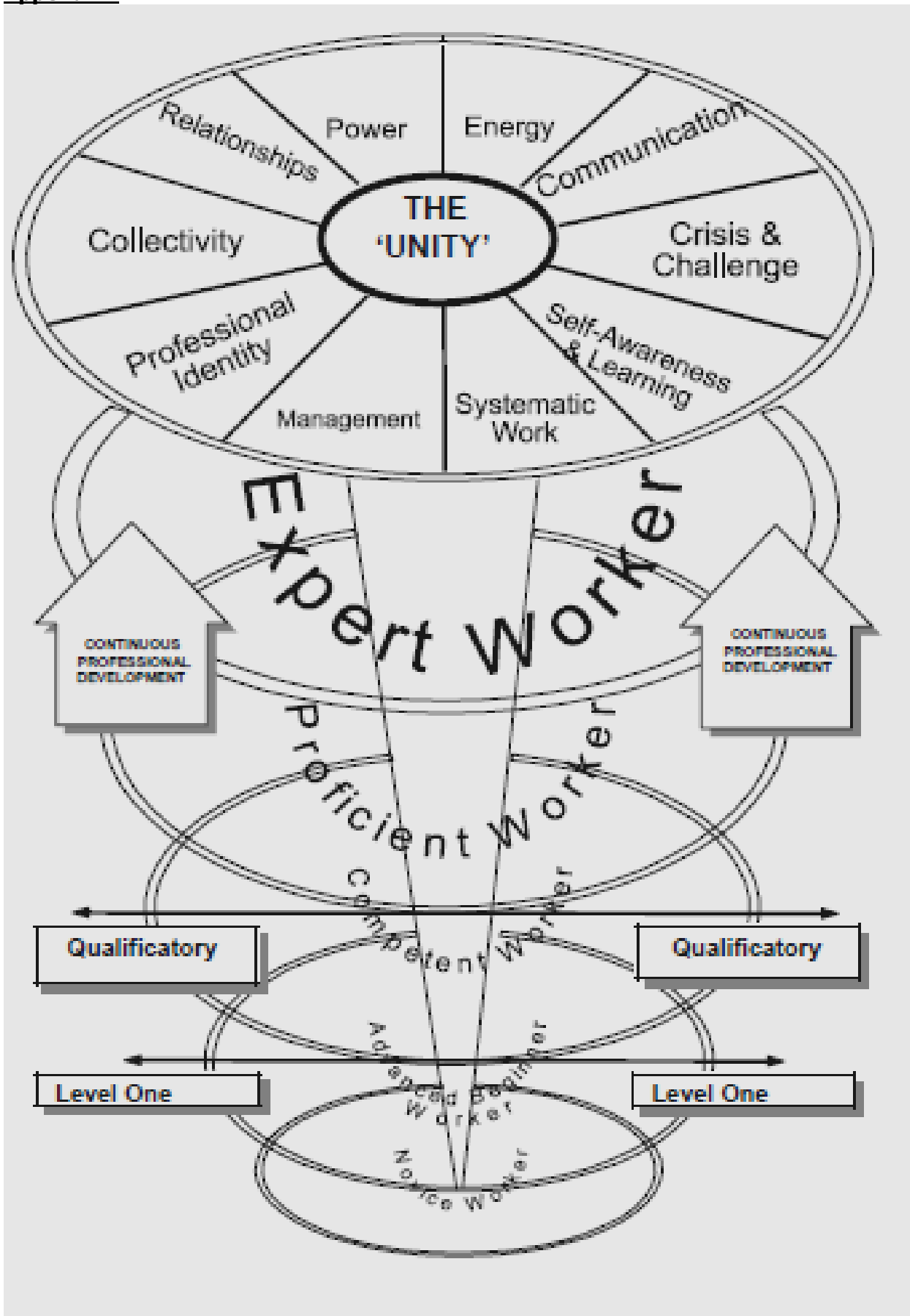
Level 6&7 - Placement Emphasis

- YW25 Influence and develop youth work strategies**
- YW26 Identify and secure funding and resources for youth work**
- YW27 Facilitate and engage young people in the strategic development and delivery of youth work**
- YW28 Work in partnership with agencies to improve opportunities for young people**
- YW29 Monitor and evaluate the quality of youth work activities**
- YW30 Work as an effective and reflective youth work practitioner**
- YW31 Provide youth work support to other workers**
- 32 Involve, motivate and support volunteers (Managing Volunteers UKWH B2)**
- 33 Promote equality of opportunity and diversity in your area of responsibility (Management and leadership NOS B11)**
- 34 Develop structures, systems and procedures to support volunteering (Managing Volunteers A3)**
- 35 Manage your own resources and professional development (Management and leadership A2)**
- 36 Provide leadership for your team (Management and leadership B5)**
- 37 Allocate and check work in your team (Management and leadership D5)**
- 38 Recruit, select and keep colleagues (Management and leadership D3)**
- 39 Provide learning opportunities for colleagues (Management and leadership D7)**
- 40 Make sure your own actions reduce risks to health and safety (Health and Safety HSS1)**

41 Ensure health and safety requirements are met in your area of responsibility (Management and leadership E6)

<http://www.nya.org.uk/wp-content/uploads/2014/06/National-Occupation-Standards-for-Youth-Work.pdf>

Appendix2



Appendix 3: ACTION SCENARIOS FOR PLACEMENT JUDGEMENTS

| Professional Development Level | 1 Early Days/ Novice | 2 Advanced Beginner | 3 Competent | 4 Proficient | 5 Experienced/Expert |
|---|--|--|--|---|--|
| <p>Element One: POWER/ Anti-oppressive Practice:</p> <p><u>Qualities:</u></p> <ul style="list-style-type: none"> • Anti oppressive practice • Equality • Justice • Rights and Access | <p>Linda has only general mixed work experience and sees everyone as the 'same' and that separate provision is divisive. Sees herself as a friend to the young people. When asked to co-work the girls' group it soon became obvious that she was really a member not staff!</p> | <p>Jagdeep has some mixed work experience and some recent work with an Asian project. Works well on race issues but is only just getting his head round what being a male worker might mean. He is also sometimes unaware of how he affects others.