Social Care Quality Management System – CORU

September 2022

Version 4.0

Ollscoil Teicneolaíochta an Oirdheiscirt

South East Technological University

Policy Details	
Policy Title:	**Quality Management System for Social Care Programmes: Policies and Procedures Facilitating Adherence to CORU Education Criteria and Standards of Proficiency, Wexford Campus**
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Revision History		
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N/A	Initial Issue	2.0
2.0	Policy updated to reflect feedback from first initial cycle	3.0
3.0	Policy updated to reflect CORU Feedback	4.0

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1.0 Introduction

South East Technological University (SETU) is committed to high standards of education and to ensuring that its programmes meet relevant professional and statutory requirements, where applicable. The University's commitment to securing professional recognition for its programmes, where relevant, is reflected in *Connecting for Impact: South East Technological University Strategic Plan 2023–2028*. Specifically, Action 5.3.3 of the strategic plan commits the University to "pursuing, securing and sustaining professional accreditation for programmes where appropriate".

This commitment is reflected in the approval of the University's relevant social care programmes by the Social Care Workers Registration Board under the Health and Social Care Professionals Act 2005, as amended. The Act provides for the establishment of registration boards to regulate designated health and social care professions. These include the Social Care Workers Registration Board, which is responsible for establishing and maintaining the register of social care workers and for approving and monitoring education and training programmes for the profession. CORU is Ireland's multi-profession health regulator and comprises the Health and Social Care Professionals Council and the Registration Boards, including the Social Care Workers Registration Board.

2.0 Purpose

SETU shall ensure that its social care programmes meet the applicable requirements for programme approval and ongoing monitoring under sections 48 and 49 of the Health and Social Care Professionals Act 2005, as amended. In addition, SETU shall ensure that these programmes comply with the University's academic regulations and quality assurance procedures and that their provision fulfils the University's obligations under the Qualifications and Quality Assurance (Education and Training) Act 2012, as amended. SETU recognises the role of approved social care education programmes in preparing graduates to meet the requirements for professional registration. This registration system supports public protection by promoting high standards of professional conduct, education, training and competence.

3.0 Programme-Specific Quality Assurance Arrangements

This document sets out the programme-specific quality assurance arrangements for social care programmes within SETU's institutional quality assurance framework. The Quality Management System documents share a common purpose and approach to quality assurance, with subsequent sections detailing the arrangements applicable to the programmes covered by each document.

This document also sets out the policies and procedures developed to meet the Social Care Workers Registration Board's criteria for education and training programmes and to ensure that students demonstrate achievement of the required standards of proficiency before successfully completing their programme. SETU academic regulations, policies and procedures govern these programmes, subject to any formally approved programme-specific exceptions identified in this document.

Quality assurance is a collaborative process involving staff, students, external examiners and relevant stakeholders. Each contributes, within their respective roles, to the ongoing monitoring and enhancement of programme quality.

4.0 Principles

This document reflects the University's additional quality assurance system that is in place specifically for the Applied Social Studies in Professional Social Care programmes on the Wexford campus and the associated policies and procedures developed to meet the Social Care Workers Registration Board Criteria for Education and Training programmes and to ensure all learners meet all the Standards of Proficiency for the Social Care profession. Save for the special regulations and policies and procedures outlined in this manual, University academic regulations and policies and procedures apply.

The most effective way of ensuring an effective quality management system, is for all staff, learners, stakeholders and examiners be involved in the ongoing monitoring of the programme and to contribute and share aspects of responsibility for the ongoing monitoring of the academic quality of the programme planned, delivered and assessed.

4.1 Roles within SETU in Monitoring of programmes

The various roles in the monitoring of programmes are set out below:

4.1.1 The Head of Faculty has a critical role to play in promoting and implementing programme policy, both at Faculty level and within SETU strategy framework. In guiding the academic direction of the Faculty/Campus, a Head of Faculty shall, under the Technological University Act 2018, play a major role in developing and maintaining a high standard of programme content and delivery, and implement effective quality measurement and tracking systems.

4.1.2 Under the Technological University Act 2018, the Head of Department advises on and implements quality assurance procedures where they, with other SETU Managers play an important role in communicating Department views across the wider University and within a joint awarding partnership, while transferring Senior Management decisions and policies back to departmental staff for both SETU programmes and joint awarding programmes.

4.1.3 The Governing Body is a statutory body appointed in accordance with the Technological University Act 2018. The Governing Body focuses on the overall direction and strategic management of the Institute

4.1.4 Academic Council is appointed by the Governing Body to assist it in the planning, coordination, development and overseeing of the educational work of the university and to protect, maintain and develop the academic standards of the programmes and activities of SETU, both within SETU and within a joint awarding partnership.

4.1.5 The Vice President for Academic Affairs & Registrar has University-wide responsibility for academic affairs through the Academic Council and its Committees through consideration of academic quality issues arising from the annual monitoring and consequent SETU quality policy development, implementation and other actions.

4.1.6 All staff and learners, through participation in the programme itself, feed into the QA process through membership of Programme Boards, Joint Programme Boards, Faculty/Campus Boards and consequent reports to Academic Council; and other relevant activities;

4.1.7 External Examiners, through their monitoring and reporting, participate in Examination Boards and the examination process.

4.2 Programme Board/Stream

The Head of Department is responsible for monitoring and reporting to Academic Council on the consistent implementation of the quality assurance procedures across all programmes, including joint awarding programmes, within the Department. The mechanism by which this is conducted is via a Programme Board. Where a significant degree of overlap exists within programmes and/or where programmes are embedded within higher awards, Programme Boards may operate as Programme Streams with joint meetings and administrative structures. The Programme Board/Stream and Joint Awards Programme Board in the case of Joint Awards is responsible for the quality management of taught programmes.

The organisation of programme streams to be decided by the relevant Head of Department, where in the case of Joint Awards, should programme streams

exist in the suite of Joint Awarding Programmes, the organisation of such potential streams shall be decided by the members of the Joint Awards Programme Board

4.2.1 The Head of Department has the following role within a Programme Board/Stream:

a. Establish Programme Board/Stream as appropriate for their department
b. Convene Programme Board/Stream meetings in consultation with the Programme Board / Stream Chairperson / Secretary
c. Attend the Programme Board/Stream and the Joint Awarding Programme Board as required and feedback any findings from the Programme Board/Stream, which require Senior Management input, to Head of Faculty, who then seeks Senior Management input as required.

4.2.2 The purpose of the Programme Board/Stream and in the case of joint awards, the Joint Awards Programme Board, is to advise the Academic Council and the Head of Department of the respective joint awarding partner as required on issues relating to the quality management of programmes and to make appropriate recommendations on issues within its remit.

4.2.3 The objectives of the Programme Board include:
a. Monitoring and ensuring the education standard of the programme(s)
b. Reviewing the delivery, relevance and effectiveness of programmes
c. Monitoring and ensuring adherence to SETU's policy and procedures on academic standards and assessment guidelines throughout programmes
d. Implementation of SETU's policy and procedures relating to access, transfer and progression within programmes
e. Operation of, and interrelation between stages of programmes
f. Evaluation of learner feedback outcomes
g. The Programme Board/Stream recommends suitably qualified experts to act as external examiners (refer to external examiners policy)
h. The review and response to external examiner reports
l. Proposing changes to programme schedules of accredited programmes within its remit
j. Promotion of programmes of Department/Faculty/Campus and of SETU
k. Development of synergetic links with external bodies, industry and the wider community
l. Development of new full-time programmes and part-time programmes with Lifelong Learning (LLL)
m. Operation of any other agreed quality assurance policies and procedure such as the Professional Social Care Practice Quality Management System and associated policies and procedures (Table 1).

4.2.4 Responsibility and Accountability

The Programme Board/Stream and the Joint Awards Programme Board shall report on matters relating to the programmes under their respective remit through the appropriate committees of the Academic Council.

4.2.4.1 Class Tutors shall be elected and be a member of academic staff who teaches the class in question, where possible. In the event of no Class Tutor being elected, the position shall be assigned by the relevant Head of Department

The Class Tutors shall:

a. Facilitate and monitor learners' progress through the programme;
b. Assist learners to make academic decisions/choices;
c. Endeavour to assist the development of learners in their group;
d. Be the first contact for learners for referral to the appropriate service;
e. Co-ordinate the monitoring of class progress.

4.2.4.2 Programme Board/Stream Chairperson

The position of Programme Board/Stream Chairperson shall be elected from one of the Programme Directors of the constituent programmes. In the event of no Programme Director filling this position, the Chairperson shall be the relevant Head of Department/Faculty/Campus or their nominee.

4.2.4.3 Programme Director

Each programme within a Programme Board/Stream shall have a Programme Director. The Programme Director shall be the lead co-ordinator for a constituent Programme within the Programme Board/Stream and is elected from amongst the lecturers on that particular Programme.

4.2.4.4 Programme Board/Stream Secretary

The Programme Board/Stream Secretary shall be elected. In the event of no Programme Board / Stream Secretary being elected, the position shall be assigned by the relevant Head of Department on the recommendation of the Programme Board/Stream or in the absence of this recommendation, shall be nominated by the Head of Department/Faculty.

The role of the Programme Board/Stream Secretary is to:

a. Circulate agenda items to members in advance of Programme Board/Stream meetings;
b. Record minutes of meetings to the agreed format as attached at Appendix C;
c. Correspond and document as appropriate by the Programme Board/Stream;
d. Co-ordinate the preparation of the Annual Programme Board/Stream review in consultation with the Programme Board/Stream Chair.

4.2.4.5 Membership

Membership of the Programme Board/Stream consists of:

- All academic staff involved in the delivery of the programmes
- Appropriate Head of Faculty
- Head of LLL or their representative where relevant
- Appropriate Head of Department
- The Vice President for Academic Affairs & Registrar
- Learners
- For Joint Awards, membership is as per the SETU Programme Board / Stream but includes the equivalent level of membership from each Joint Awarding Partner
  I. There shall be at least one learner representative, nominated from their programme group from each constituent programme, as is the case for Joint Awards;
  II. Where a significant number of learners on a programme are registered as part time or LLL, a learner forum may convene *in lieu* of learner attendance at Programme Board/Stream meetings and feedback be given through the LLL staff to Faculty/Campus;
  III. Gender balance with respect to learner representation is encouraged where possible;
  IV. Learner representatives nominated from their programme group shall attend at all aspects of the Programme Board/Stream and the Joint Awards Programme Board as applicable, with the exceptions of:
    - Assessment and Examination results pertaining to individual learners;
    - Individual learner issues e.g., illnesses, exemptions;
    - External examiners report;
    - Any other items considered to be reserved items by the Chairperson.

b. Where programmes are run in common across Campuses and

Faculties, and Institutes in the case of Joint Awards, all relevant Heads of Department/Faculty/Campus shall be *ex-officio* members of the Programme Boards/Stream and shall be added to the circulation list.

c. The Programme Board/Stream and Joint Awards Programme Board may co-opt where appropriate.

4.2.5 Conflict of Interest: (Appendix A)

I. Each member of the Programme Board/Stream and Joint Awards Programme Board shall declare possible conflicts of interest. These might include, but are not confined to:

II. Personal relationships with learners on the programme or their immediate family. (e.g., family relationship, close friendship);

III. Financial relationships (e.g., pecuniary interest in a company owned by learners or by a member of a learners' immediate family);

I. If a member of a Programme Board/Stream is unsure as to whether or not a conflict of interests exists, the member should

II. consult with SETU Policy on Conflict of interest and / or agree the matter with the person to whom they report.

4.2.6 Programme Meetings

Members of the Programme Board/Stream and Joint Awards Programme Board are required to attend convened and notified meetings of the Programme Board/Stream and Joint Award Programme Board.

Programme Board/Stream and Joint Awards Programme Board meetings shall be convened by Programme Board/Stream Chairperson in consultation with the Head of Department in the case of SETU Programmes. In the case of Joint Awarding Programmes, the consultation with regard to convening meetings is still with the Head of Department / Faculty of all Joint Awarding Partners. A minimum of three working days' notice shall apply in either case.

4.2.6.1. Frequency

The Programme Board/Stream and the Joint Awards Programme Board shall meet at least once per semester. There shall be at least one meeting of the Programme Board/Stream in the first semester to review the programme(s) in line with SETU Policy and Procedures on Ongoing Monitoring of Programmes.

4.2.6.2 Working Groups

Working groups shall be appointed by the Programme Board/Stream to consider individual items and shall report back to the Programme Board/Stream. In the case of the Joint Awards Programme Board, all items are considered by the board and in the event that a working group is required for appointment, its membership shall include representatives of each awarding partner.

4.2.6.3 Agenda

The agenda for Programme Board/Stream and Joint Awards Programme Board meetings shall be agreed before the meeting by the Chair, Head of Department/Faculty and Secretary follows the format as defined at Appendix B. The agenda shall always include an item entitled "Any Other Business" to allow any matter of concern / interest to be raised by any member and facilitates an input from social care industry experts to the programme board. The Agenda may contain reserved items for discussion from which learners may be excluded.

4.2.6.4 Minutes

The Secretary to the Programme Board/Stream and Joint Awards Programme Board shall prepare draft minutes of meetings within one working week of meeting for the Chairperson and Head of Department/Faculty who shall then arrange for their circulation. Minutes shall be adopted, signed and dated by the Chairperson at a subsequent meeting to become the official record.

4.2.6.5 Collaborative Programmes, Transnational Programmes

In the case of programmes falling under SETU Policies and Procedures on Collaborative Programmes, Transnational Programmes all aspects of the Programme Board/Stream shall be clearly defined in the programme document and collaboration agreements(s) associated with same.

4.3 External Examiners

As outlined in SETU *Policy and Procedure for External Examiners,* the reports of the External Examiners are fundamental to assuring and enhancing academic quality and standards.

4.3.1 Under this policy, all External Examiners are required to submit a report in a standardised format outlining their professional qualitative judgement on the appropriateness of the curriculum and of the assessment carried out, the standard of learners work, the fairness and consistency of assessment practice and any feedback or recommendations on issues that they consider that the Programme Board/Stream, the Department/Faculty SETU Joint Awards Programme Board or the Joint Awarding Partnership shall address.

4.3.2 It is understood that External Examiners' reports shall act as an input into all quality assurance procedures at module, programme and academic unit level and that action shall be taken and reported on where recommendations are issued.

4.3.3 The Programme Board/Stream and the Joint Awards Programme Board shall consider reports from each External Examiner in the first instance before offering a response to each recommendation to the External Examiner.

4.4 Academic Council

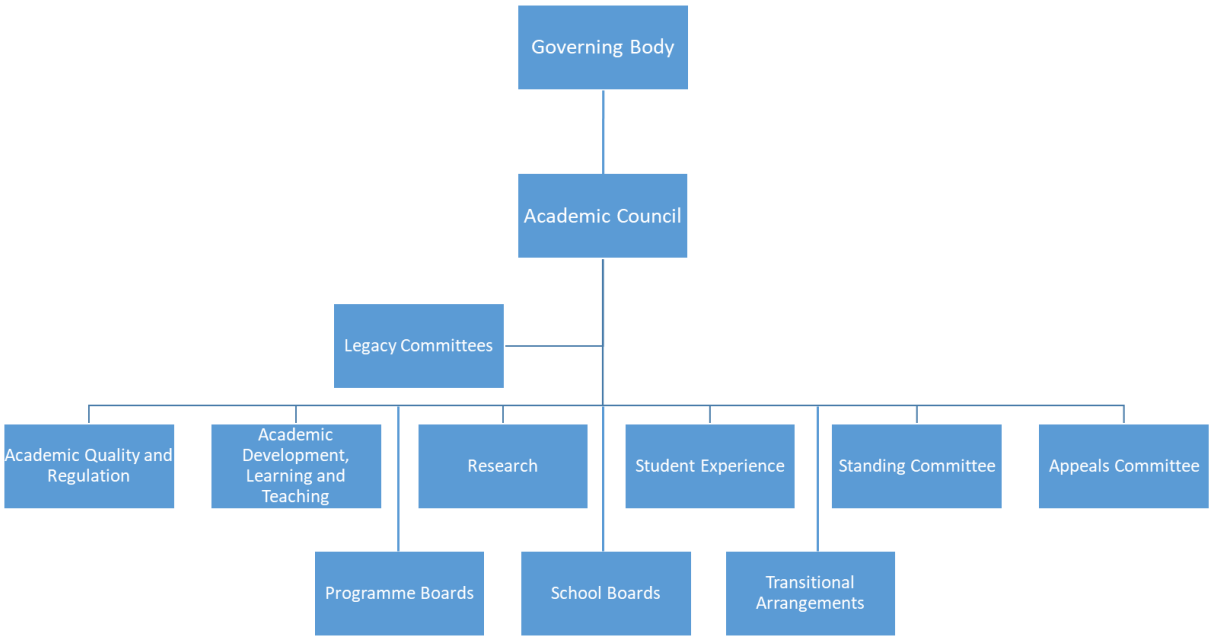
Academic Council considers the reports from the Department/Faculty in fulfilling its legal responsibilities for planning, co-ordinating and developing the educational work and protecting, maintaining, developing and enhancing where required, the academic standards of the programmes and activities of SETU. The reports generated through the academic cycle inform Council's consideration of academic quality strategy, policy and procedures and, of the consistent and effective operation of its quality assurance and enhancement policies across SETU. Academic Council is responsible for ensuring the consistent and effective operation of the annual cycle set out above.

4.5 Annual Quality Review and Audit Report

In this Quality Management System, the beginning of each policy and procedure outlined, identifies who is responsible in relation to the implementation and monitoring of each policy. However, it is ultimately the Head of Department that is accountable for issues relating to quality across the Professional Social Care Practice Wexford campus programmes and in doing so completes an annual quality review and audit report for Academic Council and the Academic Quality and Regulation subcommittee of Academic Council. Figure 1 details the reporting and responsibility structure relating to quality

assurance.

Figure 1: Reporting and Responsibility Structure Relating to Quality Assurance



This annual quality review and audit report outlines the implementation, monitoring and adherence to the quality assurance practices and mechanisms in place for the Professional Social Care Practice programmes and identifies recommendations to address any quality issues that may have emerged during the academic year. This report is informed by the feedback from key stakeholders, the Professional Social Care Practice programme board along with the input from external examiners in the form of reports, reviews and recommendations on programme content, assessment and procedures. The Programme Board is responsible for the quality management of taught programmes.

The Head of Department/Campus on a rotational basis and in line with the University's programme management hours, nominates and assigns areas of responsibility to programme board members and seeks feedback and updates pertaining to their areas of responsibility as identified in table 1 during and at the end of each academic year. However, a report and recommendations can be issued to Academic Council at any stage during the academic year if quality issues emerge prior to the end of the academic year.

Table 1: Allocation of Responsibility to Programme Board Members in line with the Professional Social Care Practice QMS, Social Care Workers Registration Board Criteria for Education and Training Programmes and Standards of Proficiency

	Implementation and monitoring of Policy and Procedure for Student Attendance for Social Care programmes Liaise with other team members to ensure attendance database is updated in each 4-week attendance period and at the end of the semester Inform the programme board of any issues impacting on student attendance Meet and discuss with students the academic, wellbeing and welfare supports available to them, and the University supports Update the guest speaker database throughout the semester (rotated each academic year amongst year tutors) Inform students of the location of their key programme documents and ensure they are uploaded each academic year.
	Implementation and monitoring of Policy and Procedure for Preparedness to Practice for Social Care Students Implementation and monitoring of the Policy & Procedure for Allocation of Students on Placement. Implementation and monitoring of the Policy and Procedure for Placement Approval and Monitoring. Coordination of the Advisory Group Chair the Academic Practice Education Team Report back to the programme board on behalf of the Academic Practice Education Team Facilitate the training of those involved in practice elements of the programmes Collect and retain student consent on key forms such as but not limited to; the Consent Protocols for Students Acting as Service Users in Teaching

	Exercises in Professional Social Care Practice, attendance policy and self-disclosure declarations. Report to the Head of Department/Campus on all issues related to supervised professional practice
	Implement the procedures to capture student, service users and other stakeholder feedback via the advisory group and other feedback mechanisms specific to the programmes Review placement processes and policies Discuss new developments in the social care sector impacting on the social care profession and inform staff development programmes Offer support, training and guidance to each person in their role as a practice educator Bring back the observations and recommendations to the programme board each semester and advise on the changes to the programme via the annual programmatic review Coordinate Interprofessional Week Coordinate Careers Development Seminar Register with the Social Care Workers Registration Board
	Promote the social care programmes at promotional events Assist the Head of Department/Campus in implementing admission procedures Support the Academic Practice Education Team with capturing student, service users and other stakeholder feedback Call and chair programme board and attendance programme board meetings Support year tutors and meet and discuss with students the academic, wellbeing and welfare

	supports available to them, and the University supports Ensure the professional-specific student code of conduct is adhered to and inform the Academic Practice Education Team of any issues and concerns In consultation with the programme board, recommend suitably qualified experts to act as external examiners, organise their visits and review and respond to external examiner reports Advise on behalf of the programme board curriculum and assessment strategies and make recommendations in line the Social Care Workers Registration Board Criterion 5 and 6 Support the Head of Department/Campus with staff and student induction and the University's programme of continuing professional development Advise on behalf of the programme board, recommendations for programme changes in line with the Annual Programme Review
	Implementation and monitoring of the Policy and Procedure for the Recognition of Prior Learning (RPL) Implementation and monitoring of the Policy and Procedure for Continuous Professional Development for Professional Social Care Practice Maintain and update the database of staff CPD Implement and monitor the Policy and Procedure for Assessment for Social Care Programmes Implement and monitor staff and student induction and the University programme of continuing professional development. Ensure the special regulations for the Professional Social Care Practice are adhered to Liaise with programme board members to draft and present the annual report to the Academic Quality and Regulation Committee and Academic Council in relation to the Professional Social Care Practice quality assurance system and quality management system

	Review the Annual Programme Review applications and submit to the Office of the Vice President of Academic Affairs and Registrar

The template report to the Academic Council takes the following format and is in line with the Social Care Workers Registration Board Criteria for Education and Training Programmes and Standards of Proficiency;

	Overview of the academic year, staff and student profile, achievements, and challenges throughout the academic year
	Implementation, monitoring and adherence to the policies and procedures in the Professional Social Care Quality Management System including special regulations
	Supervised Professional Practice
	Overview of the mechanisms of obtaining feedback from key stakeholders and implications for the programme
	Continuing Professional Development
	Curriculum and Assessment
	Conclusions, recommendations and implications for the SCWRB Criteria for Education and Training programmes and Standards of Proficiency

APPENDIX A

SETU CODE OF CONDUCT ON CONFLICT OF INTEREST OF PROGRAMME BOARD/STREAM MEMBER & DECLARATION FORM

1.0 Introduction

I. This code of conduct addresses potential conflicts of interest which may arise in SETU in relation to the formal decision-making processes concerning a Programme Board/Stream Member or Joint Awards Programme Board member

II. SETU relies on each Programme Board/Stream Member and Joint Awards Programme Board to act in the best interests of SETU and the Joint Awarding Partnership and to observe principles of fairness, impartiality and equal opportunity in relation to their role and responsibilities.

1.0 Definition

A conflict of interest arises where a person is in a position of trust (e.g., a position of authority over another person or within an organisation) and has competing professional or personal interests which can make it difficult to fulfil their duties impartially. A conflict of interest exists even if no unethical or improper act results therefrom. A conflict of interest can create an appearance of impropriety that can undermine confidence in the person, profession, or process.

2.0 Existence of Conflict of Interest

I. A conflict of interest will be deemed to exist for a Programme Board/Stream and a Joint Awards Programme Board Member in the following circumstances:
   a. The Programme Board/Stream or Joint Awards Programme Board Member is related to learners on the programme (i.e., spouse / civil partner, parent, child, sibling, uncle or aunt, first cousin, niece or nephew or grandparent or grandchild) or has a personal relationship with a learner;

b. The Programme Board/Stream or Joint Awards Programme Board Member is related to, or in a personal relationship with, any person employed on the delivery or management of the programme. A related person includes any: spouse / civil partner, parent, child, sibling, uncle or aunt, first cousin, niece or nephew, or grandparent or grandchild of the Programme Board/Stream or Joint Awards Programme Board Member.
c. The Programme Board/Stream or Joint Awards Programme Board Member is employed or becomes employed with an Institution or body which is a collaborating partner of SETU during the term of their appointment;
d. Any other reason considered relevant by either the Programme Board/Stream or Joint Awards Programme Board Member or SETU.

II. Should any of the above circumstances exist or come into existence, either at the time of appointment or subsequently, the Programme Board/Stream Member shall notify the Vice President for Academic Affairs & Registrar at SETU at the earliest opportunity and absent themselves from the Examination and Assessment process. In the case of Joint Awards, should any of the above circumstances exist or come into existence, either at the time of appointment or subsequently, Joint Awards Programme Board Member shall inform the Chair of the Joint Awards Programme Board and absent themselves from the Examination and Assessment process.

Programme Board/Stream or Joint Awards Programme Board Member Declaration:

Name:

Programme for Appointed Duration of Term

I declare that as per section 3 above, I **do not** have any direct or indirect personal relationship, affiliation or association with any party with whom I deal in my day-to-day work that would give rise to any actual or perceived conflict of interest

Programme Board/Stream or Joint Awards Programme Board Member's

signature: Vice President for Academic Affairs & Registrar of SETU

signature:

Vice President for Academic Affairs & Registrar's of Joint Awarding Partner's signature:

APPENDIX B

Programme Board Agenda Template

South East Technological University

Department of *XXXXXX*

Programme Board/Stream or Joint Awards Programme Board *XXXXXX*

Agenda for Meeting: *Date Month Year*

Item	Description
1	**Minutes of previous meeting**
2	**Matters arising/report on actions agreed**
3	**Learner items** *Retention* *Progression* *Learners Welfare* *Timetables* *Projects* *Learners Issues*
4	**Quality** *Annual PB/S review* *QA forms and* *feedback* *Programme Board/Stream or Joint Awards Programme Board Member Reports Changes to programmes* *Quality Standards*
5	**Assessment and Examinations**
6	**New Programme** **Development** *Single module* *accreditation Minor awards* *Special purpose awards* *New programmes*
7	**Industrial/Community Liaison** *Work placement* *Industry liaison board* *Guest lectures* *Industrial visits*
8	**Promotional Activities** *For example, Open Day, Science Week, Engineers Week.* *School visits* *Press release*
9	**Health and Safety** *Risk Assessment*
10	**AOB** (preferably submitted in advance)

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This website also contains further information relating to your rights regarding subject access requests, records retention and data protection in general. Any further queries in relation to the GDPR can be addressed to the University's Data Protection Oversight Group e-mail: Data Protection Officer dpo@setu.ie

Proposed by:

Note: Items in *italics* are suggested items only

APPENDIX C

Programme Board Minutes Template

South East Technological University

Department of *XXXX*

Programme Board/Stream or Joint Awards Programme Board

XXXXXX

Meeting Minutes: *Date Month Year*

Membership:	
Attended by:	
Apologies:	
Chair:	
Secretary:	

Item	Item Description	Action Agreed
1.0	**Title of Item *(as per agenda)***	
1.1 1.2 1.3		Initials of person(s) involved in proposed action and details of action to take place to include date for feedback
2.0	**Title of Item *(as per agenda)***	
2.1 2.2 2.3		
3.0	**Title of Item *(as per agenda)***	
3.1 3.2 3.3		
	Any Other Business	

a. b. c.		

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Date of Next Meeting:

Name: Chairperson

.....Column Break.....Date:

Appendix D

Template of Agenda adapted for Professional Social Care Programme Board Meetings

SETU Wexford Campus Department
of Arts and Humanities

Professional Social Care Programme
Board

Agenda for Meeting: *Date Month Year*

Item	Description
1	**Minutes of previous meeting**
2	**Matters arising/report on actions agreed**
3	**Learner items** • *Retention* • *Progression* • *Learners Welfare* • *Timetables* • *Projects* • *Learners Issues*
4	**Quality** • *CPD and Staff Development Programme* • *Update from the Academic Practice Education Team* • *Stakeholder Feedback and Annual Programme Review* • *Monitoring of Programme: Quality Assurance* • *QA forms and feedback* • *Programme Board/Stream Member reports* • *Changes to programmes* • *Quality Standards*
5	**Assessment and Examinations**

6	**New Programme Development** • *Single module accreditation* • *Minor awards* • *Special purpose awards* • *New programmes*
7	**Industrial/Community Liaison** • *Work placement* • *Industry liaison board* • *Guest lectures* • *Industrial visits*
8	**Promotional Activities** • *Open Day, Science Week, Engineers Week etc* • *School visits* • *Press release*
9	**Health and Safety** • *Risk Assessment*
10	**CORU** • *Standards of Proficiency Review and Discussion*
11	**Fostering an Understanding of Social Care Practice** • *Interdisciplinary Exchange of Knowledge: Sector Developments & Fostering an Understanding of the Social Care Practice*
12	**AOB** (preferably submitted in advance)

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This website also contains further information relating to your rights regarding subject access requests, records retention and data protection in general. Any further queries in relation to the GDPR can be addressed to the University's Data Protection Oversight Group e-mail: Data Protection Officer dpo@setu.ie

Proposed by:

Note: Items in *italics* are suggested items only

For convenience, this Quality Management System for Professional Social Care Practice programmes is divided into 3 sections;

Social Care Programme Board Section

Appendix 1 - Policy and Procedure for Student Attendance for Social Care Programmes.

Appendix 2 - Policy and Procedure for Preparedness to Practice for Social Care Students.

Appendix 3 - Consent Protocols for Students Acting as Service Users in Teaching Exercises in Professional Social Care Practice.

Appendix 4 - Policy and Procedure for the Recognition of Prior Learning (RPL).

Appendix 5 - Policy and Procedure for Assessment for Social Care Programmes.

Appendix 6 - Policy and Procedure for Continuous Professional Development for Professional Social Care Practice.

Appendix 7 - Policy & Procedure for Placement Approval and Monitoring.

Appendix 8 – Policy and Procedure for the Allocation of Students to Supervised Professional Practice Settings.

Practice Educator Section

Appendix 9 - Supervised Professional Practice 'Practice Educator' Handbook.

Student Section

Appendix 10 - Professional Social Care Practice 'Student Handbook'.

Appendix 1

Policy Details	
Policy Title:	**Policy & Procedure for Student Attendance for Social Care Programmes**
Version:	4.0
Approved By:	Academic Council; Governing Body
Date Approved:	20/9/2022; 11/10/2022
Effective Date:	20/9/2022
Review Date:	June 2023
Policy Owner:	Department of Humanities, Wexford Campus Social Care Programme Board Head of Faculty of Arts and Humanities, Wexford Campus Vice President for Academic Affairs
Revision History	

Previous Version No.	Summary of Amendments	Reviewed Version No.
N/A	Initial Issue	1.0
2.0	Policy Review prior to Programmatic Review	3.0
3.0	Policy Review following CORU feedback	4.0

1. Introduction

The professional requirement of being a professional Social Care worker is through the building up a body of knowledge with academic qualifications (McCann James et al 2009).

This process of knowledge building starts in year 1 with lectures, workshops and tutorials provided in a range of different modules, with the knowledge level increasing as student's progress through their 2nd, 3rd and 4th years of study. Not only does this enable students to become practitioners who can engage with and understand client needs, abilities and provide the correct support, it also facilitates students to become professionals that provide safe and appropriate care in order to protect the public. This has been identified by CORU (2016) as a core requirement that educational bodies must deliver.

In addition to developing academic knowledge, students need to be prepared to practice in year 2 and 3 of their programme, when they undertake 400 hours of placement within each respective year. Student's progressive development of the standards of proficiency for social care workers takes place within each module throughout the academic year, therefore students that have not attended their scheduled lectures, tutorials and workshops cannot be considered to be prepared to practice in social care settings.

To ensure students are prepared to practice, a minimum of 80% attendance is required across all modules across all years of the programme.

At the SETU, all students are provided with a timetable at the beginning of the academic year to enable attendance on the Professional Social Care Practice programme; students are asked to familiarise themselves with the time for all lectures, tutorials, and workshops to ensure full attendance.

Appendix 1

Procedure for Monitoring Attendance for workshops, lectures, and tutorials

Attendance to workshops, lectures and tutorials is critical to ensure that students progressively develop their insight and understanding of the standards of proficiency for professional social care workers and gain the skills and knowledge necessary to support

service users, families, and communities. Attendance shall be monitored in each class of each module and attendance information compiled at the end of each time interval.

At each Interval, the Attendance Database is completed with the attendance information for each student across each module, as follows:

- All students shall fulfil the programme requirements in relation to attendance, (a minimum of 80% class attendance for each module in each semester) and participate and engage in class activities and workshops provided.
- Each class group is assigned a class tutor. It is the responsibility of each student to notify their class tutor and individual lecturers of unavoidable absences, such as illness or an emergency situation, which may impact on their capacity to attend scheduled onsite and online lectures/tutorials/workshops. Students should email documentation to the class tutor to support absences/appointments.
- Class tutors will notify the programme board of absence detail pertaining to each student, to ensure that where absences are occurring in multiple classes, this information is captured by the Programme Board. Decisions regarding attendance are made on a case-by-case basis by the programme board.
- All students are provided with a timetable at the start of the academic year which details the necessary information for tutorials, lectures, and practice preparation workshops. Classes can be timetabled anytime Monday-Friday between 9:00am and 5:00pm. Timetables are subject to change on a weekly basis. Students are expected to manage their time accordingly to facilitate full attendance.
- It is required that students prioritise their attendance on the programme above holidays, work, or other commitments. Programme attendance includes attendance on campus for scheduled classes, attendance at onsite/online lectures/tutorials/workshops and attendance on placement.
- Student's may be considered to have not attended a class where they have not properly prepared for scheduled onsite and online lectures/tutorials/workshops or have not engaged in the in-class activities. What is deemed effective engagement is decided at the discretion of each lecturer.
- Attendance shall be reviewed by the programme board at three intervals in each semester, end of teaching week 4, week 8 and the final teaching week. At each interval during the semester, a programme board, with a quorum attendance of a minimum of four lecturers and the Placement Coordinator/Programme Director,

shall be convened to discuss the students who have fallen below the required 80% attendance for one or more modules at that time interval.

Step 1

- Students who do not meet the attendance requirements for the first time are required to attend a meeting with the relevant members of the programme board. Students who do not attend the meeting are automatically escalated to step 2. Students may be directed to alternative academic; health, wellbeing and welfare supports within the University to facilitate the achievement of the attendance requirements and students can raise any issues influencing their attendance at this point of the semester.

Step 2

- Where a student subsequently falls below the required 80% attendance threshold between teaching weeks 4-8 or weeks 8 to the final week, this is identified and reviewed by the Programme Board. Following agreement by the Programme Board, this student may be invited to a meeting with the Head of Department/Deputy Head of Campus (Wexford Campus) and Placement Coordinator. Students may be directed to alternative academic; health, wellbeing and welfare supports within the University to facilitate the achievement of the attendance requirements and students can raise any issues influencing their attendance at this point of the semester.

Step 3

- Where a student has fallen below the required 80% attendance for one or more modules, on at least three occasions within a Semester, this is identified and reviewed by the Programme Board. Following agreement by the Programme Board, a student may be called to a meeting with the Head of Faculty/Head of Campus and a relevant member of the Programme Board.

Step 4

- In preparation for the end of semester's examinations board, the Attendance Database is completed with the final attendance information for each student across each module for that semester. This information is presented at the examination board and each student is discussed on a case-by-case basis. Following the final Examination Board's decision that any student who does not pass a module as a result of not meeting the mandatory attendance requirement, must repeat and attend that module in the next academic year. Students who do not pass a module due to not meeting the 40% pass mark will be provided with

one repeat opportunity in the next examination session. Students who do not pass following this repeat opportunity, must repeat and attend that module in the next academic year. Students are not permitted to carry any module into the next academic year.

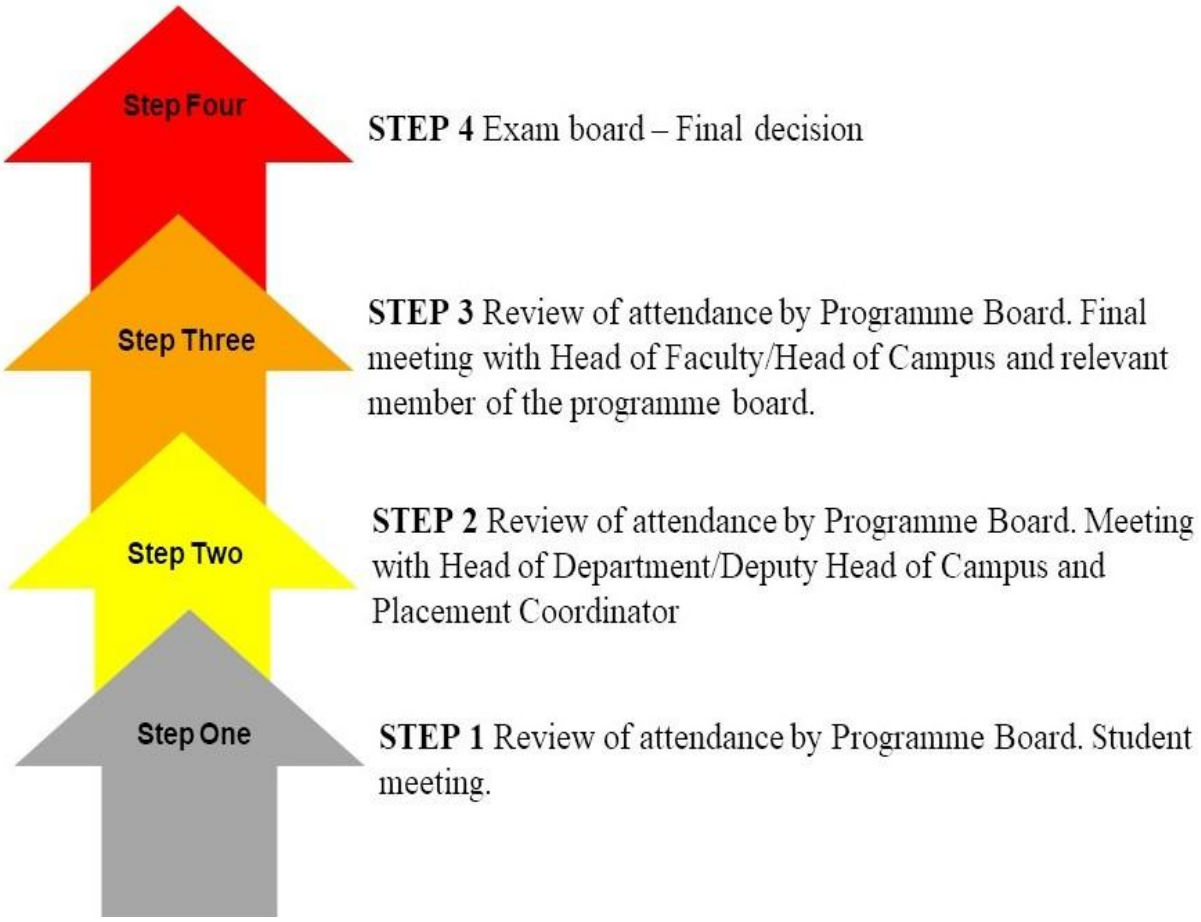
- In summary;
    - Students must have at least 80% attendance in all modules and a mark of 40% in all modules to pass that module and be eligible to proceed to the next stage of the programme.
    - Students who do not meet the required mandatory attendance of 80% are at risk of becoming ineligible to commence supervised professional practice due to concerns that the Standards of Proficiency for Social Care Workers will not be met and thus demonstrating a lack of preparedness to practice. Following the final Examination Board's decision that any student who does not pass a module as a result of not meeting the mandatory attendance requirement, must repeat and attend that module in the next academic year to be eligible to proceed to the next academic year and complete supervised professional practice in the following academic year. Learners who fail the work placement element of either the Supervised Professional Practice 1 or Supervised Professional Practice 2 modules shall be provided with one repeat opportunity only across the programme and this repeat opportunity will only be permitted in circumstances where SETU is satisfied with the learner's preparedness to practice.

References

CORU. (2017). *Standards of Proficiency for Social Care Workers*. [online] available: http://www.coru.ie/en/education/criteria_and_standards_of_proficiency [accessed 5th September 2018].

McCann James, C. de Roiste, A. & McHugh, J. (2009) *Social Care Practice in Ireland – An Integrated Perspective*, Gill & Macmillan Ltd: Dublin

Overview of procedure for non-attendance.



I confirm that I have read and understand the Attendance Policy for the Social Care programme at SETU, Wexford and commit to adhere to this policy.

Signed: _____

Student Name (please print)	Student Number	Date

Appendix 2 - Absence and reporting policy for students on Supervised Professional Practice

STUDENT NAME_____ (print)

The following attendance policy is informed by the minimum awards standards of knowledge, skill and competence that must be achieved before a major higher education and training award may be made in social care work under the National Framework of Quality and Qualification Levels 6 to 9, Ireland. It is further informed by criterion 2.8 under Practice Placement in the Social Care Workers Registration Board, Criteria for Education and Training Programmes (CORU, 2017)

'*Practice placement attendance requirements are explicit and detailed mechanisms and processes are in place to manage absence/non-attendance.' (Criterion 2.8 CORU, 2017)*

SETU implements these standards by observing the following Supervised Professional Practice placement absence policy.

The expected cumulative volume of all assessed (social care work) practice placement hours in a Bachelor Degree Programme (NFQ Level 7) in Professional Social care is 800 verified hours or more, in years two and three of the degree programme (Criterion 2.2 CORU, 2017). Acting effectively and autonomously in complex, ill-defined, and unpredictable situations or contexts requires higher levels of learning. Prior to the block placements, workshops are scheduled on the academic timetable to prepare students to actively engage and learn from the placement experience.

Approved placement hours include but are not limited to allocated time for induction and policy reading, periods of observation, shadowing experienced staff, facilitating and co-facilitating activities, supervision of clients (in accordance with organisation policy), attending committee/planning/strategy meetings, some administrative duties, one-to-one support and assistance duties with service users/ client group, student supervision sessions, attending and contributing to team debriefings, community outreach work and any other duties deemed necessary to the role of a social care worker by the student supervisor.

Students are expected to treat professional practice as they would paid employment. Placement dates are communicated by the University at the earliest possible opportunity in the previous academic year and students are expected to familiarise themselves with the placement dates and be available for full attendance throughout the duration of the 12-week placement period.

Following a period of absence each student is required to repay the unfulfilled placement hours during the placement period to meet the minimum requirement of 400 hours of supervised practice for the social care degree programme.

Holidays
Time off for holidays during placement are not facilitated under any circumstances. Students are requested not to book holidays or personal time during the 12-week period of their placement. Individual requests may be made for a special event should a student require time away from their placement; these requests will be considered on a case-by-case basis by the supervised professional practice coordinator.

An absence or interruption is defined as any leave over the placement period. There is no facility to accommodate time to repay outstanding placement hours during the academic term after placement. A student will only be deemed to have met the attendance requirement for each placement once a minimum of 400 verified hours have been completed within the allocated timeframe.

Procedure in the case of short-term / frequent absences

Where there is a pattern of absence identified, the student may be referred to the supervised professional practice coordinator to discuss their circumstances. Following due process if no underlying reason can be identified for the absences, formal procedures such as the preparedness to practice policy may be evoked (See the SETU Policy & Procedure for preparedness to practice for social care students).

Medical

Anticipated absences for medical appointments during the placement period must be communicated to the Supervised Professional Practice department upon receipt of written evidence of the appointment and prior to the start of placement. Students should also communicate such appointments to their practice educator prior to the start of placement.

Should a medical appointment be allocated when the student is on placement, the student is expected to notify both the Supervised Professional Practice department and the host organisation at the earliest opportunity with written evidence of the appointment.

Unanticipated medical emergencies/ absences must be communicated at the earliest possible opportunity to both the Supervised Professional Practice department and the host organisation. A medical certificate is required for each day or partial day absence.

NOTE: Any discussions with the Supervised Professional Practice coordinator regarding medical issues are confidential.

Other Reasons for Absence

It is the responsibility of each student to declare any personal circumstances that might render them unfit or unable to complete the required supervised placement hours within the allocated placement period. Personal responsibilities such as (but not limited to) caring duties, family commitments, family illness, childcare, employment, and sports commitments must be considered before accepting placement and arrangements must be made to facilitate the completion of all placement hours around these responsibilities.

Bereavement

Compassionate leave may be granted to provide a student with time away from placement at a time of personal or family need where there is a death to an immediate relative. Only in exceptional circumstances this may extend to the death of a more distant relative/friend. This leave must be sanctioned prior to any time taken. If a student suffers a bereavement while on placement, arrangements should be made to notify the supervised professional practice department and the host organisation at the earliest

opportunity. The leave is at the discretion of the supervised professional practice coordinator and missed hours must be fulfilled later in the placement period. Students are reminded that under current Irish legislation there is no legal framework in place to provide for bereavement leave in employment.

