

# **Module Handbook 2022/23**

**Module Name: Critical Reflective Practice in Social Work 1**

**Module Code: UZVSJ8-30-3**

**Module Leader Name: Shelley Vickerman**



# Introduction

Welcome to Critical Reflective Practice for Social Work 1. This module will see you undertake 100 days of practice learning within a relevant social work setting, in order to develop your skills and knowledge in relation to contemporary social work practice and critically analyse your practice, supported by a practice learning team.

Please note that this electronic version of the handbook will be kept up to date and you will be notified of any significant changes. If you have taken a hard copy of any information please remember to refer back to the electronic version to ensure that you are working with the most up to date information.

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# 1. Module team information

**Module Leader:** Shelley Vickerman

**Room:** Glenside – 2F08

**Email:** [Shelley.Vickerman@uwe.ac.uk](mailto:Shelley.Vickerman@uwe.ac.uk)

**Tel:** 0117 328 1883

## **Module and Practice Learning Team (PLT)**

The module leader is responsible for the overall running of the module. Students, supervisors and practice educators who have queries arising from individual placements should refer in the first instance to the relevant practice tutor (see below).

The module leader can assist if the practice tutor is not available.

## **Practice Tutor (PT)**

All students have a practice tutor who has a role to support the student on placement and to be part of the practice learning team. The practice tutor will attend the placement learning agreement and interim review meetings. They will also provide feedback at interim and final stages to the student and practice educator as well as providing feedback on the portfolio and contents. The practice tutor has a key role in communicating with the module leader, Quality Practice Panel and Professional Practice (Placement) Office where necessary regarding assessment, difficulties and change of dates or early ending of placement.

## **Placements Co-ordinator - Social Work:**

Sarah Davies - Tel: 0117 32 88943 - email: [Sarah9.Davies@uwe.ac.uk](mailto:Sarah9.Davies@uwe.ac.uk)

Sarah is responsible for co-ordinating the matching of students with practice learning opportunities and systems relating to the management of these. Sarah will inform students about their placement offer through the UWE e-mail and ARC systems. Students who think that a placement offer is problematic in some way should contact the module leader not their Academic Personal Tutor (APT).

## **Practice Educators and Supervisors (PE/PS)**

Each student will have a practice educator and may also have a practice supervisor in the placement setting. These roles are described below but can also be carried out by one person.

Practice supervisors and practice educators will find electronic copies of supporting documentation for the placements on our [Practice Support Net](#) and then follow the links to Programme Guidance -Social Work – Critical Reflective Practice in Social Work.

### **Practice Educator**

The practice educator has an overall responsibility for the student learning experience and for enabling the student to develop capabilities through providing appropriate practice experience. The practice educator will act as a role model to the students in developing their social work practice. The practice educator has responsibility for assessment of the students learning.

### **Off-site Practice Educators**

Off-site practice educators are responsible for the same role as on-site educators but the task or process is slightly different from the usual model of practice teaching in that the off-site practice educator works with an agency-based practice supervisor who will supervise day to day work or be directly accountable for the student's work. Therefore, they must establish a systematic method to assess evidence provided by the student and meet regularly with the agency-based practice supervisor.

### **Agency Based Practice Supervisor**

Not all practice-learning opportunities have someone who is qualified to act as a practice educator. In this case, the daily management of the practice learning will be through an agency-based practice supervisor (who may not be a qualified social worker). In this situation, the student will have an off-site practice educator who will meet regularly with the student to verify evidence and facilitate the student's learning. The practice supervisor will also be a member of the practice learning team.

### **Academic Personal Tutor (APT)**

Each student will have an APT who can advise and offer support in his or her academic development. Academic tutors will help if you need advice on personal circumstances, access plans, student support.

### **Quality Practice Panel (QPP)**

The Quality Practice Panel (QPP) purpose has been reviewed and aligned to UWE regulations.

