SECTION 3  ROLES AND RESPONSIBILITIES OF STUDENT, PRACTICE EDUCATOR, PRACTICE SUPERVISOR AND TUTOR

Role of the Student

Students are expected to be proactive in using practice learning opportunities to further their professional development. In particular, they are expected to:

- Identify their learning needs and objectives for each stage of the placement together with their practice educator/supervisor.
- Meet with the tutor and practice educator/supervisor to agree the Practice Learning Agreement.
- Make maximum use of the learning opportunities made available to them;
- Use practice learning opportunities in ways that enable them to demonstrate adherence to the Professional Capabilities Framework and Health Care Professional Council codes of conducts and ethics.
- Play an active role in evaluating their own learning process, including identifying their achievements and future development needs.
- Complete the requirements of the portfolio, adhering to the given timescales;
- Inform the practice educator and/or university tutor, as appropriate difficulties they experience in relation to any of the above.
- To ensure appropriate progression, level 3 students are required to make the level 2 practice placement portfolio available to the practice educator/supervisor for their final placement, in advance of the Practice Learning Agreement meeting.
- The Student is responsible for completing the assessed practice portfolio with advice and guidance from the practice educator/supervisor. The gathering of evidence by the student, the completion of written pieces integrating theory, practice and values and verification by the Practice Educator/Practice Supervisor will be a continuous process throughout the Practice Placement.

Role of the Practice Educator/Practice Supervisor

The practice educator/supervisor must have appropriate qualifications, experiences and training. Please see also in conjunction with Practice Educator Standards (appendix 8). Their role includes some or all of the following:

- Supervision of the student’s workload;
  There is an expectation that the practice educator/supervisor meet with the student regularly throughout the placement for consultation and supervision. A substantial session (1 hour minimum but 1.5 hours per week is recommended) must be timetabled at least once a week during the early stages and at least once a fortnight from the Mid-Way Review meeting onwards. Supervision involves monitoring the student’s work and facilitating the student's reflection, analysis and integration of university-based learning with practice skills. Written supervision records should be kept and signed by both student and practice educator. Supervision is recognized to be an essential part of contributing to the educational and professional development of the student.
- Teaching relevant key aspects of social work practice;
It is the practice educators’/ supervisors’ responsibility to plan and provide learning opportunities that meet student’s identified learning needs.

- Assessment of the student’s progress and professional development.
  The Professional Capabilities Framework and the Health Care Professional Councils’ codes of conduct and ethics (see Appendices 5 and 6) will provide the framework for assessment of the student’s competence in practice. Students will also submit work for academic marking. Both elements have to be passed to pass the module and the placement.

The assessment of students’ practice indicates whether a student has reached the required professional capabilities to be awarded a professional and academic qualification (level 3).

**Off Site Arrangements**

Where the practice educator is off site, she/he takes the overall responsibility for the assessment and management of the practice placement, including ensuring provision of appropriate induction, supervision, learning opportunities, teaching and for the assessment of the student. The practice supervisor takes responsibility for caseload management and accountability within the team. The practice supervisor is also likely to induct the student into the team and arrange networking with other agencies/resources. He/she can also contribute to teaching and assessment of the student, in consultation with the practice educator. The practice supervisor will be responsible for the allocation of work to the student and will manage this in consultation with the practice educator. The student will be accountable to the practice supervisor for work undertaken in the agency. The practice educator has a lead role in supporting the student with completion of evidence for their portfolio and in signing off the portfolio and recommending a PASS/FAIL recommendation of the placement. The practice educator verifies the evidence in the portfolio and also confirms that the written evidence meets the required standard for a final placement student.

**Absence of or changes to Practice Educator/ Supervisor**

In the event of long-term absence of or any changes to the practice educator/ supervisor, the agency is required to inform the tutor in order that alternative arrangements can be discussed and agreed.

**Practice Educator/Practice Supervisors Workshops**

Two workshops for practice educators/ supervisors will take place at the University, one of which will take place prior to the placement starting. Here consideration will be given to the programme’s academic content, the role and responsibilities of the practice educator/supervisor, personal tutor and student, the assessment and portfolio requirements in relation to the Professional Capabilities Framework. A further Review and Support Workshop will be provided half way through the placement..

**Role of the Tutor**
The role of the personal tutor includes the following:

- To provide support and advice for their personal tutees;
- To assist in identifying learning objectives and how these can be met by the practice placement.
- This will include contributing to the Practice Placement Agreement and Mid Way Review.
- To monitor students’ progress across the programme;
- To liaise with the placement coordinator and practice educator where necessary.
- To act as a mediator in situations where relationship or other difficulties exist between a student and practice educator.