In cases where a prolonged period of absence is anticipated, it may be deemed necessary to defer the student placement until the summer following the immediate academic year. Each case will be assessed separately taking individual circumstances into consideration.

Repaying missed placement hours – school holidays

Should bank holidays and school holidays be observed by the host organisation, the student must provide a detailed account of how placement hours will be made up to meet the minimum requirement of 400 hours of verified practice hours over the given placement period. This must be provided in advance of going on placement and must be authorised by the Supervised Professional Practice department before the placement commences. For year 2 students who will be on placement from September to December, it is not permitted to make up hours after Christmas during the University's academic year. There will also be no authorisation to repay outstanding hours during the subsequent summer.

Personal declaration

It is a requirement for each student to declare any physical, personal, emotional, or medical condition that may hinder or impact their preparedness to practice. This policy includes (but is not limited to) the students preparedness to practice within a particular sector of social care work, their preparedness to practice in a particular organisation or service, or in terms of the duties expected of the social care worker in the organisation (e.g.: lifting clients, therapeutic interventions, addiction services). Absences because of non-disclosure of any physical, personal, emotional, or medical condition that hinders the students' ability to practice in the organisation are not permitted.

Students are required to declare any personal circumstances or otherwise that may present a conflict of interest or professional integrity before engaging in the supervised professional practice process. Each disclosure is treated with discretion and confidentiality. Students complete a placement allocation form prior to the placement allocation meetings. There is a section on the form where personal circumstances can be disclosed thereby minimizing the potential impact on placement.

Students are required to disclose any convictions, charges, behaviours, or activities, past or pending, that may render them unsuitable to work with vulnerable client groups prior to being sanctioned for placement. Each disclosure is treated with discretion and confidentiality. In line with SETU Garda Vetting procedures students complete an annual declaration prior to the commencement of placement.

It is the policy of SETU to provide support and guidance for a student should a disclosure be made in advance of placement.

The above is the policy of the SETU regarding absence for students on supervised professional practice. It is important to note that in all cases of student absence this policy supersedes the absence and reporting absence policy of the local placement organisation.

References:

CORU (2017). *Criteria for Education and Training Programmes* Health and Social Care Professionals Council: Dublin 2.

QQI (2014) *Awards Standards Social Care Work.* [online], available: https://www.qqi.ie/sites/default/files/2021-12/social-care-work-awards-standards.pdf [accessed 15 October 2026]

I confirm that I have read and understand the above Absence on Supervised Professional Practice policy of SETU, Wexford and commit to adhere to this policy as a student on placement.

Signed: _____

Student Name (please print)	Student Number	Date

Appendix 2

Policy Details	
Policy Title:	**Policy & Procedure for Preparedness to Practice for Social Care Students**
Version:	3.0
Approved By:	Academic Council; Governing Body
Date Approved:	22/2/2022; 24/02/2022
Effective Date:	24/02/2022
Review Date:	June 2023
Policy Owner:	Department of Arts & Humanities, Wexford Campus Social Care Programme Board Head of Faculty of Arts & Humanities, Wexford Campus Vice President for Academic Affairs

Revision History		
Previous Version No.	Summary of Amendments	Reviewed Version No.
N/A	Initial Issue	1.0
1.0	Policy review to align to University Policy and Procedure for Student Attendance for Social Care Programmes	2.0
2.0	Policy review to align to University Policy and Procedure for Student Attendance for Social Care Programmes	3.0

Procedures for Responding to Preparedness to Practise Concerns: Social Care Programmes.

1.0 Reporting Preparedness to Practise Concerns

1.1 Any person concerned about the behaviour, health, conduct or performance of a relevant student which undermines, or may undermine, their ability to effectively and safely practise their profession, has the right to raise their concern. Concerns may be raised by staff members, students, placement agencies, and members of the public. Concerns should be clearly outlined and available supporting evidence included. They may be raised at any time, in relation to any student who is registered or seeks to become registered on the relevant programme, until the date of graduation from the programme.

1.2 Concerns may be raised with any member of the programme board who will bring it forward to relevant persons, depending on the campus. Details of this reporting process are outlined in Figure 1.

2.0 Temporary Suspension and/or Exclusion

2.1 The decision to withdraw a student from practice placement or from a programme will be determined on a case-by-case basis and represent a proportionate response to the possible risk to the student and to others. If the student remains in practice placement while awaiting the outcome of an investigation, conditions of practice may be imposed.

2.2 The Head of Department/ Deputy Head of Campus, in consultation with relevant members of the PET, may temporarily exclude a student from their practice placement, work-based learning setting, related learning activities and/or programme of study, where they reasonably believe that a student, in respect of whom a preparedness to practise concern has been raised, poses a risk to:

- Their own health, safety and/or wellbeing and/or that of others.
- The professional activities of a placement provider or other professional organisation or to a practice situation.
- The property of the University and/or others, and/or
- The reputation of the University or a placement provider or other professional organisation and/or its functioning and/or its activities;

and immediate action in the form of a temporary suspension and/or exclusion is reasonably required to remove or reduce the risk. This may include, but is not limited to, preparedness to practise concerns relating to a declared or undeclared criminal conviction, a serious health concern, or a serious once- off incident.

2.3 Any member of the PET, in coordination with the Placement Coordinator, may temporarily exclude a student from their practice placement, work-based learning setting, related learning activities and/or programme of study, where they reasonably believe that a student, in respect of whom a preparedness to practise concern has been raised, poses a risk as outlined in 2.2, above. The Head of Department/ Deputy Head of Campus must be notified of this decision as soon as practicable.

2.4 In the case of concerns regarding the student's health, safety, and/or wellbeing, the temporary suspension will remain in place until such time as an appropriately qualified person, certifies the student fit to proceed with the programme of study.

2.5 A student may be suspended from the programme without prejudice and pending further investigations and initiation of the Preparedness to Practise Policy.

2.6 If a decision is made to impose such a temporary suspension/exclusion, consideration will be given to whether arrangements can reasonably be put in place for the student, in order to minimise the impact on their studies. The temporary suspension/exclusion will be kept under review, in line with the below outlined procedures, by the Head of Department/ Deputy Head of Campus or Placement Coordinator or Programme Leader/Director, or another nominated person. The PET will be provided with regular updates.

2.7 When a student is subject to temporary suspension/exclusion, this will be confirmed to the student in writing, as soon as possible. This notification will include a summary of the allegations against the student or concerns about the student's practice and an outline of the procedures that will be followed by the faculty. The student may appeal the decision to the Chief Academic Officer, Deputy President within 10 working days of the written notification, who may consult with or refer the issue to the Preparedness to Practise Committee. Any decision will remain in effect until the appeal is heard.

3.0 The Preparedness to Practise Procedure

3.1 If there is any uncertainty related to a function under the Policy, it is the responsibility of the relevant Head of Faculty to determine who will act under this Policy.

3.2 The level at which the Procedure is implemented will depend on factors such as the seriousness of any risk posed and the student's response to any steps taken by the University. The Procedure should be proportionate to the concern raised and have due regard to the safety, wellbeing and rights of the student, service users, placement agencies and any other relevant person.

3.3 The University can decide to implement a Formal Stage without implementing the Informal Stage should it believe that that the concerns warrant such an approach.

3.4 Should a student, without good cause, be unwilling or unable to participate at any stage of this Procedure, the University may nonetheless follow the Procedure in their absence. The Procedure may be completed where the student voluntarily withdraws from study.

3.5 Where in this Procedure reference is made to any named University office holder, such reference is to be read as including reference to their appointed nominee.

4.0 Responding to Issues of Concern: The Informal Approach

4.1 Concerns may be raised by students, staff, placement agencies, service users or members of the public who have a genuine concern for the preparedness to practice of the student or any other person associated with the practice placement. Concerns can be raised at any stage of their studies, until the date of graduation from the programme.

4.2 Concerns regarding a student's preparedness to practise can be raised with any member of the Programme Board who will pass information to relevant persons. See Fig.1

4.3 Where students have concerns for their own preparedness to practice, they should discuss the issue with their Placement Coordinator/Program Leader/Program Director/any member of the practice education team.

Informal Process – Stage 1

4.4 The majority of concerns will be resolved informally in conjunction with the students, practice placement support team, the academic team and where necessary, additional student supports.

4.5 Where appropriate, the Head of Department/ Deputy Head of Campus will appoint a member of the PET, the Placement Coordinator or Programme Leader/ Director to meet with the student and explore concerns at an informal level.

4.5 The Placement Coordinator or nominated person will meet the student and explore the issue further, with the objective of reaching a satisfactory resolution. Following the meeting, a summary email will be sent to the student capturing any key points and actions.

4.6 If this is not achieved, the issue is brought to the attention of the relevant Head of Department/ Deputy Head of Campus under the Informal Process – Stage 2.

Informal Process – Stage 2

4.7 In the event that the student or the practice placement coordinator or relevant member of the programme board is not satisfied with the outcome at Stage 1, the issue can be brought to the relevant Head of Department/Deputy Head of Campus. The Head of Department/ Deputy Head of Campus will carry out an informal investigation with the student, with the Placement Coordinator and/or with members of the programme board, where appropriate.

4.8 The purpose of this stage is to deal informally with any initial, emerging or minor causes of concern relating to a student's preparedness to practise. In determining whether the matter is suitable to be dealt with under this stage, the relevant Head of Department/ Deputy Head of Campus will:

- Carry out a preliminary review of the issue and available evidence.

- Examine any supporting evidence or documentation from the person raising the concern.

- Assess whether the student openly acknowledges there is an issue to be addressed and/or

- Any other relevant circumstances.

4.9 Once it has been confirmed that the matter is suitable to be dealt with using this stage, the Head of Department will:

- Notify the student in writing, usually by use of an email sent to a confirmed email address, that there is a concern about preparedness to practise.

- Outline the nature of the concern.

- Indicate that they are seeking to deal with the matter under this stage.

- Provide the student with a copy of this Policy and advise them of any appropriate internal and external supports available.

- Request that the student make a submission with regard to the issue, including medical and/or other evidence they would like taken into consideration.

- The Head of Department/ Deputy Head of Campus will arrange a meeting with the student to discuss the concern, and any support needs the student may have. The student will be given the opportunity to respond to the concern. The student is entitled to be accompanied by a friend/representative of their choice, in accordance with paragraph 5.2.

- The Head of Department/ Deputy Head of Faculty may invite other staff members to attend the meeting and may consult with and seek information from other relevant persons to deal with the matter and to provide support to the student. The Head of Department/ Deputy Head of Faculty should be accompanied at all meetings with the student, and a contemporaneous record of the meeting shall be taken.

4.10 The Head of Department/ Deputy Head of Campus will decide whether the student's preparedness to practise is impaired, or may become impaired, and whether any action is necessary. The precise nature of any action will depend on the circumstances of each case. Actions may include, but are not limited to, one or more of the following outcomes:

- Decision made that there is no case to answer.

- Decision made that no further action is to be taken.

- Support arrangements and/or reasonable accommodation be put in place for the student, following any necessary assessment.

- An action plan be drawn up setting out how the matter will be managed by the Department, including the outlining of any requirements which are placed on the student.

- The student be withdrawn from placement or be delayed from commencing placement indefinitely or for a specified duration.

- The matter be referred to the Formal Stage.

- The matter be referred for consideration under another University process e.g. Student Expected Behaviour Policy and Disciplinary Procedure

4.11 In the event that any party who have been involved in the informal process and are not satisfied with the outcome of the informal process, or where the issue is of a persistent nature or beyond the remit of an informal process, a preliminary report outlining the concerns is made in writing to the relevant Head of Faculty / Campus who may then initiate a formal procedure of investigation and action. (See Appendix A.1)

4.12 The procedure of investigation and action will be proportionate to the concern raised and with due regard to the safety, well-being, and rights of the student, service users, placement agency and any other person.

4.13 In the circumstance that a concern of a significant nature is raised during the professional practice placement, the placement may be suspended and/or deferred until such time as an investigation has been completed and the safety of all involved can be assured.

4.14 If a student cannot satisfactorily complete their placement because of a Preparedness to Practice concern or other reason, consideration will be given to the nature of the concern, and the steps taken by the student to remedy the issue. A decision will be made whether a deferral of the module is appropriate, or the student may be deemed to have failed that element of their programme.

5.0 Procedure for Responding to Issues of Concern: The Formal Stage

5.1 The Formal Stage will be used to address concerns:

- Where any issues are considered too serious to be dealt with under the informal process.
- Where any issue which has been commenced under the informal process is later considered to have become too serious to be continued under the informal approach.
- Where the issue has not been resolved by the informal process.
- Where the student is not happy with the decision made during the informal process and notifies the Head of Department/ Deputy Head of Campus within 10 working days of receiving the decision that they are invoking the Formal Stage.
- Where the student elects for the concern to be dealt with under the Formal Stage.
- Where the student has failed to comply with the outcome of the informal process.

5.2 Students who have issues of concern made regarding their preparedness to practise have the right to be accompanied by an appropriate person, such as, a friend,

a fellow student, student services, or the University's Students Union representative, in a supportive capacity, in the Formal Stage of the Procedure. There is no right to legal representation or to be represented by any person or body unconnected with the University.

5.3 The person raising the concern (the complainant) should be made aware that:

- Full details of the complaint will be put to the student.
- The student may be given an opportunity to engage with the complainant face to face in order to challenge the concern/complaint raised, if this is appropriate.
- In the event of the matter being referred to the Preparedness to Practise Committee, the complainant and student may call witnesses and may enter witness statements.
- Witnesses cannot be compelled to attend under this Procedure.

6.0 Formal Stage - Process

6.1 The purpose of this stage is to deal formally with any concern relating to a student's preparedness to practise. In determining whether the matter is suitable to be dealt with under this stage, the relevant Head of Faculty/ Campus will:

- Carry out a preliminary review of the issue and available evidence.
- Examine any supporting evidence or documentation from the person raising the concern.
- Assess whether the student openly acknowledges there is an issue to be addressed and/or
- Any other relevant circumstances.

6.2 Once it has been confirmed that the matter is suitable to be dealt with using this stage, the Head of Faculty/Campus will:

- Notify the student in writing, usually by use of an email sent to a confirmed email address, that there is a concern about preparedness to practise.
- Outline the nature of the concern.
- Indicate that they are seeking to deal with the matter under this stage.
- Provide the student with a copy of this Policy and advise them of any appropriate internal and external supports available.
- Request that the student make a submission regarding the issue, including medical and/or other evidence they would like taken into consideration.

- The Head of Faculty/ Campus will arrange a meeting with the student to discuss the concern, and any support needs the student may have. The student will be given the opportunity to respond to the concern. The student is entitled to be accompanied by a friend/representative of their choice, in accordance with paragraph 5.2 above.

6.3 The Head of Faculty/ Campus may invite other staff members to attend the meeting and may consult with and seek information from other relevant persons in order to deal with the matter and to provide support to the student. The Head of Faculty/Campus should be accompanied at all meetings with the student, and a contemporaneous record of the meeting shall be taken.

6.4 The Head of Faculty/ Campus will decide whether the student's preparedness to practise is impaired, or may become impaired, and whether any action is necessary. The precise nature of any action will depend on the circumstances of each case. Actions may include, but are not limited to, one or more of the following outcomes:

- Decision made that there is no case to answer.
- Decision made that no further action is to be taken.
- Support arrangements and/or reasonable accommodation be put in place for the student, following any necessary assessment.
- An action plan be drawn up setting out how the matter will be managed by the Department, including the outlining of any requirements which are placed on the student.
- The student be withdrawn from placement or be delayed from commencing placement indefinitely or for a specified duration.
- The matter be referred to a Preparedness to Practise Committee.
- The matter be referred for consideration under another University process e.g. Student Expected Behaviour Policy and Disciplinary Procedure.

Establishing a Preparedness to Practise Committee

6.5 Where there is a continuing/on-going concern or where there are concerns where immediate consideration and determination of a student's preparedness to practise is warranted, the Head of Faculty/ Campus may decide to refer the preparedness to practise concern to the Preparedness to Practise Committee ("the Committee"). The Committee will be convened by the relevant Head of Faculty/Campus and the Director of Student Experience, as and when required.

6.6 The Preparedness to Practise Committee shall consist of:

- An external person with expertise in the student's chosen practice area.

- A staff member of the University from a discipline other than the Department concerned.

- A staff member of the University from the discipline, but from another campus.

- The relevant Head of Faculty/ Campus.

- A member of the relevant Practice Education Team.

- A member of the SETU Students' Union.

6.7 The Chair of the Preparedness to Practise Committee shall be chosen by the Chief Academic Officer and Deputy President Director. The Chair is responsible for overseeing the process, working closely with the CAO and Deputy President to ensure that the procedure is run smoothly and effectively.

6.8 Deliberations of the Committee shall be in private. A member of the University administrative staff will attend meetings of the Committee for the purpose of taking notes and recording decisions made. This person is not a member of the Committee and will not be involved in the decision-making process.

6.9 As part of dealing with any matter under Formal Stage, the University may undertake any such investigations as it considers reasonable and appropriate in the circumstances. A member of staff may be appointed by the relevant Head of Faculty/ Campus to act as Investigating Officer. The Head of Faculty/Campus may put in place terms of reference for any such investigation. The student will normally be informed that an investigation is being carried out and of the identity of the Investigating Officer.

6.10 The Investigating Officer will determine the process to be followed for the investigation, having due regard to any terms of reference set for them by the relevant Head of Faculty/Campus and may speak with the student concerned and with other students, staff and where relevant third parties (such as placement providers or health professionals, for example) and call for information. Any investigation will be carried out in a transparent and fair manner. The Investigating Officer will provide a report outlining the findings of the investigation to the Preparedness to Practise Committee.

6.11 In advance of the Preparedness to Practise meeting with the student, the Chairperson of the Preparedness to Practise Committee will:

- Formally notify the student in writing that concerns regarding their preparedness to practise have been raised and full details of the nature of these concerns will be outlined.

- Provide a copy of this Policy.

- Indicate that they will be given an opportunity to respond.

- Provide documentation in support of the concern, if any.

- Provide a copy of the Investigating Officer's report.

- Invite them to attend a meeting with the Committee.

- Give them notice of the date, time and place of the meeting with the Committee.

- Inform them that they may be accompanied by a friend/representative of their choice but there is no right to legal representation.

- Advise of any appropriate internal and external supports available to the student.

6.12 The student will normally be given 10 working days' notice of the meeting.

6.13 The Committee will consider all the evidence provided to it and may obtain any expert advice that it deems necessary.

6.14 Arising from its consideration of the evidence, the Committee may decide that the student is required to undergo one or more of the following:

- Undergo testing by a doctor or specialist nominated by the Committee, in respect of suspected drug or alcohol addiction/misuse considered to be potentially undermining a student's preparedness to practise. A student failing to comply with this requirement and/or whose tests confirm drug or alcohol addiction/misuse may be required by the Committee to withdraw from their course and/or placement and/or to defer their studies until such time as they are certified by an appropriately qualified person (nominated by the University) to be fit to proceed.

- Undergo a medical examination or assessment (including a psychiatric assessment) by a doctor or relevant specialist nominated by the Committee for the purpose of obtaining an opinion as to the student's medical preparedness to practise. A student failing to comply with this requirement and/or who is deemed medically unfit, may be required by the Committee to withdraw from their course and/or placement and/or to defer their studies until such time as they are certified by an appropriately qualified person to be medically fit.

6.15 At the Preparedness to Practise Committee meeting, the student will be given an opportunity to rebut or discuss any concerns expressed about their preparedness to practise. The student may bring witnesses and make written submissions. Any written submissions or documents intended to be relied upon by the student should be submitted to the Chairperson of the Committee no later than three working days before the meeting. A list of proposed witnesses (if any) should also be provided to the Chairperson of the Committee by the student no later than three working days before the meeting.

6.16 A contemporaneous record of the meeting shall be taken.

6.17 Following the meeting, the Committee will determine whether the student's preparedness to practise is impaired or may become impaired, in accordance with this Policy, and whether any action is necessary. The precise nature of any action will depend on the circumstances of each case. Actions may include, but are not limited to, one or more of the following:

- Decision made that that there is no case to answer.
- Decision made that no further action is to be taken.
- Support arrangements and/or reasonable accommodation to be put in place for the student.
- An action plan be drawn up setting out how the matter will be managed by the Department including the outlining of any requirements which are placed on the student.
- The matter be referred for consideration under another University Policy eg Student Expected Behaviour Policy and Disciplinary Procedure.
- Caution the student that the matter will be noted in records and shared with the PET to be taken into account in requests for references.
- Continue in the relevant programme, subject to review.
- Repeat certain aspects of the relevant programme.
- Withdrawal of the student from placement indefinitely or for a specified duration.
- Suspension of the student from the relevant programme until the student is certified as prepared to proceed by an appropriately qualified person.
- Expulsion of the student from the relevant programme.
- Dismiss or strike out from the student's record, any allegations based on vexatious, false or malicious claims.
- Such other action as is appropriate in the circumstances.

6.18 The Preparedness to Practise Committee shall communicate its decision in writing within 15 working days of the meeting. Where the decision cannot be communicated within 15 working days, the student may be informed in writing of the revised timescale for receiving a response and the reason(s) for the delay.

6.19 A copy of the decision and any associated documentation will be retained, in line with the General Data Protection Regulation and University policy.

6.20 The decision of the Preparedness to Practise Committee will also be communicated to relevant members of the programme board and the PET.

7.0 Appeal to the Chief Academic Officer and Deputy President

7.1 The student may appeal the decision of the Preparedness to Practise Committee to the Chief Academic Officer and Deputy President of the University. Unless the CAO and Deputy President decides otherwise, any decision being appealed will retain full force and effect during the currency of the appeal.

7.2 To initiate an Appeal, a student must write to the Chief Academic Officer and Deputy President, setting out the grounds of appeal in detail, within 5 working days of the date of notification of the result which is being appealed.

7.3 The student may appeal the Formal Stage outcome to the Chief Academic Officer and Deputy President on the grounds that:

- The University failed to follow the process set out in the Policy and this had a material effect on the decision.

- The decision at the Formal Stage was inconsistent or disproportionate to the evidence provided.

- The evidence produced at the Formal Stage meeting with the Preparedness to Practice Committee was factually incorrect or the student has new and material information or evidence which was not previously available and would have a material effect on the decision.

7.4 The student shall specify the grounds on which the appeal is made.

7.5 The Chief Academic Officer and Deputy President may invite submissions from the student and any other persons deemed necessary, including the relevant Head of Department/ Deputy Head of Campus, the Committee or particular members of it, and may meet with them or determine the matter on the basis of written submissions alone (if this is deemed appropriate in the circumstances).

7.6 The Chief Academic Officer and Deputy President will normally review the appeal within 15 working days of the receipt of the appeal and may make one of the following decisions:

- Dismiss the appeal (in whole or in part).

- Uphold the appeal (in whole or in part).

- Direct that the Committee undertake a further meeting with the student.

- Impose an alternative decision.

7.7 The Chief Academic Officer and Deputy President will communicate their decision to the student normally within 15 working days of the determination of the appeal.

7.8 The decision of the Chief Academic Officer and Deputy President is final and may not be appealed.

7.9 The Chief Academic Officer and Deputy President shall be and is the final arbiter in respect of alleged breaches of the Student Fitness/Preparedness to Practise Policy. If a student remains unhappy with the determination of the complaint, the student may make a complaint to the Ombudsman (www.ombudsman.ie).

Appendix A.1

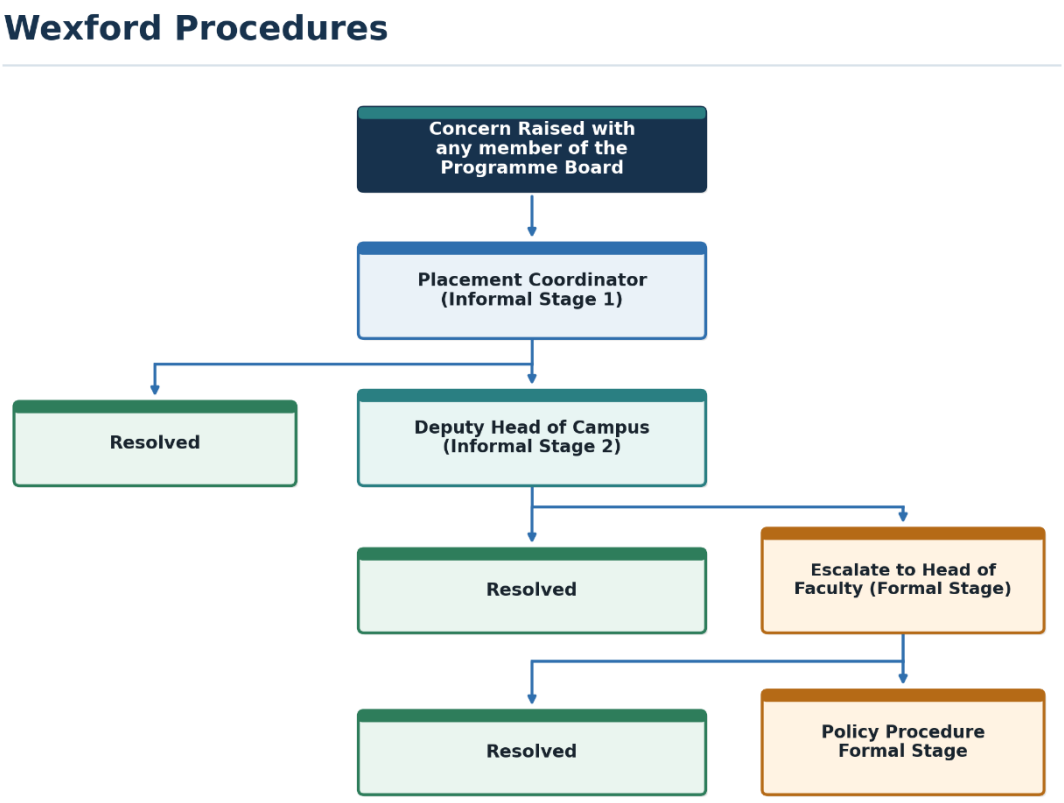
Student Issue of Concern under Preparedness to Practise Policy

The form should be used by stakeholders who wish to raise a concern beyond the first stage of the University procedure following consultation with Head of Department/Deputy Head of Campus or equivalent.

Name:	
Address	Programme of study and year of study:
Email:	
Contact Number:	
Signature:	Date:

Please outline the substance of the concern you wish to raise

Fig. 1c Wexford Procedures



Appendix 3

Policy Details	
Policy Title:	**Consent Protocols for Students Acting as Service Users in Teaching Exercises in Professional Social Care Practice**
Version:	1.0
Approved By:	Academic Council; Governing Body
Date Approved:	22.02.2022; 24.02.2022
Effective Date:	24/02/2022
Review Date:	June 2023
Policy Owner:	Academic Administration Faculty of Arts & Humanities, Wexford Campus Social Care Programme Board Head of Faculty of Arts & Humanities, Wexford Campus Vice President for Academic Affairs

Revision History		
Previous Version No.	Summary of Amendments	Reviewed Version No.
N/A	Initial Issue	1.0

1. Purpose

This policy sets out the procedures to be adopted with respect to consent protocols for students acting as service users in teaching and learning exercises. These consent protocols are with respect to students and academic staff on the Professional Social Care Practice degree programme/s. Academic staff are implementing the protocol.

2. Scope

These consent protocols apply to all students on the Professional Social Care Practice degree programme who are acting as service users in teaching exercises. These consent protocols apply to all academic staff on the Professional Social Care Practice degree programme who are implementing this as a teaching exercise with students acting as service users.

3. Definitions

Consent Protocols	This means students giving written consent to participate in teaching and learning exercises involving acting as service users at the start of the academic year. Students can verbally withdraw or confirm their consent for each teaching and learning exercise over the duration of the academic year.
Teaching and learning exercises	These refer to practical teaching exercises such as role-plays where students act as service users, for demonstration and learning purposes.

4. Reference

	Data Protection Policy
	Social Care Quality Management System

5. Policy

- The use of teaching and learning exercises for students acting as service users are a core part of the Professional Social Care Practice degree programme, for demonstration and learning purposes.
- Students will be encouraged to fully engage with all learning opportunities.
- This may involve students acting as service users in practical and in-class teaching exercises.
- The principles of good practice regarding consent will be adhered to with respect to engagement in such teaching exercises.
- A process of rolling informed consent will be implemented where consent will be obtained from students at the start of each academic year with respect to their engagement in these activities. Students can verbally withdraw their consent at any point over the duration of the academic year.
- Academic staff will also ensure that consent is verbally given at the start of each teaching exercise.
- In cases where a student withdraws their consent, academic staff will adapt the teaching and learning strategy thereby ensuring that the student is not disadvantaged as a result of withdrawing their consent.
- Consent will be freely given and students will be fully informed of the rationale for engaging in these activities in terms of the benefits to their learning.
- Staff will ensure that teaching exercises do not include any physical contact and will consider religious or cultural considerations as well as any personal preference. No personal or sensitive personal data will be disclosed during these teaching and learning exercises with confidentiality being maintained throughout the process.
- Strict protocols will be in place regarding privacy and no recording of these teaching exercises will be permitted.
- SETU's policy will be followed with respect to retention and disposal of any data arising from these teaching exercises with such data being retained for a period of twelve months, in line with the University of Technology Data Protection Policy and related policies.

6. Procedures

- Academic staff must ensure that students are made aware of the policy in relation to consent when acting as service users in teaching and learning exercises.
- Academic staff are responsible for detailing consent protocols to students at the start of each year and adopting a process of rolling informed consent for the duration of the undergraduate degree programme.
- Academic staff are responsible for informing students on SETU's policy on data retention and storage with respect to the placement assessments.

7. Limitations/Approvals/Responsibilities

- Academic staff are responsible for explaining consent protocols to students with respect to students acting as service users in teaching and learning exercises.
- Students are responsible for ensuring they fully understand their role with respect to such teaching exercises in terms of confidentiality and the strict no recording policy.

8. Sample Consent Form

CONSENT FORM FOR PROFESSIONAL SOCIAL CARE STUDENTS TO ACT AS SERVICE USERS IN TEACHING AND LEARNING EXERCISES.

I _____give my consent to participate in teaching and learning exercises where I may be asked to act as a service user.

The consent given is fully informed and freely given, I am aware that I can access the policy Consent Protocols for Students Acting as Service Users in Teaching and Learning Exercises in Professional Social Care Practice for further information on the context in which such consent is given and that this policy and that this policy is in the social care quality manual.

I understand that participation is voluntary and I may withdraw from participation in a teaching and learning exercise at any point and such withdrawal will not have any consequences for me.

Signed:_____Date: _____

Appendix 4

Policy Details	
Policy Title:	**Policy and Procedures for the Recognition of Prior Learning (RPL)**
Version:	4.0
Approved By:	Academic Council; Governing Body
Date Approved:	20/9/2022; 11/10/2022
Effective Date:	20/9/2022
Review Date:	June 2023
Policy Owner:	Head of Department of Humanities, Wexford Campus Vice President for Academic Affairs

Revision History

Previous Version No.	Summary of Amendments	Reviewed Version No.
N/A	Initial Issue	1.0
1.0	Policy Review to reflect the prior learning of mature learners throughout the University, for example, in the Centre for Lifelong Learning in Collaborative Partnerships	2.0
2.0	Policy review to update legislation reference and reflect changes to title of Faculty	3.0
3.0	Policy reviewed to reflect CORU observations	4.0

1. BACKGROUND AND CONTEXT

Recognition of Prior Learning (RPL) provides significant benefits, for example, increased capacity flexibility for learners, employers and academic institutions, as outlined in the report issued by the Expert Group on Future Skills Needs (EGFSN) April 2011.

RPL is adopted by SETU as a mechanism of entry onto a programme through advanced entry on both undergraduate and post-graduate programmes or for module exemption.

2. PURPOSE AND SCOPE

SETU recognises prior learning, whether it is:

Formal certified learning for which credit has been achieved through a higher education institution or other education/training provider which articulates with the NFQ
or
Uncertified Learning including experiential learning gained from relevant life and work experience.

This policy supersedes all existing policies and procedures for advanced entry or module exemption requests.

3. DEFINITIONS

Recognition of Prior Learning (RPL) - RPL is a process for giving applicants recognition for the formal and relevant informal/uncertified learning achieved prior to their applying for a programme with SETU.

Certified Learning – is learning that has been certified by an awarding body in the form of a major award (*e.g.,* a higher certificate or bachelor's degree) or is included as part of such an award. Certified learning may also be certified by an awarding body in the form of a minor, special-purpose or supplemental award or for a period of study where the relevant credit has not already been used to meet the credit requirements for a major award. Certified learning may also be defined as awards provided by professional bodies.

Uncertified learning – such learning encompasses the skills and knowledge acquired through work experience and work training but also relevant study which has never been formally certified through the NFQ.

Currency of Certified Learning – In general, certified awards proposed for advanced entry or for module exemption must have been awarded within the previous five years. Awards longer than that period will require an RPL portfolio to support the submission.

4. IMPLEMENTING POLICY

RPL may be used to gain entry on to an advanced stage of a programme of study or to grant exemptions to one or more modules of a programme where the learner is deemed to have learning equivalent to the overall learning of the previous stage(s) of the programme or of the module(s) for which exemption is being sought.

Depending on the structure of a programme, the mapping exercise carried out as part of the application review may differ between programmes. Issues that shall be considered are duration of programme, academic level of modules within a programme, stage learning outcomes.

Applications must be made, as appropriate, through

Submission of Certified Learning transcripts; or
Submission for consideration of uncertified learning; or
Combination of the above.

It is the responsibility of the applicant to ensure that all necessary documentation is provided. Failure to provide all supporting documentation may result in the application being unsuccessful.

PROCEDURE FOR APPLICATION OF POLICY

The relevant forms provided as Appendices B, C, D & E will be completed by applicants and shall be duly signed off by assigned authorities and recorded on the Vice President for Academic Affairs & Registrar's Register.

5.1 RPL for exemptions from a module(s) (Appendix D). RPL may be used to gain an exemption(s) from a module(s) on a programme of study for which the learner is registered. Such exemptions may be granted where the learner is deemed to have already attained the learning outcomes of the relevant module(s).

Note: Applicants shall be first registered on the relevant programme of study in order to apply for an exemption from a module(s).

Advanced Entry to a Programme (Appendix B or C). This is defined as a learner seeking full waiver from one or more stages of a programme and is referenced to current QQI Conventions and SETU Academic Standards and Assessment Regulations (ASAR) policy.

Certified Learning which has contributed to a Major Award within the same generic area of study

If prior certified learning has already contributed to a major award at an award stage, at the same NFQ level within the same generic area of study on which the applicant is enrolled, then it is not considered 'new' learning and the learner cannot receive new credits for it. This is based on the principle that such credit can only be awarded once.
In cases of prior certified learning, where that learning has already contributed to a major award (not including a minor or special purpose award), recognition may be awarded in the form of an exemption from a module.
If an exemption is granted in an award year, an unclassified award may be made *(ASAR Part 3 Sectoral Convention 3 Determination of Award Classification and Appendix 4)*. The learner is advised of this during the application process and shall be given the opportunity to withdraw the application for exemption before it is granted.

5.2.2 Certified Learning which has not contributed to a Major Award within the same generic area of study

If the prior certified learning did not contribute to a major award or is in a substantially different area of study than the previous major award received by the applicant, then credits may be awarded for it.

If a learner claims an exemption from a module(s) and the grade from that module(s) could otherwise contribute to the award classification, SETU, if satisfied that an exemption could be granted and that credits could be awarded, and if satisfied that there is equivalency of academic standards, may use the previously certified mark obtained by the learner in respect of the module(s), in calculating the learner's overall award classification.

If it is not possible to use the previously attained certified mark at an award stage, then the granting of an exemption may result in an unclassified award being made. *(ASAR Part 3 Sectoral Convention 3 Determination of Award Classification and Appendix 4)*. The learner is advised of

this during the application process and shall be given the opportunity to withdraw the application for exemption before it is granted.

5.2.3 Uncertified learning

An uncertified learning submission will be required where:

- A candidate is seeking either exemption / waiver from a full stage or is seeking a module(s) exemption but does not have the formal academic qualifications to allow the certified learning exemption process to be applied

OR

- Where the previous certified learning is deemed to be outside the five-year valid time limit since graduation.

This process allows an applicant's relevant life / work experience to be considered and evaluated as to whether these meet the learning outcomes expected for eligibility to a programme. The aim of this evaluation is to ensure that all applicants are treated equally but also to ensure that the criteria used to assess the evaluation are at a level that ensures applicants are meeting the minimum entry standards.

Original evidence in support of the candidate's claims must be provided within the candidate's application. The application shall be prepared in accordance with Appendix E. The evaluation will not be considered without such original evidence.

The evaluation will be carried out through a review of the application and / or an interview with the Head of Department / Faculty / Campus or their nominee, where necessary.

For entry purposes onto a programme, the evaluation will in general be graded as Pass/Fail. Where places onto a programme are limited and a number of applicants are seeking entry via the uncertified learning application process then the evaluation may be carried out through a grading system approved by the Head of Department / Faculty / Campus.

If it is not possible to award a grade for a module exemption granted on the basis of uncertified learning at award stage then an unclassified award may be made. *(ASAR Part 3 Sectoral Convention 3 Determination of Award Classification and Appendix 4)*. The learner is advised of this during the application process and shall be given the opportunity to withdraw the application for exemption before it is granted.

5.2.4 RPL and Special Conditions for Social Care Programmes

The Health and Social Care Professionals Act, 2005 provides for the establishment of Registration Boards, to establish and maintain registers for a range of Health and Social Care professions. Entry onto the register permits a person to use the title of that particular profession. Providers of Social Care Education programmes must satisfy the Registration Board that (a) graduates have met standards of proficiency which are the threshold standards set by the Registration Board detailing the skills, knowledge and abilities a graduate must have to be eligible to register and (b) that an education programme has a system in place to consistently and effectively produce graduates who meet the standards of proficiency for entry onto the register.

CORU play a pivotal role in the approval and monitoring of the Social Care education programmes. This impacts on the way education programmes are designed, organised and managed. Consequently, recognition of prior learning and advanced entry processes and procedures do not apply to the BA (Honours) in Professional Social Care Practice and BA in Professional Social Care Practice programmes. Entry onto the SETU, Wexford Campus Bachelor of Arts in Professional Social Care Practice and Bachelor of Arts (Honours) in Professional Social Care Practice programmes, will be permitted at year one only and applications in relation to the RPL, advanced entry and module exemption applications for any year will not be accepted and reviewed for these programmes. Applicants who seek entry into the SETU, Wexford Campus year 4 of the Bachelor of Arts (Honours) in Professional Social Care Practice programme, will be permitted once they have completed the SETU, Wexford Campus Bachelor of Arts in Professional Social Care Practice programme and have obtained 180 credits. SETU will continue to adhere to the Criteria for Education and Training programmes as indicated by the Social Care Registration Board following the completion of the CORU approval process.

REVIEW PROCESS

The policy allows for the applicant to resubmit on presentation of additional information.

Applicants may seek a review of an RPL decision (through the Vice President for Academic Affairs & Registrar's Office) within ten working days of receipt of the written decision. Such a review will incur an administrative fee.

Only one review will be allowed for any RPL application.

Appendix 5

Policy Details	
Policy Title:	**Policy & Procedure for Assessment for Social Care Programmes**
Version:	3.0
Approved By:	Academic Council; Governing Body
Date Approved:	20/9/2022; 11/10/2022
Effective Date:	20/9/2022
Review Date:	June 2023
Policy Owner:	Department of Humanities, Wexford Campus Social Care Programme Board Head of Department of Humanities, Wexford Campus Vice President for Academic Affairs
Revision History	

Previous Version No.	Summary of Amendments	Reviewed Version No.
N/A	Initial Issue	2.0
2.0	Changes to reflect CORU feedback	3.0

1.0 Introduction

As part of meeting legislative requirements under CORU as the Regulatory Authority, under the Health and Social Care Professionals Act, 2005, as amended, the assessment strategy for students participating in Social Care Programmes at the University is legislatively identified, both by QQI and CORU, where the monitoring of such assessment is conducted by the University.

2.0 Procedure

2.1 The SETU recognises that assessment of learning is a continuous process and demonstrates a balanced and integrated distribution throughout the programme. The Academic Standards and Assessment Regulations in addition to the Examination and Assessment Regulations, underpins the University Assessment Strategy Assessment techniques and have clear and published criteria for marking as indicated at the following links below, in addition to the Student Handbook

https://www.setu.ie/about/quality-and-teaching/quality-assurance

2.2 The assessment process commences with the curriculum design of programmes. Specifically, curriculum design of programmes pertaining to Social Care within the SETU, which reflect current, evidence-informed and research-based educational theory and social care good practice. The curriculum model is dynamic and flexible to allow for changes in the social care profession, health and social care delivery and developments in evidence-informed practice, which takes the form of standardised assessments across modes of delivery and Campuses, including standardised assessments feedback sheets. This dynamic approach to curriculum design and ongoing monitoring of programmes is reflected in the following three University Policies:

- Policy and Procedure for the design, development, validation and withdrawal of all Programmes at Awards level 6-10 NFQ;
- Policy and Procedure for Differential Validation (which is included in an appendix of Policy and Procedure for the design, development, validation and withdrawal of all Programmes at Awards level 6-10 NFQ for ease of reference);
- Policy and Procedure for On-going monitoring of Programmes.

All Policies are available, within the University's Quality Manual at the following links

https://www.setu.ie/about/quality-and-teaching/quality-assurance

2.3 Participation in the assessment process and teaching and learning strategies resulting from the curriculum design, ensures that the students who successfully complete each respective Social Care programme, meets the required, legislative standards of proficiency, where each module learning outcome maps to the standards of proficiency as Identified by CORU. The Books of Modules for the Professional Social Care Practice programmes

addresses each standard of proficiency being taught and assessed in the respective sections. Each module learning outcome and assessment is written and designed to ensure that the student successfully meets the standards of proficiency, achieves independence in their practice and demonstrate the integration of core social care theory underpinning practice into their own professional practice. This document provides details of the formative and summative assessments measuring the progressive achievement of the standards of proficiency which is outlined across each stage of the programme. Special requirements must be met by learners in order to be eligible to go on placement and pass each stage of the programme. Two block placement of 400 hours must be completed in order to successfully complete years 2 and 3. Students must have at least 80% attendance and a mark of 40% in all modules to pass that module and be eligible to proceed to the next stage of the programme. Students who do not meet the required mandatory attendance of 80% per month are at risk of becoming ineligible to go out on placement, due to lack of preparedness to practice. Learners who fail the work placement element of the Supervised Professional Practice module shall be provided with one repeat opportunity in the next academic year, where SETU is satisfied with the learner's preparedness to practice. Learners are not permitted to carry a module into the next academic year.

It is additionally important to note that the SETU's ethos of student-centred learning and commitment to student voice and participation, as reflected in the University's Policy and Procedure on Learner involvement in Quality Enhancement, ensures student participation in all curriculum design and assessment, including Social Care programmes and is available within the University's Quality Manual at the following links

https://www.setu.ie/about/quality-and-teaching/quality-assurance

This, coupled with the University's engagement with NStEP (National Student Engagement Programme), facilitates continued student involvement with their educational experience, for both accredited and non-accredited programmes, refer to the following link for further information http://www.qqi.ie/Articles/Pages/NSTEP.aspx

2.4 In addition to Policies on Curriculum development, ongoing monitoring and student participation in both, as indicated in Section 2.2 and 2.3, additional Policies that support the assessment of learners and, where applicable their absence from assessments, are as follows:

- Group Projects and Assessment – Fairness and Consistency
- Policy and Procedure on Late Submission of Assignments
- Policy and Procedure for External Examiners
- External Examination – Foundations and Definitions
- Academic Integrity & Anti-Plagiarism Policy
- Policy and Procedure on Absence from Assessment(s)

All of which are available in the University's Quality Manual at the following links

https://www.setu.ie/about/quality-and-teaching/quality-assurance

Students are assessed using published criteria, regulations and procedures which are applied consistently.

2.5 At the SETU, assessments are undertaken by academics who are experienced in the role of assessment in the progression of students towards the achievement of the knowledge, skills and proficiencies associated with their intended qualification.

University Programme of Continuing Professional Development

A University specific programme of staff development is in place to support members of the Professional Social Care Practice team in their roles as educators of health and social care professionals.