*QPP Aim:* The aim is to have a support module team meeting with all practice tutors at the interim stage, in place of the previous interim panel, and for the Quality Practice Panel to take place at the end of the placement round. The focus of the latter will be on recommendations to the Award Board for failed portfolios. The Quality Practice Panel does not have an assessment function.

### **External Examiners**

External examiners from other institutions are appointed to each module to act independently and work with the module team in the management of threshold academic standards. Information is available about the [external examiner appointed to this module](#).

## **2. Module enhancement**

Social Work has been aligned to the other professional courses in terms of recording of placement hours. To this end we have introduced on-line timesheets, which must be completed daily by the student (including weekends and holidays) and signed off each week by the Practice Supervisor/Educator.

## **3. Module specific information**

### [Module Specification](#)

#### **Preparation**

In preparation for your final placement, access your portfolio via pebble pad and consider your future learning objectives, outlined on your first placement experience, to inform your learning on this module.

Pre-reading will be required for each recall day and this will be posted on the blackboard page in advance.

#### **Participation**

Teaching before placement and University work-based learning days:

There is an induction day on Friday 23rd September before the start of the placement, to introduce you to the module and to help you plan your approach to learning on the placement. During the module there are also five university work-based learning days;

- Monday 17<sup>th</sup> October
- Thursday 17<sup>th</sup> November
- Thursday 24<sup>th</sup> November
- Thursday 15<sup>th</sup> December
- Thursday 12<sup>th</sup> January

These university days count as placement days and will give you opportunities to focus on specific critical reflective practice skills, to share experiences and consolidate your learning. There is therefore an expectation of attendance. Any missed sessions will need to be discussed with your Practice Learning Team and made up through extra placement days.

## Student support and Equality of Opportunity

Academic tutors will be your first point of reference for issues concerning your participation in the wider programme.

Equality is a faculty priority. UWE has an [Equality and Diversity Policy](#) that promotes inclusive learning that applies to all. Practice agencies are also informed by equality policy and legislation that will be made available in placement induction. In addition to inclusive approaches, specific arrangements to support equality of opportunity can be made at an individual level. If you have an impairment, or identify yourself as disabled, or are carer, or are pregnant see the [Disability Services](#) for a range of support and arrangements for Reasonable Adjustments.

An access plan sets out Reasonable Adjustments and arrangements needed to ensure you have equal access to your practice learning opportunity. If a plan has not already been agreed with you, or if you think it should be changed, you should discuss this with your academic tutor or a student adviser well in advance of the placement.

Students should let their placement tutor know as soon as possible if their access needs change during the course of the placement with a view to reviewing and revising the access plan.

The social work programme is aware that students may experience discrimination or oppression during their time at university or in their placement. This could be due to their ethnicity, religion, gender, sexuality, ability or any other personal circumstances. We are committed to ensuring that students feel respected and treated fairly and we have taken steps to tackle discrimination in all forms. The programme is exploring ways to ensure that all students have positive learning opportunities, within the framework of the university's equality strategy. In some practice agencies there are groups where staff can take their concerns about these matters and students may seek to take part in these.

In the meantime, if students become concerned that they are not being treated fairly in their practice settings, they should discuss this with their practice tutor, or the module leader. If students wish to speak about this with others they may know more - academic tutor, programme leader, or Wellbeing in the first instance, they will assist you in raising with the module leader who will explore the concern. The approach taken is to attempt earliest resolution through discussion and review of the Practice Learning Agreement, and where further action is needed the Equality and Diversity Policy or Complaints Policy can be considered.

## Blackboard

The module is supported by Blackboard. A selection of materials will be available on the module site as well as links to websites and databases. However, you are expected to search independently for up to date information using web sites, books and journal articles through the library. There is a facility for group discussion and site to post useful links and articles to help each other.

## Students' Health and Safety while on Placement

This is a priority of the Faculty. Specific consideration should be given in the information provided about the placement and again in drawing up the initial practice learning agreement and in arranging induction.

You should be advised about:

- the agency's general health and safety policy
- how this applies in the particular setting in which you are placed; and of
- your own and others' responsibilities.