</p> | <p>Mandy has solid mixed work experience and a lot of disability integration work. She raises equality issues in all the groups she works with but is particularly strong on race and disability aspects. She is aware of the power she has as a worker and tries to work around this.</p> | <p>Sean is running the boys work group and has suggested the project looks more actively at sexuality issues. He also has a lot of general experience and is sensitive to how others perceive him. He is always a strong presence in groups but never seems to dominate.</p> | <p>Suraya has supported and developed new workers from within the black community now for some time. She operates with great effectiveness in both specialist and general contexts. She is a key player in the new curriculum for young mums.</p> |
| <p>Element Two: ENERGY</p> <p><u>Qualities:</u></p> <ul style="list-style-type: none"> • Tenacity • Determination • Motivation • Creativity • Strength • Drive | <p>Linda was asked to sit in on the community forum where she regularly gets bored and rarely contributes because she views it as a waste of her time. In groups she is also quite passive and only intervenes when requested. Sometimes it seems as if she pulls energy from groups for her own needs.</p> | <p>Mandy has placed two agenda items for the community forum, is finding her feet and working at being more actively engaged in it because she sees the long term relevance for the groups she represents. Her presence is beginning to be felt as she grows in confidence in new situations.</p> | <p>Sean is soon to chair the community forum for the first time and has got them to support the council house repairs campaign and send out a press release. He is pushing them to launch a strong community campaign. His presence is always felt and appreciated in his groups and by colleagues.</p> | <p>Jagdeep has really energised the community forum and has generated much interest in a whole range of new ideas. He is pushing for some constitutional changes to make it more effective. Most groups and individuals miss him when he is not around, he motivates all around.</p> | <p>Suraya has changed the whole nature of the community forum, and its membership, function and local profile. She has started to turn it into a resident controlled campaigning group of some force. She seems to inspire others whilst never dominating herself – always gets more out of others.</p> |