Staff induction

Staff induction takes place at the beginning on each academic year whereby each member of the team is briefed and trained in the implementation of the special regulations and policies and procedures that are unique to the Professional Social Care Practice programmes. A social care hub on Blackboard (VLE) for social care programme team, field-based educators and students contain CORU documentation, Social Care research articles, and guest speaker recordings where applicable. This hub works towards fostering broader understanding of social care profession.

Practice Education Team

There are specific programmes of staff development for the academic practice education team focusing on the assessment of the standards of proficiency both formative and summative, including a deeper look at mentoring and supervision along with a review of the paperwork for placement.

Field Based Educators have a role in assessing students on placement with academic staff. The University provides Field based Educators with training on Supervision, Mentoring and Assessment.

All practice educators both academic and field based are invited to an information session in the weeks prior to the commencement of placement and to specific training on the assessment of students prior to the completion of the mid-placement assessment. These sessions provide practice educators with an insight into the student role on placement and training on mentorship, formative assessment, feedback structures, and summative assessment of students on placement. All practice educators are also provided with a practice educator handbook and screencasts detailing the assessment and support systems in place for both practice educators and students.

In the event that a field-based practice educator cannot attend the training session due to work commitments, personal circumstances etc the placement coordinator will forward all material and a recording of the session to the field-based practice educator and follow up with them to discuss the material in question. The Practice Coordinator maintains a record of practice educators' attendance at training sessions each academic year.

University Programme

As part of the University programme of staff development, the **placement coordinator** also facilitates information and training sessions with the academic practice education team in

relation to placement assessments and providing feedback to students and supporting them during their supervised professional practice.

In addition, in the second semester, there is a specific **staff development week** with scheduled sessions on the Social Care Professional Practice including;

- Wider sessions covering Social Care Profession and Interdisciplinary working, Collaboration and Team working, Social Care Professional Knowledge and Skills, Regulation, Principles and Practices of Social Care, Evidence Based/Theoretical Based Knowledge, Research/Articles/Readings
- Focused sessions on standards of proficiency namely teaching, learning and assessments strategies that facilitate the learner's progressive achievement of the standards of proficiency and independence in professional practice.

The academic practice education team meet twice per semester and by discussing new developments impacting on the social care profession, inform staff development and training content in their role as educators of health and social care professionals. The University programme of staff development is also informed by programme board discussions namely under the agenda item of "CPD and Staff Development Programme" where the programme team identify social care profession training needs and gaps. Training needs and gaps for non-social care professionals are actioned in programme board meetings by either a member of Academic Practice Education Team or by guest speakers.

These mechanisms create a community of practice, fosters an understanding of the social care profession amongst all members of the programme board including those from non-social care professions and gives the team the opportunity to discuss relevant CPD and staff development programmes which will be beneficial to their teaching practice. All CPD materials will be available to the programme team, students and field-based practice educators on the Social Care HUB for example digital, videos, links, documents, screencasts.

In addition, due to the significance in which assessment is regarded within the SETU, External Examiners are appointed for each programme, which have to be approved by the University's Governing Body via the University's Academic Council and associated Committees. There is a database of External Examiners available, specifically identified for their respective areas of expertise. These Examiners are identified for their expertise within the specified discipline, in this instance for Social Care, and are trained by the University and supported in conducting their role as required. The External Examiner's report is considered at each Faculty Programme Board, where recommendations are considered and responded to via the Vice President for Academic Affairs & Registrar. This is reflected in the University's Policy and Procedure for External Examiners and is available within the University's Quality Manual at the following links

https://www.setu.ie/about/quality-and-teaching/quality-assurance

2.6 Examinations and assessments are conducted securely in accordance with the SETU's stated procedures, as indicated in adherence to the University Academic Standards and Assessment Regulations, available at the links identified in Section 2.1 above. Internal and External Examiners meet as a Board of Examiners under the Chairpersonship of the President of the University, or by his/her nominee. Only those Internal Examiners who have participated in the examinations for a given award (or examination stage leading to an award), together with the Chairperson, Vice President for Academic Affairs & Registrar, Head of Department/Faculty/Campus concerned, and such External Examiners as the University shall deem appropriate, shall participate in the meeting of the Board of Examiners at which recommendations in relation to that award or examination stage are decided. The Board of Examiners meeting is formal and deliberative. The Board of Examiners consider overall findings, attendance issues and trends, noting any general issues that may require consideration before looking at individual findings. The broadsheet of results, the academic mark and attendance for each student is considered for each module. The internal examiners discuss whether each student has met the programme learning outcomes, module learning outcomes, attendance requirements and achieved the CORU standards of proficiency. The Board of Examiners discuss the progression of students in line with the Policy and Procedure for Student Attendance for Social Care Programmes and the options available to students who have not met the academic and mandatory attendance requirements for each module and their eligibility to progress to the next stage of the programme.

2.7 Assessments are subject to administrative verification checks to ensure the accuracy of the procedures and is conducted, within the University of Technology Carlow, through software programmes such as Blackboard and Web of Faculty. There is an online mechanism for placement assessment and progress, with additional resources for digital media, enhancing digital literacy skills as identified within CORU requirements.

2.8 Students are fully informed about the assessment strategy being used for their programme, what examinations or other assessment methods they will be subject to, what will be expected of them, and the criteria that will be applied to the assessment of their performance and assignments are uploaded to blackboard along with marking criteria.

2.9 Information is also provided on the procedures for obtaining results, viewing scripts, getting feedback from lecturers, making an appeal and supplementary examinations. This is conducted at induction and during the course of their studies and also available within the University Student Complaints and Appeals Procedure, available within the Quality Manual at the following links

https://www.setu.ie/about/quality-and-teaching/quality-assurance

Appendix 6

Policy Details	
Policy Title:	**Policy and Procedure for Continuing Professional Development for Professional Social Care Practice**
Version:	2.0
Approved By:	Academic Council; Governing Body
Date Approved:	20/9/2022; 11/10/2022
Effective Date:	20/9/2022
Review Date:	June 2023
Policy Owner:	Department of Humanities, Wexford Campus Social Care Programme Board Head of Department of Humanities, Wexford Campus Human Resources

	Director for People and Equality, Diversity & Inclusion

Revision History		
Previous Version No.	Summary of Amendments	Reviewed Version No.
N/A	Initial Issue	1.0
1.0	Amendment made in response to CORU feedback	2.0

1. Purpose

The role of the Professional Social Care Practice programme team is essential in creating a high quality learner experience and supporting the learner's attainment of the CORU Standards of Proficiency while demonstrating and implementing the core practice theory and skills underpinning social care practice. Both (a) an individually tailored development programme and (b) a university supported programme of continuing professional development for the social care programme team, supports the creation and implementation of innovative ideas and the promotion of evidence based social care practice.

2. Scope

It is the policy of South East Technological University that continuing professional development for the Professional Social Care Practice programme team is organised and supported by the University and adheres to the Social Care Workers Registration Board Code of Professional Conduct and Ethics requirements that social care workers upon registration, keep their professional knowledge and skills up to date. SETU acknowledges that continuous professional development is required to promote high standards of professional conduct, education, training and competence while also ensuring the Social Care Work Standards of Proficiency are progressively taught and assessed throughout the programme. SETU is committed to ensuring regular CPD opportunities are available for all members of the Professional Social Care Practice programme board including non social care members of the team to communicate and foster an understanding of the practice of the social care profession.

3. Procedure

3.1 Individual Programme of Continuing Professional Development

At the end of each academic year, the Head of Department shall remind all members of the Professional Social Care Practice team through the programme board, to review training opportunities and complete the Personal Development Plan to support their continuous professional development. Applications for specific CPD opportunities can be made at any time throughout the academic year. Once the member of the Professional Social Care Practice programme board identifies a CPD need and training that meets this need or identifies an education programme of relevance to their role, they should in the first instance discuss this with their Head of Department and complete the Personal Development Plan (Appendix A). The Head of Department then forwards the request to Human Resources for consideration and sign off. CPD undertaken by all members of the programme board are logged, monitored, and reviewed each academic year with a register kept within the Department of Humanities.

3.2. University Programme of Continuing Professional Development

A University specific programme of staff development is in place to support members of the Professional Social Care Practice team in their roles as educators of health and social care professionals.

Staff Induction

Staff induction takes place at the beginning on each academic year whereby each member of the team is briefed and trained in the implementation of the special regulations and policies and procedures that are unique to the Professional Social Care Practice programmes. A social care hub on Blackboard (VLE) for the Social Care programme team, field-based educators and students contain CORU documentation, Social Care research articles, screencasts and guest speaker recordings where applicable. This hub works towards fostering broader understanding of social care profession.

Practice Education Team

There are specific programmes of staff development for the practice education team focusing on the assessment of the standards of proficiency both formative and summative, including a deeper look at mentoring and supervision along with a review of the paperwork for placement.

Field Based Educators

All practice educators are invited to an information session in the weeks prior to the commencement of placement and to specific training on the assessment of students prior to the completion of the mid-placement assessment. These sessions provide practice educators with an insight into the student role on placement and training on mentorship, formative assessment, feedback structures, and summative assessment of students on placement. All practice educators are also provided with a practice educator handbook and screencasts detailing the assessment and support systems in place for both practice educators and students.

In the event that a field-based practice educator cannot attend the training session due to work commitments, personal circumstances etc the placement coordinator will forward all material and a recording of the session to the field-based practice educator and follow up with them to discuss the material in question. The Practice Coordinator maintains a record of practice educators' attendance at training sessions each academic year.

University Programme

As part of the University programme of staff development, the placement coordinator also facilitates information and training sessions with the academic practice education team in relation to placement assessments and providing feedback to students and supporting them during their supervised professional practice.

In addition, in the second semester, there is a specific staff development week with scheduled sessions on Social Care Professional Practice including;

- Wider sessions covering Social Care Profession and Interprofessional working, Collaboration and Team working, Social Care Professional Knowledge and Skills, Regulation, Principles and Practices of Social Care, Evidence Based/Theoretical Based Knowledge, Research/Articles/Readings. Guest speakers such as industry experts and those with lived experience share current trends/issues with the programme team.

- Focused sessions on standards of proficiency namely teaching, learning and assessments strategies that facilitate the learner's progressive achievement of the standards of proficiency and independence in professional practice.

The academic practice education team meet twice per semester and by discussing new developments impacting on the social care profession, inform staff development and training content in their role as educators of health and social care professionals. The University programme of staff development is also informed by programme board discussions namely under the agenda items of "Standards of Proficiency Review and Discussions" and "CPD and Staff Development Programme" where the programme team discuss, using examples, how the standards of proficiency have been embedded into the curriculum and assessments and where the programme team identify Social Care profession training needs and gaps. Training needs and gaps for non-social care professionals are actioned in programme board meetings by either a member of Practice Education Team or by guest speakers.

These mechanisms create a community of practice, fosters an understanding of the social care profession amongst all members of the programme board including those from non-social care professions and gives the team the opportunity to discuss relevant CPD and staff development programmes which will be beneficial to their teaching practice. All CPD materials will be available to the programme team, students and field-based practice educators on the Social Care HUB for example digital, videos, links, documents, screencasts.

Practice Educator Training and Support

To support field based educators of social care students on placement, SETU have a training and support programme available to all practice educators.

Field-Based Practice Educators:

Field based practice educator will receive an induction pack via email. Contained in this pack are the following documents:

- Practice Educator Handbook
- The Standards of Proficiency for Social Care Workers
- The Code of Professional Conduct and Ethics for Social Care Workers
- The Criteria for Education and Training Programs for Social Care Workers
- A screencast outlining the Preparedness to Practice Policy
- A screencast outlining the ten conversations and practice-based learning records
- A screencast outlining the Online System for documentation

There are also two specific training workshops provided:

- The first workshop, conducted the week before placement commences, is an introduction to social care placements, the standards of proficiency and the educational criteria relating to placement. Supervision and mentoring are also included.
- The second workshop occurs prior to mid-way assessment, explores both summative and formative assessment. You will be brought though the process of assessing the

standards of proficiency for social care workers during placement, formative feedback, and summative assessment. This session also provides you with an opportunity to discuss any challenges or concerns that you may have regarding the provision of practice education, and the supervision of a social care student on placement.

Field based educators will also have access to Social Care Hub on Blackboard (VLE). This online teaching and learning supports are for the social care programme team, field-based educators and students. It contains CORU and social care related documentation and resources for example Social Care research articles, guest speaker recordings.

Certificate in Supervision Theory and Practice

The certificate in Supervision Theory and Practice is offered twice each year to social care workers who are mentoring and supervising a social care student on placement from SETU. This is a level 7 (10 credit) minor award. The details about the course are shared with placement partners of SETU each year.

4. Revision of the Policy and Procedure

The Policy for Continuing Professional Development for Professional Social Care Practice will be reviewed in line with University document review procedures and will remain compliant with the Social Care Workers Registration Boards requirements at all times.

Appendix A: Personal Development Plan (PDP)

IDENTIFICATION OF TRAINING AND DEVELOPMENT NEEDS

This form identifies your training and development requirements for the year ahead. Please complete this form, in consultation and with the agreement of your Head of Department/ Function.

Please note: Funding support is subject to HR approval in advance of commencement of programme of study and it must be sought for each year of study.

Name:

Job Title:

Department:

Date of Meeting with your Head of Department/Function:

First Programme Details

Programme/Conference/Event Name:

Number of Modules being taken this year:

Duration: (start and end dates)

Training Provider(s):

Cost for current academic year:

Total Cost of programme:

How many years is the Programme?

What year are you in?

Details of Programme (please attach details including cost details)

Second Programme Details (if applicable)

Programme/Conference/Event Name:

Number of Modules being taken this year:

Duration: (start and end dates)

Training Provider(s):

Cost for current academic year:

Total Cost of programme:

How many years is the Programme?

What year are you in?

Details of Programme (please attach details including cost details)

Reasons for Training

Please state why you wish to undertake the above training/ programme/event(s)

(Staff Member's comments):

While SETU will endeavour to address agreed training and development needs identified within a reasonable timeframe, the provision of such training is also dependent on sufficient resources being available.

I confirm that I have completed my Personal Development Plan with my Head of Department/Function.

Signed: _____ Date: _____

Staff member

To be completed by the Head of Department/Function

Please indicate whether you support this request? Yes No

Indicate the reasons why this is of benefit to the member of staff/ Dept./ and the University

3. If not supporting this request, please state why.

I approve the above training and development request and confirm that the training and development needs have been identified through the Personal Development Plan process.

Signed: Date:

Head of Faculty/ Department

HR has agreed the above training, support and funding.

Signed: Date:

Human Resource Manager

DECLARATION REFUND FORM

Agreement to refund programme fees paid by the University for those who leave the employment of the University.

I _____ agree to the following terms for the refund of the financial support given by the South East Technological University to undertake the following programme of study:

_____

I agree that if I leave the employment of the University within two years of receiving funding for this Programme of study I may be required to repay all or part of the funding made available to me. The rate of repayment will be in proportion to the amount of the two years worked after the completion of the Programme of study (e.g. if I leave after 12 months following the completion of the Programme of study I may be required to pay back 50% of the cost of the Programme of study).

I agree if I do not finish the programme of study I will be required to repay all the funding made available to me.

This declaration gives the University permission to deduct outstanding monies from any outstanding payments, including salary payments, due to me at the end of my contract of employment.

Staff Member Signature:

Date:

Appendix 7

Policy Details		
Policy Title:	Policy and Procedure for Placement Approval and Monitoring	
Version:	3.0	
Approved By:	Academic Council; Governing Body	
Date Approved:	XXXX	
Effective Date:	1/9/2022	
Review Date:	June 2023	
Policy Owner:	Department of Humanities, Wexford Campus Social Care Programme Board Head of Department of Humanities, Wexford Campus Vice President for Academic Affairs	
Revision History		
Previous Version No.	Summary of Amendments	Reviewed Version No.

N/A	Initial Issue	1.0
1.0	Policy Review in light of CORU feedback	2.0
2.0	Policy Review in light of CORU feedback	3.0
3.0	Policy Review in light of update to approval and monitoring form (Appendix B) following end of transition period for social care worker registration.	

Placement Approval

“The education provider will have a set of requirements for the selection of practice placements to ensure quality experiences for students that reflect the normal context and environment of practice. The education provider will work in partnership with the practice placement provider and have written agreements in place that clearly set out the responsibilities of all parties in ensuring that the placement supports the achievement of the standards of proficiency.” (Criteria 2.4)

“The education provider must maintain a thorough and effective system for approving and monitoring the quality of all practice placements. Students, the practice education team, placement providers and all relevant stakeholders – including service users where appropriate – must have a role in this review process including mechanisms for obtaining regular feedback.” (Criteria 2.5).

“Clear communication and governance structures should be in place to facilitate ongoing communication between the placement and education providers.” (Criteria 2.6)

“The profile and roles of the practice education team must be described. Practice educators must also be registered with the appropriate registration board.” (Criteria 2.13)

“Students, practice placement providers and practice education teams will be fully prepared and informed of the expectations of the practice placement including the education/training providers fitness to practice requirements” (Criteria 2.14).

"All stakeholders must be informed about practice education assessments, their link to the standards of proficiency and the marking criteria used. The Practice Education Team must have access to assessment tools and be trained in completing these assessments and providing feedback during placement" (Criteria 2.18)

To ensure the quality of the practice learning environment SETU requires placement agencies to give students opportunities to achieve the standards of proficiency for social care workers.

The criteria applied for the selection, monitoring and allocation of practice placements are:

- The agency must be involved in social care practice.

- In alignment with Criterion 2.13 Practice educators must be engaged in social care work and be registered with the Social Care Workers Registration Board. There is an expectation that field-based practice educators will submit their CORU registration number to the University as evidence that they continue to meet the criteria to act as practice educators. This evidence will be obtained by a Practice Education Team member during the site visit (See Appendix B Placement Approval and Monitoring Form).

- In alignment with Criterion 2.4 written agreements are in place between each placement organisation and SETU which specify the criteria and expectations for placement. These agreements are reviewed every three years (See Appendix A).

- Each student and practice educator also sign a contract which is valid for the duration of each 400-hour placement.

- As placements are allocated based on students learning needs, a collaborative approach, between the University, the placement agency, practice educator and the student is necessary.

- Field based practice educators will engage in the student assessment process and use placement protocols as outlined in the practice educators handbook.

- Service users are considered a placement stakeholder, therefore service user feedback is communicated to the students and the practice education team at appropriate times during the placement (See appendix C – Stakeholders feedback form). However, service user feedback can also be communicated to the placement co-ordinator at any point during the placement. Service Users and practice educators are invited to join the advisory group which meets twice in each academic year thereby creating a formal mechanism to hear the views of service users In line with CORU expectations, SETU provide training for and support in the role of practice educator.

- All practice educators attend an information session in the weeks prior to the commencement of placement and to specific training on the assessment of students prior to the completion of the mid-placement assessment. These sessions provide practice educators with an insight into the student role on placement and explore the mentoring and assessment of students on placement. All practice educators are also provided with a practice educator handbook and screencasts

detailing the assessment and support systems in place for both practice educators and students.

- Placements are reviewed every three years on a cyclical basis. Feedback from students and members of the academic practice education team, as well as the placement agency itself, feed into these reviews (See appendix D for overview of placement approval process).

- There are specific lines of communication are maintained throughout the placement both in relation to supporting the student on placement (See appendix E) and to support timely and effective feedback opportunities are in place.

Feedback and quality assurance

1. Advisory Group

The advisory group is composed of service users and practice educators. The purpose of the advisory group is to provide feedback and guidance to SETU regarding social care placements, curriculum design and the experience of service users and practice educators of having students join them on placement. The advisory group meet once each semester with rotating service users and practice educators.

Feedback from the advisory group is brought to the programme board for consideration and to feed into the annual programmatic review (Appendix F).

Table 1: Terms of Reference – Stakeholders Advisory Group

Name of Committee	Stakeholders Advisory Group
Purpose of Committee	The Stakeholder Advisory group has been established to provide feedback and guidance to SETU regarding social care placements, curriculum design and the experience of service users and workers of having students join them on placement. The establishment of a Stakeholder Advisory group provides an important forum for collaboration and information sharing for the enhancement of all aspect of the social care programme. Due to the shared placements, the Wexford and Wexford Campuses collaborate for the

	Stakeholders Advisory Group and share minutes and learnings. The advisory group meet in January to review semester 1 placements and June to review semester 2 placements with rotating service users, and social care workers. The advisory groups may convene at a different time as guided by the needs and wishes of the services and participants. Feedback from the advisory group is brought to the practice education team and is then brought to the programme board for consideration and to feed into the annual programmatic review. The Stakeholder Advisory group has no delegated decision-making power from SETU.
Group Objectives	To provide feedback and advice to SETU To meet the educational and professional needs of the social care students on placement. To enhance the placement experience for all stakeholders.
Criteria for Membership	The Stakeholder Advisory group is open to all Field Based Practice Educator (as approved by SETU) and service users of the approved organisation.
Selection of Members	Each semester a randomised number of Field Based Educators and Service Users are selected from across the diverse range of settings. For example, residential, disability, homelessness, addiction, youth, and community-based agencies who

	have facilitated a placement in that term will be invited to participate. The advisory group is a closed group which is disbanded after each session.
Chairperson	Member of the Academic Practice Educator Team – this person will be responsible for the conduct of meetings, ensuring fair and equitable opportunities for views and opinions to be voiced and discussed by the Stakeholder Advisory group.
Membership	To protect health, safety and privacy of service users, the Stakeholder Advisory group will be comprised of one agency that will consist of the following membership A maximum of 4 – Field Based Practice Educators A maximum of 4 – Service Users A maximum of 2 – Members of the program board. Membership is on a voluntary basis and members have the right to withdraw at any stage in the process. There is no monetary compensation for participation in the advisory group.
Executive Support	The Social Care Placement Co-ordinator will; Provide a term of reference to all practice placement organisations approved by SETU. Facilitate a review process for the Stakeholder Advisory Group and its term of reference every five years as part of the academic review process.

	Oversee the recruitment and selection process for the membership of the advisory group. Members of the Practice Education Team will compile, circulate agendas, compile, and distribute minutes to all participants of the advisory group. On completion of programmatic review, a letter outlining the outcome of the advisory groups' recommendations will be circulated to the participants.
Meetings	The advisory group meet twice each academic year with rotating service users, and practice educators. The duration of the meeting is 30-60 minutes.
Guiding Principles	• We are inclusive, open-minded, and respectful of everyone's perspective. • We put our personal agenda aside and provide advice for the greater good of the social care programme. • Challenging and exploring are an integral part of what we do and how we operate. We actively participate and engage in the work of the group • We are punctual, well prepared, timely with responses and follow through • We have a strong focus on outcomes.

	• We will provide guidance in advance in relation to the topics that will be discussed by the group. • We are committed to transparency and accountability.
Reporting	• A report of each meeting will be presented to Practice Education Team and the Programme board. • Minutes of each meeting will be provided to all members and the Practice Education Team. • Feedback from the advisory group is brought to the programme board for consideration and to feed into the annual programmatic review.
Related Document	• Quality Management Systems Social Care Programme

2. Stakeholders Feedback Form

Placement stakeholders (students and practice educators) are invited to complete the stakeholders feedback form (Appendix C). The practice educators are offered the form via a teams link which is shared after the placements are completed, while the students are asked to complete the form after the submission of their portfolios for assessment. Practice educators are asked to incorporate the service user voice where possible in their feedback.

The information collected on the stakeholder's feedback forms is collated by the Placement Coordinator and presented to the Practice Education Team for consideration and to feed into the annual programmatic review.

3. Student Focus Groups

Each academic year, students on Professional Social Care Practice programmes are invited to participate in a focus group facilitated by two members of the programme board, exploring

their experiences of supervised professional practice and their modules specifically their understanding of the application of CORU proficiencies into their college work, and to offer the programme team more insight into how they could further approach CORU proficiencies in individual module content. Each focus group lasts approximately 1 hour and students are asked to complete a short consent form outlining the purpose of this task, in addition to receiving a briefing by the programme team. Students are asked to complete a paper-based survey containing a combination of closed-ended questions with space for students to elaborate on these answers. During the focus groups, both members of the programme board take notes while the students discuss their feedback to the questions. Following the discussion, the pages are collected by both members of the programme team, who then provide a debrief and offer students to email further responses to them directly if anything else came to mind.

Questions are constructed based on discussions within the Programme Team regarding the development and running of modules and how individual team members integrate proficiencies into their module content. The questions address the following areas;

1. During your supervised professional placement, how easy did you find it to draw the links between theory and practice?

2. Did you feel that the modules you engaged with last year effectively linked to the standards of proficiency and helped you in your development of the relevant proficiencies?

3. Do you feel that the modules you are currently completing are effectively linking to standards of proficiency and helping you in your development of these?
   Do you have any suggestions as to how the links between theory and practice could be emphasised in the module content and teaching?

4. Do you have any suggestions as to how modules could further support you in the development of the standards of proficiency?

A final report highlighting key issues is drafted and brought back to the programme team for discussion and consideration at programme board level. Following this discussion, suggestions on ways to further integrate proficiencies into module content are considered and any changes to the programme are then made in line with annual programmatic review process (Appendix E).

4. Academic Practice Education Team

The academic practice education team is composed of the registered social care workers in the department. This team meets twice per semester or more often if required. The purpose of the academic practice education team is to consider student and stakeholder feedback, to review placement processes and policies, to discuss new developments in the social care sector impacting on the social care profession and staff development and to offer

support, training, and guidance to each person in their role as a practice educator. Observations and recommendations from the practice education team are brought to the programme board each semester and also feed into the annual programmatic review (Appendix E). This ensures that all members of the professional social care practice programme board including non-social care members of the team have an understanding of the practice of the social care profession.

Appendix A - Placement Agreement

THE SOUTH EAST TECHNOLOGICAL UNIVERSITY, WEXFORD CAMPUS STUDENT PLACEMENT AGREEMENT

South East Technological University, Wexford Campus, Wexford (Ireland)

And

[insert organisation name]

This agreement, entered into this day ___ of _____, between [x] and The South East Technological University, Wexford Campus Ireland, (hereafter referred to as SETU, Wexford Campus).

PURPOSE: The purpose of this document is to clarify the scope and duties of SETU, Wexford Campus and the [x] who provide a placement position for students of SETU, Wexford Campus's BA and BA (Hons) in Professional Social Care Practice full time degree programmes. It is SETU, Wexford Campus's desire to promote the enrichment of their teaching, research and [x] desire to affiliate and agree to cooperate in providing identifiable tasks with and for the client population of [x] for the students enrolled in SETU, Wexford Campus. [x] and SETU, Wexford Campus have agreed to conduct Student Placements in accordance with the terms and conditions of this Agreement.

It is mutually agreed as follows:

1. Scope of Agreement – The purpose of this Agreement is to establish the terms and conditions for the supervised professional practice placement of SETU, Wexford Campus students undertaking a degree in Professional Social Care Practice with [x] Services

2. Period of Agreement – This Agreement shall be effective from the date first written above and continue in full force and effect for a period of three (3) years or unless terminated by the parties in accordance with Section 14. Official review of the Agreement shall take place at the end of the initial three (3) year period.

3. Definitions

a. A '*student*' is an unpaid person who has chosen to acquire credit for all or part of an approved programme of academic or practical study through spending time on placement in social care service.

b. "*Party*" means a party to this Agreement.

c. A '*Field based Practice Educator*' is the Service member of staff who will have responsibility for supervision of the student, and for liaison with the education institution. Field based Practice Educator as used herein means employees of the Practice Placement who hold valid credentials to undertake this role. Practice Educators will have relevant qualifications, experience and competence in their current roles.

d. *Institute based Practice Educator (placement coordinator)* is SETU, Wexford Campus's member of staff who has responsibility for placement of the student in the practice placement site for supervision of the student, and for liaison with the practice placement site.

e. "*Student Practice*" as used herein is considered to be all or part of the following:

- Assisting an experienced Field based Practice Educator with routine field work, or other work that is routine professional practice.

- Assuming responsibility for planning and implementing instruction for service users.

- Attending and participating in planning meetings as relevant to the service user being supported by the Student.

- Assuming responsibility for ongoing efficient record keeping and report writing (where applicable).

- Engagement with formal supervision meetings with the Field based Practice Educator, in addition to the tripartite meeting between the student, Field based Practice Educator and Institute based Practice Educator.

4. <u>Indemnification</u>

I. [x] agrees to defend and indemnify SETU, Wexford Campus, its affiliates, subsidiaries, and parent and their directors, trustees, officers, agents, servants and employees from and against any and all claims and liabilities (including reasonable legal fees and expenses incurred in the defense thereof) relating to personal injury or property damage to the extent arising out of the negligent acts or omissions of [x] members, employees, agents, trustees or, officers in connections with their responsibilities under this Agreement.

II. SETU, Wexford Campus agrees to defend and indemnify [x] and its trustees, agents, officers, employees and faculty members from and against any and all claims and liabilities (including reasonable legal fees and expenses incurred in the defense thereof) relating to personal injury or property damage to the extent arising out of conditions existing at SETU, Wexford Campus and/or the negligent acts or omissions of SETU, Wexford Campus's directors, trustees, officers, employees, servants or agents in connection with their duties at SETU, Wexford Campus, including without limitation their supervisory duties under this Agreement.

III. Each party agrees that it shall give the other party prompt notice of any claim, threatened or made, or legal action against it, which could result in a claim for indemnification above.

IV. Both parties agree that in the event that indemnification is sought under this provision, the party seeking indemnification shall furnish the indemnifying party, upon request, all information and assistance available to the indemnified party for defense against any such claim, suit, or demand.

5. Initiation of Placement – Each placement is identified by the placement coordinator and is approved by SETU, Wexford Campus.

6. Placement Selection - Interviews with [x] need to occur prior to students being accepted on placements.

7. Student Requirements to provide [x] prior to placement with:

- Documentation relating to being successfully Garda vetted

- Copy of insurance indemnifying the service where the placement is taking place

8. Types of Placement:

a. Unpaid in a social care Provider

Period of Placement – A standard placement under the terms of this Agreement for students in year 2 and 3 of the identified programme above shall be for 400 hours per year (800 hours in total over the 2 years); a 10-12 week period. Year 2 students undertake placement from September -December, while year 3 students complete placement from January – March/April of the academic year. During this period, students are permitted to work all the shift patterns over the course of a 5 day week.

Students must undertake their placement hours in direct contact with service users, thus a range of shifts is the optimal learning environment. Students must use the full placement time (10-12 weeks) when completing their 400 hours and placement each week should comprise of a minimum of 3 days and maximum of 5 days.

While on placement, students must be supervised by the Field based Practice Educator, who is a qualified social care worker. All students on placement will be supernumerary, that is, they will not form part of core staffing ratios or shift rotas, or displace core roles and positions. Their tasks will be additional to the normal tasks and activities undertaken on site, and their work will add value to the work of the social care service.

While on placement students should be supervised at all times. While students may undergo different types of training to support their placement experience, students are not permitted to engage in the management of challenging behavior, give medication, or drive Provider transportation.

9. Number of students to be placed - The parties hereto shall agree on the maximum number of student placed from both year 2 and year 3 at the start of the academic year.

10. In accordance with the Safety, Health and Welfare at Work Act 2005, we agree to

- Provide and maintain a safe workplace, machinery, and equipment.
- Manage work to ensure the safety, health, and welfare of employees.
- Assess risks and put a safety statement in place.
- Provide and maintain facilities for your employees, such as clean toilets and washing facilities.
- Prepare and update emergency procedures.
- Provide appropriate training and information.
- Report serious incidents to the Health and Safety Authority.

11. To facilitate an optimum learning experience:

1. Students must undertake social care duties. These include but are not limited to:

- Plan and provide professional individual or group care to clients with personal and social needs
- Support, protect, guide and advocate on behalf of clients
- Meet the physical, social and emotional needs of clients
- Utilise a range of knowledge and theories to mediate clients' presenting problems

- Engage in planning, devising, implementing and evaluating interventions
- Observe/participate in meetings

2. Students should receive supervision by a qualified social care worker or equivalent on a weekly basis to support them in the development of their identified goals and learning

3. Student documentation is to be completed. This includes:

- Practice Based Learning Records
- The mid placement review report
- The Action Plan – if applicable
- The Final Review Report
- Time sheet
- Contract

4. The student, Field based Practice Educator and Institute based Practice Educator attend a tripartite meeting

12. Policies and Procedures – Visiting placement students shall be governed by [x] own policies and procedures save in respect of SETU, Wexford Campus's Placement Attendance and Absence Policy which supersedes the absence and reporting procedure of [x]

13. Administration - Each Institute shall be responsible for all administrative functions related to their respective organisations.

14. Implementation of Student Placement - The placement will be confirmed in writing to the students after approval from SETU, Wexford Campus. An administrative official from the Institute based Practice Office will contact the nominated student Field based Practice Educator in writing to confirm placement dates and provide contact details for arrangement of the supervision visit and any other business relevant to the student placement including the agreement of schedules and working hours for Student Practitioners undertaking professional learning within the Practice Placement.

15. The Field based Practice Educator and the Institute based Practice Educator will participate in a minimum of (two) meetings to evaluate, among other items,

programme objectives, programme progress, the relationship between parties and the performance of the Student on placement.

16. Responsibilities of SETU, Wexford Campus toward their students and [x]

a. To assume responsibility and costs for planning, directing, implementing and executing the Education Program of its students in line with (but not limited to) CORUs Standards for Social Care Educators (2017)

b. To ensure that each student deemed prepared by SETU, Wexford Campus to undertake Supervised Professional Practice is, to the best of SETU, Wexford Campus knowledge, fit, proper and competent to undertake the student placement, and that the Supervised Professional Practice department has informed each student that the [x] expects high standards from the student in relation to honesty, integrity and general behavior.

c. SETU, Wexford Campus shall advise the [x] of any circumstances or conflict of interest which may affect the student's placement or suitability for placement in the organisation.

d. To take all reasonable steps to ensure that, for the duration of the placement period, students comply with all reasonable instructions given by the student placements supervisor or their nominated deputies or [x] employees.

e. To liaise and work in partnership with [x] in a professional and timely manner and to address any issues that may arise with the student on placement.

f. To ensure the student is informed and understands to comply with all applicable laws, protocols, procedures, policies and guidelines, including, without limitation, all matters pertaining to occupational health and safety, infection control, privacy and confidentiality, personal information and health records and any reasonable requirements as directed by the Field based Practice Educator or nominated deputies or employees from time to time. It is understood that the [x] reserves the right to refuse its facilities and services to and/or request withdrawal of those students who do not meet the professional, medical, and/ or other requirements of [x], not based on any discrimination criteria. The necessity of such action will be reported immediately to SETU, Wexford Campus.

g. To communicate to the student the importance of acknowledging and respecting the confidential nature of all information about persons at [x] obtained, specifically including client / service users personal data and medical records, as required under the requirements of the General Data Protection Regulation (GDPR), which came into effect in Ireland from 25th May 2018, giving individuals greater control over their data by setting out additional and more clearly defined rights for individuals whose

personal data is collected and processed by organisations or individuals. The GDPR also imposes corresponding and greatly increased obligations on organisations and individuals that collect this data

h. SETU, Wexford Campus shall provide [x] and the student with the necessary documentation that shall be used to evaluate the student on placement.

i. SETU, Wexford Campus shall provide at a minimum, one visit to [x], to discuss the progression of the student in a meeting that involves [x] SETU, Wexford Campus and the student.

17. Responsibilities of [x] toward SETU, Wexford Campus students and SETU, Wexford Campus:

a. To assume responsibility for a student's induction to [x] including permitting students relevant access to in-house policies, organisational objectives and strategies

b. To assume responsibility for the continuity of service to all [x] clients assigned to the students.

c. Where students are working with individuals who are either minors (under 18 years old) or individuals with diminished responsibility, [x] ensures appropriate supervision of the student as required.

d. To assume responsibility for the transportation for all [x] clients.

e. To ensure the student remains in a student capacity

f. To provide sufficient instruction to maximise the effectiveness of learning for the student during the placement experience

g. To provide the student with a range of work experiences including an appropriately balanced mix of face-to-face-work with clients/young people/community groups as well as planning, evaluation, administration and other relevant tasks necessary to support practice.

h. To facilitate the process of experiential - "learning by doing" for the student and through ongoing dialogue identifying further learning needs.

i. To provide consistent supervision time with the student

j. To encourage critical self-reflection by the student to evaluate their own performance.

k. To monitor the progress of the student and complete assessment forms as required giving a true reflection of the student's learning and development

l. To act as a first point of reference for the student in times of difficulty

m. To appoint other staff to work with the student where appropriate to their learning

n. To notify the Institute Professional Practice Educator (Practice Co-ordinator if any concerns arise in relation to the student's supervised professional practice

o. To liaise with the SETU, Wexford Campus Professional Practice Coordinator to discuss student progress

p. To provide a candid appraisal of student development

q. To sign relevant documents pertaining to the placement and maintaining records that chart the professional development of the student as well as those pertaining to each specific supervised professional practice.

r. To support the student in the identification and progression of learning goals

18. Responsibilities of the SETU, Wexford Campus student

a. To arrive for placement punctually in appropriate clothing and adhere to the attendance policy for the duration of placement

b. To familiarise themselves with the relevant in-house policies, scope, remit and objectives of the organisation

c. SETU, Wexford Campus students at [x] shall make their services available to all persons without regard to age, race, color, creed, sex, religion, national origin or disability.

d. Commit to abide by the staff regulations, code of conduct and any legal requirements demanded by the placement provider and statutory legislation, including requirement pertaining to GDPR (refer to point 14 g. above for detail on GDPR)

e. To identify individual learning experiences, set goals and evaluate the experience in a reflective and thoughtful way in consultation with the other partners in the learning process

f. Report daily to their named Field based Practice Educator and carry out the tasks assigned to the best of their ability and knowledge

g. Commit to engaging with [x] staff and clients to build relationships of trust and partnership.

h. Commit to completing the required assessments to achieve the learning outcomes as part of their degree programme.

i. The SETU, Wexford Campus student shall adhere to the SETU, Wexford Campus Code of Conduct requirements when at [x].

j. No student shall be deemed an employee or agent of [x] but shall be considered an invitee only, unless they are undertaking their placement as part of their paid employment.

k. No student shall engage in the management of challenging behavior, give medication, or drive Provider transportation.

l. In accordance with the Safety, Health and Welfare at Work Act 2005, students have signed a declaration agreeing to:

a. Comply with relevant laws and protect my own safety and health, as well as the safety and health of anyone who may be affected by my acts or omissions at work.

b. Ensure that I am not under the influence of any intoxicant to the extent that I could be a danger to myself or others while at work.

c. Cooperate with my employer with regard to safety, health, and welfare at work.

d. Not engage in any improper conduct that could endanger my own safety or health or that of anyone else.

e. Participate in safety and health training offered by my employer.

f. Make proper use of all machinery, tools, substances, etc., and of all Personal Protective Equipment provided for use at work.

g. Report any defects in the place of work, equipment, etc. which might endanger safety and health.

19. Student Fitness to Practice, Safety and Security Screening

Student Preparedness to Practice

If a Practice Educator has concerns around a student's Fitness to Practice they should inform the Institute based Placement Practice Educator who will deal with this matter through the Social Care Fitness to Practise Sub-Committee in accordance with the South

Security Screening

In accordance with The National Vetting Bureau (Children and Vulnerable Persons) Act 2012, as amended by the Criminal Justice (Spent Convictions and Certain Disclosures) Act, 2016 the Institute and the Partner Services are bound to conduct the Garda Vetting of students working with children or vulnerable persons, and is the responsibility of the South East Technological University, Wexford Campus to facilitate this for [x]. Upon receiving the formal consent of its students / staff the University will undertake to apply for Garda Vetting from the National Vetting Bureau on its own behalf and on behalf of the Professional Practice Site, and undertakes to furnish the Field based Practice Educator with a copy of the vetting disclosure report obtained by SETU, Wexford Campus. In the event that a disclosure is identified, this will be in advance of the placement beginning. This applies to year 2 and 3 only.

SETU, Wexford Campus acknowledges and accepts that the Field based Practice Educator shall decide upon the suitability of any individual student to undertake "relevant work or activities" with children or vulnerable persons having regard to the contents of the vetting disclosure report furnished.

20. Implementation of Organisation Placement –The details of the placement as negotiated by the parties shall be in writing initiated by SETU, Wexford Campus after confirmation of acceptance of the student. Field based Practice Educators will be furnished with the SETU, Practice Educator Handbook and access to Supervised Professional Practice staff for guidance will be available throughout the placement

21. Designated Administrative Officials – [x] and SETU, Wexford Campus shall each identify to each other, the administrative official(s) authorised to endorse placement.

22. Termination – This Agreement may be terminated by either party providing the other written notice of its intent to terminate. Such notice shall be given at a minimum of 3 months of written notification to the other party.

23. Non-discrimination – [x] and SETU, Wexford Campus agree that no person shall on the grounds of age, disability, marital status, national origin, race, color, religion, sex, sexual orientation, gender identity or expressions, or military status be excluded from participation under the terms of this Agreement.

24. Modification - The terms of this Agreement may be changed or modified only by written amendment signed by the parties hereto.

In witness whereof, [x] and SETU, Wexford Campus have executed this agreement as of the date first written above.

For [x]: For: South East Technological University, Wexford

_____ _____

Signature: Signature:

_____ Noelle Reilly, Placement Coordinator

Print Name and title

Date: _____ Date:

Appendix B - Placement Approval and Monitoring Form (Criterion 2.5)

Placement Approval and Monitoring

To comply with criterion 2.5 of the Social Care Workers Registration Board, which stipulates that there is a thorough and effective system for approving and monitoring the quality of practice placements, site visits are completed during every student placement typically aligned with the tripartite meeting.

Practice Educator Name: _____

Organisation: _____

Location: _____

Confirmations:

☐ I confirm that I have received training provided by SETU in relation to placements, specifically related to the assessment of students and I have been informed of the link between the assessments and the standards of proficiency.

☐ I confirm that the student on placement in this service has been engaged in social care practice whilst here.

☐ I confirm that I am registered with the Social Care Workers Registration Board and my registration number is _____

☐ I confirm that the student on placement received an induction to the service and regular supervision whilst here on placement.

Placement Practice Educator Signature: _____Date: _____

- I confirm that I have visited _____(name of setting) on _____(date) and can verify that the student on placement here is engaged in the practice of social care when on placement and that the student was supervised by _____ (name of practice educator).

SETU Practice Educator Signature: _____ Date: _____

For office use only:

The location named above and the practice educator identified above meet the SCWRB requirements and therefore can continue working with Social Care students on placement from SETU.

Placement Coordinator _____ Date:_____

Appendix C - Placement Stakeholders Feedback Form (Criterion 2.5)

Student's Name	
Agency and Practice Educator Name (Field based practice educators are encouraged to capture the views of service users within the service with regard to their experience of having a student on placement. Please do	

not identify any service user in your comments).	
Field based practice educator - Name	(Placement Coordinator)
Dates of Placement	

The purpose of the form is to improve the placement experience for both the student and the placement provider. All feedback is treated in confidence and is used to enhance and improve the systems in the provision of placements.