In particular, you should know what assessment of risk in the practice learning setting has been carried out, and what you should do if you have reason to believe that an aspect of the work carries particular risk. Please ensure that you are familiar with both the [University guidance on Covid](#) and the guidance provided by the placement.

Please note that the university does not offer students manual handling training and so you should not be asked to undertake any manual handling tasks (which involve the lifting of any heavy or awkward loads, and including physically assisting people to move) unless the agency provides the appropriate training and insurance.

The practice learning team is asked to advise the module leader of any injury or accident to the student that occurs during the period of practice learning – including any that the agency would formally record and certainly any that is required to be reported to the Health and Safety Executive under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR).

## Practice Learning Timetable - Start and finish dates

For students required to complete 100 days of practice learning, placements will commence from Monday 26th September 2022 with an earliest end date of Friday 24th March 2023. Some placement start and finish dates may vary. It is important therefore that students

adapt the module schedule to reflect their placement timetable and share this with the practice learning team.

Students for whom part-time placements are arranged will have placement dates agreed individually with the placement, the practice tutor, and the module leader.

#### Pattern of attendance, teaching sessions at UWE and practice learning days

Students will complete 3, 4 or 5 practice learning days each week during the placement. Please check with your timetable for the details of required attendance at University and ensure that the practice educator and supervisor know which days you are in placement at the start of your placement.

Placement days are Monday to Wednesday, and Friday each week. There is scheduled teaching on most Thursdays, but when there is not, Thursdays should be used as independent study days. Independent study days do not count as practice learning days.

Normally you are expected to work hours that are typical in your placement agency and in any case not less than 7 and not more than 7.5 hours per day. Compensation arrangements for days longer than this should be noted on the on-line time sheets. Any expectation of work at evenings or weekends should be agreed before the start of the placement and identified in the practice learning agreement.

#### Bank holidays and leave

Students are entitled to take leave from the 19<sup>th</sup> December 2022, returning to placement on Tuesday 3<sup>rd</sup> January 2023.

*NB. None of these leave days count as practice learning days.*

All students are required to undertake at least 200 days of practice learning during their degree in order to qualify. It is in relation to a working day of between 7 and 7.5 hours that this requirement is calculated. The programme is required to provide evidence to regulatory bodies that students complete the required number of days and so students must complete the on-line timesheets and you and your practice educators should sign off your Pebblepad portfolio to confirm that the required hours have been completed.

Your workload should be planned to take account of the fact that you are a student, and ensure that you will have time to prepare for and reflect on practice, as well as practice. You should therefore have reasonable time to research issues relevant to the practice you undertake and to prepare evidence for the portfolio. It may be appropriate in some circumstances for students to complete this work away from the placement, for example,



where there is no quiet space available. However, this work should be clearly specified and agreed with the practice educator in advance and should generally not be more than half a day in a week. There is no entitlement to academic study leave within the practice learning days.

## **Practice**

### The placement

This module is centred on completion of 100 days of assessed learning in a practice setting. Most students will complete the placement by attending (in most weeks where teaching for other modules is scheduled) for four days in each week.

### The practice learning team

As in the first placement (at Level 2), you will work with a practice educator linked to the placement who will help you think about, develop and evidence your practice.

If the educator is not based in your placement agency (and so is 'off-site') you will also be linked with an on-site practice supervisor.

They should be your first point of reference for any query concerning the operation of the agency and your role as a student within it. You will also be supported by a practice tutor from the university.

You, your practice educator, workplace supervisor (if you have one) and your practice tutor comprise a 6 practice learning team. All members of the team conduct assessment of your practice learning. Your practice tutor should be the first point of reference for any query about your participation in the module (rather than your role within the agency). If they are unavailable, then please direct queries to the module leader.

### Practice Learning Meetings

Within the first 10 days of the placement you should compose a practice learning agreement with your practice educator and practice tutor. You should refer to your Level 2 portfolio when completing this to build on the strengths identified on your previous placement and ensure that any learning needs identified at the final meeting are included in your Level 3 learning agreement.