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| <p>Element Three: RELATIONSHIPS</p> <p><u>Qualities:</u></p> <ul style="list-style-type: none"> • Diverse • Relevant • Appropriate • Productive • Sensitive • Respected | <p>Jagdeep often speaks <i>for</i> young people, especially to adults and his dominant personality can sometimes silence those less confident. All though he is generally well liked some young people think he doesn't listen to them and this limits his effectiveness.</p> | <p>Linda has a very strong and mutual relationships with young people. With adult groups she is less successful and is especially weak when asked to deal with those in power or who she sees as more authoritative. Almost 'retreats' to her closeness with young people.</p> | <p>Mandy handles young people and co-workers well and is learning how to handle the characters of the local government. In some ways she is struggling to maintain links with young people as she operates in more adult contexts these days. She is aware of this though.</p> | <p>Suraya is very well like and respected by the young people. Community groups and co-workers. She handles the liaison committee well and has been asked to join the curriculum group for women workers. Will be terribly missed when she goes.</p> | <p>Sean seems to get even the most unlikely young people to respect him and is very well regarded in all his community work projects. He got a difficult project proposal through the police liaison committee and is actively seeking to replace himself before he finishes.</p> |
| <p>Element Four: COMMUNICATION</p> <p><u>Qualities:</u></p> <ul style="list-style-type: none"> • Diverse • Appropriate • Sensitive • Contextual • Listening • Written, non verbal, verbal | <p>Linda sees her great strength as being similar to the young people that she works with and that she talks their language. She hates 'professional jargon' and refused to attend the business initiative group because at least one was all in a 'foreign' language. Limited written work too.</p> | <p>Mandy struggles with written work in all forms, especially reports, proposals and evaluations but is very good verbally. Sometimes struggles with more formal contexts but is learning to handle herself in more diverse and specialist settings like the business initiative group.</p> | <p>Suraya is good all round but better verbally than in written forms. She is quickly picking up appropriate styles and language for different audiences. She has suggested that the unit looks at language and images on some of its publicity material. Sometimes struggles with men in authority.</p> | <p>Sean writes very good reports and project proposals and is very articulate in exploring these in a range of contexts. He is not afraid to speak his mind which he does well and with contextual awareness. Never plays to his masculinity in some difficult contexts when this would be easier.</p> | <p>Jagdeep is a great talker, articulate and fluent in a wide range of contexts. He is also prolific on paper. Both the content and presentation of his reports and proposals are excellent. His computer skills and graphic eye ensure he always presents an excellent impression.</p> |