1. How would you rate this placement experience? Please comment

_____
_____
_____

2. Did the communication systems between the University and the placement meet your needs?

_____
_____
_____

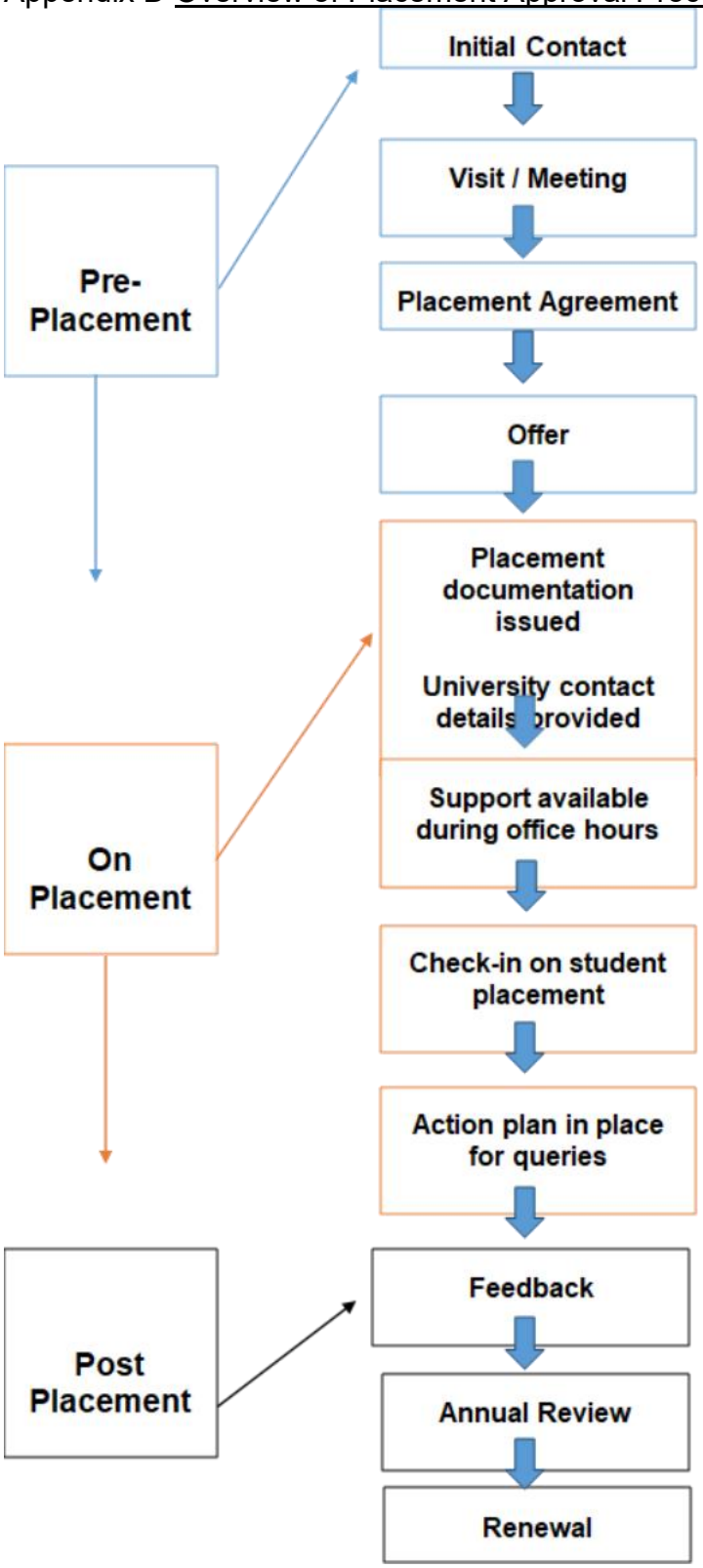
3. If you could improve any aspect of the placement system (paperwork, communication, training, format of meetings etc.) what would you change? Please give specific details

_____
_____
_____

Signature:

Date:

Appendix D Overview of Placement Approval Process



To ensure that students have achieved knowledge required regarding academic, legal and occupational health requirements, students must achieve 80% attendance and a mark of 40% in all modules to be eligible to go on a placement.

*Students have **one** opportunity to repeat Supervised Professional Practice across the duration of the programme. It is recommended that students complete a repeat placement in an alternative setting.*

APS Year 1 (Semester 1 and 2)

- Must complete all modules, and
- 40% grade in all modules (*compensation not permitted*), and
- 80% attendance required for all modules.

APS Year 2 (Semester 1 and 2)

- Must complete all modules, and
- 40% grade in all modules (*compensation not permitted*), and
- 80% attendance required for all modules.

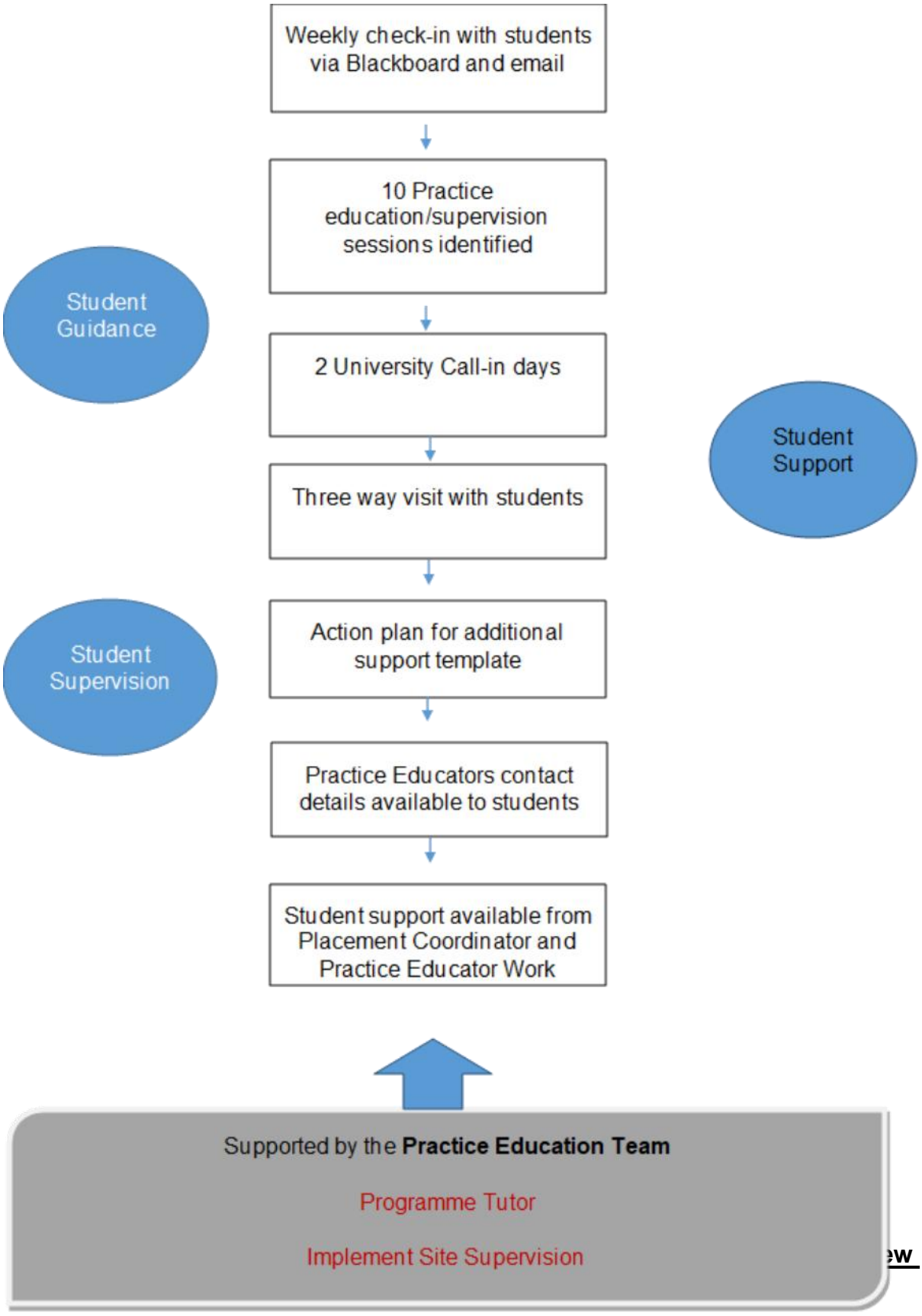
APS Year 3 (Semester 1 prior to placement in Semester 2)

- Must complete all modules, and
- 40% grade in all modules (*compensation not permitted*), and
- 80% attendance required for all modules.

APS Year 4

- Student cannot progress into year 4 without successfully completing all modules and completing 800 hours of placement in years 2 and 3.

Appendix E: Student Communication and Support whilst on placement.



Appendix F Ongoing Monitoring of Program – Annual Programmatic Review

SECTION 2: Proposed Changes to Level 6, 7 and 8 undergraduate programmes in academic year

This Section can be used to propose changes to the programme title, entry requirement, syllabi content/structure/delivery, assessment procedures and programme schedules. This is a sub-section of the Annual Programme Review but can be used independently of it to facilitate changes proposed outside of a Faculty/Campus Programmatic Review.

Proposed changes for the XXX academic year are required to be submitted to the Vice President for Academic Affairs & Registrar's Office of SETU or each respective Joint Awarding Partner in the case of Joint Awards by X (*to enable them to be processed for approval by the President/Senior Executive of SETU or in the case of Joint Awards, the Joint Awarding Strategy Group comprising of senior representation of each Joint Awarding Partner*).

The BANNER version of the APS for EACH programme impacted, including all Exits, LLL programmes, associated Minor Awards, etc., with changes clearly marked in red

pen, must be attached to this form. Current and proposed syllabi must be attached. Note that incomplete forms will be returned.

Programmes Effected by Proposed Changes (must also include all Exit Awards and all LLL Awards):

Banner Programme Code *(Not the CAO code; also must include all associated Exit Awards, Minor Awards and any LLL programmes)*	Full Approved Award Title of Programme	Delivery *(Full-time or Part-time)*	*1** Resource Implications *(Yes / No)*	*2** Banner APS Amendment Required *(Yes / No)*	*3** Banner APS Attached *(Yes / No)*	*4** Current & Proposed Syllabi Attached *(Yes / No)*	*5** Implementation Date for Changes

	Full Module Title Impacted by Annual Programme Change *(if applicable)*	Details of Annual Programme Review Change	Rationale for Annual Programme Review Request
1.			
2.			
3.			
4.			

General Notes:

1. Resources: Where the proposed changes have resource implications, approval from Senior Executive shall be attached.

2. Programme Schedules: All BANNER version programme schedules affected by the proposed changes shall be attached (*including all Exit Awards, associated Minor Awards & Part-time LLL programmes*). Proposed changes to be clearly identified in red pen and shall be attached to this report.

3. Syllabi: The current syllabi and the proposed revised syllabi, where applicable, shall be amended and attached to this report.

4. Part-time Programmes: Amendments that impact on part-time programmes, the application shall be signed off by the Head of Faculty of Lifelong Learning with all relevant Banner Programme Codes and amended APS documentation shall be attached by him / her or by his / her nominee.

5. Implementation Date: If changes are to be phased-in, a schedule shall be attached.

6. Academic Council shall notify programme board streams of approved annual programme review changes.

Annual Programme Review Application Process:

	1. Programme Director	2. Head of Department	3. Head of LLL (if change impacts LLL programme)	4. Head of Faculty/ Campus	5. Faculty/ campus administrator
Signature:					
Date:					

Office of Vice President for Academic Affairs & Registrar:

1. All Current Year Banner APS's attached with changes clearly identified:

Yes No

2. Where there is a change to syllabi, proposed and revised syllabi attached:

Yes No

3. APR approved by VPAA & Registrar & President:

Yes No

4. Noted on APR Index:

Yes No

5. APR Index Forwarded to PPVC & Academic Council:

Yes No

Appendix 8

Policy Details	
Policy Title:	**Policy and Procedure for the Allocation of students to supervised practice settings**
Version:	1.0
Approved By:	Academic Council; Governing Body
Date Approved:	20/9/2022; 11/10/2022
Effective Date:	20/9/2022
Review Date:	June 2023
Policy Owner:	Department of Humanities, Wexford Campus Social Care Programme Board Head of Department of Humanities, Wexford Campus Vice President for Academic Affairs

Revision History		
Previous Version No.	Summary of Amendments	Reviewed Version No.
N/A	Initial Issue	1.0

1. Purpose

Student allocation to practice placement is based on the need to integrate theory to practice and to facilitate the student's progressive development of the standards of proficiency. Students are supported in identifying their learning needs, skills, and capabilities through the workshop process and in the individual placement allocation meetings. The placement coordinator allocates a placement agency to the student based on their individual learning and development needs. Once students have been allocated to placement by the placement co-ordinator it is the student's responsibility to submit their CV and cover letter to their practice educator and secure placement through the interview process. Students are not permitted to contact any placement agency prior to the placement allocation meeting or without the permission of the placement coordinator.

2. Scope

The placement allocation process applies to all students registered on the Professional Social Care Practice degree programme who must complete two block social care practice placements of 400 hours each in order to successfully complete the programme.

3. Policy

The placement allocation process – Supervised Professional Practice 1

Preparation for placement commences in Semester 1 of Year 1 when students learn about the wide variety of placement organisations that are approved to provide placements to social care students studying in SETU.

In January of Semester 2 in first year each student meets with the placement coordinator to discuss their placement options. Prior to the meetings students complete the Placement Allocation Form and this form informs the discussion at the meeting.

At the meeting, a placement is identified in conjunction with the student which best meets their needs and will support them to achieve the standards of proficiency for social care workers. To support the progressive development of the standards of proficiency students are allocated to different placement organisation by the placement coordinator and varied client group/age group/field of practice each year.

Students then email their CV and letter of application to the placement agency that they have been allocated to by the placement co-ordinator. The placement agencies are asked to interview each student allocated to them thereby vetting the suitability of that student to their service.

Having completed the interview process student's complete the placement details form online thereby updating the placement office of their success at interview. The placement office then confirms the placement with both the agency and the students.

At this point the placement is approved by the placement coordinator and the student can commence their placement.

The placement allocation process – Supervised Professional Practice 2

In October of Semester 1 in third year each student meets with the placement coordinator to discuss their placement options. Prior to the meetings students complete the Placement Allocation Form and this form informs the discussion at the meeting.

At the meeting, a placement is identified in conjunction with the student which best meets their needs and will support them to achieve the standards of proficiency for social care workers. To support the progressive development of the standards of proficiency students are allocated to different placement organisation by the placement coordinator and varied client group/age group/field of practice each year. A key discussion point during the placement allocation meetings for 3rd years is the standards of proficiency for social care workers and if any proficiencies need additional focus during the student's final placement.

Students then email their CV and letter of application to the placement agency that they have been allocated to by the placement co-ordinator. The placement agencies are asked to interview each student allocated to them thereby vetting the suitability of that student to their service.

Having completed the interview process students complete the placement details form online thereby updating the placement office of their success at interview. The placement office then confirms the placement with both the agency and the students. At this point the placement is approved by the placement coordinator and the student can commence their placement.

4. Procedure

The placement coordinator meets with each student individually.

The student is allocated to a suitable placement taking account of the student's location, areas of interest and the standards of proficiency of social care workers

The placement coordinator provides the student with the contact details of their allocated placement agency.

The student submits their cover letter and CV for consideration by the placement agency.

Having completed the interview process the student notifies the placement coordinator for the placement to be approved.

Any student who is not successful at the interview stage meets with the placement coordinator to identify an alternative placement agency.

Placement Allocation Form (Criterion 2.7)

This form to be completed by the student in advance of Placement allocation meeting.

Student name:	
Student number:	
Address:	
Student phone number:	
Year of study:	
Placement Interest in order of preference	1.
	2.
	3.
What interests you about this field of practice?	
Self-declaration:	

Is this a field of practice where you or a close family member has been / is a service user?	
Have you a family member employed in any Social Care Agencies	
Is there any issue that would affect your ability to do the full requirement on placement that the Programme Board should be aware of?	
Are you familiar with the agency's work?	
Do you have a preference in location?	1. 2
What Proficiency objectives do have you for this field of practice?	
I consent that you may pass on my telephone number to the Placement Site Field based practice educator so that they can contact me/you if required?	

Student is to arrange an interview with the placement agency at least 4 weeks prior to the start date.

N.B. Due to constraints pertaining to placement students should recognise although every effort will be made to secure a match for personal preferences this will not always be possible.

Student has met all requirements and is approved for placement?

Yes □

No □

If no, to meet with University based practice educator (placement co-ordinator) to discuss.

Placement Co-ordinator Signature_____

In the meeting between the student and the field based practice educator you will require the following;

1. Bring CV, including references, to meeting
2. Agree start date and time and find out what will be required regarding dress code, work times and health & safety matters.

SETU is committed to protecting the rights and privacy of individuals with respect to the processing of their personal data. A copy of the university's Privacy notice is available on the university's website https://www.setu.ie/about/policies-and-documents/data-protection

This website also contains further information relating to your rights regarding subject access requests, records retention and data protection in general. Any further queries in relation to the GDPR can be addressed to the University's Data Protection Oversight Group e-mail: Data Protection Officer dpo@setu.ie

Appendix 9

Policy Details	
Policy Title:	**SETU – Supervised Professional Practice 'Practice Educator Handbook'**
Version:	4.0
Approved By:	Academic Council; Governing Body
Date Approved:	20/9/2022; 11/10/2022
Effective Date:	20/9/2022
Review Date:	June 2023
Policy Owner:	Department of Humanities, Wexford Campus Social Care Programme Board Head of Department of Humanities, Wexford Campus Vice President for Academic Affairs

Revision History		
Previous Version No.	Summary of Amendments	Reviewed Version No.
N/A	Initial Issue	1.0
1.0	Reviewed annually	2.0
2.0	Reviewed annually	3.0
3.0	Reviewed annually	4.0

Supervised Professional Practice

Practice Educator Handbook



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Placement Protocols .....
Guidelines for Assessment .....
Grievance Procedure .....
Health Issues (Social Care Placements only) .....

1.0 Introduction

As the supervisor supporting the personal and professional development of students from the SETU, Wexford we would like to extend a warm welcome and thank you for the time and dedication you provide to our students.

This handbook outlines in detail the placement structure of the Bachelor of Arts in Professional Social Care. As Supervised Placement is a partnership between the student, college and placement agency, this handbook will provide one of the links between the University and the placement agency, while also offering ongoing support from SETU placement staff during the placement process. Contact details can be found in the last section of the booklet.

In section 1 of this handbook the aims and objectives of the programme, and the roles and responsibilities of all the partners involved in the professional training of the student participant are identified. Section 2 details the process and protocols of placement, while section 3 provides the requirements for assessment and the necessary paperwork of supervised professional practice. Please read this handbook carefully. Some of its key elements can be summarised as follows:

- All second year students must complete a minimum of 400 hours placement in semester one of the relevant academic year.
- All third year students must complete a minimum of 400 hours placement in semester two of the relevant academic year
- The SETU is responsible for allocation of placement opportunities for each student and facilitation of such opportunity however, students are responsible for securing their respective placement through the interview process.
- Placement is required to involve an appropriately balanced mix of face-to-face work with service users as well as assessing needs, planning, evaluation, administration and other relevant tasks necessary to support achieve the social care proficiencies in line with CORU requirements
- Students are required to complete and sign personal declaration and personal disclosure forms in advance of placement. The former requires students to commit to respecting professional boundaries, confidentiality, organisational policies etc. It also requires students to indicate that they declare that they declare that they are fit to Practice – refer to the University's Preparedness to Practice Policy for guidance, available at the following links

https://www.setu.ie/Craft/assets/policies/Fitness-to-Practise-Policy-V1-Feb-2026.pdf

The University, personal disclosure form requires that student to declare any criminal convictions and is available within the Garda Vetting Policy available at the following links https://www.setu.ie/about/quality-and-teaching/quality-assurance (work placement of learners)

These forms are submitted to the university-based practice educator (placement coordinator) in advance of placement.

- As part of the induction process, students are required to get a **placement contract** signed by their practice educator. In order to generate a contract, students input the placement agency address and their practice educator (supervisor) name and contact details into the online system. This then generates a contract which the student prints in triplicate. One copy is maintained by the practice educator for their records, one copy is submitted to the University based practice educator at the first call in day, and the final copy is held by the student and included the final portfolio of work submitted at the end of placement.

- In recognition of the importance placed on the protection of service users students are asked to read the placement agencies safety statement, any policies and procedures related to the safeguarding of clients and the placement agencies policy on confidentiality and data protection. Students will not be able to generate a contract in the online system until they first indicate that these policies and procedures have been read.

- Students are required to develop a personal learning plan in consultation with their practice educator. This should be completed in the first week of supervised professional practice and updated over the duration of placement as the students learning needs evolve. This document is linked to the standards of proficiency for social care workers which are the minimum required standard of performance necessary for entry onto the register of Social Care workers.

- With the support of organisation staff and in accordance with their programme 3rd year students are required to plan, deliver and evaluate an intervention (e.g. a short programme, creative intervention) which is relevant to the client group/young people/community groups attending your organisation.

- Students will have a mid-placement and end of placement assessment to complete and a tripartite meeting. The placement team will be in touch with you by phone or email to confirm the dates of the tripartite meeting.

- An attendance log is provided online to ensure that students are doing the requisite hours while on placement. It is the student's responsibility to complete this log on a weekly basis. At the end of placement, the log is printed and must

be verified and signed by the practice educator and submitted with the final portfolio.

- Students will have two 'call-in' days to the University during their placement to discuss their progress and support the progressive development of the standards of proficiency for social care workers by further integration of theory to practice through discussion and live examples from placement.

- The contact details for the placement coordinator are jessica.tobin@setu.ie or 053 9185800.

2.0 General Supervised Professional Placement Objectives

The main objectives of supervised professional practice are:

- Equip graduates with the skill, knowledge and competencies required to work within a variety of social care contexts.
- Develop social care workers with a specific expertise and specialised knowledge base, competent to deliver and manage quality and equity proof services for adults and children.
- Enable students to develop characteristics of self-confidence and self-reliance and to acquire the social and communication skills appropriate to a professional social care worker.
- Provide professional, skilled graduates to work in social care settings.
- Provide an opportunity to apply research skills in a practice environment that may add to the social care's knowledge base.
- To create opportunities for students to achieve the minimum standards of proficiency for social care workers as outlined by CORU.

3.0 Principles Underlying the Programme Content and Structure

Programme Content

The programme content is chosen and structured to enable participants to become safe, professional, reflective practitioners through an integrated approach. In each year four interrelated elements make up the programme:

- Theoretical component
- Professional development component – The Standards of Proficiency for Social Care Workers
- Personal development component
- Professional practice component

4.0 Supervised Professional Practice

Aim of Supervised Professional Practice

Supervised Professional Practice is central to student development as it provides opportunities for progressive, professional development where the student can reflect on, analyse and evaluate professional practice. The importance of professional practice in social care education is emphasized by the mandatory nature of 800 placement hours completed in two 400 hour blocks over the course of the degree programme. Placement also offers the student opportunities for using theories, ideas and activities generated in the taught elements of the programme to guide and inform practice. In this way, professional practice provides experience and examples that can be used to link theory and practice using problem-based experiential learning which includes reflective practice, which may be referred to as praxis learning.

5.0 Organisation and University Support

Central to the 'praxis or learning by doing' model adopted by this programme (Doyle & Lalor, 2013, p. 153), a partnership approach underpins supervised professional practice. The partners include the student, the University and the practice placement provider. The concept of praxis will be supported by mandatory professional practice workshops. The professional development and learning of the student is facilitated in an atmosphere of mutual respect and cooperation between the student, the field based practice educator and University based practice educator (Placement Coordinator).

SETU, Wexford

Department of Arts and Humanities:

The unit within the University where the students undertaking supervised professional practices are enrolled.

University based practice educator (Placement Co-ordinator): Designated staff within the University who support and maintain contact with students and the field based practice educator through the placement process.

Field based practice educators: designated person within the practice placement provider organisation who is responsible for supervising the student while on work supervised professional practice.

Student: Placement Student: Student undertaking a period of practice learning.

6.0 Roles and Responsibilities

6.1 The University

(a) Allocation of students to supervised practice settings

Students will be supported in identifying their learning needs, skills and capabilities through the workshop process and in the individual placement allocation meetings. Student allocation to practice placement is based on the need to integrate theory to practice and to facilitate the student's progressive development of the standards of proficiency. Once students have been allocated to placement it is the student's responsibility to submit their CV and cover letter to their practice educator and secure placement through the interview process.

(b) Relationship-Building between the SETU and the Practice Organisations – Training and Support for Practice Educators:

The programme handbook is available for every field based practice educator as a means of supporting them in their role as partners in the process of inducting students into professional practice. The University based practice educator (Placement Co-ordinator) is available to the organisation supervisor during the placement process. SETU also provide practice educators with the opportunity to attend a 10 credit minor award at Level 7 in Supervision Theory and Practice free of charge on a bi-annual basis.

In addition,

- All practice educators are invited to an information session in the weeks prior to the commencement of placement and to specific training on the assessment of students prior to the completion of the mid-placement assessment. These sessions provide practice educators with an insight in the student role on placement and explores the mentoring and assessment of students on placement.
- All practice educators are also provided with a practice educator handbook and screencasts detailing the assessment and support systems in place for both practice educators and students.
- Practice educators also have access to Social Care hub on Blackboard (VLE) which contains CORU documentation, Social Care research articles, guest speaker recordings, and screencasts. This hub works towards fostering broader understanding of social care profession.

(c) Insurance, Health and Safety

Health Issues must also be considered when working in social care settings and in this respect, the University is guided by the advice given by the HSE. Students are recommended to follow the guidelines as set out by the practice placement provider. The University can take no responsibility due to a student's failure in this regard.

Safety Issues include the suitability of personnel to work with young children and vulnerable adults along with questions of insurance in the workplace. In addressing

these issues, it is the policy of the University of Technology, Wexford to provide all students with the facility to acquire Garda clearance and include all students on practice programmes in their insurance arrangements as outlined below.

Employer's Liability Policy No.E/010192/192 – Work Experience Programmes

This policy has been extended to indemnify employers involved in Work Experience Programmes organised by the University of Technology, Carlow. The policy operates to indemnify the Employer in the event of personal injury to a student. The indemnity to the Employer operates on the basis that the Employer is subject to the terms, conditions, and exceptions of the policy. One of the conditions the Employer must meet is to take all reasonable precautions to prevent accidents to students (a copy of this policy may be obtained from the University on request).

Garda Vetting

Each student is Garda vetted, in year one of the programme via the vetting bureau prior to placement and are required to undergo this legal obligation to the satisfaction of the University as identified in the SETU's Garda Vetting Policy, in addition to the Code of Practice – Working with Learners, Children and Vulnerable Adults, which are available in the University's Quality Manual at the following links

https://www.setu.ie/about/quality-and-teaching/quality-assurance (work placement of learners)

Should the vetting procedure confirm the existence of any convictions or criminal charges pending, the university's Garda vetting policy clarifies the process as to whether the student can continue with their programme of study.

Once this process is satisfactorily completed, students will be issued with Garda clearance. A copy of the Garda clearance for each respective student is provided to each placement organisation that the student engages with over the duration of the programme. All queries regarding Garda vetting should be addressed to the University based practice educator (Placement Co-ordinator) in the first instance.

In year 2 and 3 students are required to complete a Personal Disclosure prior to the commencement of placement, which updates their initial Garda vetting.

A Personal Declaration and Disclosure Form has been prepared by the University for students to sign, which covers the health and safety issues outlined above.

6.2 University based practice educator – the placement coordinator

- Support the student in identifying their stage of learning and learning needs
- Supports the preparation of the student for placement through the workshop process in the weeks prior to the commencement of placement

- Support field-based practice educators in their role as an educator for the placement student through formal training sessions and individual meetings as required.
- Agree a contract of learning with the student and the organisation
- Monitor the student's progress on placement
- Support students in completing assessment of placement
- Facilitate three-way discussions between the main parties
- Facilitate three-way visits between the main parties
- Remain available to practice educators to provide any necessary information or support
- Maintain records pertaining to each student on supervised professional practice

6.3 The field based practice educator

- Is directly responsible for the student while on supervised professional practice
- Manage the student's activity during the period of supervised professional practice
- Arrange a programme of induction to the workplace for the student, and continue to provide sufficient instruction to maximise the effectiveness of learning during supervised professional practice
- Support the student in the identification and achievement of the social care proficiencies using practice learning sessions and personal learning plans**.**
- Provide the student with a range of work experiences including an appropriately balanced mix of face-to-face-work with clients/young people/community groups as well as planning, evaluation, administration and other relevant tasks necessary to support practice.
- Facilitate the reflective practice with the student and through ongoing dialogue identify practice strengths and further learning needs.
- Provide regular supervision time with the student to –
    - Support the student to achieve the standards of proficiency for social care workers in their daily practice and in line with CORU requirements.
    - Support learning and understanding of the theoretical base of work practices
    - Deepen the student's understanding of the philosophy, aims and functions of the organisation.
    - Support the development of critical thinking through discussion
    - Identify areas of strength, and areas for development
- Encourage critical self-reflection by the student to evaluate their own performance.
- Monitor the progress of the student and complete assessment forms as required giving a true reflection of the student's learning and development

- To act as a first point of reference for the student in times of difficulty
- Appoint other staff to work with the student where appropriate to their learning
- Notify the University's Based practice educator if any concerns arise in relation to the student's supervised professional practice
- Liaise with the University's based practice educator (Placement Co-ordinator) to discuss student progress
- Sign relevant documents pertaining to the placement and maintaining records that chart the professional development of the student as well as those pertaining to each specific supervised professional practice.

6.4 The Student on Supervised Professional Practice

- Commit to abide by the staff regulations, code of conduct and any legal requirements demanded by the practice placement provider and statutory legislation
- Commit to adhering to the SETU's Policy and Procedure for Student Attendance for Social Care Programmes while on supervised professional practice.
- Engage in safe, person-centered practice, guided by your practice educator while on placement as engaging in practice is the first principle of praxis or learning by doing
- Actively seek opportunities to achieve the level of proficiency necessary for registration with the Social Care Registration Board.
- Be active in their professional development through a cycle of praxis: identify learning needs, set goals and evaluate the experience in terms of goal achievement in a reflective and thoughtful way. The completion of the audit on the standards of proficiencies of social care workers supports this progressive development.
- Develop a reflective practice habit, evaluating practice experiences for service user benefits, quality practice and change opportunities
- Develop a consultative relationships with the other partners in the learning process
- Report daily to their named field based practice educator and carry out the tasks assigned to the best of their ability and knowledge
- Commit to completing the required assessment

Furthermore, the student is required to

- Comply with the Health and Safety standards,
- Complete an online placement approval form
- Print and sign the Placement Contract

- In conjunction with their practice educator complete and sign the online Mid Way Practice Review Report on **week four/five of placement**
- Sign the Tripartite meeting Report
- Sign the Final Assessment Form (online) at **end of the placement**
- Complete and sign the Attendance Log for placement (online)

Student Code of Conduct on Placement

If during placement a student fails to fulfill their commitment or behaves unprofessionally, the policy and procedure for preparedness to practice for social care students may be evoked**.** Student conduct with reference to academic programmes is outlined in the current SETU Student Handbook and clearly extends to periods of absence from the University itself. If any concerns arise regarding student conduct which are not resolved locally in the first instance, please contact the social care placement coordinator who will arrange to meet with both the student and practice educator to address the concerns.

Social Care Student Code of Conduct on Placement

I) To arrive for placement punctually in appropriate clothing and adhere to the attendance policy for the duration of placement
II) To familiarize themselves with the relevant in-house policies, scope, remit and objectives of the organisation
III) SETU students shall make their services available to all persons without regard to age, race, colour, creed, sex, religion, national origin, or disability.
IV) Commit to abide by the staff regulations, code of conduct and any legal requirements demanded by the placement provider and statutory legislation, including requirement pertaining to GDPR
V) To identify individual learning experiences aligned to the standards of proficiency for social care workers, set goals and evaluate the experience in a reflective and thoughtful way in consultation with the other partners in the learning process
VI) Report daily to their Field based Practice Educator and carry out the tasks assigned to the best of their ability and knowledge
VII) Commit to engaging with the staff and clients to build relationships of trust and partnership
VIII) Commit to completing the required assessments to achieve the learning outcomes as part of their degree programme
IX) The SETU student shall adhere to the SETU Code of Conduct requirements when engaging in supervised professional practice
X) The SETU student shall adhere to the Code of Professional Conduct and Ethics for Social Care workers whilst engaging in professional practice placement.
XI) No student shall be deemed an employee or agent of the placement organisation but shall be considered an invitee only.
XII) No student shall engage in the management of challenging behavior, administer medication, or drive Provider transportation.

Please refer to the policy and procedure for preparedness to practice for social care students for guidance regarding raising a concern in relation to a student's preparedness to practice whilst engaged in supervised professional practice.

Section 2 – The Placement Process and protocols

THE PLACEMENT PROCESS – SOCIAL CARE STUDENTS

7.0 The Placement Process

During the first week of placement the student should meet with their Practice Educator to discuss the Standards of Proficiency for Social Care Workers, and commence their personal leaning plan. The student should also seek to identify opportunities of learning that relate the achievement of specific standards of proficiency for social care workers. In collaboration, the student and Practice Educator discuss: strategies and resources required to achieve the social care proficiencies, evidence required to show the achievement of the proficiencies and the timescale needed to achieve them.

As part of the induction process, students are asked to read the placement agencies safety statement, any policies and procedures related to the safeguarding of clients and the placement agencies policy on confidentiality and data protection. Students will not be able to generate a contract in the online system until they first indicate that these policies and procedures have been read.

During week two of placement a telephone meeting is held between the placement coordinator and the practice educator. This meeting creates a space to raise any concerns and to discuss any issues which may be emerging.

During week five/six of placement both the student and Placement Supervisor will complete a **mid-placement review form** detailing the progressive development of the standards of proficiency for social care workers. This is completed online. If concerns are highlighted at this point, a meeting will take place with the SETU Professional Practice Coordinator and an action plan will be implemented in collaboration with all the placement partners to support the student in their development.

7.2 Call in Day

Students will be required to attend two call-in days during their placement, once in week 3 and the second during week 7 of placement. The call-in days allow students to reflect on their progression in placement, to create a forum to discuss and explore the standards of proficiency for social care workers in the placement context and facilitate the progressive integration of theory to practice. These call-in days are included as part of the student's placement hours. During the 2021-2022 academic year the format of the call-in days will be dictated by public health guidance and may be either online or on-site.

7.3 Three-way visit

A tripartite meeting is a meeting between the student, the field based practice educator and the University based practice educator (Placement Co-ordinator). The purpose is to both support the student in the development of their practice and to challenge the student to think more deeply, critically and reflexively about their own development and about the multi-faceted role of the social care worker more generally. It will provide students with an opportunity to discuss and showcase in their existing skills and progress to-date, but also to identify areas for professional development and practice improvement. In sum, a tripartite meeting should be regarded as a supportive, yet challenging, learning opportunity.

Students usually receive one visit from the university over the duration of supervised professional practice placement, however, if deemed necessary by the University based practice educator (Placement Co-ordinator) and field based practice educator, a student can be visited on more than one or two occasions. Visits are planned, however, again if necessary an unplanned visit can also take place. Students must make themselves available for all visits by University staff.

All students must be aware that the tripartite meeting is not a 'tick box' discussion and are expected to prepare for this meeting. Students will be expected to respond in detail, citing specific examples from practice, to questions posed at three-way meetings. For example, it is not enough to say 'I have developed my communications skills'. The student will be asked to explain *which* communication skills (listening, report writing, electronic communications) and to evidence through examples from practice to demonstrate their development whilst also identifying the standards of proficiency evidenced in this skill.

Please note that in discussing theory relevant to or underpinning practice, the student must demonstrate learning from across modules (please see supervised professional practice workshop workbook for more information on theory and practice), rather than simply citing from one module. Moreover, the student will need to show knowledge of the issues faced by the client groups with whom they are working. A well-informed answer will demonstrate something of the make-up of the setting, demographic trends, relevant social legislations and policies, impact of economic climate, history and profile of the community – how did it come into being, its leaders, political representatives etc.

(where applicable). The student is expected to reference the standards of proficiency for social care workers throughout the three-way meeting.

7.4 At the end of supervised professional practice placement:

Placement Supervisors are asked to fill in the Final Supervisors Report which is circulated via email. This evaluation report supports the Placement Co-ordinator/ Team in determining the pass/fail status of the student. Both students and practice educators are asked to provide a candid appraisal of the student's development over the course of supervised professional practice by assessing the students achievement of the standards of proficiency for social care workers via the end of placement form.

To support students in their learning, students complete an audit of the social care proficiencies. The use of this audit enables students to clearly identify their learning needs pertaining to the potential experience to be obtained at the respective placement site. Students then prepare a personal learning plan to support the achievement of the social care proficiencies.

7.5 For Practice Educators -to help achieve a successful practice placement

At the start of placement

- Arrange time and place for arrival of student
- Introductions and tour of setting
- Practical issues e.g. opening times, canteen arrangements, clothing requirements, facilities, codes of practice, training etc.
- Suggest/provide background reading material e.g. Provider reports, evaluation reports, Provider policies and associated procedures, health and safety policies, safeguarding and confidentiality policices and procedures.
- Introduction to work and agreed induction period - set student's timetable.
- Discussion with student regarding the standards of proficiency for social care workers and setting tasks associated with the achievement of these goals.
- Familiarisation of documentation provided by the University
- Complete and return Contract to the University

7.6 As the placement progresses

Once the settling in period is complete, the timetable may be re-negotiated considering student's strengths, relationship with service users, learning needs, needs of the service Provider. At week 5/6 the supervisor and student meet and complete the mid placement review form. This is an opportunity for both parties to assess how placement is progressing and if difficulties are identified, seek support and guidance from the placement co-ordinator.

To support progression towards the achievement of the standards of proficiency for social care workers, ten discussion topics have been identified which link to the proficiencies. These topics are:

1. Client Centeredness / relationship based practice
2. Intersection between personal and professional values / transference / counter transference and parallel process
3. Non-discriminatory practice
4. Confidentiality/data protection/whistle blowing
5. Advocacy
6. Team, interdisciplinary and interagency work
7. Knowledge and skills for Human Rights Based Approach
8. Complexity of engaging with risks from a rights based perspective
9. Professional development / reflective practice
10. Decision making and responsibility

You will see there is a form called a Practice Based Learning Record to complete which records the discussion of these topics with their practice educator. Practice educators are free to schedule these sessions at any point throughout the placement as you deem appropriate. Many chose to include these discussions in the supervision sessions.

7.7 Last weeks

It is recommended the student's departure from the service and relationships with service users should be planned. Many students find it challenging to finish placement and often need guidance on how to negotiate the process of leaving a placement particularly if they have worked closely with some service users.

8.0 Placement Protocols

Participation in Supervised Professional Practice

Students due to start professional placement in the coming academic year may only do so once they have completed the mandatory practice placement workshops, have their Garda vetting in order, and have completed and passed the supervised professional practice module in the previous academic year.

Participation in placement is at the discretion of the University's based practice educator in collaboration with the wider staff team. Students are required to attend all their professional practice workshops, tutorials and lectures across all modules prior to placement and students who do not meet a minimum of 80% attendance may not be permitted to attend placement.

All agencies/organisations provide supervised professional practices to students on the understanding that students will make every effort to maximise the learning opportunities for themselves. A student whose behaviour and/or performance on placement is deemed to be unsatisfactory, initially by the placement team, with the final decision resting with the Placement Committee (programme board), the student may be withdrawn from the placement learning environment due to their continued unprofessional conduct. The University has a responsibility for the student within their remit, however the University additionally takes into consideration the vulnerability of the potential service user, where the duty of care is more profound. Similarly, a student whose behaviour and/or performance outside of the placement/University environment is deemed unsatisfactory may also be withdrawn from the placement learning environment.

8.1 The Student and the Organisation

Students are in agencies at the invitation of the management team and are expected to comply fully with the policies and ethos of the organisation. Students are advised to familiarise themselves with appropriate policies and information regarding the organisation prior to commencing placement and where possible, meet with allocated supervisors to discuss learning goals and their role within the organisation.

While on placement students should illustrate awareness of, respect for and contribution to the organisation ethos and norms regarding language and personal deportment, punctuality, attendance, behaviour and interaction with all personnel connected to the

organisation and community. Students are required to adhere to a professional dress code also.

8.2 Garda Vetting

As outlined above, all students must have Garda clearance, and this must be received prior to the commencement of supervised professional practice.

9.0 Preparedness for Supervised Professional Practice

It is extremely important that students are sufficiently prepared for supervised professional practice. The importance of 'fitness to practice' is highlighted in the registration of Social Care Workers (CORU, 2015) therefore students should view this aspect as an integral part of their training and development.

Should the University based practice educator (Placement Co-ordinator), field based practice educator and/or Faculty, academic or other placement staff consider a student is not sufficiently prepared to provide safe care to self or others prior to a practical experience, or while undertaking a supervised professional practice, they have the right and responsibility to prevent a student from going out on supervised professional practice, or can suspend or terminate a placement and instruct a student to leave the supervised professional practice.

If a situation arises either before or during supervised professional practice, the student will be contacted and where possible, be given advice regarding how best to address the issues in question e.g. work with a counsellor, work on a specific task or re-take Placement Preparation
SETU - Policy & Procedure for Preparedness to Practice for Social Care Students available at Appendix 2 in the university Quality Management System for Social Care.

All issues regarding a student's preparedness for practice placement are discussed by the Faculty / Campus Programme Board. Where a placement is untenable, the student will be advised as to options available in the circumstances. Available options may include a fail result for the module. If a student fails the module, they could repeat the placement in some circumstances. SETU - Policy & Procedure for Preparedness to Practice for Social Care Students available at the following sites https://www.setu.ie/Craft/assets/policies/Fitness-to-Practise-Policy-V1-Feb-2026.pdf

A student is permitted the option to repeat a supervised professional practice placement once only during their degree programme.

9.1 Social media

Social media has now become part of everyday life and as individuals training to be a professional, students need to be aware of how they present online and the impact it can

have on colleagues, employers and potential employers, young people/communities/clients and the wider public audience.

Students need to be mindful on the following points when using social media:

- Presume everything you post online will be public and permanent and may be seen by future employers as well as outside agencies if required.
- Ensure your postings and online conversations are professional, ethical and respectful of others rights to dignity and respect, especially other students and staff members and also to protect yourself online.
- Remember, do not post any content regarding your supervised professional practice placement, or clients in your settings, or those you work with as it does not comply with data protection regulations,
- The General Data Protection Regulation (GDPR) came into effect in Ireland from 25th May 2018, giving individuals greater control over their data by setting out additional and more clearly defined rights for individuals whose personal data is collected and processed by organisations or individuals. The GDPR also imposes corresponding and greatly increased obligations on organisations and individuals that collect this data
- Personal data is any information that can identify an individual person. This includes a name, an ID number, location data (for example, location data collected by a mobile phone) or a postal address, online browsing history, images or anything relating to the physical, physiological, genetic, mental, economic, cultural or social identity of a person
- Comply with your setting's social media policy if they have one. Check policy regarding phone use, especially phones with cameras.
- Keep personal and professional online lives separate e.g. avoid making Facebook 'friend' requests to young people, lecturers and so on.
- In particular, students are urged to consider their use of social media and must not:
    - Post inappropriate, discriminatory, or defamatory comments including comments about other students, staff, or work placement mentors, other employees, or service users.
    - Photographs of placement agencies
    - Bully, harass or intimidate other students, staff, or members of the public
    - Express or support sexist, ageist, disablist, racist, sectarian, or homophobic views
    - Disseminate misleading information
    - Infringe or violate someone else's rights

Students need to be aware that information regarding placement or any work related to the placement module is only valid through the mediums of Blackboard, placement booklets and workshops. The University of Technology, Wexford or University staff take no responsibility for the reliability of information posted on other communication sites.

9.2 Attendance and Absence from Supervised Professional Practice

While on supervised professional practice, students are fulfilling a professional role thus are expected to view placement as they would paid employment. This involves working organisation hours and attending placement every day as required. If students need to miss time from supervised professional practice, they are required to inform their field-based practice educator and University based practice educator before taking the time off. Students will only be permitted to miss placement in exceptional circumstances; however students must achieve 400 placement hours in the academic year when placement is a requirement.

Students are required to fill in the Attendance Log on a weekly basis detailing the hours they worked. This Attendance Sheet must be signed by the field based practice educator and placed in the student portfolio. If a student in unable to attend supervised professional practice, they must contact the practice placement provider / field-based practice educator and University based practice educator no later than 10am on the day of non-attendance with an explanation of their absence. Please note – informing the University based practice educator is a policy requirement. All dates of absences must be written into the Attendance Sheet, an explanation given and signed by the field-based practice educator.

A medical certificate is required from all students for time missed from placement due to illness if it is more than one day. All medical documentation must be from a General Practitioner.

When students are undertaking ‘make-up’ days, they must notify the University based practice educator (Placement Co-ordinator) (this is a policy requirement) of the dates and when they have been completed. In cases where a student’s absence from placement is regarded by the University based practice educator (Placement Co-ordinator)/field-based practice educator as a serious breach of professional conduct, the student may be withdrawn from the placement or awarded a failure for supervised professional practice.

9.3 Student concerns while on Supervised Professional Practice

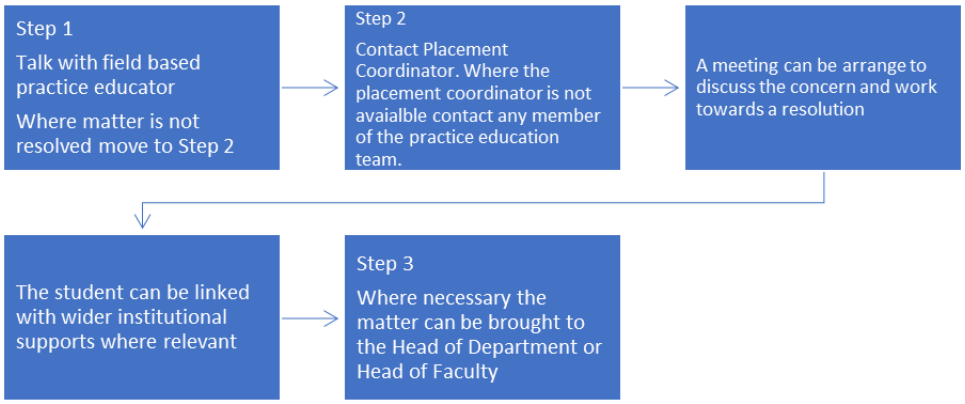
Where students have concerns on placement, they are asked to follow the below steps in seeking appropriate support.