Your practice tutor will visit you on placement twice during your practice learning experience, once at the initial, and again at the interim assessment point, halfway through the placement (these visits may be face to face and or virtual). Detailed guidelines for

holistic assessment of your practice and compilation of the portfolio are provided within Pebblepad guidance.

Interim review meetings should be held about the time that you have completed 50 days in the placement. It is your responsibility to ensure that all required elements of the portfolio are completed on Pebblepad in advance of the review, so that everyone participating in the meeting is fully aware of the evidence of your practice and learning. Where any member of the practice learning team is concerned about progress in the placement, interim reviews should be convened sooner rather than later. In these circumstances, additional meetings may also be arranged.

#### Managing Difficulties in Practice Learning

If there are difficulties on placement that make it difficult for a student to continue, the student's practice tutor or the module leader should be contacted as soon as possible. We will explore the situation with all involved and seek resolution and where necessary apply the relevant university policies. Please see [Practice Support Net](#) for further guidance.

## 4. Assessment(s)

### **Assessment strategy**

#### Practice Portfolio

You must develop a portfolio of learning to demonstrate your work on placement. The portfolio is created online using 'PebblePad'.

The purpose of the portfolio is to help you develop and demonstrate safe and effective practice, and to reflect on your learning, through a collection of evidence which illustrates it. To complete the practice component of this module successfully, you must show both in your practice and in the portfolio, that you are competent in required domains of the Professional Capability Framework. When you are in the practice learning setting you will have many opportunities to provide evidence to help you achieve what you need to.

The practice educator, supervisor, student, and practice tutor will hold an initial meeting in the placement/ placement locality to review the practice learning agreement and the arrangements, learning and any equality adjustments. The assessment of your practice skills is a continuous process and you will work together with your practice educator, supervisor, and practice tutor as part of a practice learning team. There will be an interim assessment point halfway through the placement. Detailed guidelines for this component of assessment,

marking criteria and the assessment process are provided in Pebblepad. Your practice tutor will visit you on placement twice during your practice learning experience, once in the first 10 days of the placement and again at the midpoint review.

Full details of the portfolio contents and how to use Pebblepad will be given to you in the induction week.

### Submission details

Please note that the submission deadlines are absolute and based on UWE server time, but please see below.

The submission format will be a Practice Portfolio via Pebblepad

### **Submission date: Monday 23<sup>rd</sup> May 2023**

However, your portfolio should be submitted as close to placement end as is possible and not left to this final submission date. We strongly recommend completing your portfolio within two weeks of finishing placement.

## **5. Feedback**

You will receive feedback in a variety of forms throughout the module, therefore it is important to attend timetabled sessions to ensure you do not miss out on these opportunities.

You will also receive feedback on assessed work; this may be individually or as a group/cohort, which will enable you to understand how you have met the assessment criteria and identify areas for your further improvement.

MyUWE is used to communicate unconfirmed marks, provide cover sheets for assessments and to submit work. [Further information on all aspects of your myUWE portal](#) is available on the website.

## 6. Reading and resources list(s)

Your module reading list can be accessed online, either directly through the link below or through the module's Blackboard page.

The [short video](#) available on the library's website will introduce you to some of the key features of the online reading list system.

Online reading list [UZVSJ8-30-3, Critical Reflective Practice in Social Work 1 | UWE Bristol \(talis.com\)](#)

## 7. Communication

Throughout your time with us, you will receive regular communications; the main communication channels used are Blackboard sites and your UWE email address. It is your responsibility to read everything that you are sent and act upon it where appropriate.

## 8. Advice and support

There are a range of facilities and services available to go to for advice and support depending on what the issue is. Remember - asking for help at the earliest possible stage will help you in the long run.

Please contact [Information Point](#) who may signpost you to other professional services such as;

[Student Support Advisers](#)

[Disability Service](#)

[Health and Wellbeing Services](#)

[Money and Finance](#)

[Immigration Advice Service](#)