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| <p>Element Five: COLLECTIVITY</p> <p><u>Qualities:</u></p> <ul style="list-style-type: none"> • Selflessness • Team player • For communal benefit • Sensitive to others | <p>Mandy is sometimes seen as 'pushy' and overly concerned with her own agenda, she is not good at compromise. She made major decisions about the Credit Union without informing anyone and couldn't really see why this was a problem.</p> | <p>Linda tries hard to work alongside others. Her highly personalised view of the world still dominates much of her action. Is learning to trust others more and has started to let go of some aspects of the Credit Union process.</p> | <p>Jagdeep works well in a team, always strives to balance his needs against those of others. Happy to play a supporting role in the Credit Union process once he had realised this might be more productive long term approach.</p> | <p>Sean can be relied upon to be supportive and aware of others' needs. He has structured the Credit Union process so that others can take increasing control. Very good at playing a range of roles to enable a team to achieve their chosen task.</p> | <p>Suraya has planned the Credit Union from the outset to remove herself by training and supporting an active team of residents. Always seeks a communal response to problems. Is selfless yet careful with her time with all she works alongside.</p> |
| <p>Element Six: CRISIS & CHALLENGE</p> <p><u>Qualities:</u></p> <ul style="list-style-type: none"> • Coping with diversity • Flexibility • Crisis Management • Detachment • Positivity | <p>Linda made the situation worse when the police visited the information shop. She was not able to emotionally distance herself from the crisis and became defensive. When pushed in supervision, she saw this as a threat to her control.</p> | <p>Sean managed to calm the client down when the police visited the information shop but still flapped and failed to really assert his authority. Tried hard to pull out the learning from this and other conflicts. Getting better at practical strategies in conflict.</p> | <p>Jagdeep handled the police and the client well and managed eventually to get a compromise agreed. Sometimes tries to assert himself in very masculine ways which pushes others to be defensive. Actively exploring this in supervision.</p> | <p>Suraya handled both police and client really well and knew what was expected and required to control the problem. Calms everyone down and negotiated an acceptable compromise. In supervision had an excellent critique and suggested changes.</p> | <p>Mandy handled everyone with consummate ease, seemed in control and unflappable throughout guiding everyone through it. Seems to go into a different gear in crisis and has now suggested new policy and training on conflict resolution for all staff and volunteers.</p> |

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| <p>Element Seven: SELF AWARENESS & LEARNING</p> <p><u>Qualities:</u></p> <ul style="list-style-type: none"> • Openness • Honesty • Self Critical • Developmental • Reflection on Progress | <p>Jagdeep in supervision Jag always prefers to talk of action and often fails to acknowledge his own role or learning in work contexts. He struggles when asked to look within himself, very good at externalising. Things 'just happen' around Jag and he has not yet got the language to explain how he develops his practice.</p> | <p>Linda tried hard in supervision to reflect on herself, her skills and her learning. Still tends to see things as 'either/or' and struggles with the consequences of her own words, actions and view of the world. She does know she needs to develop her critical reflection much more.</p> | <p>Sean is open and honest in supervision and can see his own strengths and weaknesses. He is articulate about his sexuality and has just begun to define his own 'whiteness'. Handles some complex ideas well with an increasing skill in maximising his own learning.</p> | <p>Mandy a pleasure in supervision, always prepared with issues to discuss and provides a critique of her own work and learning. Sometimes this is painful for her particularly when she looks back at how her views and practice around race and gender have developed recently. You can 'see' her grow.</p> | <p>Suraya all experience is used as a learning opportunity and she is excellent at reflecting her own practice, development and learning. She sets goals and objectives for herself and the process through which she intends to continually develop. Supervision is a mutually beneficial two-way process.</p> |
| <p>Element Eight: PROFESSIONAL IDENTITY</p> <p><u>Qualities:</u></p> <ul style="list-style-type: none"> • Values evident and overt • Can defend and explain self coherently | <p>Linda did not get the press release out on time and failed to explain the purpose of her work when the reporter visited leaving her more confused than ever. She still really sees herself as a part-time worker who now does full time hours. She struggles to make explicit the values on which she bases her work because she believes these do not influence her work.</p> | <p>Jagdeep beautifully presented press release but a bit confused in how to handle the journalists enquiries. Lots of words but not as much clarity. Sees himself as a student in training and has made a start with expressing his value base; clearer on race than he is on his own gender. Tends to explain himself always in action terms and can play on his 'charm' and</p> | <p>Mandy produced and widely circulated a good press release and presented a confident and professional response to some difficult journalist enquiries. Aware of how she presents herself in different contexts and the importance of clarity to others. Well on the way to being coherent about gender, race, disability issues and the role she can play</p> | <p>Sean great press release with immediate response from some agencies and very skilful in handling a number of very difficult enquiries. Managed to get the journalist to explore the complexities and contradictions in drug work. Confident and very proactive use of his gender and sexuality to benefit of all those who work with him. Sees himself as a committed worker.</p> | <p>Suraya excellent press release that she co-ordinated from the user group to great effect. Handled all press questions really well alongside users. Presented a very positive and inspiring image of our work to wide range of agencies who attended the special open day. Totally secure as a strong Asian woman worker who can use this productively in a wide range of contexts.</p> |