The nature of the concern will determine the correct process to follow. If the concern relates to safeguarding or a child protection issue students are advised to contact the designated person in the placement organisation and follow the organisations policy. If they need support in this process or wish to discuss it with the practice education team, they are advised to contact the placement coordinator. Where the placement coordinator is unavailable, any member of the academic practice education team. The members of the practice education team are listed in the CORU module on Blackboard.

Where a concern relates to their practice education experience, we suggest they follow these steps:

1. Have a conversation with their field-based practice educator to discuss how the situation may be dealt with.
2. If the situation cannot be resolved, then the field-based practice educator and/or the student may ask the University based practice educator (Placement Co-ordinator) to arrange a visit.
3. In an event where you are unable to contact the Placement Coordinator, please contact any other member of the practice education team.
4. The University Based practice educator may resolve the issue or may advise the student on the process to access the University supports available from student services, from the Department or any other supports as relevant to the issue. All supports are available to social care students across the academic year and are available to them when off campus and on placement.
5. Where an issue is not resolved in these steps, the matter may be brought to the Head of Department for further resolution.

Where you are unsure of how to proceed with a concern you can contact any member of the Practice Education Team or the Placement Coordinator.



- **Academic, Health, Wellbeing, and welfare support mechanisms for Social Care Students**
- There must be academic, health, wellbeing and welfare support mechanisms in place for students, designed with their needs in mind, and responsive to feedback from those who use them.
- The nature of social care work, coupled with the interpersonal and relationship based competencies required for effective practice can bring additional stresses to social care students. To meet the specific requirements of social care students there are a number of support mechanisms available:
- Initially, learners on the social care program can access a range of supports available within the university, namely:
    - Access
    - Disability
    - Health Centre

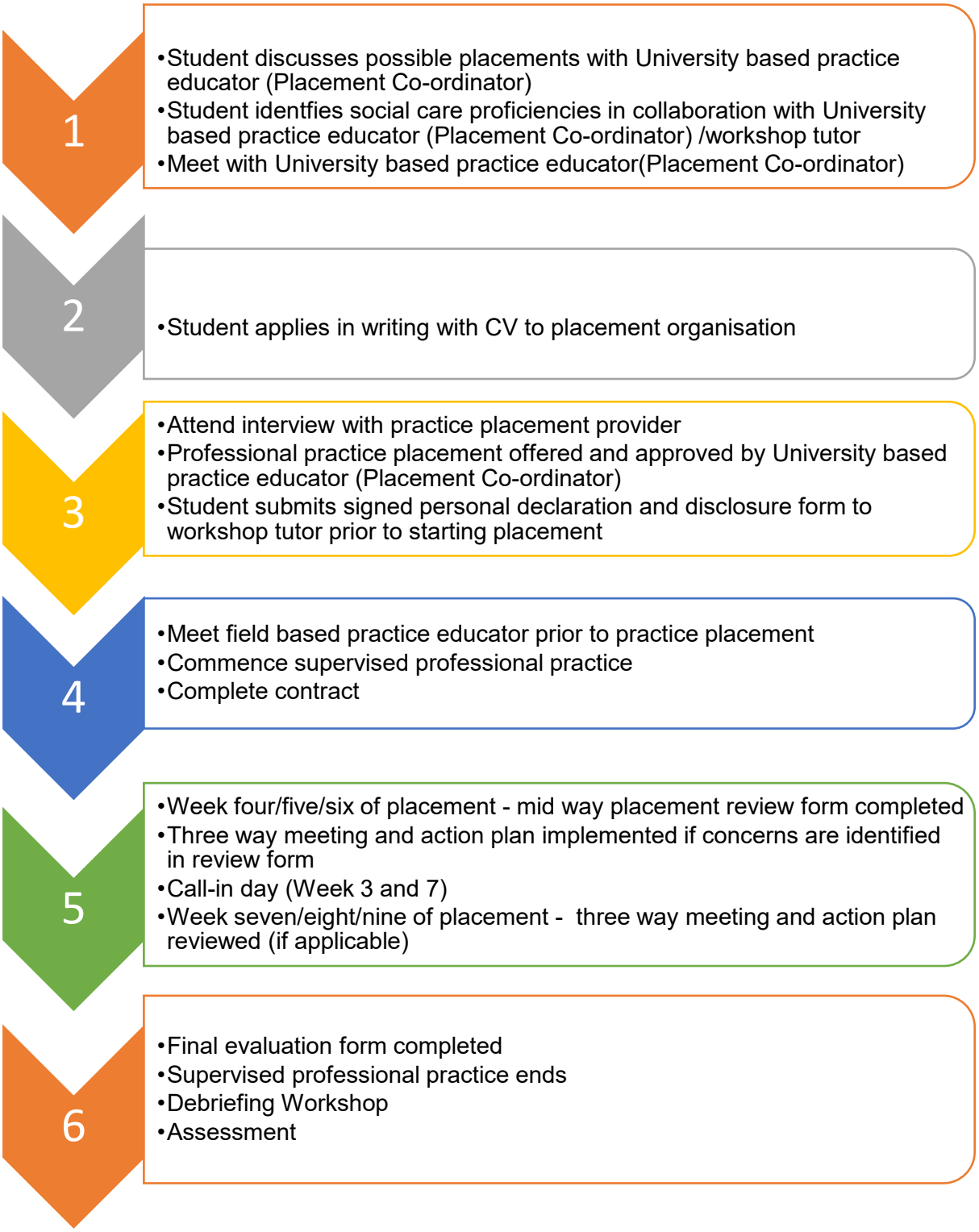
- Career Service
- Counselling
- Chaplaincy
- Students Union
- Clubs & Societies
- Financial Supports
- Accommodation advice
- Transport advice

- In addition, each social care class has a designated class tutor whose role is to support students through additional challenges they may experience over the course of their studies. Students can also receive support from the placement coordinator in relation to their practice education. The Program Directors, who support both the class tutors and learner welfare, are eligible to register with CORU when the register opens. Students also utilize the class representative system which facilitates feedback via the student's union regarding students experience of the general university wide supports.
- The SETU provide reasonable accommodations and supports if appropriate for all students, including Social Care students, within the resources available, notwithstanding a requirement for external or expert intervention.
- Where a concern is raised regarding a student's wellbeing, the student in the first instance is encouraged to seek support from Student Services.
- Supplementary academic support is also available to students who may be finding the programme challenging and this initiative is designed to improve learner academic success and enhance engagement.
- If a learner wishes to provide feedback on any of the supports available to them, the Program Directors and Head of Department are available to learners and respond to such feedback in a timely manner.

9.4 Failure to Complete Supervised Professional Practice

If a student fails to complete a supervised professional practice, they will be offered the opportunity to repeat a placement with the same or some other organisation in order to proceed to the next stage of the programme if this is deemed appropriate. Only one repeat placement can be facilitated over the duration of the degree programme, due to potential impact on young people/community groups/vulnerable service users.

10. THE PLACEMENT PROCESS – SOCIAL CARE STUDENTS



Procedures for Responding to Preparedness to Practise Concerns: Social Care Programmes.

Reporting Preparedness to Practise Concerns

1.1 Any person concerned about the behaviour, health, conduct or performance of a relevant student which undermines, or may undermine, their ability to effectively and safely practise their profession, has the right to raise their concern. Concerns may be raised by staff members, students, placement agencies, and members of the public. Concerns should be clearly outlined and available supporting evidence included. They may be raised at any time, in relation to any student who is registered or seeks to become registered on the relevant programme, until the date of graduation from the programme.

1.2 Concerns may be raised with any member of the programme board who will bring it forward to relevant persons, depending on the campus. Details of this reporting process are outlined in Figure 1.

Temporary Suspension and/or Exclusion

2.1 The decision to withdraw a student from practice placement or from a programme will be determined on a case-by-case basis and represent a proportionate response to the possible risk to the student and to others. If the student remains in practice placement while awaiting the outcome of an investigation, conditions of practice may be imposed.

2.2 The Head of Department/ Deputy Head of Campus, in consultation with relevant members of the PET, may temporarily exclude a student from their practice placement, work-based learning setting, related learning activities and/or programme of study, where they reasonably believe that a student, in respect of whom a preparedness to practise concern has been raised, poses a risk to:

- Their own health, safety and/or wellbeing and/or that of others.
- The professional activities of a placement provider or other professional organisation or to a practice situation.
- The property of the University and/or others, and/or
- The reputation of the University or a placement provider or other professional organisation and/or its functioning and/or its activities;

and immediate action in the form of a temporary suspension and/or exclusion is reasonably required to remove or reduce the risk. This may include, but is not limited to, preparedness to practise concerns relating to a declared or undeclared criminal conviction, a serious health concern, or a serious once- off incident.

2.3 Any member of the PET, in coordination with the Placement Coordinator, may temporarily exclude a student from their practice placement, work-based learning setting, related learning activities and/or programme of study, where they reasonably believe that a student, in respect of whom a preparedness to practise concern has been raised, poses a risk as outlined in 2.2, above. The Head of Department/ Deputy Head of Campus must be notified of this decision as soon as practicable.

2.4 In the case of concerns regarding the student's health, safety, and/or wellbeing, the temporary suspension will remain in place until such time as an appropriately qualified person, certifies the student fit to proceed with the programme of study.

2.5 A student may be suspended from the programme without prejudice and pending further investigations and initiation of the Preparedness to Practise Policy.

2.6 If a decision is made to impose such a temporary suspension/exclusion, consideration will be given to whether arrangements can reasonably be put in place for the student, in order to minimise the impact on their studies. The temporary suspension/exclusion will be kept under review, in line with the below outlined procedures, by the Head of Department/ Deputy Head of Campus or Placement Coordinator or Programme Leader/Director, or another nominated person. The PET will be provided with regular updates.

2.7 When a student is subject to temporary suspension/exclusion, this will be confirmed to the student in writing, as soon as possible. This notification will include a summary of the allegations against the student or concerns about the student's practice and an outline of the procedures that will be followed by the faculty. The student may appeal the decision to the Chief Academic Officer, Deputy President within 10 working days of the written notification, who may consult with or refer the issue to the Preparedness to Practise Committee. Any decision will remain in effect until the appeal is heard.

The Preparedness to Practise Procedure

3.1 If there is any uncertainty related to a function under the Policy, it is the responsibility of the relevant Head of Faculty to determine who will act under this Policy.

3.2 The level at which the Procedure is implemented will depend on factors such as the seriousness of any risk posed and the student's response to any steps taken by the University. The Procedure should be proportionate to the concern raised and have due regard to the safety, wellbeing and rights of the student, service users, placement agencies and any other relevant person.

3.3 The University can decide to implement a Formal Stage without implementing the Informal Stage should it believe that that the concerns warrant such an approach.

3.4 Should a student, without good cause, be unwilling or unable to participate at any stage of this Procedure, the University may nonetheless follow the Procedure in their absence. The Procedure may be completed where the student voluntarily withdraws from study.

3.5 Where in this Procedure reference is made to any named University office holder, such reference is to be read as including reference to their appointed nominee.

Responding to Issues of Concern: The Informal Approach

4.1 Concerns may be raised by students, staff, placement agencies, service users or members of the public who have a genuine concern for the preparedness to practice of the student or any other person associated with the practice placement. Concerns can be raised at any stage of their studies, until the date of graduation from the programme.

4.2 Concerns regarding a student's preparedness to practise can be raised with any member of the Programme Board who will pass information to relevant persons. See Fig.1

4.3 Where students have concerns for their own preparedness to practice, they should discuss the issue with their Placement Coordinator/Program Leader/Program Director/any member of the practice education team.

Informal Process – Stage 1

4.4 The majority of concerns will be resolved informally in conjunction with the students, practice placement support team, the academic team and where necessary, additional student supports.

4.5 Where appropriate, the Head of Department/ Deputy Head of Campus will appoint a member of the PET, the Placement Coordinator or Programme Leader/ Director to meet with the student and explore concerns at an informal level.

4.5 The Placement Coordinator or nominated person will meet the student and explore the issue further, with the objective of reaching a satisfactory resolution. Following the meeting, a summary email will be sent to the student capturing any key points and actions.

4.6 If this is not achieved, the issue is brought to the attention of the relevant Head of Department/ Deputy Head of Campus under the Informal Process – Stage 2.

Informal Process – Stage 2

4.7 In the event that the student or the practice placement coordinator or relevant member of the programme board is not satisfied with the outcome at Stage 1, the issue can be brought to the relevant Head of Department/Deputy Head of Campus. The Head of Department/ Deputy Head of Campus will carry out an informal investigation with the student, with the Placement Coordinator and/or with members of the programme board, where appropriate.

4.8 The purpose of this stage is to deal informally with any initial, emerging or minor causes of concern relating to a student's preparedness to practise. In determining whether the matter is suitable to be dealt with under this stage, the relevant Head of Department/ Deputy Head of Campus will:

- Carry out a preliminary review of the issue and available evidence.
- Examine any supporting evidence or documentation from the person raising the concern.
- Assess whether the student openly acknowledges there is an issue to be addressed and/or
- Any other relevant circumstances.

4.9 Once it has been confirmed that the matter is suitable to be dealt with using this stage, the Head of Department will:

- Notify the student in writing, usually by use of an email sent to a confirmed email address, that there is a concern about preparedness to practise.
- Outline the nature of the concern.
- Indicate that they are seeking to deal with the matter under this stage.
- Provide the student with a copy of this Policy and advise them of any appropriate internal and external supports available.

- Request that the student make a submission with regard to the issue, including medical and/or other evidence they would like taken into consideration.
- The Head of Department/ Deputy Head of Campus will arrange a meeting with the student to discuss the concern, and any support needs the student may have. The student will be given the opportunity to respond to the concern. The student is entitled to be accompanied by a friend/representative of their choice, in accordance with paragraph 5.2.
- The Head of Department/ Deputy Head of Faculty may invite other staff members to attend the meeting and may consult with and seek information from other relevant persons to deal with the matter and to provide support to the student. The Head of Department/ Deputy Head of Faculty should be accompanied at all meetings with the student, and a contemporaneous record of the meeting shall be taken.

4.10 The Head of Department/ Deputy Head of Campus will decide whether the student's preparedness to practise is impaired, or may become impaired, and whether any action is necessary. The precise nature of any action will depend on the circumstances of each case. Actions may include, but are not limited to, one or more of the following outcomes:

- Decision made that there is no case to answer.
- Decision made that no further action is to be taken.
- Support arrangements and/or reasonable accommodation be put in place for the student, following any necessary assessment.
- An action plan be drawn up setting out how the matter will be managed by the Department, including the outlining of any requirements which are placed on the student.
- The student be withdrawn from placement or be delayed from commencing placement indefinitely or for a specified duration.
- The matter be referred to the Formal Stage.
- The matter be referred for consideration under another University process e.g. Student Expected Behaviour Policy and Disciplinary Procedure.

4.11 In the event that any party who have been involved in the informal process and are not satisfied with the outcome of the informal process, or where the issue is of a persistent nature or beyond the remit of an informal process, a preliminary report outlining the concerns is made in writing to the relevant Head of Faculty / Campus who may then initiate a formal procedure of investigation and action. (See Appendix A.1)

4.12 The procedure of investigation and action will be proportionate to the concern raised and with due regard to the safety, well-being, and rights of the student, service users, placement agency and any other person.

4.13 In the circumstance that a concern of a significant nature is raised during the professional practice placement, the placement may be suspended and/or deferred until such time as an investigation has been completed and the safety of all involved can be assured.

4.14 If a student cannot satisfactorily complete their placement because of a Preparedness to Practice concern or other reason, consideration will be given to the nature of the concern, and the steps taken by the student to remedy the issue. A decision will be made whether a deferral of the module is appropriate, or the student may be deemed to have failed that element of their programme.

Procedure for Responding to Issues of Concern: The Formal Stage

5.1 The Formal Stage will be used to address concerns:

- Where any issues are considered too serious to be dealt with under the informal process.
- Where any issue which has been commenced under the informal process is later considered to have become too serious to be continued under the informal approach.
- Where the issue has not been resolved by the informal process.
- Where the student is not happy with the decision made during the informal process and notifies the Head of Department/ Deputy Head of Campus within 10 working days of receiving the decision that they are invoking the Formal Stage.
- Where the student elects for the concern to be dealt with under the Formal Stage.
- Where the student has failed to comply with the outcome of the informal process.

5.2 Students who have issues of concern made regarding their preparedness to practise have the right to be accompanied by an appropriate person, such as, a friend, a fellow student, student services, or the University's Students Union representative, in a supportive capacity, in the Formal Stage of the Procedure. There is no right to legal representation or to be represented by any person or body unconnected with the University.

5.3 The person raising the concern (the complainant) should be made aware that:

- Full details of the complaint will be put to the student.
- The student may be given an opportunity to engage with the complainant face to face in order to challenge the concern/complaint raised, if this is appropriate.
- In the event of the matter being referred to the Preparedness to Practise Committee, the complainant and student may call witnesses and may enter witness statements.
- Witnesses cannot be compelled to attend under this Procedure.

Formal Stage - Process

6.1 The purpose of this stage is to deal formally with any concern relating to a student's preparedness to practise. In determining whether the matter is suitable to be dealt with under this stage, the relevant Head of Faculty/ Campus will:

- Carry out a preliminary review of the issue and available evidence.
- Examine any supporting evidence or documentation from the person raising the concern.
- Assess whether the student openly acknowledges there is an issue to be addressed and/or
- Any other relevant circumstances.

6.2 Once it has been confirmed that the matter is suitable to be dealt with using this stage, the Head of Faculty/Campus will:

- Notify the student in writing, usually by use of an email sent to a confirmed email address, that there is a concern about preparedness to practise.
- Outline the nature of the concern.
- Indicate that they are seeking to deal with the matter under this stage.
- Provide the student with a copy of this Policy and advise them of any appropriate internal and external supports available.
- Request that the student make a submission regarding the issue, including medical and/or other evidence they would like taken into consideration.
- The Head of Faculty/ Campus will arrange a meeting with the student to discuss the concern, and any support needs the student may have. The student will be given the opportunity to respond to the concern. The student is entitled to be accompanied by a friend/representative of their choice, in accordance with paragraph 5.2 above.

6.3 The Head of Faculty/ Campus may invite other staff members to attend the meeting and may consult with and seek information from other relevant persons in order to deal with the matter and to provide support to the student. The Head of Faculty/Campus should be accompanied at all meetings with the student, and a contemporaneous record of the meeting shall be taken.

6.4 The Head of Faculty/ Campus will decide whether the student's preparedness to practise is impaired, or may become impaired, and whether any action is necessary.

The precise nature of any action will depend on the circumstances of each case. Actions may include, but are not limited to, one or more of the following outcomes:

- Decision made that there is no case to answer.
- Decision made that no further action is to be taken.
- Support arrangements and/or reasonable accommodation be put in place for the student, following any necessary assessment.
- An action plan be drawn up setting out how the matter will be managed by the Department, including the outlining of any requirements which are placed on the student.
- The student be withdrawn from placement or be delayed from commencing placement indefinitely or for a specified duration.
- The matter be referred to a Preparedness to Practise Committee.
- The matter be referred for consideration under another University process e.g. Student Expected Behaviour Policy and Disciplinary Procedure.

Establishing a Preparedness to Practise Committee

6.5 Where there is a continuing/on-going concern or where there are concerns where immediate consideration and determination of a student's preparedness to practise is warranted, the Head of Faculty/ Campus may decide to refer the preparedness to practise concern to the Preparedness to Practise Committee ("the Committee"). The Committee will be convened by the relevant Head of Faculty/Campus and the Director of Student Experience, as and when required.

6.6 The Preparedness to Practise Committee shall consist of:

- An external person with expertise in the student's chosen practice area.
- A staff member of the University from a discipline other than the Department concerned.
- A staff member of the University from the discipline, but from another campus.
- The relevant Head of Faculty/ Campus.
- A member of the relevant Practice Education Team.
- A member of the SETU Students' Union.

6.7 The Chair of the Preparedness to Practise Committee shall be chosen by the Chief Academic Officer and Deputy President Director. The Chair is responsible for overseeing the process, working closely with the CAO and Deputy President to ensure that the procedure is run smoothly and effectively.

6.8 Deliberations of the Committee shall be in private. A member of the University administrative staff will attend meetings of the Committee for the purpose of taking notes and recording decisions made. This person is not a member of the Committee and will not be involved in the decision-making process.

6.9 As part of dealing with any matter under Formal Stage, the University may undertake any such investigations as it considers reasonable and appropriate in the circumstances. A member of staff may be appointed by the relevant Head of Faculty/

Campus to act as Investigating Officer. The Head of Faculty/Campus may put in place terms of reference for any such investigation. The student will normally be informed that an investigation is being carried out and of the identity of the Investigating Officer.

6.10 The Investigating Officer will determine the process to be followed for the investigation, having due regard to any terms of reference set for them by the relevant Head of Faculty/Campus and may speak with the student concerned and with other students, staff and where relevant third parties (such as placement providers or health professionals, for example) and call for information. Any investigation will be carried out in a transparent and fair manner. The Investigating Officer will provide a report outlining the findings of the investigation to the Preparedness to Practise Committee.

6.11 In advance of the Preparedness to Practise meeting with the student, the Chairperson of the Preparedness to Practise Committee will:

- Formally notify the student in writing that concerns regarding their preparedness to practise have been raised and full details of the nature of these concerns will be outlined.
- Provide a copy of this Policy.
- Indicate that they will be given an opportunity to respond.
- Provide documentation in support of the concern, if any.
- Provide a copy of the Investigating Officer's report.
- Invite them to attend a meeting with the Committee.
- Give them notice of the date, time and place of the meeting with the Committee.
- Inform them that they may be accompanied by a friend/representative of their choice but there is no right to legal representation.
- Advise of any appropriate internal and external supports available to the student.

6.12 The student will normally be given 10 working days' notice of the meeting.

6.13 The Committee will consider all the evidence provided to it and may obtain any expert advice that it deems necessary.

6.14 Arising from its consideration of the evidence, the Committee may decide that the student is required to undergo one or more of the following:

- Undergo testing by a doctor or specialist nominated by the Committee, in respect of suspected drug or alcohol addiction/misuse considered to be potentially undermining a student's preparedness to practise. A student failing to comply with this requirement and/or whose tests confirm drug or alcohol addiction/misuse may be required by the Committee to withdraw from their course and/or placement and/or to defer their studies until such time as they are certified by an appropriately qualified person (nominated by the University) to be fit to proceed.
- Undergo a medical examination or assessment (including a psychiatric assessment) by a doctor or relevant specialist nominated by the Committee for

the purpose of obtaining an opinion as to the student's medical preparedness to practise. A student failing to comply with this requirement and/or who is deemed medically unfit, may be required by the Committee to withdraw from their course and/or placement and/or to defer their studies until such time as they are certified by an appropriately qualified person to be medically fit.

6.15 At the Preparedness to Practise Committee meeting, the student will be given an opportunity to rebut or discuss any concerns expressed about their preparedness to practise. The student may bring witnesses and make written submissions. Any written submissions or documents intended to be relied upon by the student should be submitted to the Chairperson of the Committee no later than three working days before the meeting. A list of proposed witnesses (if any) should also be provided to the Chairperson of the Committee by the student no later than three working days before the meeting.

6.16 A contemporaneous record of the meeting shall be taken.

6.17 Following the meeting, the Committee will determine whether the student's preparedness to practise is impaired or may become impaired, in accordance with this Policy, and whether any action is necessary. The precise nature of any action will depend on the circumstances of each case. Actions may include, but are not limited to, one or more of the following:

- Decision made that that there is no case to answer.
- Decision made that no further action is to be taken.
- Support arrangements and/or reasonable accommodation to be put in place for the student.
- An action plan be drawn up setting out how the matter will be managed by the Department including the outlining of any requirements which are placed on the student.
- The matter be referred for consideration under another University Policy eg Student Expected Behaviour Policy and Disciplinary Procedure.
- Caution the student that the matter will be noted in records and shared with the PET to be taken into account in requests for references.
- Continue in the relevant programme, subject to review.
- Repeat certain aspects of the relevant programme.
- Withdrawal of the student from placement indefinitely or for a specified duration.
- Suspension of the student from the relevant programme until the student is certified as prepared to proceed by an appropriately qualified person.
- Expulsion of the student from the relevant programme.
- Dismiss or strike out from the student's record, any allegations based on vexatious, false or malicious claims.
- Such other action as is appropriate in the circumstances.

6.18 The Preparedness to Practise Committee shall communicate its decision in writing within 15 working days of the meeting. Where the decision cannot be

communicated within 15 working days, the student may be informed in writing of the revised timescale for receiving a response and the reason(s) for the delay.

6.19 A copy of the decision and any associated documentation will be retained, in line with the General Data Protection Regulation and University policy.

6.20 The decision of the Preparedness to Practise Committee will also be communicated to relevant members of the programme board and the PET.

Appeal to the Chief Academic Officer and Deputy President

7.1 The student may appeal the decision of the Preparedness to Practise Committee to the Chief Academic Officer and Deputy President of the University. Unless the CAO and Deputy President decides otherwise, any decision being appealed will retain full force and effect during the currency of the appeal.

7.2 To initiate an Appeal, a student must write to the Chief Academic Officer and Deputy President, setting out the grounds of appeal in detail, within 5 working days of the date of notification of the result which is being appealed.

7.3 The student may appeal the Formal Stage outcome to the Chief Academic Officer and Deputy President on the grounds that:

- The University failed to follow the process set out in the Policy and this had a material effect on the decision.
- The decision at the Formal Stage was inconsistent or disproportionate to the evidence provided.
- The evidence produced at the Formal Stage meeting with the Preparedness to Practice Committee was factually incorrect or the student has new and material information or evidence which was not previously available and would have a material effect on the decision.

7.4 The student shall specify the grounds on which the appeal is made.

7.5 The Chief Academic Officer and Deputy President may invite submissions from the student and any other persons deemed necessary, including the relevant Head of Department/ Deputy Head of Campus, the Committee or particular members of it, and may meet with them or determine the matter on the basis of written submissions alone (if this is deemed appropriate in the circumstances).

7.6 The Chief Academic Officer and Deputy President will normally review the appeal within 15 working days of the receipt of the appeal and may make one of the following decisions:

- Dismiss the appeal (in whole or in part).
- Uphold the appeal (in whole or in part).
- Direct that the Committee undertake a further meeting with the student.
- Impose an alternative decision.

7.7 The Chief Academic Officer and Deputy President will communicate their decision to the student normally within 15 working days of the determination of the appeal.

7.8 The decision of the Chief Academic Officer and Deputy President is final and may not be appealed.

7.9 The Chief Academic Officer and Deputy President shall be and is the final arbiter in respect of alleged breaches of the Student Fitness/Preparedness to Practise Policy. If a student remains unhappy with the determination of the complaint, the student may make a complaint to the Ombudsman (www.ombudsman.ie).

Appendix A.1

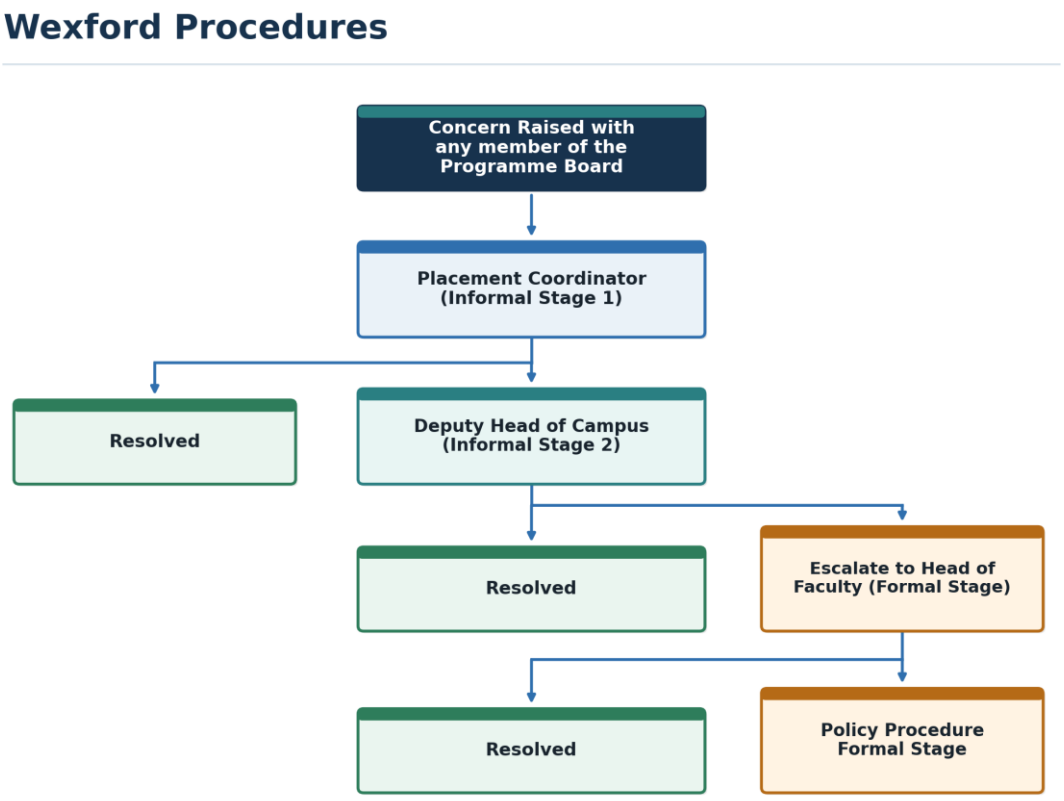
Student Issue of Concern under Preparedness to Practise Policy

The form should be used by stakeholders who wish to raise a concern beyond the first stage of the University procedure following consultation with Head of Department/Deputy Head of Campus or equivalent.

Name:	
Address	Programme of study and year of study:
Emai	
Contact Number:	
Signature:	Date:

Please outline the substance of the concern you wish to raise

Fig. 1c Wexford Procedures



Supervised Professional Practice Documentation and protocols.

Note: With the exception of the practice based learning records and supervisor action plan report (if needed) all other documentation is completed and submitted online through the SETU Social Care Professional Practice online documentation system. In the case of documents which require signatures, the students will receive a PDF version of the documents to their University email which is then printed, signed and submitted as an element within the student portfolio of work. Students will have completed Garda Vetting, Personal Declaration and Personal Disclosure documents prior to the commencement of placement.

Health Issues

1. It is recommended that all students have their own vaccination history checked for the Primary Vaccinations received in childhood, these are - **Polio, Diphtheria, Tetanus, Whooping Cough, MMR (Measles, Mumps, Rubella).** Immunisation against Rubella is particularly important for females in the childbearing years who find themselves in close contact with young children. Young women usually have this vaccination at twelve years of age.

2. The vaccination for Meningitis C has only recently become available and students should also check that they have received this.

3. BCG, which is the vaccine to protect against Tuberculosis is usually administered in infancy and can be verified via a pockmark on the skin. Sometimes it is advised to carry out a tuberculin test to verify immunity status. If this vaccination is required, students should contact their own area Health Board. There is no charge for this service.

4. Any student from outside Ireland should comply with the recommendations for nationals but in addition should pay particular attention to their status for BCG and Polio. In the case of Polio, depending on the country of origin, the student may have to undergo the full programme.

5. It is the policy of some agencies that staff are inoculated against both Hepatitis B and COVID 19. Students may be prevented from attending some agencies if they do not have this vaccine.

6. All students on placement are requested to comply with the health and safety standards of their host setting. They should ask to see the setting's Safety Statement.

Garda Clearance

As this programme requires placement that will bring students into contact with children, young people or vulnerable adults and in which they will assume positions of trust, it is necessary to ensure the protection of the public, and justify public trust and confidence. Therefore the University is committed to ensuring that only suitable candidates are allowed to undertake these programmes.

The SETU uses the Garda Central Vetting Unit (GCVU) vetting services to assess the suitability of all applicants and in some cases, may also require applicants to provide an enhanced disclosure by the completion of an affidavit.

As indicated, information pertaining to Garda clearance is identified in the SETU's Garda Vetting Policy, which is available in the University's Quality Manual at the following link https://www.setu.ie/about/quality-and-teaching/quality-assurance

The Freedom of Information Act (FOI)

The FOI Act provides that from 21 April 1998, every person has the following new legal rights:

- The right to access official records held by Government Departments or other public bodies listed in the Act.
- The right to have personal information held on them corrected or updated where such information is incomplete, incorrect or misleading.
- The right to be given reasons for decisions taken by public bodies that affect them.
- Under this Act, people can seek access to personal information held on them no matter when the information was created, and to other records created after 21 April 1998 (21 October 1998 for Health Boards & Local Authorities). The FOI Act applies to over 300 public bodies and is being extended to more bodies over time. A full list of the bodies covered by FOI is available on the FOI Website: www.foi.gov.ie

Making a FOI Request

All requests must be made *in writing* to the individual public body in possession of the records sought and it must be clearly stated that the request is being made under the Freedom of Information Act while at the same time specifying the records sought.

Further Information from –

The FOI Central Policy Unit,

73-79 Lower Mount Street,

Dublin 2.

Telephone: 01-6767571 or LoCall 1890661010

Section 3

Policy and Procedure for the supervision, assessment and support of students on placement

It is important to note that the practice aspect of Supervised Practice Placement module has a Pass/Fail grade system and involves the following components:

The need for self-evaluation: Students on supervised practice placement are required to use the Proficiencies Audit document to support reflection and evaluation of their progressive development of the standards of proficiency for social care workers and use opportunities provided by weekly supervision and the tripartite meeting to demonstrate self-evaluation skills.

The need for evaluation by the practice educator: within supervision there should be a process of ongoing supportive evaluation in relation to the student's attainment of Social Care proficiencies.

The mid-placement evaluation of students' performance is undertaken by both student and placement educator. After completing the form, area's requiring further attention will be highlighted. Students can complete a personal learning plan to support their learning.

The final evaluation of students' performance is undertaken by both student and placement educator when they complete the final evaluation together.

The role of the Placement Co-ordinator: ongoing evaluation is carried out throughout the placement and at the tripartite meeting in conjunction with the placement educator.

10 Guidelines for Assessment

Assessment

The assessment for Supervised Professional Practice includes the attendance requirements and submission of portfolio. The assessment of the supervised work practice is underpinned by the following guidelines:

- A student must satisfactorily pass the placement module in order to successfully complete each stage of the degree programme. The elements in the placement module include:
    - 80% attendance at workshops

- Garda Vetting
- 400 hours of professional practice completed
- Portfolio requirements met
- Attendance, preparation and participation at two call-in days
- Satisfactory performance at tripartite meeting
- Documentation correctly signed

- The final decision regarding pass/fail rests with the University and is based on evidence collected through all the other elements of the programme as well as reference to standards required by the University. Consultation with the External Examiner may also be deemed appropriate.

- Students will only be allowed the opportunity to repeat a failed placement once. Only one repeat is permitted over the duration of the degree programme.

The Placement Organisation Supervisor's Final Report

This report co-determines the Pass/Fail status of the supervised professional practice placement. The field based practice educator discusses the substance of the report with the student and the University based practice educator (Placement Co-ordinator) before recommending a result. The three partners involved in the supervised work practice agreement must sign this report.

Policy and Procedure for the supervision, assessment and support of students on placement

1. Purpose

The purpose of this policy is to ensure that those mentoring and supervising social care students on placement from the SETU are supported in their role as practice educators, are aware of the procedures in place to supervise students, to support students who have areas for improvement and to provide a process for the assessment of students on placement.

2. Objective of Supervised Professional Practice Placement

The main objectives of supervised professional practice are:

- Equip graduates with the skill, knowledge and competencies required to work within a variety of social care contexts.
- Develop social care workers with a specific expertise and specialised knowledge base, competent to deliver and manage quality and equity proof services for adults and children.
- Enable students to develop characteristics of self-confidence and self-reliance and to acquire the social and communication skills appropriate to a professional social care worker.
- Provide professional, skilled graduates to work in social care settings.
- Provide an opportunity to apply research skills in a practice environment that may add to the social care's knowledge base.
- To create opportunities for students to achieve the minimum standards of proficiency for social care workers as outlined by CORU.

*For the purposes of this policy, a 'student' is an unpaid person who has chosen to acquire credit for all or part of an approved programme of academic or practical study through spending time on placement in social care service.

3. Scope

The policy applies to practice educators who are supervising and mentoring a social care student from SETU during their time on placement

4. Principles/Procedure

Proficiencies are statements of what should be aimed for at all stages of a social worker's or social care worker's career (Tusla, 2016). A proficiencies approach focuses not so much on what professionals do, but how they do it by breaking down desired behaviours into the knowledge, skills, attitudes, and values that underpin them. It encourages reflective practice by showing how relationships are formed, professional judgements are made and how practice is adapted to the context in which the social worker or social care worker is working (Skills for Care, 2010). The use of the term 'proficiencies' is used to convey that professional development is not just about attaining minimum competence in different areas, but about continuing learning and development throughout the whole career and therefore continuing to strive to advance knowledge and skills beyond the basic requirements. The definition of a proficiency is 'advancement in knowledge or skill' (MerriamWebster, 2015).

4.1 Supervision and Practice Based Learning

"Professional Supervision is a partnership process of ongoing reflection and feedback between a named supervisor and supervisee/s to ensure and enhance effective practice. Provided in a supportive manner, it offers a structured opportunity to discuss work, to reflect on practice and progress and to plan for future development" (O'Neill, 2005: p.163).

Morrison (2003) proposes that the purpose of supervision is to enhance the social worker's professional skills, knowledge, and attitudes to achieve competency in providing quality care. It aids in professional growth and development and improves outcomes. He states: 'The overall aim of supervision is to promote best practice for clients by maintaining existing good practice and continuously striving to improve it' (p.46)

In effect Morrison (2003: 30) illustrates supervision to be 'a cooperative and facilitating process, which aims to:

1. Develop the worker's effectiveness

2. Provide a suitable and appropriate forum for the worker to assure those to whom he or she is accountable that he or she is acting responsibly
3. Develop the worker as a professional person

Supervision is essential to the caring/supportive professional in maintaining their own health, effectiveness, and development. It does this by helping them to explore their work and how it affects them, therefore enabling them to identify areas for future development. This process of reflective practice ensures that the interests of those they work alongside are protected. It is important that supervision is part of the training experience of the social care student on placement. As well as learning the 'what' and 'how' of the social care profession the student must develop self-awareness and an ability to explore new practice challenges in a safe way. It is a vital role of the supervisor to facilitate this process.

The role of the Field based Practice Educator

The practice educator ensures that learning is taking place which is accurate and appropriate. This involves finding a balance between: (a) the amount of work and study the student does; (b) the supervisor having a sense of the student's level of understanding and evaluating the quality of the learning that is taking place. It is recommended that students allocate two hours per week during their placement to complete self-directed study and learning. To support this learning, there are ten specific topics to be explored during weekly supervision sessions. These are listed below. The social care proficiencies relevant to each of the ten topics are also listed to support the integration of the standards of proficiency for social care workers into practice. The purpose of these sessions is to support the student to link their experiences whilst engaged in work- based learning with the standards of proficiency. A practice-based learning record is completed to support the students to develop their knowledge about the standards of proficiency in the context of their placement organisation.

Supervision Meetings

The purpose of supervision meetings is to provide a formal supportive environment to assist the student in their learning and development while on practice placement. In order to ensure such opportunities are built into the timetable of all parties involved, it is recommended that the student and supervisor agree to a formal arrangement or contract in respect of supervision meetings. These sessions provide an opportunity for both the student and the placement supervisor to evaluate the progress made to date in terms of student's personal and professional development.

Supervision is for	***Supervision is not for***
Monitoring the quality of work	A telling off
Reviewing and planning work	Counselling
Reflecting on what is done and how to do it (task and process)	Something to do only when problems arise
Exploring and expressing issues brought up by work	Something to do when nothing is happening
Challenging the worker	A test or examination
Being proactive rather than reactive	A grievance session
Progress towards the achievement of the Standards of Proficiency for Social Care Workers whilst engaged in work-based learning	

(Source: IASCE Practice Placement Manual (adapted to incorporate CORU requirements))

SUPERVISION MEETING GUIDELINES

Suggested agenda for supervision meetings

1. Minutes of last meeting
2. Matters arising or outstanding tasks
3. Review of past week from the perspective of the supervisor and students
4. Work programmes and practices of the placement Provider, clarify issues the student may have
5. Concerns or difficulties being experienced, how the work impacts on the student
6. To support students to link the standards of proficiency for social care workers to their practice on placement ten topics have been identified which will support the students to link theory and proficiencies to practice. These discussions are captured in the student's practice- based learning sheets. The topics are listed below
7. Demonstrates how research, theory, policy, and legislation informs practice
8. Any safety issues? (Standards of practice and issues relating to health and safety of staff and target group.)
9. Identify any gaps in information and either inform or direct the student to source of information.
10. Feedback on student's progress (It can be useful to refer to the Social Care proficiencies here)
11. Enquire about progress on University written work/portfolio
12. Plan work for next week
13. Agree date and time for next meeting

Please note: the student should take responsibility for contributing additional items to the agenda and s/he should bring work e.g., be prepared to discuss a critical incident.

Ten Topics for Discussion and the standards of proficiency that link to those topics. Students can refer to their audit books for guidance as to which of the standards to discuss in relation to each topic as they overlap.

Intersection between personal and professional values/transference/counter transference

D1: p 17, 20, 21, 22, 23.

D2: p 2, 15, 17.

D4: p 4.

D5: p 2, 8, 9, 13, 19

Non-discriminatory practice:
D1: p 8, 22, 23

D2: p 1, 2, 3, 12

D4: p 4

D5: p 2, 3, 7, 13, 14, 15

Confidentiality/data protection/whistleblowing:

D1. p. 4, 10,11,12,13,14,15,16

Advocacy:
D1: p. 1,2,3,5,6,8,9,10,11,12,13,14,15,16,17,21,22,23

D2: p. 1,2,3,4,5,9,17

D3: p. 1,4,14,15

D4. p. 4

D5. p. 1,2,3,13, 15

Team, interprofessional and interagency work:
D1. p. 10,11,12,13,

D2. p. 2,12,13,14,15

D3. p. 3,7,14,15

D5. p. 14,17

Knowledge and skills for Human Rights Based approach:

D1. p 1,2,3,4,5,6,7,8,9,10,14,15,16,17,19,23

D2. p 1,2,3,4,5,16,17

D3. p. 6,8,9,13,14,15

D5. p 2,3,8,9,10, 13,15,

Complexity of engaging with risks from a rights-based perspective

D1. p 1, 3, 5, 6, 8, 9, 10,15,19,23

D2. p 1, 3, 4,

D3. p. 1, 7, 10, 12, 14

D5. p. 12

Professional development/reflective practice:

D1; p. 2, 4,

D4: p. 1, 2, 3, 4, 5, 6

D5: p. 3, 6, 8, 10, 12, 13, 16, 19

Decision-making & responsibility:

D1; 1, 2, 3, 4, 5, 6, 8, 9, 10, 14, 16, 17, 18, 19, 20, 21, 22, 23

D2; p. 4, 5, 8, 9, 12, 17,

D3; p. 2, 5, 6, 7, 9, 10, 12, 13, 14, 15

D4; p. 1,

D5; p. 10, 13

Client Centeredness/relationship-based practice

D1: p. 3; 5; 8; 10; 15; 23

D2: p. 1; 2; 3; 4; 9; 12; 17.

D3: p. 1; 7; 14; 15.

D5: p. 3; 9; 11; 12; 13; 15; 16.

PRACTICE-BASED LEARNING RECORD

Student's Name:	
Practice Educator:	
Date of meeting:	
Placement Provider name:	
Focus topic for this session:	

Proficiency Discussed	Any actions agreed (with time scales and person responsible)

The SETU is committed to protecting the rights and privacy of individuals with respect to the processing of their personal data. A copy of the University's Privacy notice is available on the University's website (https://www.itcarlow.ie/resources/dataprotection.htm). This website also contains further information relating to your rights regarding subject access requests, records retention, and data protection in general. Any further queries in relation to the GDPR can be addressed to the University's Data Protection Oversight Group (email: gdpr@itcarlow.ie)

Signature:_____(Student)

Signature:_____ (Supervisor-Agency)

Date of next meeting:

4.2 Assessment of Supervised Professional Practice Placement

Quality Assurance -Monitoring and Feedback on Programme

"The education provider must maintain a thorough and effective system for approving and monitoring the quality of all practice placements. Students, the academic practice education team, placement providers and all relevant stakeholders – including service users where appropriate – must have a role in this review process including mechanisms for obtaining regular feedback." (Criteria 2.5). SETU achieves regular feedback from service users, social care practitioners and students on curriculum design, assessment and placement experience and suitability through the following mechanisms – stakeholder's feedback form, student focus groups and advisory group.

Placement Assessment

To support the progressive development of the standards of proficiency over the course of placement the assessment form is completed both at mid-placement and again at the end of placement. This process facilities the timely integration of the standards of proficiency into practice coupled with time and space for the students to progressively enhance their knowledge and skills. Whilst this evaluation is an assessment of the student's performance while on practice placement, it along with all other components of their studies form their award. The student, practice educator in placement and an educator from the University complete a tripartite meeting which is also assessed. This assessment is completed in partnership between the field-based practice educator and the university-based practice educator.

Guide to completing the mid/end of placement evaluation form

This evaluation form is completed with the student and can incorporate some of the student's reflections whilst on placement. We recommend that the field-based practice educator seek input from colleagues that worked with the student and service users that they engaged with (where possible) to give a holistic view of the student's performance. The evaluation form is completed online.

4.2.1 Assessment & Grading Method

There are three levels of learning linked to the standards of proficiency for social care workers as outlined in the mid and end of placement forms: dependent, supported, and independent. If a student is deemed “dependent” for one or more of the proficiencies at the final assessment, this indicates an overall not competent level of achievement.

Following the mid-placement assessment, a learning support plan can be completed by the student and practice educator to support students to develop their skills and achieve the proficiency. Therefore, it is recommended that practice educators are candid in their appraisal of students at mid-placement to identify areas that require additional support.

Level 1

Dependent practitioner – The student demonstrates limited capacity for independence in practice. They require direction to perform work related tasks and significant review of practice tasks. The student requires significant development to achieve safe practice and behaviour and requires constant observation. Students are at this level of practice at the commencement of their first placement. They will have completed the learning outcomes for their first year on the program however will have not experienced the standards of proficiency in practice

Level 2 – Expected level for 2nd year students

Supported practitioner – At the end of their first placement, the student displays some effective practice and a positive attitude towards learning. There is evidence of some use of theory and practice. Although practice is safe, regular guidance, support and supervision is needed to ensure this standard.

Level 3 – Expected level for 3rd year students

Independent Practitioner – By the end of their second placement the student has integrated reflective practice skills and accepts the need to be responsible for practice.

They are confident in their ability to use evidence informed skills to apply knowledge and skills to their work, ensuring practice is always safe and effective most of the time. The student seeks assistance, advice and proactively engages in supervision. They demonstrate insight into their own practice and are open to CPD

4.2.2 Plotting CORU proficiencies against performance indicators

The mid and end of placement assessment forms are accessed via the SETU Social Care System. The students log in using their log-on details that they use for all SETU systems. It is desired that the student and field-based practice educator together plot the observed demonstration of proficiency by selecting either dependent, supported, or independent from the drop-down menu. Remember, the student is progressing toward safe, independent practice over the duration of 800 hours practice. When a gap in proficiency is identified, it is to be addressed by cycles of intentional learning thereby addressing the gap in learning. If lack of development continues, contact should be made with the University based practice educator (placement co-ordinator).

Once the form is completed it is important to click on the word “Finish.” This process enables the form to be viewed by the placement coordinator in the University. It also generates a pdf version of the form into the students University email account. The student is required to print this form for both the student and the practice educator to sign. The student then returns the signed form as part of their portfolio of work that is returned to the University after placement.

4.3 Supporting the student through placement

As part of the supervision and mentoring process the student should meet with their Practice Educator weekly to discuss; any issues or concerns that the student may have, the Social Care proficiencies and identify areas for improvement for the week ahead. The practice-based learning records have been designed to support this process. The student should also seek to identify opportunities of learning that relate to both their learning goals and the achievement of the standards of proficiency for social care workers. In collaboration, the student and Practice Educator discuss strategies and resources required to achieve the social care proficiencies, evidence required to show the achievement of the proficiencies and the timescale needed to achieve them.

During week five/six of placement both the student and Placement Supervisor will complete a mid-placement review form detailing the development of the student. This is completed online. If concerns are highlighted at this point, a meeting will take place with the SETU Professional Practice Coordinator, and an action plan will be implemented in collaboration with all the placement partners to support the student in their development.

Placement Supervisor Action Plan Report

NOTE:

This form is to be only completed as a follow up for students identified as having areas for improvement.

This report represents the student's learning and development throughout the placement experience**.** To facilitate the learning process both the practice educator and student are asked **to be candid in the responses given.**

Instructions

1. This form is to be completed by the practice educator and student when areas for improvement have been identified

2. The practice educator returns the completed and signed form to the University Professional Practice Coordinator

3. The University based practice educator reviews the form and provides feedback to the student and practice educator

4. A signed copy is to be included in the student's portfolio

SECTION 1:

Date of Review:	**Programme:**

Student	**Student Number**
Placement setting	**Field based practice educator** **Name:** **Telephone Number:** **Email Address:**
Placement hours competed to date:	

Placement Supervisors are asked to fill in the area/s for improvement and then provide evidence to show the student has improved in the identified areas

Skill / Attitude / Behaviour for Improvement	**Evidence of Improvement Required**

SECTION 2:

SUPERVISOR FEEDBACK

1.In your opinion, did the student understand why the identified area/s were highlighted as requiring improvement?

_____
_____
_____
_____

2.Did the student engage in a positive manner in improving their practice in relation to the identified areas?

_____
_____
_____
_____

3. Did the student reflect on their practice in relation to the areas highlighted in the supervision process?

_____
_____
_____
_____

4. Has the student improved on the identified area/s within the four-week timeframe?

Yes No

5. How would you rate the student's achievements and progress on placement at this point – satisfactory or not satisfactory? (Circle one)

Satisfactory	Not satisfactory

6. If progress is not satisfactory, please detail below:

_____
_____
_____
_____
_____

S**ECTION 3:**

STUDENT FEEDBACK

1. Did you understand why the identified area/s were highlighted to you as requiring improvement?

_____
_____
_____
_____

2. In your opinion, do you think the area/s highlighted did need improving?

_____
_____
_____
_____

3. How did you feel when it was identified you required support?

_____
_____
_____
_____

4. Describe how you have improved on the area/s highlighted above

_____

_____

_____

_____

5. Describe how you engaged in reflection to support your development

_____

_____

_____

6. Did you use supervision to aid the reflective process? Please explain how.

_____

_____

_____

7. Do you feel you need further additional support? If yes, please outline what additional supports you require.

_____

_____

_____

Signed -

1. Student: _____

2.Field based Practice Educator: _____

3.University Placement Coordinator: _____

Feedback

Date: _____

4.4 Three Way Visits

The three-way meetings are conducted in the last two or three weeks of placement. Students are expected to demonstrate their understanding of the standards of proficiency for social care workers relevant to their year of study. The field based and university-based practice educators meet with the student initially. The student then leaves the room and the two practice educators discuss the students' performance at the meeting and in placement overall. A grade is agreed upon and the student then returns to the meeting to receive their feedback. The three-way meeting forms part of the student's overall portfolio assessment.

Preparing for the tripartite meeting commences at the start of placement. Students actively engage in getting prepared for this meeting. This can be achieved by:

- Researching relevant theories/knowledge and how this theory and knowledge relates to the standards of proficiency for social care workers
- Engaging in practice
- Reflecting on practice and agency policies/procedures
- Thinking of examples that can demonstrate learning
- Engaging in supervision and exploring the ten topics identified to support identifying the links between the standards of proficiency and practice-based learning
- Peer support
- Portfolio work
- Identify particular proficiencies and engage in desk-top research (Academic journals) to support the relevance of these proficiencies to the placement organisation.
- Reflect on practice and make notes.

Rubric for assessment of Three-way meeting – Year 2

		Year 2 Three Way Visit Assessment			
	A - Excellent 10-7	**B – Effective 6.9-6**	**C - Efficient 5.9-5**	**D – Satisfactory 4.9-4**	**Unsatisfactory 3.9-0**
Development of Professional Self **(25%)**	Student demonstrated excellent use of: professional language interpersonal skills self-awareness The student was dressed appropriately, punctual and engaged Demonstrated excellent oral and written communications And respect and support in all relationships. Student demonstrated initiative, reliability and dependability.	Student demonstrated very good use of: professional language interpersonal skills self-awareness The student was dressed appropriately, punctual and engaged for the most part Demonstrated very good oral and written communications And respect and support in all relationships. Student generally demonstrated	Student demonstrated some use of: professional language interpersonal skills self-awareness On occasion the student had issues with attire, punctuality, and engagement, Oral communication can be difficult and written communications lacking in clarity. Student occasionally disrespectful to and non-supportive of others Student occasionally takes initiative, is reliable and dependable	Student demonstrated limited use of: professional language interpersonal skills self-awareness The student has incorrect attire regularly, poor punctuality and limited engagement. Student had poor oral and written communication consistently. Was frequently disrespectful and unsupportive in all relationships. Student demonstrated poor initiative, reliability and dependability	Student demonstrated no use of: professional language interpersonal skills self-awareness. Student had no engagement, poor attendance, and communication. Student was disrespectful and unsupportive to others And demonstrated no initiative, reliability and dependability

		initiative, reliability and dependability			
Application of the social care proficiencies to the placement setting **(25%)**	Student can independently identify and apply the social care proficiencies to the placement setting:	With limited support student can identify and apply the social care proficiencies to the placement setting:	Student needs increased guidance to identify and apply the social care proficiencies to the placement setting.	Student needs significant help to identify and apply the social care proficiencies to the placement setting.	With help the student is unable to identify and apply the social care proficiencies to the placement setting.
Professional knowledge **(25%)**	Student demonstrated excellent integration of professional and interprofessional knowledge from a range of modules	Student explained in detail integration of professional and interprofessional knowledge from several modules	Student can discuss some integration of professional and interprofessional knowledge from a number of modules	Student shows less ability to integrate professional and knowledge into practice	Student is unable identify or explain the application of professional and interprofessional knowledge
Reflective practice **(25%)**	Student reflected comprehensively and critically on the skills and competencies they have developed on placement	Student explained in detail and with some evaluation, the skills, and competencies they have developed on placement	Students can discuss some of the skills and competencies they have developed on placement	Student shows less ability to explain the skills and competencies they have developed on placement	Student is unable to explain any development of skills and competencies on placement

		Year 3 Three Way Visit Assessment			
	A - Excellent 10-7	**B – Effective 6.9-6**	**C - Efficient 5.9-5**	**D – Satisfactory 4.9-4**	**Unsatisfactory 3.9-0**
Development of Professional Self **(25%)**	Student demonstrated excellent use of: ☐ professional language ☐ interpersonal skills ☐ self-awareness The student was dressed appropriately, punctual and ☐ engaged ☐ Demonstrated excellent oral and written communications ☐ And respect and support in all relationships. Student demonstrated initiative,	Student demonstrated very good use of: ☐ professional language ☐ interpersonal skills ☐ self-awareness The student was dressed appropriately, punctual ☐ and engaged for the most part Demonstrated very good oral and written ☐ communications ☐ And respect and support in all relationships. Student generally	Student demonstrated some use of: ☐☐ professional language interpersonal skills ☐ self-awareness ☐ On occasion the student had issues with attire, punctuality and engagement, ☐ Oral communication can be difficult and written communications lacking in clarity. Student occasionally disrespectful to and ☐ non-supportive of others Student occasionally takes initiative, is reliable and	Student demonstrated limited use of: ☐ professional language ☐ interpersonal skills ☐ self-awareness ☐ The student has incorrect attire regularly, poor punctuality and limited engagement. ☐ Student had poor oral and written communication consistently. ☐ Was frequently disrespectful and unsupportive in all relationships. Student demonstrated lack of	Student demonstrated no use of: ☐☐ professional language interpersonal skills ☐ self-awareness. ☐ Student had no engagement, poor attendance and communication. ☐ Student was disrespectful and unsupportive to others And demonstrated no initiative, reliability and ☐ dependability

	☐reliability and dependability.	demonstrated initiative, reliability and ☐ dependability	☐dependable	initiative, reliability and ☐ dependability	
Relationship Building **(25%)**	☐Student is able to independently identify and analyse strategies to build relationships including: effective communicatio n skills and expression of emotions ☐setting and communicatin g personal boundaries ☐☐☐ assertiveness an refusal skills accessing help and support managing conflict	☐☐With limited support student is able to identify and analyse strategies to build relationships including: effective communication skills and expression of emotions setting and communicating personal boundaries assertiveness an refusal ☐☐☐skills accessing help and support managing conflict	☐☐☐ Student needs increased guidance to identify and analyse strategies to build relationships including: effective communication skills and expression of emotions setting and communicating personal boundaries assertiveness an refusal ☐☐skills accessing help and support managing conflict	☐Student needs significant help to build relationships in the areas of: effective communication skills and expression of emotions, ☐setting and ☐ communicating ☐☐personal boundaries, assertiveness an refusal skills accessing help and ☐support managing conflict	☐With help the student is unable to build relationships with clients and wider team
Professional knowledge and the standards of proficiency for social care	☐Student demonstrated excellent integration of the standards of proficiency and professional and	☐Student explained in detail integration of the standards of proficiency professional and interprofessional	☐Student can discuss some integration of the standards of proficiency and professional and interprofessional	☐Student shows less ability to integrate the of the standards of proficiency professional and interprofessional	☐Student is unable identify or explain the of the standards of proficiency and the application of professional and

(25%)	interprofessional knowledge from a range of modules	knowledge from several modules	knowledge from a number of modules	knowledge into practice	interprofessional knowledge
Reflective practice **(25%)**	☐ Student reflected comprehensively and critically on the skills and competencies they have developed on placement	☐ Student explained in detail and with some evaluation, the skills and competencies they have developed on placement	☐ Students can discuss some of the skills and competencies they have developed on placement	☐ Student shows less ability to explain the skills and competencies they have developed on placement	☐ Student is unable to explain any development of skills and competencies on placement

4.5 Submission of documentation after placement

Apart from the practice-based learning records and supervisor action plan report (if needed) all other documentation is completed and submitted online through the SETU Social Care Professional Practice online documentation system.

In the case of documents which require signatures as verification – placement assessment forms and timesheet, the students will receive a PDF version of the documents to their University email which is then printed, signed, and submitted as an element within the student portfolio of work. Students also include the practice-based learning records, action plans, personal learning plans and proficiency audit books in their portfolio of work submitted to the University on the completion of placement.

Students will have completed Garda Vetting, Personal Declaration and Personal Disclosure documents prior to the commencement of placement.

SECTION 5:

SETU - Policy and Procedure for Student Attendance for Social Care Programmes.

Introduction

The professional requirement of being a professional Social Care worker is through the building up a body of knowledge with academic qualifications (McCann James et al 2009).

This process of knowledge building starts in year 1 with lectures, workshops and tutorials provided in a range of different modules, with the knowledge level increasing as student's progress through their 2nd, 3rd and 4th years of study. Not only does this enable students to become practitioners who can engage with and understand client needs, abilities and provide the correct support, it also facilitates students to become professionals that provide safe and appropriate care in order to protect the public. This

has been identified by CORU (2016) as a core requirement that educational bodies must deliver.

In addition to developing academic knowledge, students need to be prepared to practice in year 2 and 3 of their programme, when they undertake 400 hours of placement within each respective year. Student's progressive development of the standards of proficiency for social care workers takes place within each module throughout the academic year, therefore students that have not attended their scheduled lectures, tutorials and workshops cannot be considered to be prepared to practice in social care settings.

To ensure students are prepared to practice, a minimum of 80% attendance is required across all modules across all years of the programme.

At the SETU, all students are provided with a timetable at the beginning of the academic year to enable attendance on the Professional Social Care Practice programme; students are asked to familiarise themselves with the time for all lectures, tutorials and workshops to ensure full attendance.

Appendix 1

Procedure for Monitoring Attendance for workshops, lectures and tutorials

Attendance to workshops, lectures and tutorials is critical to ensure that students progressively develop their insight and understanding of the standards of proficiency for professional social care workers and gain the skills and knowledge to help and support clients and communities. Attendance shall be monitored in each class of each module and attendance information compiled at the end of each time interval.

At each Interval, the Attendance Database is completed with the attendance information for each student across each module, as follows:

- All students shall fulfil the programme requirements in relation to attendance, (a minimum of 80% class attendance for each module in each semester) and participate and engage in class activities and workshops provided.
- Each class group is assigned a class tutor. It is the responsibility of each student to notify their class tutor and individual lecturers of unavoidable absences, such as illness or an emergency situation, which may impact on their capacity to attend scheduled onsite and online lectures/tutorials/workshops. Students should email documentation to the class tutor to support absences/appointments.
- Class tutors will notify the programme board of absence detail pertaining to each student, to ensure that where absences are occurring in multiple classes, this information is captured by the Programme Board. Decisions regarding attendance are made on a case-by-case basis by the programme board.
- All students are provided with a timetable at the start of the academic year which details the necessary information for tutorials, lectures and practice preparation workshops. Classes can be timetabled anytime Monday-Friday between 9:00am and 5:00pm. Timetables are subject to change on a weekly basis. Students are expected to manage their time accordingly to facilitate full attendance.
- It is required that students prioritise their attendance on the programme above holidays, work or other commitments. Programme attendance includes attendance on campus for scheduled classes, attendance at onsite/online lectures/tutorials/workshops and attendance on placement.
- Student's may be considered to have not attended a class where they have not properly prepared for scheduled onsite and online lectures/tutorials/workshops or have not engaged in the in-class activities. What is deemed effective engagement is decided at the discretion of each lecturer.
- Attendance shall be reviewed by the programme board at three intervals in each semester, end of teaching week 4, week 8 and the final teaching week. At each interval during the semester, a programme board, with a quorum attendance of a minimum of four lecturers and the Placement Coordinator/Programme Director, shall be convened to discuss the students

who have fallen below the required 80% attendance for one or more modules at that time interval.

Step 1

- Students who do not meet the attendance requirements for the first time are required to attend a meeting with the relevant members of the programme board. Students who do not attend the meeting are automatically escalated to step 2. Students may be directed to alternative academic; health, wellbeing and welfare supports within the University to facilitate the achievement of the attendance requirements and students can raise any issues influencing their attendance at this point of the semester.

Step 2

- Where a student subsequently falls below the required 80% attendance threshold between teaching weeks 4-8 or weeks 8 to the final week, this is identified and reviewed by the Programme Board. Following agreement by the Programme Board, this student may be invited to a meeting with the Head of Department/Deputy Head of Campus (Wexford Campus) and Placement Coordinator. Students may be directed to alternative academic; health, wellbeing and welfare supports within the University to facilitate the achievement of the attendance requirements and students can raise any issues influencing their attendance at this point of the semester.

Step 3

- Where a student has fallen below the required 80% attendance for one or more modules, on at least three occasions within a Semester, this is identified and reviewed by the Programme Board. Following agreement by the Programme Board, a student may be called to a meeting with the Head of Faculty/Head of Campus and relevant member of the Programme Board.

Step 4

- In preparation for the end of semester's examinations board, the Attendance Database is completed with the final attendance information for each student across each module for that semester. This information is presented at the examination board and each student is discussed on a case-by-case basis. Following the final Examination Board's decision that any student who does not

pass a module as a result of not meeting the mandatory attendance requirement, must repeat and attend that module in the next academic year. Students who do not pass a module due to not meeting the 40% pass mark will be provided with one repeat opportunity in the next examination session. Students who do not pass following this repeat opportunity, must repeat and attend that module in the next academic year. Students are not permitted to carry any module into the next academic year.

- In summary;
    - Students must have at least 80% attendance in all modules and a mark of 40% in all modules to pass that module and be eligible to proceed to the next stage of the programme.

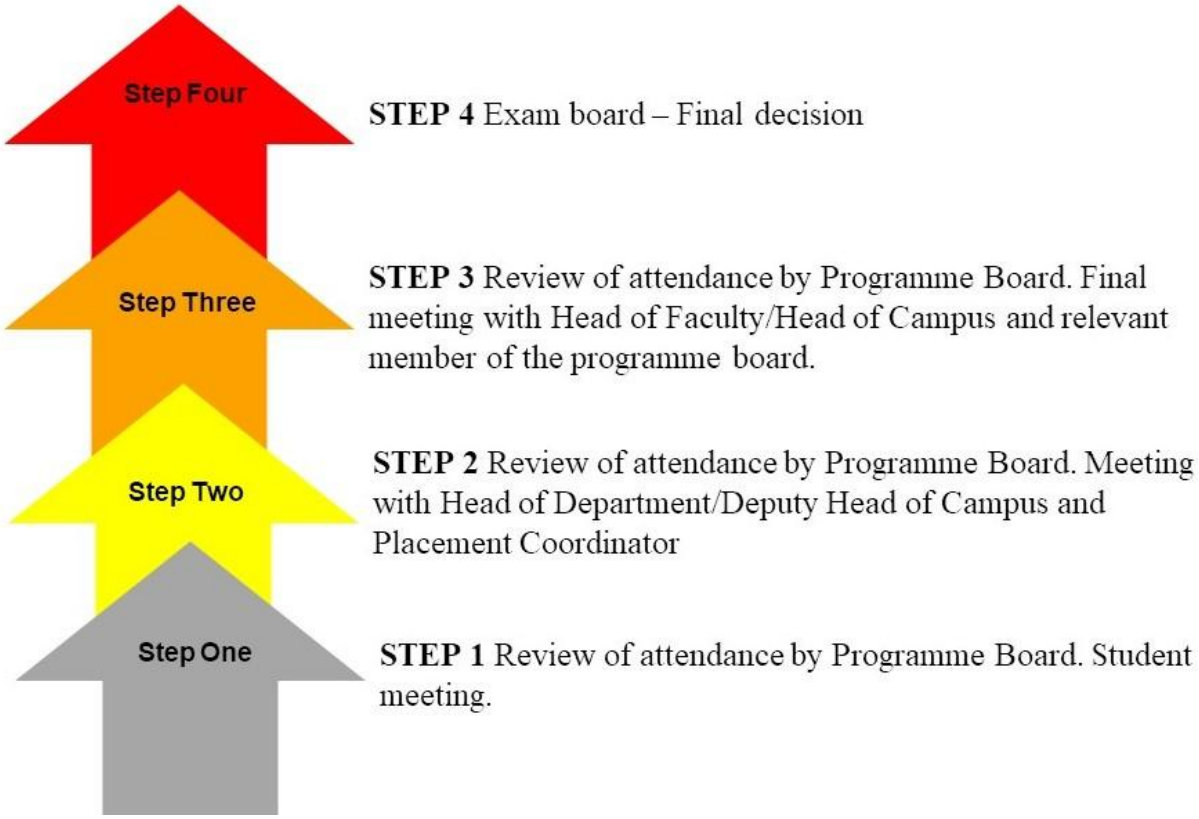
    - Students who do not meet the required mandatory attendance of 80% are at risk of becoming ineligible to commence supervised professional practice due to concerns that the Standards of Proficiency for Social Care Workers will not be met and thus demonstrating a lack of preparedness to practice. Following the final Examination Board's decision that any student who does not pass a module as a result of not meeting the mandatory attendance requirement, must repeat and attend that module in the next academic year to be eligible to proceed to the next academic year and complete supervised professional practice in the following academic year. Learners who fail the work placement element of either the Supervised Professional Practice 1 or Supervised Professional Practice 2 modules shall be provided with one repeat opportunity only across the programme and this repeat opportunity will only be permitted in circumstances where SETU is satisfied with the learner's preparedness to practice.

References

CORU. (2017). *Standards of Proficiency for Social Care Workers*. [online] available: https://www.coru.ie/media/zknjylb1/standards_of_proficiency_for_social_care_workers_-3105.pdf [accessed 5th September 2018].

McCann James, C. de Roiste, A. & McHugh, J. (2009) *Social Care Practice in Ireland – An Integrated Perspective*, Gill & Macmillan Ltd: Dublin

Overview of procedure for non-attendance.



I confirm that I have read and understand the Attendance Policy for the Social Care programme at SETU, Wexford and commit to adhere to this policy.

Signed: _____

Student Name (please print)	Student Number	Date

Appendix 2 - Absence and reporting policy for students on Supervised Professional Practice

STUDENT NAME_____ (print)

The following attendance policy is informed by the minimum awards standards of knowledge, skill and competence that must be achieved before a major higher education and training award may be made in social care work under the National Framework of Quality and Qualification Levels 6 to 9, Ireland. It is further informed by criterion 2.8 under Practice Placement in the Social Care Workers Registration Board, Criteria for Education and Training Programmes (CORU, 2017)

'*Practice placement attendance requirements are explicit and detailed mechanisms and processes are in place to manage absence/non-attendance.' (Criterion 2.8 CORU, 2017)*

SETU implements these standards by observing the following Supervised Professional Practice placement absence policy.

The expected cumulative volume of all assessed (social care work) practice placement hours in a Bachelor Degree Programme (NFQ Level 7) in Professional Social care is 800 verified hours or more, in years two and three of the degree programme (Criterion 2.2 CORU, 2017). Acting effectively and autonomously in complex, ill-defined and unpredictable situations or contexts requires higher levels of learning. Prior to the block placements, workshops are scheduled on the academic timetable to prepare students to actively engage and learn from the placement experience.
Approved placement hours include but are not limited to allocated time for induction and policy reading, periods of observation, shadowing experienced staff, facilitating and co-facilitating activities, supervision of clients (in accordance with organisation policy), attending committee/planning/strategy meetings, some administrative duties, one-to-one support and assistance duties with service users/ client group, student supervision sessions, attending and contributing to team debriefings, community outreach work and any other duties deemed necessary to the role of a social care worker by the student supervisor.

Students are expected to treat professional practice as they would paid employment. Placement dates are communicated by the University at the earliest possible opportunity in the previous academic year and students are expected to familiarise themselves with the placement dates and be available for full attendance throughout the duration of the 12 week placement period.

Following a period of absence each student is required to repay the unfulfilled placement hours during the placement period to meet the minimum requirement of 400 hours of supervised practice for the social care degree programme.

Holidays

Time off for holidays during placement are not facilitated under any circumstances. Students are requested not to book holidays or personal time during the 12 week

period of their placement. Individual requests may be made for a special event should a student require time away from their placement; these requests will be considered on a case-by-case basis by the supervised professional practice coordinator.

An absence or interruption is defined as any leave over the placement period. There is no facility to accommodate time to repay outstanding placement hours during the academic term after placement. A student will only be deemed to have met the attendance requirement for each placement once a minimum of 400 verified hours have been completed within the allocated timeframe.

Procedure in the case of short-term / frequent absences

Where there is a pattern of absence identified, the student may be referred to the supervised professional practice coordinator to discuss their circumstances. Following due process if no underlying reason can be identified for the absences, formal procedures such as the preparedness to practice policy may be evoked (See the SETU Policy & Procedure for preparedness to practice for social care students).

Medical

Anticipated absences for medical appointments during the placement period must be communicated to the Supervised Professional Practice department upon receipt of written evidence of the appointment and prior to the start of placement. Students should also communicate such appointments to their practice educator prior to the start of placement.

Should a medical appointment be allocated when the student is on placement, the student is expected to notify both the Supervised Professional Practice department and the host organisation at the earliest opportunity with written evidence of the appointment.

Unanticipated medical emergencies/ absences must be communicated at the earliest possible opportunity to both the Supervised Professional Practice department and the host organisation. A medical certificate is required for each day or partial day absence.

NOTE: Any discussions with the Supervised Professional Practice coordinator regarding medical issues are confidential.

Other Reasons for Absence

It is the responsibility of each student to declare any personal circumstances that might render them unfit or unable to complete the required supervised placement hours within the allocated placement period. Personal responsibilities such as (but not limited to) caring duties, family commitments, family illness, childcare, employment and sports commitments must be considered before accepting placement and arrangements

must be made to facilitate the completion of all placement hours around these responsibilities.

Bereavement

Compassionate leave may be granted to provide a student with time away from placement at a time of personal or family need where there is a death to an immediate relative. Only in exceptional circumstances this may extend to the death of a more distant relative/friend. This leave must be sanctioned prior to any time taken. If a student suffers a bereavement while on placement, arrangements should be made to notify the supervised professional practice department and the host organisation at the earliest opportunity. The leave is at the discretion of the supervised professional practice coordinator and missed hours must be fulfilled later in the placement period. Students are reminded that under current Irish legislation there is no legal framework in place to provide for bereavement leave in employment.

In cases where a prolonged period of absence is anticipated, it may be deemed necessary to defer the student placement until the summer following the immediate academic year. Each case will be assessed separately taking individual circumstances into consideration.

Repaying missed placement hours – school holidays

Should bank holidays and school holidays be observed by the host organisation, the student must provide a detailed account of how placement hours will be made up to meet the minimum requirement of 400 hours of verified practice hours over the given placement period. This must be provided in advance of going on placement and must be authorised by the Supervised Professional Practice department before the placement commences. For year 2 students who will be on placement from September to December, it is not permitted to make up hours after Christmas during the University's academic year. There will also be no authorisation to repay outstanding hours during the subsequent summer.

Personal declaration

It is a requirement for each student to declare any physical, personal, emotional or medical condition that may hinder or impact their preparedness to practice. This policy includes (but is not limited to) the student's preparedness to practice within a particular sector of social care work, their preparedness to practice in a particular organisation or service, or in terms of the duties expected of the social care worker in the organisation (e.g.: lifting clients, therapeutic interventions, addiction services). Absences because of non-disclosure of any physical, personal, emotional or medical condition that hinders the students' ability to practice in the organisation are not permitted.

Students are required to declare any personal circumstances or otherwise that may present a conflict of interest or professional integrity before engaging in the supervised

professional practice process. Each disclosure is treated with discretion and confidentiality. Students complete a placement allocation form prior to the placement allocation meetings. There is a section on the form where personal circumstances can be disclosed thereby minimizing the potential impact on placement.

Students are required to disclose any convictions, charges, behaviours, or activities, past or pending, that may render them unsuitable to work with vulnerable client groups prior to being sanctioned for placement. Each disclosure is treated with discretion and confidentiality. In line with SETU Garda Vetting procedures students complete an annual declaration prior to the commencement of placement.

It is the policy of SETU to provide support and guidance for a student should a disclosure be made in advance of placement.

The above is the policy of the SETU regarding absence for students on supervised professional practice. It is important to note that in all cases of student absence this policy supersedes the absence and reporting absence policy of the local placement organisation.

References:

CORU (2017). *Criteria for Education and Training Programmes* Health and Social Care Professionals Council: Dublin 2.

QQI (2014) *Awards Standards Social Care Work.* [online], available: https://www.qqi.ie/sites/default/files/2021-12/social-care-work-awards-standards.pdf [accessed 15 October 2026]

I confirm that I have read and understand the above Absence on Supervised Professional Practice policy of SETU, Wexford and commit to adhere to this policy as a student on placement.

Signed: _____

Student Name (please print)	Student Number	Date

Practice Educator Training and Support

To support you in your role as an educator of social care students on placement, SETU have a training and support program available to all practice educators.

Field-Based Practice Educators:

Once you have agreed to provide practice education to a social care student on placement you will receive an induction pack via email. Contained in this pack are the following documents:

- Practice Educator Handbook
- The Standards of Proficiency for Social Care Workers
- The Code of Professional Conduct and Ethics for Social Care Workers
- The Criteria for Education and Training Programs for Social Care Workers
- A screencast outlining the Preparedness to Practice Policy
- A screencast outlining the ten conversations and practice-based learning records
- A screencast outlining the Online System for documentation

There are also two specific training workshops provided:

- The first workshop, conducted the week before placement commences, is an introduction to social care placements, the standards of proficiency and the educational criteria relating to placement. Supervision and mentoring are also included.
- The second workshop, four weeks later, explores assessment both summative and formative. You will be brought though the process of assessing the standards of proficiency for social care workers during placement. This session also provides you with an opportunity to discuss any challenges or concerns that you may have regarding the provision of practice education, and the supervision of a social care student on placement.

In the event that a field-based practice educator cannot attend the training session due to work commitments, personal circumstances etc the placement coordinator will forward all material and a recording of the session to the field-based practice educator and follow up with them to discuss the material in question. The Practice Coordinator maintains a record of practice educators' attendance at training sessions each academic year.

Certificate in Supervision Theory and Practice

The certificate in Supervision Theory and Practice is offered twice each year to social care workers who are mentoring and supervising a social care student on placement from SETU. This is a level 7 (10 credit) minor award. The details about the course are shared with placement partners of SETU each year.

University Based Academic Practice Education Team

The university based practice educators teach on the practical modules on the program, provide support to the field-based practice educators if the placement coordinator is not available and complete the tripartite visits. In addition to the

ongoing training on the standards of proficiency provided for all members of the social care team, those involved in the tripartite visits are also invited to the assessment workshop outlined above. A pack is also provided which includes the following:

- Practice Educator Handbook
- The Standards of Proficiency for Social Care Workers
- The Code of Professional Conduct and Ethics for Social Care Workers
- The Criteria for Education and Training Programs for Social Care Workers
- The contact details for each student that is to be visited
- Stakeholders feedback form
- The marking rubric for the tripartite meetings
- The sample questions to guide the meeting

The placement coordinator is available to all practice educators to support the role of providing practice education to the social care students during their placements. The placement co-ordinator can be contacted on 053 9185800 or jessica.tobin@setu.ie

Appendix 10

Policy Details	
Policy Title:	**Professional Social Care Practice 'Student Handbook'**
Version:	4.0
Approved By:	Academic Council; Governing Body
Date Approved:	20/9/2022; 11/10/2022
Effective Date:	20/9/2022
Review Date:	June 2023
Policy Owner:	Department of Humanities, Wexford Campus Social Care Programme Board Head of Department of Humanities, Wexford Campus Vice President for Academic Affairs

Revision History		
Previous Version No.	Summary of Amendments	Reviewed Version No.
N/A	Initial Issue	1.0
2.0	Reviewed annually	3.0
3.0	Reviewed annually	4.0

Bachelor of Arts in Professional Social Care Practice

and

Bachelor of Arts (Hons) in Professional Social Care Practice

Student Handbook



Version 4.0

Introduction

You are welcome to the Bachelor of Arts and Bachelor of Arts (Hons) in Professional Social Care Practice in the University of Technology, Carlow. The focus of this degree programme is to help you to achieve your academic, professional and personal goals. You will find general information in your SETU student handbook regarding the facilities, supports and academic regulations which apply within the University. In addition, there are requirements and guidelines which are specific to students studying Social Care and this is the information you will be able to access within this handbook. The information contained in this handbook will be relevant to you as the year progresses, so it is advised that you keep it in a convenient location for future reference. This Handbook should be read in conjunction with the Quality Management System Manual for Social Care programmes.

Social Care - Registration and Regulation

The Health and Social Care Professionals Act (2005) provides for the establishment and maintenance of a register of Social Care professionals. Under this Act, the Social Care Registration Board has identified standards of proficiency which are the threshold competencies that Social Care Workers must meet in order to enter the register of Social Care workers. The minimum level of qualification for entry to the register is a National Qualification Frameworks Level 7. In addition, these Registration Boards will approve and monitor Social Care Education and Training programmes. An objective of this process is to ensure that all graduates from Social Care degree programmes in the Republic of Ireland have achieved specific competencies/proficiencies thereby promoting high standards of performance within the social care sector.

Our Social Care programmes have been designed specifically to support learners in the achievement of these proficiency-based requirements. Each of the standards of proficiency are progressively taught and assessed throughout the course commensurate with the year of study. To guarantee the adequate standard, students must attend and participate with all learning activities provided and are expected to further engage in independent learning outside of contact hours.

To further support students in their journey towards the achievement of these competencies/proficiencies there are specific policies and procedures within SETU

It is important that you are aware that these programmes have made an application for approval by CORU. There is no guarantee that the programme will be approved.

“Professional cultures of learning imbue graduates with an understanding of social care work as a practical-moral activity rather than a rational-technical one. This understanding is manifested through a reflective approach to professional practice” (Farrelly & O’Doherty, 2011, p.80)

To support the professional culture of learning which is embedded within the BA and BA (Hons) in Professional Social Care Practice specific policies and procedures are in situ which are unique to the Social Care programs.Each of the policies are available in this handbook. You are asked to read each policy document and seek clarity if you are unsure about any aspect of each policy. Some key points to note are:

Preparedness for Supervised Professional Practice

It is extremely important that students are sufficiently prepared for supervised professional practice. The importance of ‘fitness to practice’ is highlighted in the registration of Social Care Workers (CORU, 2017) therefore students should view this aspect as an integral part of their training and development.

Should the University based practice educator (Placement Co-ordinator), field based practice educator and/or Faculty, academic or other placement staff consider a student is not sufficiently prepared to provide safe care to self or others prior to a practical experience, or while undertaking a supervised professional practice, they have the right and responsibility to prevent a student from going out on supervised professional practice, or can suspend or terminate a placement and instruct a student to leave the supervised professional practice.

If a situation arises either before or during supervised professional practice, the student will be contacted and where possible will be given advice regarding how best to address the issues in question e.g., work with a counsellor, work on a specific task or

re-take placement preparation. Students are advised to read the preparedness to practice policy carefully (refer to section 2 - Policy & Procedure for Preparedness to Practice for Social Care Students in this handbook).

Attendance Policy

Share (2013) tells us that 'in order to be a professional you must have specific knowledge, expert skills and knowhow' (p.44). The entrance route to becoming a professional Social Care worker is building up a body of knowledge with academic qualifications (McCann James et al 2009). This process is long and demanding and it does require hard work to build up the expertise that is needed to become a professional worker in these professions.

This process of knowledge building starts in year 1 with lectures, workshops and tutorials provided in a range of different modules, with the knowledge level increasing as student's progress through their 3/4 years of study. Not only does this enable students to become practitioners who can engage with and understand client needs, abilities and provide the correct support, it also facilitates students to become professionals that provide safe and appropriate care to protect the public. This has been identified by CORU (2017) as a core requirement that educational bodies must deliver.

To support the process of knowledge building, and to ensure that all students across all years of study on the BA and BA (Hons) in Professional Social Care Practice graduate having achieved independence in the practice of the standards of proficiency for social care workers:

- Students must have at least 80% attendance in all modules and a mark of 40% in all modules to pass that module and be eligible to proceed to the next stage of the programme.
- Students who do not meet the required mandatory attendance of 80% are at risk of becoming ineligible to commence supervised professional practice due to concerns that the Standards of Proficiency for Social Care Workers will not be met and thus demonstrating a lack of

preparedness to practice. Following the final Examination Board's decision that any student who does not pass a module as a result of not meeting the mandatory attendance requirement, must repeat and attend that module in the next academic year to be eligible to proceed to the next academic year and complete supervised professional practice in the following academic year. Learners who fail the work placement element of either the Supervised Professional Practice 1 or Supervised Professional Practice 2 modules shall be provided with one repeat opportunity only across the programme and this repeat opportunity will only be permitted in circumstances where SETU is satisfied with the learner's preparedness to practice.

Every effort will be made to support all students in meeting the attendance requirements and students that have situations that warrant special considerations should contact the Professional Practice Coordinator. All students are provided with a timetable at the start of the academic year which details the necessary information for tutorials, lectures and practice preparation workshops. Students are asked to manage their time accordingly to facilitate full attendance. It is **expected and required that students prioritise their attendance in college above holidays, work or other commitments**. **Attendance at college includes attendance on campus for scheduled classes, attendance at online lectures/tutorials and attendance on placement.** Please refer to Section 3: Attendance Policy including absence and reporting policy for students on Supervised Professional Practice in this handbook for further details regarding the attendance and absence policies. Students are reminded that the attendance policy applies to classes delivered both onsite and via online platforms.

Section 1 - Approved Programme Schedule

Section 2 - Policy & Procedure for Preparedness to Practice for Social Care Students

Section 3 - Policy & Procedure for Student Attendance for Social Care Programmes including absence and reporting policy for students on Supervised Professional Practice

Section 4 – Standards of Proficiency for Social Care Workers (CORU)

Section 5 - Code of Professional Conduct and Ethics (CORU)

Section 6 - Assessment Policy

Section 7 – Interprofessional Education

Section 8 - Student Placement Handbook

Notes: All sections of this programme schedule must be completed. If the programme has an exit award(s), this must also be noted under special regulations using approved SETU Wexford wording.

APPROVED PROGRAMME SCHEDULE

Separate programme schedules must be presented for:

1. *fulltime and part-time delivery of the same Award.*
2. *for different programme durations available to different cohorts of learners of the same Award:*
3. *a separate schedule/page to be presented for each semester*
4. *a separate programme schedule for all associated awards that are attached to the parent Award.*

Full Award Title: (*Include full title and classification)*	**Bachelor of Arts (Hons) in Applied Social Studies in Professional Social Care**							**ISCED Code:**	09
Award Type: *(Major/Minor/Special Purpose)*	Major	**NFQ Award Level:**	8	**Total Number of Award Credits:**	240	**Total Duration of Award** *(Years, Semester, Month, Weeks, or Days):*	4	**Fulltime or Part-time Delivery:** *(for this Award Schedule)*	Fulltime
List All Associated Embedded Exit Award Titles: *(including Minor Awards)*	Level 6 Minor Award, Certificate in Introduction to Social Studies.								

Notes: All sections of this programme schedule must be completed. If the programme has an exit award(s), this must also be noted under special regulations using approved SETU Wexford wording.

Total Stages/Years in Award:	4	**Current Stage/Year:**	1	**Total Number of Semesters per Stage/Year:**	**2**	**Current Semester Number:**	1
For Major Award Programmes - Intake Month for this Programme: *(This information is required for ADF semesterisation setup and must be indicated)*				**September Intake:**	**Yes**	**January Intake:**	**NO**

Module Title *(Maximum of 99 characters including spaces)*	**Module Status**	**NFQ level**	**Module Credits**	**Hours**						**Allocation of Marks**				
	Mandatory or Elective			Hours Per Week or Total	Contact	Practical	Independent	Work-based	Total	CA	Project	Practical	Final Exam	Maximum
Professional Social Care Theory and Practice	M	6	10	5	60		190		250	30	70			100
Introduction to Sociology for Social Care Practice	M	6	5	4	48		77		125	100				100
Introduction to Psychology	M	6	5	4	48		77		125	100				100

Notes: All sections of this programme schedule must be completed. If the programme has an exit award(s), this must also be noted under special regulations using approved SETU Wexford wording.

Creative Skills 1	M	6	5	2	24		101		125	100				100
Communication, Research and Study Skills	M	6	5	2	24		101		125	100				100

Special Regulations:

(No maximum number of characters; If the programme has an exit award(s), it/these must also be noted under special regulations using approved SETU Wexford wording and SETU Wexford regulations.)

Learners must have at least 80% attendance and mark of 40% in the module "Professional Social Care Theory and Practice" in order to be eligible to go on placement and proceed to stage 2. Learners must have at least 80% attendance and mark of 40% in all modules to be eligible to go on placement and proceed to stage 2. Following the final Examination Board's decision that any learner who does not pass a module as a result of not meeting the mandatory attendance requirement, must repeat and attend that module in the next academic year. Learners who do not pass a module due to not meeting the 40% pass mark will be provided with one repeat opportunity in the next examination session. Learners who do not pass following this repeat opportunity, must repeat and attend that module in the next academic year. Learners are not permitted to carry any module into the next academic year. Save for these special regulations, University Academic Regulations apply.

APPROVED PROGRAMME SCHEDULE

Separate programme schedules must be presented for:

1. *fulltime and part-time delivery of the same Award.*
2. *for different programme durations available to different cohorts of learners of the same Award:*
3. *a separate schedule/page to be presented for each semester*
4. *a separate programme schedule for all associated awards that are attached to the parent Award.*

Notes: All sections of this programme schedule must be completed. If the programme has an exit award(s), this must also be noted under special regulations using approved SETU Wexford wording.

Full Award Title: (*Include full title and classification)*	**Bachelor of Arts (Hons) in Applied Social Studies in Professional Social Care**							**ISCED Code:**	09
Award Type: *(Major/Minor/Special Purpose)*	major	**NFQ Award Level:**	8	**Total Number of Award Credits:**	240	**Total Duration of Award** *(Years, Semester, Month, Weeks, or Days):*	4	**Fulltime or Part-time Delivery:** *(for this Award Schedule)*	Fulltime
List All Associated Embedded Exit Award Titles: *(including Minor Awards)*	Level 6 Minor Award, Certificate in Introduction to Social Studies.								
Total Stages/Years in Award:	4	**Current Stage/Year:**	1	**Total Number of Semesters per Stage/Year:**	**2**			**Current Semester Number:**	2
For Major Award Programmes - Intake Month for this Programme:*(This information is required for ADF semesterisation setup and must be indicated)*				**September Intake:**	**Yes**			**January Intake:**	**NO**

Notes: All sections of this programme schedule must be completed. If the programme has an exit award(s), this must also be noted under special regulations using approved SETU Wexford wording.