| | | age. | working on these. | | |
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| <p>Element Nine: SYSTEMATIC WORK</p> <p><u>Qualities:</u></p> <ul style="list-style-type: none"> • Planning • Recording • Evaluation and Proactivity | <p>Linda sometimes it seems as if being on the premises is all that she feels is required. The integrated arts festival was a good idea that she did not follow up with adequate planning, funding and thought throughout and others had to complete on her behalf. Evaluation is always a chore for which you always have to chase her. 'Real' work is face-to-face with young people and everything else is secondary to this.</p> | <p>For Jagdeep the integrated arts festival was reasonably well prepared and some elements of the evaluation were well done. Work recordings can be variable and seen as an after thought to the 'real' work. Sees the need for a structured approach but can still rely too much on his ability to improvise and talk his way through problems. Knows he has to improve in these areas.</p> | <p>Sean was methodical and clear in all the planning work for the integrated arts festival and produced some good evaluations for the major funder. Good recording for all his work and understands the need for thoroughness. Needs more experience with such things as targeting, indicators and non-text evaluation processes. He also needs more experience in short-term project work support.</p> | <p>Mandy used systematic and detailed planning for the integrated arts festival. Used lots of people to generate materials, ideas, resources and strategies. Provided three different evaluations for the major funders and intends to get the disability alliance to take ownership of the next festival before she leaves her placement. Very good short-term project proposals to the LEA, government agency and lottery.</p> | <p>Suraya was rigorous in her detailed background work based on considerable experience leading to excellent execution of all elements of integrated arts festival. Evaluation materials generated such positive responses from the funders that next year is secure. Evaluation is the process of professional development vital for long-term planning. Next year the Disability Alliance, alongside Suraya's new Asian Arts Network, will jointly run the festival.</p> |
| <p>Element Ten: MANAGEMENT</p> <p><u>Qualities:</u></p> <ul style="list-style-type: none"> • Responsibility • Authority • Respect • Esteem • Administration • Supervision of others | <p>Linda sees herself as a 'worker'. Observed recruitment process for new development worker but could not be trusted to play a more active role yet. Can't imagine being boss to anyone older than herself! Almost as if she resists grasping how management is a vital</p> | <p>Suraya only lacks experience, understands clearly how it should be done but has had limited experience to date. Helped draw up a job spec for new development worker and took part in informal selection, not yet confident to do more. About to take over</p> | <p>Jagdeep played an active and useful role in the selection process for new development worker and has taken over book-keeping and training role in a local committee. Good positive responses from volunteers and the new part-timer he has been supervising. Might be</p> | <p>Mandy reorganised one rural unit, restructured curriculum, and resources. Took established staff with her on these changes including the whole recruitment process for a new part-timer. Organised community and young people reps on panel. Gets very</p> | <p>Sean has considerable experience from previous career. Re-wrote unit recruitment policy and lead process for new worker involving major consultation exercise. Contributing to regional conference on short-term project management. Has set up successful new group supervision strategy for volunteer teams in advice</p> |

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| | element of professional practice. | supervision of advice shop volunteers at her suggestion. | useful for him to look at other participative models and practices. | positive responses from those she manages. Understands the complexities. | shop. |
|--|-----------------------------------|--|---|--|-------|