Module Title *(Maximum of 99 characters including spaces)*	**Module Status**	**NFQ level**	**Module Credits**	**Hours**						**Allocation of Marks**				
	Mandatory or Elective			Hours Per Week or Total	Contact	Practical	Independent	Work-based	Total	CA	Project	Practical	Final Exam	Maximum
Professional Social Care (Contexts, Models and Legal Systems).	M	6	10	5	60		190		250	30	70			100
Introduction to Social Policy for Social Care Practice	M	6	5	4	48		77		125	100				100
Lifespan Development and Individual Difference	M	6	5	4	48		77		125	100				100
Safeguarding Children and Vulnerable Persons	M	6	5	3	36		89		125	100				100
Health and Safety in Social Care Practice	M	6	5	4	48		77		125	100				100

Notes: All sections of this programme schedule must be completed. If the programme has an exit award(s), this must also be noted under special regulations using approved SETU Wexford wording.

Special Regulations:

(No maximum number of characters; If the programme has an exit award(s), it/these must also be noted under special regulations using approved SETU Wexford wording and SETU Wexford regulations.)

Learners may EXIT at this stage of the programme with a Level 6 Minor Award, Certificate in Introduction to Social Studies (Embedded Exit Award), provided they have achieved the required learning outcomes and have accumulated 60 credits. Learners must have at least 80% attendance and mark of 40% in the module "Professional Social Care (Contexts, Models and Legal System)" in order to be eligible to go on placement and proceed to stage 2. Students must have at least 80% attendance and mark of 40% in all modules to be eligible to go on placement and proceed to stage 2. Following the final Examination Board's decision that any learner who does not pass a module as a result of not meeting the mandatory attendance requirement, must repeat and attend that module in the next academic year. Learners who do not pass a module due to not meeting the 40% pass mark will be provided with one repeat opportunity in the next examination session. Learners who do not pass following this repeat opportunity, must repeat and attend that module in the next academic year. Learners are not permitted to carry any module into the next academic year. Save for these special regulations, University Academic Regulations apply.

APPROVED PROGRAMME SCHEDULE

Separate programme schedules must be presented for:

1. *fulltime and part-time delivery of the same Award.*
2. *for different programme durations available to different cohorts of learners of the same Award:*
3. *a separate schedule/page to be presented for each semester*
4. *a separate programme schedule for all associated awards that are attached to the parent Award.*

Full Award Title: (*Include full title and classification)*	**Bachelor of Arts (Hons) in Applied Social Studies in Professional Social Care**	**ISCED Code:**	09

Notes: All sections of this programme schedule must be completed. If the programme has an exit award(s), this must also be noted under special regulations using approved SETU Wexford wording.

Award Type: *(Major/Minor/Special Purpose)*	Major	**NFQ Award Level:**	8	**Total Number of Award Credits:**	240	**Total Duration of Award** *(Years, Semester, Month, Weeks, or Days):*	4	**Fulltime or Parttime Delivery:** *(for this Award Schedule)*	Fulltime
List All Associated Embedded Exit Award Titles: *(including Minor Awards)*	Higher Certificate in Arts in Applied Social Studies								
Total 4 **Current** 2 **Stages/Years in Award:**		**Stage/Year:**		**Total Number of Semesters per Stage/Year:**	**2**	**Current Semester Number:**	1		
For Major Award Programmes - Intake Month for this Programme: *(This information is required for ADF semesterisation setup and must be indicated)*				**September Intake:**	**Yes**	**January Intake:**	**NO**		

	Module Status	**NFQ level**	**Module Credits**	**Hours**	**Allocation of Marks**

Notes: All sections of this programme schedule must be completed. If the programme has an exit award(s), this must also be noted under special regulations using approved SETU Wexford wording.

Module Title *(Maximum of 99 characters including spaces)*	Mandatory or Elective			Hours Per Week or Total	Contact	Practical	Independent	Work-based	Total	CA	Project	Practical	Final Exam	Maximum
Supervised Professional Practice 1	M	6	30	35	400		350		750	75		25		100

Special Regulations:

(No maximum number of characters; If the programme has an exit award(s), it/these must also be noted under special regulations using approved SETU Wexford wording and SETU Wexford regulations.)

A block placement of 12 weeks of 400 hours must be completed. In order to be eligible to go on placement, learners must have 80% attendance in the preparatory practice workshops. Learners who fail the work placement element of either the Supervised Professional Practice 1 or Supervised Professional Practice 2 modules shall be provided with one repeat opportunity only across the programme and this repeat opportunity will only be permitted in circumstances where SETU Wexford is satisfied with the learner's preparedness to practice. Save for these special regulations, University Academic Regulations apply.

APPROVED PROGRAMME SCHEDULE

Separate programme schedules must be presented for:

Notes: All sections of this programme schedule must be completed. If the programme has an exit award(s), this must also be noted under special regulations using approved SETU Wexford wording.

1. *fulltime and part-time delivery of the same Award.*
2. *for different programme durations available to different cohorts of learners of the same Award:*
3. *a separate schedule/page to be presented for each semester*
4. *a separate programme schedule for all associated awards that are attached to the parent Award.*

Full Award Title: (*Include full title and classification)*	**Bachelor of Arts (Hons) in Applied Social Studies in Professional Social Care**							**ISCED Code:**	09
Award Type: *(Major/Minor/Special Purpose)*	Major	**NFQ Award Level:**	8	**Total Number of Award Credits:**	240	**Total Duration of Award** *(Years, Semester, Month, Weeks or Days):*	4	**Fulltime or Part-time Delivery:** *(for this Award Schedule)*	Fulltime
List All Associated Embedded Exit Award Titles: *(including Minor Awards)*	Higher Certificate in Arts in Applied Social Studies								
Total Stages/Years in Award:	4	**Current Stage/Year:**	2	**Total Number of Semesters per Stage/Year:**	**2**			**Current Semester Number:**	2

Notes: All sections of this programme schedule must be completed. If the programme has an exit award(s), this must also be noted under special regulations using approved SETU Wexford wording.

For Major Award Programmes - Intake Month for this Programme: *(This information is required for ADF semesterisation setup and must be indicated)*	**September Intake:**	**Yes**	**January Intake:**	**NO**

Module Title *(Maximum of 99 characters including spaces)*	**Module Status**	**NFQ level**	**Module Credits**	**Hours**						**Allocation of Marks**				
	Mandatory or Elective			Hours Per Week or Total	Contact	Practical	Independent	Work-based	Total	CA	Project	Practical	Final Exam	Maximum
Community Based Social Care Services	M	6	5	3	36		89		125		100			100
Health and Wellbeing in Social Care Practice	M	6	5	4	48		77		125	100				100
The Psychology of Social Cognition	M	6	5	4	48		77		125	40			60	100
Sociological Perspectives on Contemporary Social Care Policy and Practice	M	6	5	4	48		77		125	25			75	100

Notes: All sections of this programme schedule must be completed. If the programme has an exit award(s), this must also be noted under special regulations using approved SETU Wexford wording.

Disability and Ageing	M	6	5	3	36		89		125	100				100
Legal Studies 1	M	6	5	3	36		89		125	40			60	100

Special Regulations:

(No maximum number of characters; If the programme has an exit award(s), it/these must also be noted under special regulations using approved SETU Wexford wording and SETU Wexford regulations.)

Learners must have at least 80% attendance and a mark of 40% in all modules to pass that module and proceed to stage 3. Students may EXIT at this stage of the programme with a Higher

Certificate in Arts in Applied Social Studies (Embedded Exit Award), provided they have achieved the required level 6 learning outcomes and achieved 120 credits. Following the final Examination Board's decision that any learner who does not pass a module as a result of not meeting the mandatory attendance requirement, must repeat and attend that module in the next academic year. Learners who do not pass a module due to not meeting the 40% pass mark will be provided with one repeat opportunity in the next examination session. Learners who do not pass following this repeat opportunity, must repeat and attend that module in the next academic year. Learners are not permitted to carry any module into the next academic year. Save for these special regulations, University Academic Regulations apply.

Approved Programme Schedule

Notes: All sections of this programme schedule must be completed. If the programme has an exit award(s), this must also be noted under special regulations using approved SETU Wexford wording. Separate programme schedules must be presented for:

1. *fulltime and part-time delivery of the same Award.*
2. *for different programme durations available to different cohorts of learners of the same Award:*
3. *a separate schedule/page to be presented for each semester*
4. *a separate programme schedule for all associated awards that are attached to the parent Award.*

Full Award Title: (*Include full title and classification)*	**Bachelor of Arts (Hons) in Applied Social Studies in Professional Social Care**							**ISCED Code:**	09
Award Type: *(Major/Minor/Special Purpose)*	Major	**NFQ Award Level:**	8	**Total Number of Award Credits:**	240	**Total Duration of Award** *(Years, Semester, Month, Weeks, or Days):*	4	**Fulltime or Part-time Delivery:** *(for this Award Schedule)*	Fulltime
List All Associated Embedded Exit Award Titles: *(including Minor Awards)*	Bachelor of Arts in Applied Social Studies in Professional Social Care								
Total 4 **Current** 3 **Stages/Years in Award:**		**Stage/Year:**		**Total Number of Semesters per Stage/Year:**		**2**		**Current Semester Number:**	1

Approved Programme Schedule

Notes: All sections of this programme schedule must be completed. If the programme has an exit award(s), this must also be noted under special regulations using approved SETU Wexford wording.

For Major Award Programmes - Intake Month for this Programme: *(This information is required for ADF semesterisation setup and must be indicated)*	**September Intake:**	**Yes**	**January Intake:**	**NO**

Module Title *(Maximum of 99 characters including spaces)*	**Module Status**	**NFQ level**	**Module Credits**	**Hours**						**Allocation of Marks**				
	Mandatory or Elective			Hours Per Week or Total	Contact	Practical	Independent	Work-based	Total	CA	Project	Practical	Final Exam	Maximum
Children and Families	M	7	5	3	36		89		125	100				100
Legal Studies 2	M	7	5	3	36		89		125	40			60	100
Psychology of Mental Health and Neurodiversity	M	7	5	4	48		77		125	40			60	100
Social Research Studies	M	7	5	3	36		89		125	25	75			100
Creative Skills 2	M	7	5	2	24		101		125	100				100

Approved Programme Schedule

Notes: All sections of this programme schedule must be completed. If the programme has an exit award(s), this must also be noted under special regulations using approved SETU Wexford wording.

Alternative To Homecare	M	7	5	3	36		89		125		100			100

Special Regulations:

(No maximum number of characters; If the programme has an exit award(s), it/these must also be noted under special regulations using approved SETU Wexford wording and SETU Wexford regulations.)

Learners must have at least 80% attendance in all modules and a mark of 40% in all modules to pass that module and be eligible to go on placement in stage 3 and proceed to stage 4.

Following the final Examination Board's decision that any learner who does not pass a module as a result of not meeting the mandatory attendance requirement, must repeat and attend that module in the next academic year. Learners who do not pass a module due to not meeting the 40% pass mark will be provided with one repeat opportunity in the next examination session. Learners who do not pass following this repeat opportunity, must repeat and attend that module in the next academic year. Learners are not permitted to carry any module into the next academic year. Save for these special regulations, University Academic Regulations apply

Separate programme schedules must be presented for:

1. *fulltime and part-time delivery of the same Award.*
2. *for different programme durations available to different cohorts of learners of the same Award:*
3. *a separate schedule/page to be presented for each semester*
4. *a separate programme schedule for all associated awards that are attached to the parent Award.*

Approved Programme Schedule

Notes: All sections of this programme schedule must be completed. If the programme has an exit award(s), this must also be noted under special regulations using approved SETU Wexford wording.

Full Award Title: (*Include full title and classification)*	**Bachelor of Arts (Hons) in Applied Social Studies in Professional Social Care**							**ISCED Code:**	09
Award Type: *(Major/Minor/Special Purpose)*	Major	**NFQ Award Level:**	8	**Total Number of Award Credits:**	240	**Total Duration of Award** *(Years, Semester, Month, Weeks, or Days):*	4	**Fulltime or Parttime Delivery:** *(for this Award Schedule)*	Fulltime
List All Associated Embedded Exit Award Titles: *(including Minor Awards)*	Bachelor of Arts in Applied Social Studies in Professional Social Care								
Total Stages/Years in Award:	4	**Current Stage/Year:**	3	**Total Number of Semesters per Stage/Year:**	**2**			**Current Semester Number:**	2
For Major Award Programmes - Intake Month for this Programme: *(This information is required for ADF semesterisation setup and must be indicated)*				**September Intake:**	**Yes**			**January Intake:**	**NO**

Approved Programme Schedule

Notes: All sections of this programme schedule must be completed. If the programme has an exit award(s), this must also be noted under special regulations using approved SETU Wexford wording.

Module Title *(Maximum of 99 characters including spaces)*	**Module Status**	**NFQ level**	**Module Credits**	**Hours**						**Allocation of Marks**				
	Mandatory or Elective			Hours Per Week or Total	Contact	Practical	Independent	Work-based	Total	CA	Project	Practical	Final Exam	Maximum
Supervised Professional Practice 2	Man	7	30	38	400		350		750	100				100

Special Regulations:

(No maximum number of characters; If the programme has an exit award(s), it/these must also be noted under special regulations using approved SETU Wexford wording and SETU Wexford regulations.)

A block placement of 12 weeks of 400 hours must be completed. In order to be eligible to go on placement, learners must have 80% attendance in the preparatory practice workshops. In line with the provision of year-long module (within both Undergraduate and Postgraduate programmes) of at least 10 credits, Supervised Professional Practice 2 module will be assessed upon completion of semester 2 but workshops will take place in semester 1. Learners who fail the work placement element of either the Supervised Professional Practice 1 or Supervised Professional Practice 2 modules shall be provided with one repeat opportunity only across the programme and this repeat opportunity will only be permitted in circumstances where SETU Wexford is satisfied with the learner's preparedness to practice. Learners must also have completed at least 800 hours placement over the course of their programme of study to receive their award. Learners may EXIT at this stage of the programme with a Bachelor of Arts in Professional Social Care (Embedded Exit Award), provided they have achieved the required level 7 learning outcomes and accumulated 180 credits. Save for these special regulations, University Academic Regulations apply.

Approved Programme Schedule

Notes: All sections of this programme schedule must be completed. If the programme has an exit award(s), this must also be noted under special regulations using approved SETU Wexford wording.

Separate programme schedules must be presented for:

1. *fulltime and part-time delivery of the same Award.*
2. *for different programme durations available to different cohorts of learners of the same Award:*
3. *a separate schedule/page to be presented for each semester*
4. *a separate programme schedule for all associated awards that are attached to the parent Award.*

Full Award Title: (*include full title and classification)*	**Bachelor of Arts (Honours) in Applied Social Studies in Professional Social Care**							**ISCED Code:**	09
Award Type: *(Major/Minor/Special Purpose)*	Major	**NFQ Award Level:**	8	**Total Number of Award Credits:**	240	**Total Duration of Award** *(Years, Semester, Month, Weeks, or Days):*	4	**Fulltime or Part-time Delivery:** *(for this Award Schedule)*	Fulltime
List All Associated Embedded Exit Award Titles: *(including Minor Awards)*									

Approved Programme Schedule

Notes: All sections of this programme schedule must be completed. If the programme has an exit award(s), this must also be noted under special regulations using approved SETU Wexford wording.

Total Stages/Years in Award:	4	**Current Stage/Year:**	4	**Total Number of Semesters per Stage/Year:**	**2**	**Current Semester Number:**	1
For Major Award Programmes - Intake Month for this Programme: *(This information is required for ADF semesterisation setup and must be indicated)*				**September Intake:**	**Yes**	**January Intake:**	**NO**

Module Title *(Maximum of 99 characters including spaces)*	**Module Status**	**NFQ level**	**Module Credits**	**Hours**						**Allocation of Marks**				
	Mandatory or Elective			Hours Per Week or Total	Contact	Practical	Independent	Work-based	Total	CA	Project	Practical	Final Exam	Maximum
Ethics and Human Rights	M	8	10	4	48		202		250		60	40		100
Contemporary Approaches to Leadership & Change Management	M	8	5	2	24		101		125	40			60	100
Psychology and Positive Change	M	8	5	3	36		89		125	100				100

Approved Programme Schedule

Notes: All sections of this programme schedule must be completed. If the programme has an exit award(s), this must also be noted under special regulations using approved SETU Wexford wording.

Advanced Social Care Practice 1	M	8	5	2	24		101		125	100				100
Global Issues for Social Care Practice	M	8	5	3	36		89		125	100				100

Special Regulations:

Learners must have at least 80% attendance and a mark of 40% in all modules to pass that module. Following the final Examination Board's decision that any learner who does not pass a module as a result of not meeting the mandatory attendance requirement, must repeat and attend that module in the next academic year. Learners who do not pass a module due to not meeting the 40% pass mark will be provided with one repeat opportunity in the next examination period. Learners who do not pass following this repeat opportunity, must repeat and attend that module in the next academic year. Save for these special regulations, University Academic Regulations apply.

APPROVED PROGRAMME SCHEDULE

Notes: All sections of this programme schedule must be completed. If the programme has an exit award(s), this must also be noted under special regulations using approved SETU Wexford wording.

Full Award Title: (*Include full title and classification)*	**Bachelor of Arts (Honours) in Applied Social Studies in Professional Social Care**						**ISCED Code:**	09
Award Type: *(Major/Minor/Special Purpose)*	Major	**NFQ Award Level:**	8	**Total Number of Award Credits:**	240	**Total Duration of Award** *(Years, Semester, Month, Weeks, or Days):* 4	**Fulltime or Part-time Delivery:** *(for this Award Schedule)*	Fulltime
List All Associated Embedded Exit Award Titles: *(including Minor Awards)*								
Total Stages/Years in Award:	4	**Current Stage/Year:**	4	**Total Number of Semesters per Stage/Year:**	**2**		**Current Semester Number:**	2

For Major Award Programmes - Intake Month for this Programme:	**September Intake:**	**Yes**	**January Intake:**	**NO**

Separate programme schedules must be presented for:

1. *fulltime and part-time delivery of the same Award.*
2. *for different programme durations available to different cohorts of learners of the same Award:*
3. *a separate schedule/page to be presented for each semester*
4. *a separate programme schedule for all associated awards that are attached to the parent Award.*

(This information is required for ADF semesterisation setup and must be indicated)				

Module Title *(Maximum of 99 characters including spaces)*	**Module Status**	**NFQ level**	**Module Credits**	**Hours**						**Allocation of Marks**				
	Mandatory or Elective			Hours Per Week or Total	Contact	Practical	Independent	Work-based	Total	CA	Project	Practical	Final Exam	Maximum
Leading Self and Others	M	8	5	2	24		101		125	40	60			100
Psychology, Adjustment and Alternative Views	M	8	5	3	36		89		125	100				100
Advanced Social Care Practice 2	M	8	5	2	24		101		125	100				100
Connecting Social Care Practice to the Globalized World	M	8	5	3	36		89		125	100				100
Research Methods and Dissertation in Social Care Practice	M	8	10	3.25	78		172		250	25	75			100

Special Regulations:

(No maximum number of characters; If the programme has an exit award(s), it/these must also be noted under special regulations using approved SETU Wexford wording and SETU

Wexford regulations.)

Each learner will be allocated a supervisor for their research thesis. In line with the provision of year-long research projects (within both Undergraduate and Postgraduate programmes) of at least 10 credits, the dissertation will be submitted upon completion of semester 2 but research teaching classes will continue over the academic year. Learners must have at least 80% attendance and a mark of 40% in all modules to pass that module. Following the final Examinations Board's decision that any learner who does not pass a module as a result of not meeting the mandatory attendance requirement, must repeat and attend that module in the next academic year. Learners who do not pass a module due to not meeting the 40% pass mark will be provided with one repeat opportunity in the next examination period. Learners who do not pass following this repeat opportunity, must repeat and attend that module in the next academic year. Save for these special regulations, University Academic Regulations apply.

Section 2 Procedures for Responding to Preparedness to Practise Concerns: Social Care Programmes

1.0 Reporting Preparedness to Practise Concerns

1.1 Any person concerned about the behaviour, health, conduct or performance of a relevant student which undermines, or may undermine, their ability to effectively and safely practise their profession, has the right to raise their concern. Concerns may be raised by staff members, students, placement agencies, and members of the public. Concerns should be clearly outlined and available supporting evidence included. They may be raised at any time, in relation to any student who is registered or seeks to become registered on the relevant programme, until the date of graduation from the programme.

1.2 Concerns may be raised with any member of the programme board who will bring it forward to relevant persons, depending on the campus. Details of this reporting process are outlined in Figure 1.

2.0 Temporary Suspension and/or Exclusion

2.1 The decision to withdraw a student from practice placement or from a programme will be determined on a case-by-case basis and represent a proportionate response to the possible risk to the student and to others. If the student remains in practice placement while awaiting the outcome of an investigation, conditions of practice may be imposed.

2.2 The Head of Department/ Deputy Head of Campus, in consultation with relevant members of the PET, may temporarily exclude a student from their practice placement, work-based learning setting, related learning activities and/or programme of study, where they reasonably believe that a student, in respect of whom a preparedness to practise concern has been raised, poses a risk to:

- Their own health, safety and/or wellbeing and/or that of others.
- The professional activities of a placement provider or other professional organisation or to a practice situation.
- The property of the University and/or others, and/or
- The reputation of the University or a placement provider or other professional organisation and/or its functioning and/or its activities;

and immediate action in the form of a temporary suspension and/or exclusion is reasonably required to remove or reduce the risk. This may include, but is not limited to, preparedness to practise concerns relating to a declared or undeclared criminal conviction, a serious health concern, or a serious once- off incident.

2.3 Any member of the PET, in coordination with the Placement Coordinator, may temporarily exclude a student from their practice placement, work-based learning setting, related learning activities and/or programme of study, where they reasonably believe that a student, in respect of whom a preparedness to practise concern has been raised, poses a risk as outlined in 2.2, above. The Head of Department/ Deputy Head of Campus must be notified of this decision as soon as practicable.

2.4 In the case of concerns regarding the student's health, safety, and/or wellbeing, the temporary suspension will remain in place until such time as an appropriately qualified person, certifies the student fit to proceed with the programme of study.

2.5 A student may be suspended from the programme without prejudice and pending further investigations and initiation of the Preparedness to Practise Policy.

2.6 If a decision is made to impose such a temporary suspension/exclusion, consideration will be given to whether arrangements can reasonably be put in place for the student, in order to minimise the impact on their studies. The temporary suspension/exclusion will be kept under review, in line with the below outlined procedures, by the Head of Department/ Deputy Head of Campus or Placement Coordinator or Programme Leader/Director, or another nominated person. The PET will be provided with regular updates.

2.7 When a student is subject to temporary suspension/exclusion, this will be confirmed to the student in writing, as soon as possible. This notification will include a summary of the allegations against the student or concerns about the student's practice and an outline of the procedures that will be followed by the faculty. The student may appeal the decision to the Chief Academic Officer, Deputy President within 10 working days of the written notification, who may consult with or refer the issue to the Preparedness to Practise Committee. Any decision will remain in effect until the appeal is heard.

3.0 The Preparedness to Practise Procedure

3.1 If there is any uncertainty related to a function under the Policy, it is the responsibility of the relevant Head of Faculty to determine who will act under this Policy.

3.2 The level at which the Procedure is implemented will depend on factors such as the seriousness of any risk posed and the student's response to any steps taken by the University. The Procedure should be proportionate to the concern raised and have due regard to the safety, wellbeing and rights of the student, service users, placement agencies and any other relevant person.

3.3 The University can decide to implement a Formal Stage without implementing the Informal Stage should it believe that that the concerns warrant such an approach.

3.4 Should a student, without good cause, be unwilling or unable to participate at any stage of this Procedure, the University may nonetheless follow the Procedure in their absence. The Procedure may be completed where the student voluntarily withdraws from study.

3.5 Where in this Procedure reference is made to any named University office holder, such reference is to be read as including reference to their appointed nominee.

4.0 Responding to Issues of Concern: The Informal Approach

4.1 Concerns may be raised by students, staff, placement agencies, service users or members of the public who have a genuine concern for the preparedness to practice of the student or any other person associated with the practice placement. Concerns can be raised at any stage of their studies, until the date of graduation from the programme.

4.2 Concerns regarding a student's preparedness to practise can be raised with any member of the Programme Board who will pass information to relevant persons. See Fig.1

4.3 Where students have concerns for their own preparedness to practice, they should discuss the issue with their Placement Coordinator/Program Leader/Program Director/any member of the practice education team.

Informal Process – Stage 1

4.4 The majority of concerns will be resolved informally in conjunction with the students, practice placement support team, the academic team and where necessary, additional student supports.

4.5 Where appropriate, the Head of Department/ Deputy Head of Campus will appoint a member of the PET, the Placement Coordinator or Programme Leader/ Director to meet with the student and explore concerns at an informal level.

4.5 The Placement Coordinator or nominated person will meet the student and explore the issue further, with the objective of reaching a satisfactory resolution. Following the meeting, a summary email will be sent to the student capturing any key points and actions.

4.6 If this is not achieved, the issue is brought to the attention of the relevant Head of Department/ Deputy Head of Campus under the Informal Process – Stage 2.

Informal Process – Stage 2

4.7 In the event that the student or the practice placement coordinator or relevant member of the programme board is not satisfied with the outcome at Stage 1, the issue can be brought to the relevant Head of Department/Deputy Head of Campus. The Head of Department/ Deputy Head of Campus will carry out an informal investigation with the student, with the Placement Coordinator and/or with members of the programme board, where appropriate.

4.8 The purpose of this stage is to deal informally with any initial, emerging or minor causes of concern relating to a student's preparedness to practise. In determining whether the matter is suitable to be dealt with under this stage, the relevant Head of Department/ Deputy Head of Campus will:

- Carry out a preliminary review of the issue and available evidence.
- Examine any supporting evidence or documentation from the person raising the concern.

- Assess whether the student openly acknowledges there is an issue to be addressed and/or
- Any other relevant circumstances.

4.9 Once it has been confirmed that the matter is suitable to be dealt with using this stage, the Head of Department will:

- Notify the student in writing, usually by use of an email sent to a confirmed email address, that there is a concern about preparedness to practise.
- Outline the nature of the concern.
- Indicate that they are seeking to deal with the matter under this stage.
- Provide the student with a copy of this Policy and advise them of any appropriate internal and external supports available.
- Request that the student make a submission with regard to the issue, including medical and/or other evidence they would like taken into consideration.
- The Head of Department/ Deputy Head of Campus will arrange a meeting with the student to discuss the concern, and any support needs the student may have. The student will be given the opportunity to respond to the concern. The student is entitled to be accompanied by a friend/representative of their choice, in accordance with paragraph 5.2.
- The Head of Department/ Deputy Head of Faculty may invite other staff members to attend the meeting and may consult with and seek information from other relevant persons to deal with the matter and to provide support to the student. The Head of Department/ Deputy Head of Faculty should be accompanied at all meetings with the student, and a contemporaneous record of the meeting shall be taken.

4.10 The Head of Department/ Deputy Head of Campus will decide whether the student's preparedness to practise is impaired, or may become impaired, and whether any action is necessary. The precise nature of any action will depend on the circumstances of each case. Actions may include, but are not limited to, one or more of the following outcomes:

- Decision made that there is no case to answer.
- Decision made that no further action is to be taken.
- Support arrangements and/or reasonable accommodation be put in place for the student, following any necessary assessment.
- An action plan be drawn up setting out how the matter will be managed by the Department, including the outlining of any requirements which are placed on the student.
- The student be withdrawn from placement or be delayed from commencing placement indefinitely or for a specified duration.
- The matter be referred to the Formal Stage.
- The matter be referred for consideration under another University process e.g. Student Expected Behaviour Policy and Disciplinary Procedure.

4.11 In the event that any party who have been involved in the informal process and are not satisfied with the outcome of the informal process, or where the issue is of a persistent nature or beyond the remit of an informal process, a preliminary report outlining the concerns is made in writing to the relevant Head of Faculty / Campus who may then initiate a formal procedure of investigation and action. (See Appendix A.1)

4.12 The procedure of investigation and action will be proportionate to the concern raised and with due regard to the safety, well-being, and rights of the student, service users, placement agency and any other person.

4.13 In the circumstance that a concern of a significant nature is raised during the professional practice placement, the placement may be suspended and/or deferred until such time as an investigation has been completed and the safety of all involved can be assured.

4.14 If a student cannot satisfactorily complete their placement because of a Preparedness to Practice concern or other reason, consideration will be given to the nature of the concern, and the steps taken by the student to remedy the issue. A decision will be made whether a deferral of the module is appropriate, or the student may be deemed to have failed that element of their programme.

5.0 Procedure for Responding to Issues of Concern: The Formal Stage

5.1 The Formal Stage will be used to address concerns:

- Where any issues are considered too serious to be dealt with under the informal process.
- Where any issue which has been commenced under the informal process is later considered to have become too serious to be continued under the informal approach.
- Where the issue has not been resolved by the informal process.
- Where the student is not happy with the decision made during the informal process and notifies the Head of Department/ Deputy Head of Campus within 10 working days of receiving the decision that they are invoking the Formal Stage.
- Where the student elects for the concern to be dealt with under the Formal Stage.
- Where the student has failed to comply with the outcome of the informal process.

5.2 Students who have issues of concern made regarding their preparedness to practise have the right to be accompanied by an appropriate person, such as, a friend, a fellow student, student services, or the University's Students Union

representative, in a supportive capacity, in the Formal Stage of the Procedure. There is no right to legal representation or to be represented by any person or body unconnected with the University.

5.3 The person raising the concern (the complainant) should be made aware that:

- Full details of the complaint will be put to the student.
- The student may be given an opportunity to engage with the complainant face to face in order to challenge the concern/complaint raised, if this is appropriate.
- In the event of the matter being referred to the Preparedness to Practise Committee, the complainant and student may call witnesses and may enter witness statements.
- Witnesses cannot be compelled to attend under this Procedure.

6.0 Formal Stage - Process

6.1 The purpose of this stage is to deal formally with any concern relating to a student's preparedness to practise. In determining whether the matter is suitable to be dealt with under this stage, the relevant Head of Faculty/ Campus will:

- Carry out a preliminary review of the issue and available evidence.
- Examine any supporting evidence or documentation from the person raising the concern.
- Assess whether the student openly acknowledges there is an issue to be addressed and/or
- Any other relevant circumstances.

6.2 Once it has been confirmed that the matter is suitable to be dealt with using this stage, the Head of Faculty/Campus will:

- Notify the student in writing, usually by use of an email sent to a confirmed email address, that there is a concern about preparedness to practise.
- Outline the nature of the concern.
- Indicate that they are seeking to deal with the matter under this stage.
- Provide the student with a copy of this Policy and advise them of any appropriate internal and external supports available.
- Request that the student make a submission regarding the issue, including medical and/or other evidence they would like taken into consideration.
- The Head of Faculty/ Campus will arrange a meeting with the student to discuss the concern, and any support needs the student may have. The student will be given the opportunity to respond to the concern. The student is entitled to be accompanied by a friend/representative of their choice, in accordance with paragraph 5.2 above.

6.3 The Head of Faculty/ Campus may invite other staff members to attend the meeting and may consult with and seek information from other relevant persons in order to deal with the matter and to provide support to the student. The Head of Faculty/Campus should be accompanied at all meetings with the student, and a contemporaneous record of the meeting shall be taken.

6.4 The Head of Faculty/ Campus will decide whether the student's preparedness to practise is impaired, or may become impaired, and whether any action is necessary. The precise nature of any action will depend on the circumstances of each case. Actions may include, but are not limited to, one or more of the following outcomes:

- Decision made that there is no case to answer.
- Decision made that no further action is to be taken.
- Support arrangements and/or reasonable accommodation be put in place for the student, following any necessary assessment.
- An action plan be drawn up setting out how the matter will be managed by the Department, including the outlining of any requirements which are placed on the student.
- The student be withdrawn from placement or be delayed from commencing placement indefinitely or for a specified duration.
- The matter be referred to a Preparedness to Practise Committee.
- The matter be referred for consideration under another University process e.g. Student Expected Behaviour Policy and Disciplinary Procedure.

Establishing a Preparedness to Practise Committee

6.5 Where there is a continuing/on-going concern or where there are concerns where immediate consideration and determination of a student's preparedness to practise is warranted, the Head of Faculty/ Campus may decide to refer the preparedness to practise concern to the Preparedness to Practise Committee ("the Committee"). The Committee will be convened by the relevant Head of Faculty/Campus and the Director of Student Experience, as and when required.

6.6 The Preparedness to Practise Committee shall consist of:

- An external person with expertise in the student's chosen practice area.
- A staff member of the University from a discipline other than the Department concerned.
- A staff member of the University from the discipline, but from another campus.
- The relevant Head of Faculty/ Campus.
- A member of the relevant Practice Education Team.
- A member of the SETU Students' Union.

6.7 The Chair of the Preparedness to Practise Committee shall be chosen by the Chief Academic Officer and Deputy President Director. The Chair is responsible for overseeing the process, working closely with the CAO and Deputy President to ensure that the procedure is run smoothly and effectively.

6.8 Deliberations of the Committee shall be in private. A member of the University administrative staff will attend meetings of the Committee for the purpose of taking notes and recording decisions made. This person is not a member of the Committee and will not be involved in the decision-making process.

6.9 As part of dealing with any matter under Formal Stage, the University may undertake any such investigations as it considers reasonable and appropriate in the circumstances. A member of staff may be appointed by the relevant Head of Faculty/ Campus to act as Investigating Officer. The Head of Faculty/Campus may put in place terms of reference for any such investigation. The student will normally be informed that an investigation is being carried out and of the identity of the Investigating Officer.

6.10 The Investigating Officer will determine the process to be followed for the investigation, having due regard to any terms of reference set for them by the relevant Head of Faculty/Campus and may speak with the student concerned and with other students, staff and where relevant third parties (such as placement providers or health professionals, for example) and call for information. Any investigation will be carried out in a transparent and fair manner. The Investigating Officer will provide a report outlining the findings of the investigation to the Preparedness to Practise Committee.

6.11 In advance of the Preparedness to Practise meeting with the student, the Chairperson of the Preparedness to Practise Committee will:

- Formally notify the student in writing that concerns regarding their preparedness to practise have been raised and full details of the nature of these concerns will be outlined.
- Provide a copy of this Policy.
- Indicate that they will be given an opportunity to respond.
- Provide documentation in support of the concern, if any.
- Provide a copy of the Investigating Officer’s report.
- Invite them to attend a meeting with the Committee.
- Give them notice of the date, time and place of the meeting with the Committee.
- Inform them that they may be accompanied by a friend/representative of their choice but there is no right to legal representation.

- Advise of any appropriate internal and external supports available to the student.

6.12 The student will normally be given 10 working days' notice of the meeting.

6.13 The Committee will consider all the evidence provided to it and may obtain any expert advice that it deems necessary.

6.14 Arising from its consideration of the evidence, the Committee may decide that the student is required to undergo one or more of the following:

- Undergo testing by a doctor or specialist nominated by the Committee, in respect of suspected drug or alcohol addiction/misuse considered to be potentially undermining a student's preparedness to practise. A student failing to comply with this requirement and/or whose tests confirm drug or alcohol addiction/misuse may be required by the Committee to withdraw from their course and/or placement and/or to defer their studies until such time as they are certified by an appropriately qualified person (nominated by the University) to be fit to proceed.
- Undergo a medical examination or assessment (including a psychiatric assessment) by a doctor or relevant specialist nominated by the Committee for the purpose of obtaining an opinion as to the student's medical preparedness to practise. A student failing to comply with this requirement and/or who is deemed medically unfit, may be required by the Committee to withdraw from their course and/or placement and/or to defer their studies until such time as they are certified by an appropriately qualified person to be medically fit.

6.15 At the Preparedness to Practise Committee meeting, the student will be given an opportunity to rebut or discuss any concerns expressed about their preparedness to practise. The student may bring witnesses and make written submissions. Any written submissions or documents intended to be relied upon by the student should be submitted to the Chairperson of the Committee no later than three working days before the meeting. A list of proposed witnesses (if any) should also be provided to the Chairperson of the Committee by the student no later than three working days before the meeting.

6.16 A contemporaneous record of the meeting shall be taken.

6.17 Following the meeting, the Committee will determine whether the student's preparedness to practise is impaired or may become impaired, in accordance with this Policy, and whether any action is necessary. The precise nature of any action will depend on the circumstances of each case. Actions may include, but are not limited to, one or more of the following:

- Decision made that that there is no case to answer.
- Decision made that no further action is to be taken.
- Support arrangements and/or reasonable accommodation to be put in place for the student.
- An action plan be drawn up setting out how the matter will be managed by the Department including the outlining of any requirements which are placed on the student.
- The matter be referred for consideration under another University Policy eg Student Expected Behaviour Policy and Disciplinary Procedure.
- Caution the student that the matter will be noted in records and shared with the PET to be taken into account in requests for references.
- Continue in the relevant programme, subject to review.
- Repeat certain aspects of the relevant programme.
- Withdrawal of the student from placement indefinitely or for a specified duration.
- Suspension of the student from the relevant programme until the student is certified as prepared to proceed by an appropriately qualified person.
- Expulsion of the student from the relevant programme.
- Dismiss or strike out from the student's record, any allegations based on vexatious, false or malicious claims.
- Such other action as is appropriate in the circumstances.

6.18 The Preparedness to Practise Committee shall communicate its decision in writing within 15 working days of the meeting. Where the decision cannot be communicated within 15 working days, the student may be informed in writing of the revised timescale for receiving a response and the reason(s) for the delay.

6.19 A copy of the decision and any associated documentation will be retained, in line with the General Data Protection Regulation and University policy.

6.20 The decision of the Preparedness to Practise Committee will also be communicated to relevant members of the programme board and the PET.

7.0 Appeal to the Chief Academic Officer and Deputy President

7.1 The student may appeal the decision of the Preparedness to Practise Committee to the Chief Academic Officer and Deputy President of the University. Unless the CAO and Deputy President decides otherwise, any decision being appealed will retain full force and effect during the currency of the appeal.

7.2 To initiate an Appeal, a student must write to the Chief Academic Officer and Deputy President, setting out the grounds of appeal in detail, within 5 working days of the date of notification of the result which is being appealed.

7.3 The student may appeal the Formal Stage outcome to the Chief Academic Officer and Deputy President on the grounds that:

- The University failed to follow the process set out in the Policy and this had a material effect on the decision.
- The decision at the Formal Stage was inconsistent or disproportionate to the evidence provided.
- The evidence produced at the Formal Stage meeting with the Preparedness to Practice Committee was factually incorrect or the student has new and material information or evidence which was not previously available and would have a material effect on the decision.

7.4 The student shall specify the grounds on which the appeal is made.

7.5 The Chief Academic Officer and Deputy President may invite submissions from the student and any other persons deemed necessary, including the relevant Head of Department/ Deputy Head of Campus, the Committee or particular members of it, and may meet with them or determine the matter on the basis of written submissions alone (if this is deemed appropriate in the circumstances).

7.6 The Chief Academic Officer and Deputy President will normally review the appeal within 15 working days of the receipt of the appeal and may make one of the following decisions:

- Dismiss the appeal (in whole or in part).
- Uphold the appeal (in whole or in part).
- Direct that the Committee undertake a further meeting with the student.
- Impose an alternative decision.

7.7 The Chief Academic Officer and Deputy President will communicate their decision to the student normally within 15 working days of the determination of the appeal.

7.8 The decision of the Chief Academic Officer and Deputy President is final and may not be appealed.

7.9 The Chief Academic Officer and Deputy President shall be and is the final arbiter in respect of alleged breaches of the Student Fitness/Preparedness to Practise Policy. If a student remains unhappy with the determination of the complaint, the student may make a complaint to the Ombudsman (www.ombudsman.ie).

Appendix A.1

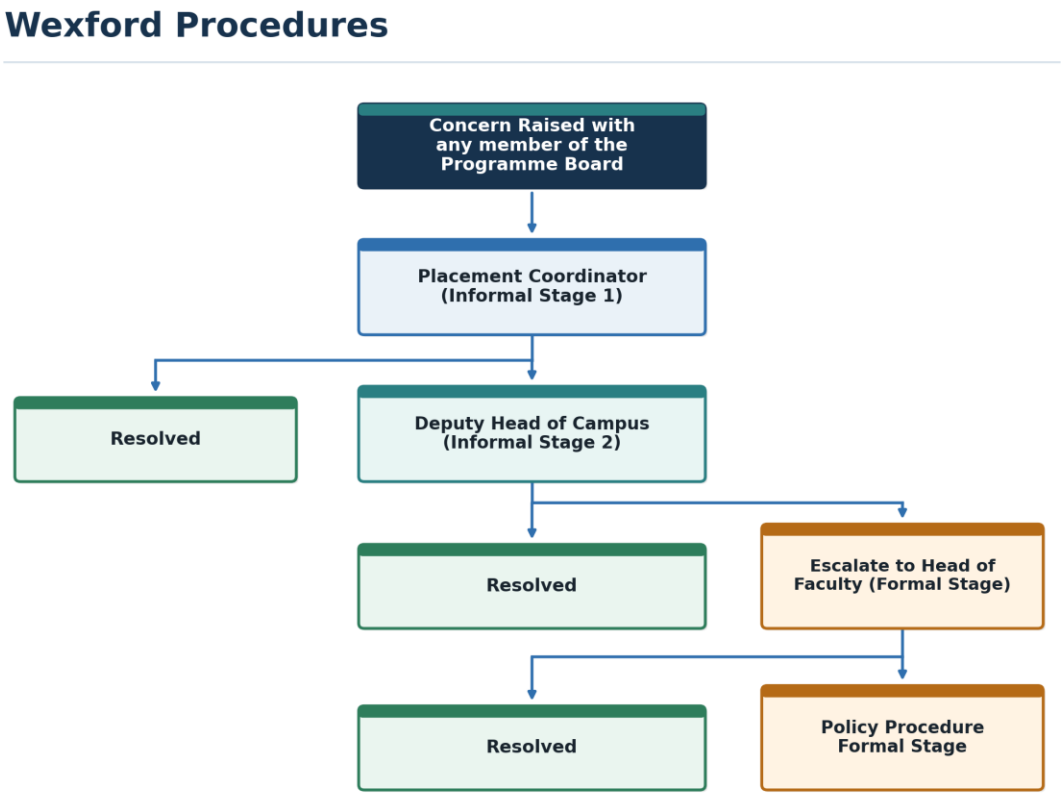
Student Issue of Concern under Preparedness to Practise Policy

The form should be used by stakeholders who wish to raise a concern beyond the first stage of the University procedure following consultation with Head of Department/Deputy Head of Campus or equivalent.

Name:	
Address	Programme of study and year of study:
Email:	
Contact Number:	
Signature:	Date:

Please outline the substance of the concern you wish to raise

Fig. 1c Wexford Procedures



SECTION 3: Policy & Procedure for Student Attendance for Social Care Programmes

Introduction

The professional requirement of being a professional Social Care worker is through the building up a body of knowledge with academic qualifications (McCann James et al 2009).

This process of knowledge building starts in year 1 with lectures, workshops and tutorials provided in a range of different modules, with the knowledge level increasing as student's progress through their 2nd, 3rd and 4th years of study. Not only does this enable students to become practitioners who can engage with and understand client needs, abilities and provide the correct support, it also facilitates students to become professionals that provide safe and appropriate care in order to protect the public. This has been identified by CORU (2016) as a core requirement that educational bodies must deliver.

In addition to developing academic knowledge, students need to be prepared to practice in year 2 and 3 of their programme, when they undertake 400 hours of placement within each respective year. Development of application of knowledge to practice, skills and competencies that facilitate being prepared to practice, takes place within each module throughout the academic year, where students that have not attended their scheduled lectures, tutorials and workshops cannot be considered to be prepared to practice in social care settings.

To ensure students are prepared to practice, a minimum of 80% attendance is required across all modules across all years of the programme.

At SETU, all students are provided with a timetable at the beginning of the academic year to enable attendance on the Professional Social Care Practice programme; students are asked to familiarise themselves with the time for all lectures, tutorials and workshops to ensure full attendance.

Appendix 1

Procedure for Monitoring Attendance for workshops, lectures and tutorials

Attendance to workshops, lectures and tutorials is critical to ensure that students progressively develop their insight and understanding of the standards of proficiency for professional social care workers and gain the skills and knowledge necessary to support service users, families and communities. Attendance shall be monitored in each class of each module and attendance information compiled at the end of each time interval.