Appendix 3 - Study Abroad Student Checklist

- Discuss study abroad with your course tutor or programme leader
- Meet with an International Officer to discuss your time abroad
- Review the procedural notes for study abroad
- Investigate and choose which of our partners you would like to study with
- Complete and submit the following to the International Development Office:
 - The application form to the partner institution and all supporting documents
 - The 'Approval for Study Abroad' form, with your programme leader's signature
 - A risk assessment form
- Receive an acceptance letter from the partner institution
- Complete and return any additional paperwork to the partner institution that comes with your acceptance letter
- Apply for and receive your visa, should you need one
- Make travel arrangements to the partner institution – making allowances for their induction and orientation; Let us know your travel plans by filling out this form.
- Visit the website for the [Foreign and Commonwealth Office](#) to get travel advice for the country where you will be studying
- Visit the website for the [National Travel Health Network and Centre](#) to get health advice for the country where you will be studying
- Make an appointment with your GP to ensure you are healthy and ready to go abroad, and to get any travel jabs you may need
- Arrange travel and health insurance for your time overseas, including renewing your EHIC card if you will be studying in Europe
- Pack your bags and board the plane! Enjoy your time abroad and send us photos!

- Within a week of your arrival, update [ICON](#) with your overseas address and phone number
- When you prepare to come home, make sure that the partner institution will send your transcript to University of Cumbria when your marks are available

Appendix 2: Study Abroad Risk Assessment Form [electronic version available [here](#)]

Study Abroad and Exchange Programme
Risk Assessment Form



Name:

Student Number:

Host Institution:

Location of Host Institution:

Risk assessment approved by:

Name (Printed)

Signature

Date

List of possible hazards (please tick those which are significant)

Environment (weather)

Prevalent diseases for which vaccination is required

Crime

Local dangers (road/rail travel, insects, animals)

Effects of long haul flights

Other

Earthquakes and natural disasters

Political situations

Availability of medical care

Please use the following rubric to assess the level of risk:

| | Slight Harm | Harmful | Very Harmful |
|-------------|-------------|---------|--------------|
| Unlikely | Trivial | Low | Medium |
| Likely | Low | Medium | High |
| Very likely | Medium | High | Intolerable |

Study Abroad and Exchange Programme
Risk Assessment Form



| Please list significant hazards | Please list what safety measures are in place to minimise the risk. | Current level of risk |
|---------------------------------|---|-----------------------|
| | | |
| | | |
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| | | |
| | | |
| | | |

Please use another sheet of paper if you require more space.

Study Abroad and Exchange Programme
Risk Assessment Form



Statement of Traveller

I can confirm that:

An approved risk assessment covers my proposed overseas study period.

My overseas study period does not entail any high risk activities or activities which can reasonably be foreseen to present significant hazards.

I have consulted the current Foreign and Commonwealth Office advice on the country I propose to visit, which is as follows:

I understand it is my responsibility to consult my GP about any immunisations required for my country of study and to ensure I am medically fit to travel.

I am aware of all current Customs/Entry requirements for the country where I propose to study.

I have made arrangements for travel and health insurance for the duration of my overseas study period.

I have left a copy of my passport and itinerary with my next of kin.

Details for next of kin:

| | |
|----------------------|----------------------|
| <input type="text"/> | |
| <input type="text"/> | <input type="text"/> |
| Name | Relationship |
| <input type="text"/> | |
| Address | |
| <input type="text"/> | |
| <input type="text"/> | <input type="text"/> |
| City | Post Code |
| <input type="text"/> | |
| Phone Number | |
| <input type="text"/> | |
| Email | |
| <input type="text"/> | |

Name (printed)

Signature

Date

Appendix 4: Travel Tips - Study Abroad & Exchange Programme

Various simple precautions can be taken whilst travelling to help avoid many health problems.

Before you go away:

- Consider the culture of the country you are travelling to. Your actions may have repercussions for both yourself and your colleagues, take advice from those who are more experienced in the country before you go
- Take a photocopy of your passport
- Have some emergency cash held separately in case your wallet is stolen and if you can, take two credit cards which can be stored in different locations

Emphasis must be placed on personal safety during travel:

Accidents and Crime:

- Road and vehicle safety standards vary greatly. Avoid the likelihood of traffic accidents as a pedestrian and motorist through selecting drivers and cars carefully. If possible, avoid driving at night and/or travel by moped or motorcycle, check for seatbelts and be aware of risks.
- Where possible, travel by taxi rather than walk the streets with a road map and your luggage.
- Do not carry large amounts of money and valuables.

Accommodation:

- Familiarise yourself with emergency provisions within your accommodation and the evacuations routes available.

Blood Borne Diseases/Sexual Health:

- Reduce the risk of blood borne diseases by taking sterile kits and not participating in unprotected intercourse. HIV is common in some countries (up to 30% of some populations).

Insect and Animal Bites:

- A variety of tropical diseases carried by insects, especially mosquitoes and ticks. Avoid insect bites by implementing measures such as covering exposed skin with loose, long clothing: using Permethrin impregnated nets, knock down sprays in rooms and insect repellents.
- All animal bites require medical attention even if you are fully vaccinated. Any bite should be thoroughly cleansed and medical advice sought as soon as possible. If Rabies is a risk, post exposure (bite) vaccination is required as soon as possible.
- Check which types of risk are specific to your particular trip.

Food and Water Hygiene:

- Food and water can expose travellers to a range of bacteria, viruses, parasites and other causes of illness. Strict food and water hygiene methods should be adhered to at all times including washing hands; and boiling or sterilising water; and/or only drinking bottled water; avoiding ice in drinks.

Skin Protection:

- Avoid midday sun, use a sunscreen and cover skin where possible with appropriate clothing.

[Appendix 3 – Cont'd]

Information Sources

The Foreign Office will be able to provide information on the necessary vaccinations, local politics, areas to avoid, etc.

The Foreign and Commonwealth Office carries up to date travel advice for over 200 countries. It should be used as the basis for informing all those travelling for overseas study of the risks that they may face.

If access to the internet is available the following pages referring to health, travel and personal safety can provide some of this information.

<http://www.fco.gov.uk>

<http://www.fco.gov.uk/>

<http://www.dh.gov.uk>

<http://www.dh.gov.uk/PolicyAndGuidance>

<http://www.suzylamplugh.org>

<http://www.suzylamplugh.org/>

www.aonprotectassistance.com

<http://www.aonprotectassistance.com/>

<http://www.fitfortravel.nhs.uk/home.aspx>

Appendix 5: Responsibilities

[Also see Section in Placement Handbook]

The University of Cumbria shall:

- Provide the student with information on general health and safety prior to placement
- Provide additional support and guidance for students with additional support needs
- Maintain within the Department, a central database/register of students on placement
- Inform the placement provider of the University of Cumbria's expectations of them in regard to health and safety
- Request from the placement provider written confirmation of their health and safety and insurance arrangements and act upon any concerns on receipt
- Notify the University of Cumbria's International Office of any placements that are being undertaken outside the United Kingdom

The Placement Provider shall:

- Confirm in writing or electronically their health and safety arrangements as requested by the University of Cumbria
- Inform the University of Cumbria of any basic competencies that they require the student to have attained to be able to undertake the placement. This would include competencies associated with any requirements of individual professional, statutory or regulatory bodies (PSRBs)
- Plan the work or study programme and associated health and safety training to be undertaken by the student
- Provide the student with a full and clear induction to the organisation and its working practices, including health and safety arrangements
- Comply with health and safety legislation
- Report to the University of Cumbria any serious incidents or accidents involving the student, or breaches of discipline by the student

The student shall:

- Attend pre-placement briefing sessions and familiarise themselves with the information provided
- Inform the University of Cumbria of any personal factors that may affect the level of risk or require adjustments
- Abide by the placement providers health and safety requirements, policies and procedures
- Carry out the work programme specified by the placement provider
- Inform the placement provider of any health concerns or disability that may require adjustments
- Report any concerns about health and safety at their placement to the placement provider
- Report any incident or accident in which they are involved and any health and safety concerns that are not addressed by the placement provider to the University of Cumbria