At each Interval, the Attendance Database is completed with the attendance information for each student across each module, as follows:

- All students shall fulfil the programme requirements in relation to attendance, (a minimum of 80% class attendance for each module in each semester) and participate and engage in class activities and workshops provided.
- Each class group is assigned a class tutor. It is the responsibility of each student to notify their class tutor and individual lecturers of unavoidable absences, such as illness or an emergency situation, which may impact on their capacity to attend scheduled onsite and online lectures/tutorials/workshops. Students should email documentation to the class tutor to support absences/appointments.
- Class tutors will notify the programme board of absence detail pertaining to each student, to ensure that where absences are occurring in multiple classes, this information is captured by the Programme Board. Decisions regarding attendance are made on a case-by-case basis by the programme board.
- All students are provided with a timetable at the start of the academic year which details the necessary information for tutorials, lectures and practice preparation workshops. Classes can be timetabled anytime Monday-Friday between 9:00am and 5:00pm. Timetables are subject to change on a weekly basis. Students are expected to manage their time accordingly to facilitate full attendance.

- It is required that students prioritise their attendance on the programme above holidays, work or other commitments. Programme attendance includes attendance on campus for scheduled classes, attendance at onsite/online lectures/tutorials/workshops and attendance on placement.
- Student's may be considered to have not attended a class where they have not properly prepared for scheduled onsite and online lectures/tutorials/workshops or have not engaged in the in-class activities. What is deemed effective engagement is decided at the discretion of each lecturer.
- Attendance shall be reviewed by the programme board at three intervals in each semester, end of teaching week 4, week 8 and the final teaching week. At each interval during the semester, a programme board, with a quorum attendance of a minimum of four lecturers and the Placement Coordinator/Programme Director, shall be convened to discuss the students who have fallen below the required 80% attendance for one or more modules at that time interval.

Step 1

- Students who do not meet the attendance requirements for the first time are required to attend a meeting with the relevant members of the programme board. Students who do not attend the meeting are automatically escalated to step 2. Students may be directed to alternative academic, health, wellbeing and welfare supports within the University to facilitate the achievement of the attendance requirements and students can raise any issues influencing their attendance at this point of the semester.

Step 2

- Where a student subsequently falls below the required 80% attendance threshold between teaching weeks 4-8 or weeks 8 to the final week, this is identified and reviewed by the Programme Board. Following agreement by the Programme Board, this student may be invited to a meeting with the Head of Department (Wexford Campus)/Deputy Head of Campus (Wexford Campus) and Placement Coordinator. Students may be directed to alternative academic, health, wellbeing and welfare supports within the University to facilitate the

achievement of the attendance requirements and students can raise any issues influencing their attendance at this point of the semester.

Step 3

- Where a student has fallen below the required 80% attendance for one or more modules, on at least three occasions within a Semester, this is identified and reviewed by the Programme Board. Following agreement by the Programme Board, a student may be called to a meeting with the Head of Faculty/Head of Campus and relevant member of the Programme Board.

Step 4

- In preparation for the end of semester's examinations board, the Attendance Database is completed with the final attendance information for each student across each module for that semester. This information is presented at the examination board and each student is discussed on a case-by-case basis. Following the final Examination Board's decision that any student who does not pass a module as a result of not meeting the mandatory attendance requirement, must repeat and attend that module in the next academic year. Students who do not pass a module due to not meeting the 40% pass mark will be provided with one repeat opportunity in the next examination session. Students who do not pass following this repeat opportunity, must repeat and attend that module in the next academic year. Students are not permitted to carry any module into the next academic year.

- In summary;
    - Students must have at least 80% attendance in all modules and a mark of 40% in all modules to pass that module and be eligible to proceed to the next stage of the programme.
    - Students who do not meet the required mandatory attendance of 80% are at risk of becoming ineligible to commence supervised professional practice due to concerns that the Standards of Proficiency for Social Care Workers will not be met and thus demonstrating a lack of preparedness to practice. Following the final Examination Board's decision that any student who does not pass a module as a result of not meeting the mandatory attendance requirement, must repeat and attend

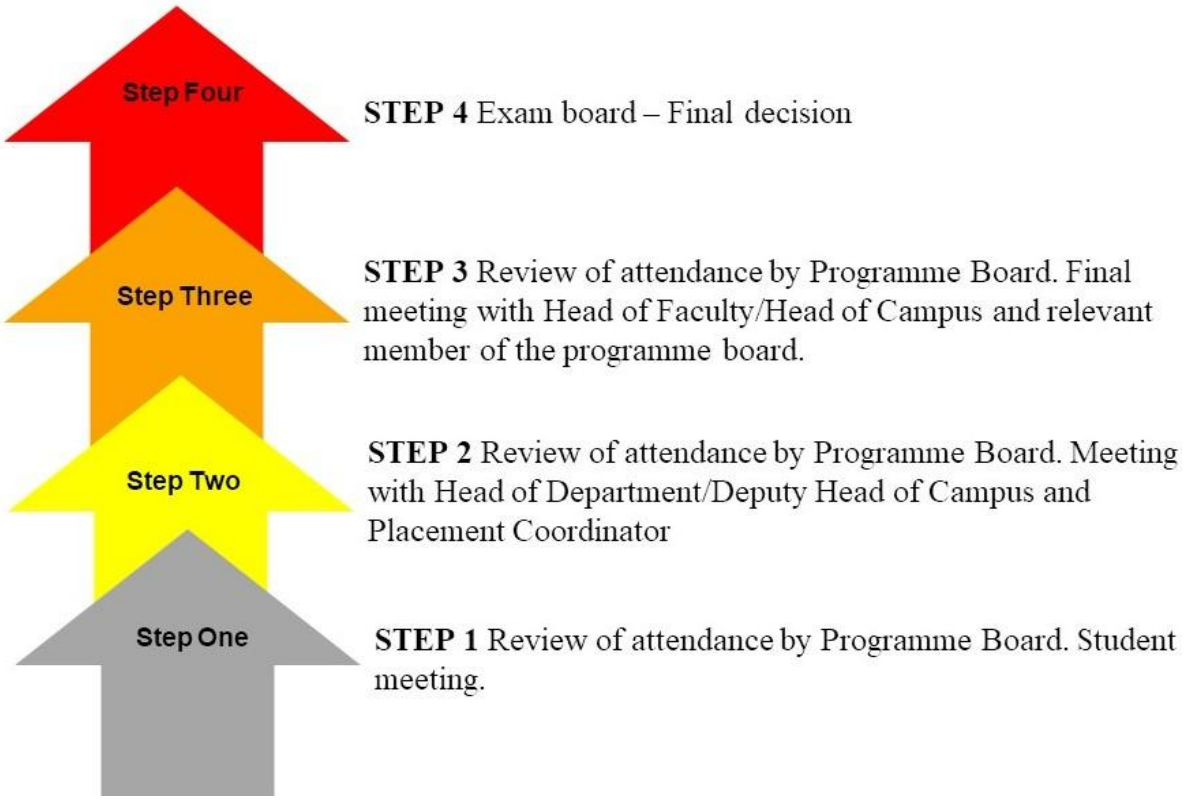
that module in the next academic year to be eligible to proceed to the next academic year and complete supervised professional practice in the following academic year. Learners who fail the work placement element of either the Supervised Professional Practice 1 or Supervised Professional Practice 2 modules shall be provided with one repeat opportunity only across the programme and this repeat opportunity will only be permitted in circumstances where SETU is satisfied with the learner's preparedness to practice.

References

CORU. (2017). *Standards of Proficiency for Social Care Workers*. [online] available: https://www.coru.ie/media/zknjylb1/standards_of_proficiency_for_social_care_workers_-3105.pdf [accessed 5th September 2018].

McCann James, C. de Roiste, A. & McHugh, J. (2009) *Social Care Practice in Ireland – An Integrated Perspective*, Gill & Macmillan Ltd: Dublin

Overview of procedure for non-attendance



I confirm that I have read and understand the Attendance Policy for the Social Care programme at SETU Wexford and commit to adhere to this policy.

Signed: _____

Student Name (please print)	Student Number	Date

Appendix 2: Absence and reporting policy for students on Supervised Professional Practice

STUDENT NAME_____ (print)

The following attendance policy is informed by the minimum awards standards of knowledge, skill and competence that must be achieved before a major higher education and training award may be made in social care work under the National Framework of Quality and Qualification Levels 6 to 9, Ireland. It is further informed by criterion 2.8 under Practice Placement in the Social Care Workers Registration Board, Criteria for Education and Training Programmes (CORU, 2017)

'*Practice placement attendance requirements are explicit and detailed mechanisms and processes are in place to manage absence/non-attendance.' (Criterion 2.8 CORU, 2017)*

SETU implements these standards by observing the following Supervised Professional Practice placement absence policy.

The expected cumulative volume of all assessed (social care work) practice placement hours in a Bachelor Degree Programme (NFQ Level 7) in Professional Social care is 800 verified hours or more, in years two and three of the degree programme (Criterion 2.2 CORU, 2017). Acting effectively and autonomously in complex, ill-defined and unpredictable situations or contexts requires higher levels of learning. Prior to the block placements, workshops are scheduled on the academic timetable to prepare students to actively engage and learn from the placement experience.

Approved placement hours include but are not limited to allocated time for induction and policy reading, periods of observation, shadowing experienced staff, facilitating and co-facilitating activities, supervision of clients (in accordance with organisation policy), attending committee/planning/strategy meetings, some administrative duties, one-to-one support and assistance duties with service users/ client group, student supervision sessions, attending and contributing to team debriefings, community outreach work and any other duties deemed necessary to the role of a social care worker by the student supervisor.

Students are expected to treat professional practice as they would paid employment. Placement dates are communicated by the University at the earliest possible opportunity in the previous academic year and students are expected to familiarise themselves with the placement dates and be available for full attendance throughout the duration of the 12 week placement period.

Following a period of absence each student is required to repay the unfulfilled placement hours during the placement period to meet the minimum requirement of 400 hours of supervised practice for the social care degree programme.

Holidays
Time off for holidays during placement are not facilitated under any circumstances. Students are requested not to book holidays or personal time during the 12 week period of their placement. Individual requests may be made for a special event should a student require time away from their placement; these requests will be considered on a case-by-case basis by the supervised professional practice coordinator.

An absence or interruption is defined as any leave over the placement period. There is no facility to accommodate time to repay outstanding placement hours during the academic term after placement. A student will only be deemed to have met the attendance requirement for each placement once a minimum of 400 verified hours have been completed within the allocated time period.

Procedure in the case of short-term / frequent absences

Where there is a pattern of absence identified, the student may be referred to the supervised professional practice coordinator to discuss their circumstances. Following due process if no underlying reason can be identified for the absences, formal procedures such as the preparedness to practice policy may be evoked (See the SETU Policy and Procedure for preparedness to practice for social care students).

Medical

Anticipated absences for medical appointments during the placement period must be communicated to the Supervised Professional Practice department upon receipt of written evidence of the appointment and prior to the start of placement. Students should also communicate such appointments to their practice educator prior to the start of placement.

Should a medical appointment be allocated when the student is on placement, the student is expected to notify both the Supervised Professional Practice department and the host organisation at the earliest opportunity with written evidence of the appointment.

Unanticipated medical emergencies/ absences must be communicated at the earliest possible opportunity to both the Supervised Professional Practice department and the host organisation. A medical certificate is required for each day or partial day absence.

NOTE: Any discussions with the Supervised Professional Practice coordinator regarding medical issues are confidential.

Other Reasons for Absence

It is the responsibility of each student to declare any personal circumstances that might render them unfit or unable to complete the required supervised placement hours within the allocated placement period. Personal responsibilities such as (but not limited to) caring duties, family commitments, family illness, childcare, employment and sports commitments must be considered before accepting placement and arrangements must be made to facilitate the completion of all placement hours around these responsibilities.

Bereavement

Compassionate leave may be granted to provide a student with time away from placement at a time of personal or family need where there is a death to an immediate relative. Only in exceptional circumstances this may extend to the death of a more distant relative/friend. This leave must be sanctioned prior to any time taken. If a student suffers a bereavement while on placement, arrangements should be made to notify the supervised professional practice department and the host organisation at the earliest opportunity. The leave is at the discretion of the supervised professional practice coordinator and missed hours must be fulfilled later in the placement period. Students are reminded that under current Irish legislation there is no legal framework in place to provide for bereavement leave in employment.

In cases where a prolonged period of absence is anticipated, it may be deemed necessary to defer the student placement until the summer following the immediate academic year. Each case will be assessed separately taking individual circumstances into consideration.

Repaying missed placement hours – school holidays

Should bank holidays and school holidays be observed by the host organisation, the student must provide a detailed account of how placement hours will be made up to meet the minimum requirement of 400 hours of verified practice hours over the given placement period. This must be provided in advance of going on placement and must be authorised by the Supervised Professional Practice department before the placement commences. For year 2 students who will be on placement from September to December, it is not permitted to make up hours after Christmas during the Universitys academic year. There will also be no authorisation to repay outstanding hours during the subsequent summer.

Personal declaration

It is a requirement for each student to declare any physical, personal, emotional or medical condition that may hinder or impact their preparedness to practice. This policy includes (but is not limited to) the students preparedness to practice within a particular sector of social care work, their preparedness to practice in a particular organisation

or service, or in terms of the duties expected of the social care worker in the organisation (e.g: lifting clients, therapeutic interventions, addiction services). Absences because of non-disclosure of any physical, personal, emotional or medical condition that hinders the students' ability to practice in the organisation are not permitted.

Students are required to declare any personal circumstances or otherwise that may present a conflict of interest or professional integrity before engaging in the supervised professional practice process. Each disclosure is treated with discretion and confidentiality. Students complete a placement allocation form prior to the placement allocation meetings. There is a section on the form where personal circumstances can be disclosed thereby minimizing the potential impact on placement.

Students are required to disclose any convictions, charges, behaviours or activities, past or pending, that may render them unsuitable to work with vulnerable client groups prior to being sanctioned for placement. Each disclosure is treated with discretion and confidentiality. In line with SETU Garda Vetting procedures students complete an annual declaration prior to the commencement of placement.

It is the policy of SETU to provide support and guidance for a student should a disclosure be made in advance of placement.

The above is the policy of SETU regarding absence for students on supervised professional practice. It is important to note that in all cases of student absence this policy supersedes the absence and reporting absence policy of the local placement organisation.

References:

CORU (2017). *Criteria for Education and Training Programmes* Health and Social Care Professionals Council: Dublin 2.

QQI (2014) *Awards Standards Social Care Work.* [online], available: https://www.qqi.ie/sites/default/files/2021-12/social-care-work-awards-standards.pdf [accessed 15 October 2026]

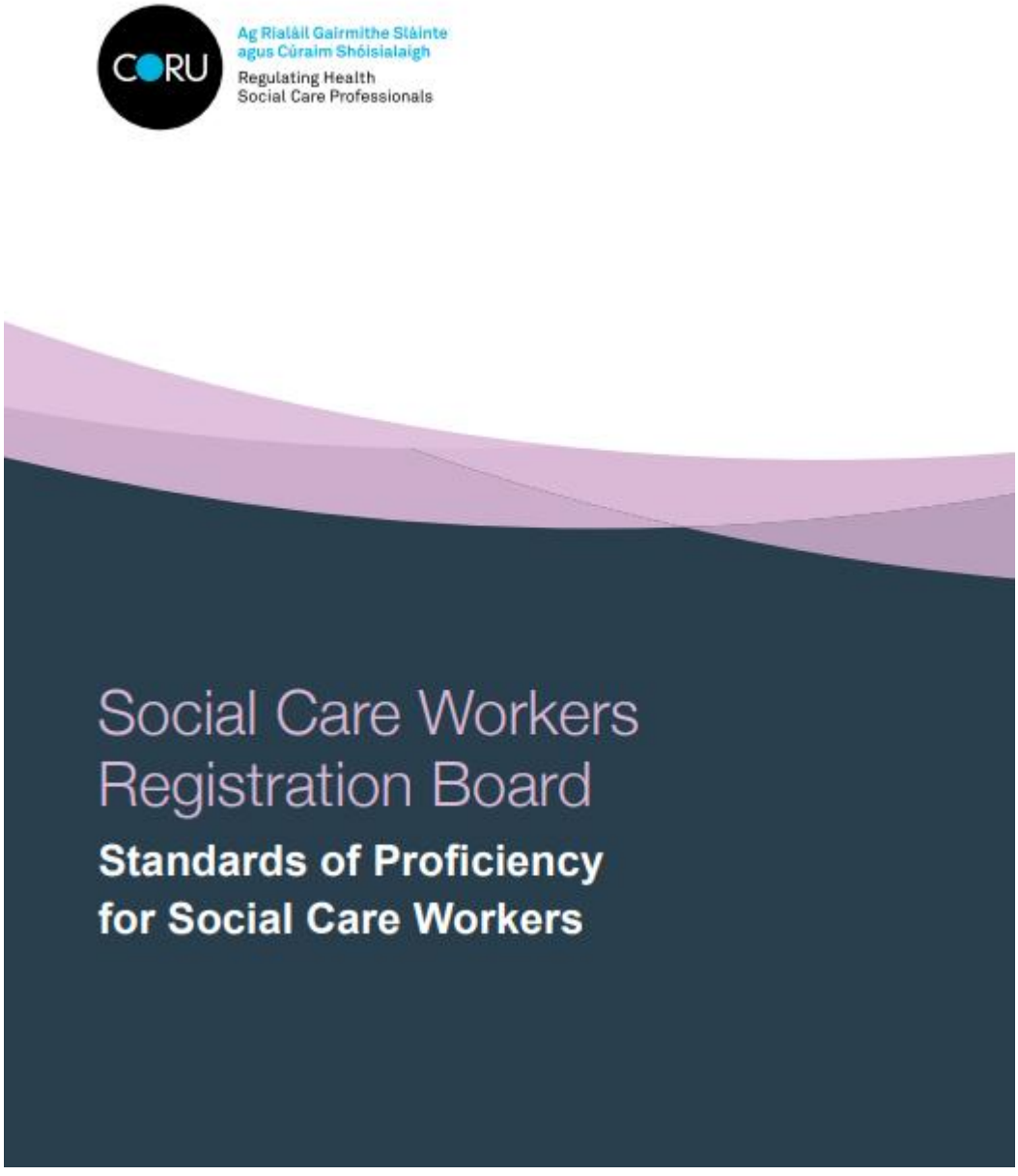
I confirm that I have read and understand the above Absence on Supervised Professional Practice policy of the South East Technological University, Wexford and commit to adhere to this policy as a student on placement.

Signed: _____

Student Name (please print)	Student Number	Date

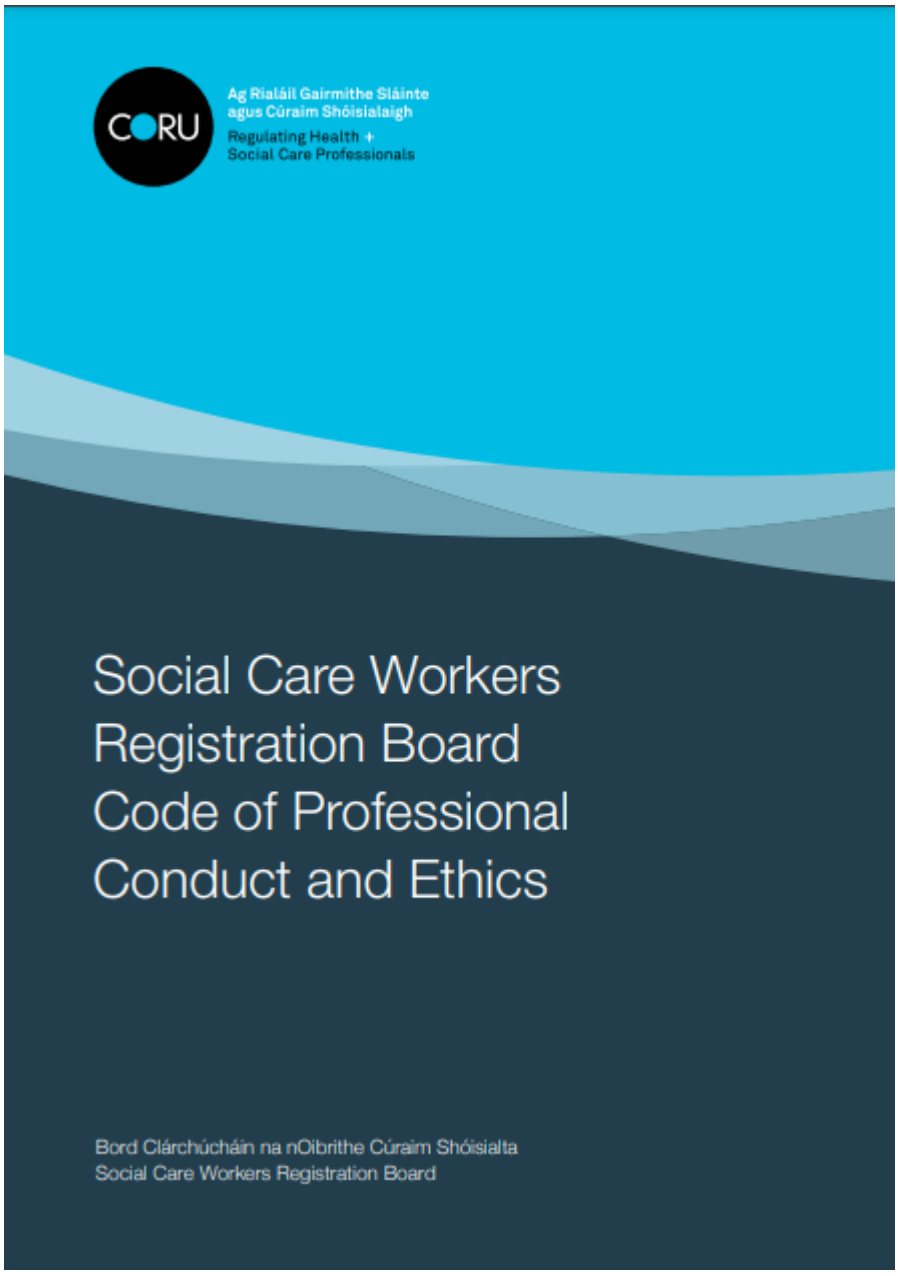
SECTION 4: Standards of Proficiency for Social Care Workers (CORU)

https://www.coru.ie/files-education/scwrb-standards-of-proficiency-for-social-care-workers.pdf



SECTION 5: Code of Professional Conduct and Ethics (CORU)

https://www.coru.ie/files-codes-of-conduct/scwrb-code-of-professional-conduct-and-ethics-for-social-care-workers.pdf



SECTION 6: Policy & Procedure for Assessment for Social Care Programmes

1.0 Introduction

As part of meeting legislative requirements under CORU as the Regulatory Authority, under the Health and Social Care Professionals Act, 2005, as amended, the assessment strategy for students participating in Social Care Programmes at the University is legislatively identified, both by QQI and CORU, where the monitoring of such assessment is conducted by the University.

2.0 Procedure

2.1 SETU recognises that assessment of learning is a continuous process and demonstrates a balanced and integrated distribution throughout the programme. The Academic Standards and Assessment Regulations in addition to the Examination and Assessment Regulations, underpins the University Assessment Strategy Assessment techniques and have clear and published criteria for marking as indicated at the following link below, in addition to the Student Handbook
https://www.setu.ie/about/quality-and-teaching/quality-assurance

2.2 The assessment process commences with the curriculum design of programmes. Specifically, curriculum design of programmes pertaining to Social Care within SETU, which reflect current, evidence-informed and research-based educational theory and social care good practice. The curriculum model is dynamic and flexible to allow for changes in the social care profession, health and social care delivery and developments in evidence-informed practice, which takes the form of standardised assessments across modes of delivery and Campuses, including standardised assessments feedback sheets. This dynamic approach to curriculum design and ongoing monitoring of programmes is reflected in the following three University Policies:

- Policy and Procedure for the design, development, validation and withdrawal of all Programmes at Awards level 6-10 NFQ;
- Policy and Procedure for Differential Validation (which is included in an appendix of Policy and Procedure for the design, development, validation and withdrawal of all Programmes at Awards level 6-10 NFQ for ease of reference);
- Policy and Procedure for On-going monitoring of Programmes.
-

All Policies are available, within the University's Quality Manual at the following link
https://www.setu.ie/about/quality-and-teaching/quality-assurance

2.3 Participation in the assessment process and teaching and learning strategies resulting from the curriculum design, ensures that the students who successfully complete each respective Social Care programme, meets the required, legislative standards of proficiency, where each module learning outcome maps to the standards of proficiency as Identified by CORU. The Books of Modules for the Professional Social Care Practice programmes addresses each standard of proficiency being taught and assessed in the respective sections. Each module learning outcome and assessment is written and designed to ensure that the student successfully meets the

standards of proficiency, achieves independence in their practice and demonstrate the integration of core social care theory underpinning practice into their own professional practice. This document provides details of the formative and summative assessments measuring the progressive achievement of the standards of proficiency which is outlined across each stage of the programme. Special requirements must be met by learners in order to be eligible to go on placement and pass each stage of the programme. Two block placement of 400 hours must be completed in order to successfully complete years 2 and 3. Students must have at least 80% attendance and a mark of 40% in all modules to pass that module and be eligible to proceed to the next stage of the programme. Students who do not meet the required mandatory attendance of 80% per month are at risk of becoming ineligible to go out on placement, due to lack of preparedness to practice. Learners who fail the work placement element of the Supervised Professional Practice module shall be provided with one repeat opportunity in the next academic year, where SETU is satisfied with the learner's preparedness to practice. Learners are not permitted to carry a module into the next academic year.

It is additionally important to note that SETU's ethos of student centred learning and commitment to student voice and participation, as reflected in the University's Policy and Procedure on Learner involvement in Quality Enhancement, ensures student participation in all curriculum design and assessment, including Social Care programmes and is available within the University's Quality Manual at the following link https://www.setu.ie/about/quality-and-teaching/quality-assurance

This, coupled with the University's engagement with NStEP (National Student Engagement Programme), facilitates continued student involvement with their educational experience, for both accredited and non-accredited programmes, refer to the following link for further information http://www.qqi.ie/Articles/Pages/NSTEP.aspx

2.4 In addition to Policies on Curriculum development, ongoing monitoring and student participation in both, as indicated in Section 2.2 and 2.3, additional Policies that support the assessment of learners and, where applicable their absence from assessments, are as follows:

- Group Projects and Assessment – Fairness and Consistency
- Policy and Procedure on Late Submission of Assignments
- Policy and Procedure for External Examiners
- External Examination – Foundations and Definitions
- Academic Integrity & Anti-Plagiarism Policy
- Policy and Procedure on Absence from Assessment(s)

All of which are available in the University's Quality Manual at the following links https://www.setu.ie/about/quality-and-teaching/quality-assurance

Students are assessed using published criteria, regulations and procedures which are applied consistently.

2.5 At SETU, assessments are undertaken by academics who are experienced in the role of assessment in the progression of students towards the achievement of the knowledge, skills and proficiencies associated with their intended qualification.

University Programme of Continuing Professional Development

A University specific programme of staff development is in place to support members of the Professional Social Care Practice team in their roles as educators of health and social care professionals.

Staff induction

Staff induction takes place at the beginning on each academic year whereby each member of the team is briefed and trained in the implementation of the special regulations and policies and procedures that are unique to the Professional Social Care Practice programmes. A social care hub on Blackboard (VLE) for social care programme team, field-based educators and students contain CORU documentation, Social Care research articles, and guest speaker recordings where applicable. This hub works towards fostering broader understanding of social care profession.

Practice Education Team

There are specific programmes of staff development for the academic practice education team focusing on the assessment of the standards of proficiency both formative and summative, including a deeper look at mentoring and supervision along with a review of the paperwork for placement.

Field Based Educators have a role in assessing students on placement with academic staff. The University provides Field based Educators with training on Supervision, Mentoring and Assessment.

All practice educators both academic and field based are invited to an information session in the weeks prior to the commencement of placement and to specific training on the assessment of students prior to the completion of the mid-placement assessment. These sessions provide practice educators with an insight into the student role on placement and training on mentorship, formative assessment, feedback structures, and summative assessment of students on placement. All practice educators are also provided with a practice educator handbook and screencasts detailing the assessment and support systems in place for both practice educators and students.

In the event that a field-based practice educator cannot attend the training session due to work commitments, personal circumstances etc the placement coordinator will forward all material and a recording of the session to the field-based practice educator and follow up with them to discuss the material in question. The Practice Coordinator maintains a record of practice educators' attendance at training sessions each academic year.

University Programme

As part of the University programme of staff development, the **placement coordinator** also facilitates information and training sessions with the academic practice education team in relation to placement assessments and providing feedback to students and supporting them during their supervised professional practice.

In addition, in the second semester, there is a specific **staff development week** with scheduled sessions on the Social Care Professional Practice including;

- Wider sessions covering Social Care Profession and Interdisciplinary working, Collaboration and Team working, Social Care Professional Knowledge and Skills, Regulation, Principles and Practices of Social Care, Evidence Based/Theoretical Based Knowledge, Research/Articles/Readings
- Focused sessions on standards of proficiency namely teaching, learning and assessments strategies that facilitate the learner's progressive achievement of the standards of proficiency and independence in professional practice.

The academic practice education team meet twice per semester and by discussing new developments impacting on the social care profession, inform staff development and training content in their role as educators of health and social care professionals. The University programme of staff development is also informed by programme board discussions namely under the agenda item of "CPD and Staff Development Programme" where the programme team identify social care profession training needs and gaps. Training needs and gaps for non-social care professionals are actioned in programme board meetings by either a member of Academic Practice Education Team or by guest speakers.

These mechanisms create a community of practice, fosters an understanding of the social care profession amongst all members of the programme board including those from non-social care professions and gives the team the opportunity to discuss relevant CPD and staff development programmes which will be beneficial to their teaching practice. All CPD materials will be available to the programme team, students and field-based practice educators on the Social Care HUB for example digital, videos, links, documents, screencasts.

Field Based Educators have a role in assessing students on placement with academic staff. The University provides Field based Educators with training on Supervision, Mentoring and Assessment.

All practice educators are invited to an information session in the weeks prior to the commencement of placement and to specific training on the assessment of students prior to the completion of the mid-placement assessment. These sessions provide practice educators with an insight into the student role on placement and training on mentorship, formative assessment, feedback structures, and summative assessment of students on placement. All practice educators are also provided with a practice educator handbook and screencasts detailing the assessment and support systems in place for both practice educators and students.

In addition, due to the significance in which assessment is regarded within SETU, External Examiners are appointed for each programme, which must be approved by the University's Governing Body via the University's Academic Council and associated Committees. There is a database of External Examiners available, specifically identified for their respective areas of expertise. These Examiners are identified for their expertise within the specified discipline, in this instance for Social Care, and are trained by the University and supported in conducting their role as required. The External Examiner's report is considered at each Faculty Programme Board, where recommendations are considered and responded to via the Vice President for Academic Affairs & Registrar. This is reflected in the University's Policy and Procedure for External Examiners and is available within the University's Quality Manual at the following link https://www.setu.ie/about/quality-and-teaching/quality-assurance

2.6 Examinations and assessments are conducted securely in accordance with SETU's stated procedures, as indicated in adherence to the University Academic Standards and Assessment Regulations, available at the links identified in Section 2.1 above. Internal and External Examiners meet as a Board of Examiners under the Chairpersonship of the President of the University, or by his/her nominee. Only those Internal Examiners who have participated in the examinations for a given award (or examination stage leading to an award), together with the Chairperson, Vice President for Academic Affairs & Registrar, Head of Department/Faculty/Campus concerned, and such External Examiners as the University shall deem appropriate, shall participate in the meeting of the Board of Examiners at which recommendations in relation to that award or examination stage are decided. The Board of Examiners meeting is formal and deliberative. The Board of Examiners consider overall findings, attendance issues and trends, noting any general issues that may require consideration before looking at individual findings. The broadsheet of results, the academic mark and attendance for each student is considered for each module. The internal examiners discuss whether each student has met the programme learning outcomes, module learning outcomes, attendance requirements and achieved the CORU standards of proficiency. The Board of Examiners discuss the progression of students in line with the Policy and Procedure for Student Attendance for Social Care Programmes and the options available to students who have not met the academic and mandatory attendance requirements for each module and their eligibility to progress to the next stage of the programme.

2.7 Assessments are subject to administrative verification checks to ensure the accuracy of the procedures and is conducted, within the SETU, through software programmes such as Blackboard and Web of Faculty. There is an online mechanism for placement assessment and progress, with additional resources for digital media, enhancing digital literacy skills as identified within CORU requirements.

2.8 Students are fully informed about the assessment strategy being used for their programme, what examinations or other assessment methods they will be subject

to, what will be expected of them, and the criteria that will be applied to the assessment of their performance and assignments are uploaded to blackboard along with marking criteria.

2.8 Information is also provided on the procedures for obtaining results, viewing scripts, getting feedback from lecturers, making an appeal and supplementary examinations. This is conducted at induction and during the course of their studies and also available within the University Student Complaints and Appeals Procedure, available within the Quality Manual at the following link https://www.setu.ie/Craft/assets/policies/Student-Complaints-Policy-V1.1-16-June-2026.pdf

Section 7 – Interprofessional Practice in Social Care

Where the profession normally engages in interprofessional practice to achieve service-user outcomes, the curriculum must reflect evidence of relevant interprofessional education along with addressing the profession-specific skills and knowledge of each professional group. (Criterion 5:4)

The World Health Organisation (WHO) Framework for Action on Interprofessional Education and Collaborative Practice (2010) states that "*Interprofessional education occurs when two or more professionals learn about, from and with each other to enable effective collaboration and improve health outcomes".* Van Diggele et al (2020) deduce that institutions which support interprofessional education work on the development and maintenance of effective interprofessional working relationships with learners, practitioners, service users, families and communities. Students studying social care complete 800 hours of practice-based learning over the course of their degree programs. Prendergast (2014) argues that placement settings offer ideal opportunities for students to witness and practise how to interact and work in partnership with other professions in multi-disciplinary teams. Students can learn about, with and from other professionals for the purpose of collaboration to improve the quality of care.

To support the development of interprofessional education, learners attend an inter-professional week of events once each academic year. Learners engage with a range of professionals thereby gaining an insight and understanding into the profession specific skills and knowledge of each professional group.

Date: December each year

Format:

- Learners attend two workshops each day. The workshops are two hours long and are delivered by professionals who engage with social care workers as part of their everyday work. Some of the professionals who attend includes probation workers, youth workers, psychologists, counsellors, members of An Gardai Siochana, advocacy groups, pharmacists, representatives from Free Legal Advice Centres (FLAC), intellectual disability nurses and social workers. This list is indicative as the professionals in attendance varies from year to year.

- The format of the sessions is guided by the speakers but typically there is a presentation followed by an activity.
- Learners have a reflection/assessment task to complete and submit at the end of the week. This task forms part of the assessments and is incorporated into assessment in various modules across the BA and BA (hons) in Professional Social Care Practice.
- Some speakers are also relevant to law/design/early childhood education. Learners on those programmess are also invited thereby supporting inter-professional education across disciplines.
- The week long event is added to the University Calendar of Events.

SECTION 8

Supervised Professional Practice

Student Placement Handbook

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8.0 Placement Protocols

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1.0 Introduction

Welcome to the module of Supervised Professional Practice. During your three years of study, you will be required to undertake a work-based placement within an appropriate setting. The purpose of a work-based placement is to "expose the student to the practical world of work in a controlled manner; to facilitate the acquisition of practice skills and knowledge; and to link theory to practice" (Doyle & Lalor, 2013: 154).

During this module you will have the opportunity to participate in workshops in addition to placements. In year 1 you will attend preparatory workshops only, while in years 2 and 3, you will both attend workshops and participate in supervised professional practice. These workshops will assist you in considering both personal and professional development and identify areas for learning and progression to support the practical component of this module.

In section 1 of this handbook the aims and objectives of the programme, and the roles and responsibilities of all the partners involved in the professional training of the student participant are identified. Section 2 details the process and protocols of placement, while section 3 provides the requirements for assessment and the necessary paperwork of supervised professional practice. Please read this handbook carefully. Some of its key elements can be summarised as follows:

- All second year students must complete a minimum of 400 hours placement in semester one of the relevant academic year.
- All third year students must complete a minimum of 400 hours placement in semester two of the relevant academic year
- The SETU is responsible for allocation of placement opportunities for the student and facilitation of such opportunity however, students are responsible for securing their respective placement, unless otherwise guided by the placement team. All prospective placement organisations **must** be approved in advance by the supervised professional practice coordinator.
- Placement is required to involve an appropriately balanced mix of face-to-face work with service users as well as assessing needs, planning, evaluation, administration and other relevant tasks necessary to support achieve the social care proficiencies in line with CORU requirements
- Students are required to complete and sign **personal declaration** and **personal disclosure** forms in advance of placement. The former requires students to commit to respecting professional boundaries, confidentiality, organisational policies etc. It also requires students to indicate that they declare that they declare that they are fit to Practice – refer to the University's Preparedness to Practice Policy for guidance, available at the following links

https://www.setu.ie/Craft/assets/policies/Fitness-to-Practise-Policy-V1-Feb-2026.pdf

The University, personal disclosure form requires that student to declare any criminal convictions and is available within the Garda Vetting Policy available at the following links https://www.setu.ie/about/quality-and-teaching/quality-assurance (work placement of learners)

These forms are submitted to the university-based practice educator (placement coordinator) in advance of placement.

- As part of the induction process, students are required to get a **placement contract** signed by their practice educator. In order to generate a contract, students input the placement agency address and their practice educator (supervisor) name and contact details into the online system. This then generates a contract which the student prints in triplicate. One copy is maintained by the practice educator for their records, one copy is submitted to the University based practice educator at the first call in day, and the final copy is held by the student and included the final portfolio of work submitted at the end of placement.
- In recognition of the importance placed on the protection of service users students are asked to read the placement agencies safety statement, any policies and procedures related to the safeguarding of clients and the placement agencies policy on confidentiality and data protection. Students will not be able to generate a contract in the online system until they first indicate that these policies and procedures have been read.
- Students are required to develop a personal learning plan in consultation with their practice educator. This should be completed in the first week of supervised professional practice and updated over the duration of placement as the students learning needs evolve. This document is linked to the standards of proficiency for social care workers which are the minimum required standard of performance necessary for entry onto the register of Social Care workers.
- With the support of organisation staff and in accordance with their programme 3rd year students are required to plan, deliver and evaluate an intervention (e.g. a short programme, creative intervention) which is relevant to the client group/young people/community groups attending your organisation.
- Students will have a mid-placement assessment to complete and a tripartite meeting. The placement team will be in touch with you by phone or email to confirm the dates of the tripartite meeting.
- An attendance log is provided online to ensure that students are doing the requisite hours while on placement. It is the student's responsibility to complete this log on a weekly basis. At the end of placement, the log is printed and must be verified by the placement supervisor and submitted with the final report.

- Students will have two ‘call-in’ days to the University during their placement to discuss their progress and support the progressive development of the standards of proficiency for social care workers by further integration of theory to practice through discussion and live examples from placement.
- The contact details for the placement coordinator are noelle.reilly@itcarlow.ie or 059 91 753121.

- Details of placement assessment will be addressed in workshops.

- Students must pass all elements of placement to pass the year. Students are reminded that there is a minimum attendance requirement of 80% for the workshops to pass the module. Students who do not achieve 80% attendance may not be eligible to progress to the next stage of the programme and may be asked to repeat. If students fail placement, it must be repeated during the subsequent academic year provided SETU is satisfied that there are no concerns under the preparedness to practice policy.

  In summary:

  - 80% attendance required at pre-placement workshops
  - Attendance at all placement allocation meetings
  - Each placement requires 400 hours of attendance and practice, with practicing to a required safe standard a minimum requirement and achieving the standards of proficiency for social care workers in line with your year of study.
  - Attend all scheduled-on placement supervision sessions.
  - Attain a minimum of 40% in their placement portfolio.
  - Participate and articulate their respective practice experience and subsequent learning in a proficient and professional manner in the tripartite meeting.
  - Complete post placement debriefing.
  - Garda clearance
  - Attendance at two ‘call-in’ days to the University Faculty / Campus
  - Completed documentation signed by all placement stakeholders, specifically, the student, the field and University based practice educators and the placement coordinator.

Section 1

2.0 General Supervised Professional Placement Objectives

The main objectives of supervised professional practice are:

- Equip graduates with the skill, knowledge and competencies required to work within a variety of social care contexts.
- Develop social care workers with a specific expertise and specialised knowledge base, competent to deliver and manage quality and equity proof services for adults and children.
- Enable students to develop characteristics of self-confidence and self-reliance and to acquire the social and communication skills appropriate to a social studies graduate.
- Provide professional, skilled graduates to work in social care settings.
- Provide an opportunity to apply research skills in a practice environment that may add to the social care's knowledge base.
- To create opportunities for students to achieve the minimum standards of proficiency for social care workers as outlined by CORU.

3.0 Principles Underlying the Programme Content and Structure

Programme Content

The programme content is chosen and structured to enable participants to become safe, professional, reflective practitioners through an integrated approach. The programme embodies the standards of proficiency for Social Care Workers as identified by Coru. In addition, four interrelated elements make up the programme:

- Theoretical component
- Professional development component The Standards of Proficiency for Social Care Workers
- Personal development component
- Professional practice component

4.0 Supervised Professional Practice

Aim of the Supervised Professional Practice

Supervised Professional Practice is central to student development as it provides opportunities for progressive, professional development where the student can reflect on, analyze, and evaluate professional practice. The importance of professional practice in social care education is emphasized by the mandatory nature of 800 placement hours. Placement also offers the student opportunities for using theories, ideas and activities generated in the taught elements of the program to guide and inform practice. In this way, professional practice provides experience and examples that can be used to link theory and practice using problem-based experiential learning which includes reflective practice, which may be referred to as praxis learning.

5.0 Organisation and University Support

Central to the 'praxis or learning by doing' model adopted by this programme (Doyle & Lalor, 2013, p. 153), a partnership approach underpins supervised professional practice.

The partners include the student, the University, and the practice placement provider. The concept of praxis will be supported by mandatory professional practice workshops. The professional development and learning of the student are facilitated in an atmosphere of mutual respect and cooperation between the student, the field based practice educator and University based practice educator (Placement Coordinator).

University of Technology, Carlow

Department of Humanities: The unit within the University where the students undertaking supervised professional practices are enrolled.

University based practice educator (Placement Co-ordinator):

Designated staff within the University who support and maintain contact with students and the field-based practice educator through the placement process.

Practice Placement Provider

Field based practice educators, designated person within the practice placement provider organisation who is responsible for supervising the student while on work supervised professional practice.

Student

Placement Student: Student undertaking a period of practice learning.

6.0 Roles and Responsibilities

The University

(a) Allocation of students to supervised practice settings

Students will be supported in identifying their learning needs, skills and capabilities through the workshop process and in the individual placement allocation meetings. Student allocation to practice placement is based on the need to integrate theory to practice and to facilitate the students progressive development of the standards of proficiency. Once students have been allocated to placement it is the student's responsibility to submit their CV and cover letter to their practice educator and secure placement through the interview process.

(b) Relationship-Building between the SETU and the Practice Organisations:

The programme handbook is available for every field based practice educator as a means of supporting them in their role as partners in the process of inducting students into professional practice. The University based practice educator (Placement Co-ordinator) is available to the organisation supervisor during the placement process. SETU also provide practice educators with the opportunity to attend a 10 credit minor award at Level 7 in Supervision Theory and Practice free of charge to our practice educators on a bi-annual basis.

In addition, all practice educators are invited to an information session in the weeks prior to the commencement of placement and to specific training on the assessment of students prior to the completion of the mid-placement assessment. These sessions provide practice educators with an insight into the student role on placement and training on mentorship, formative assessment, feedback structures, and summative assessment of students on placement. All practice educators are also provided with a practice educator handbook and screencasts detailing the assessment and support systems in place for both practice educators and students.

(c) Insurance, Health and Safety

Health Issues must also be considered when working in social care settings and in this respect, the University is guided by the advice given by the HSE. Students are recommended to follow the guidelines as set out by the practice placement provider. The University can take no responsibility due to a student's failure in this regard.

Safety Issues include the **suitability of personnel** to work with young children and vulnerable adults along with questions of **insurance** in the workplace. In addressing these issues, it is the policy of the University of Technology, Wexford to provide all students with the facility to acquire Garda clearance and include all students on practice programmes in their insurance arrangements as outlined below.

Employer's Liability Policy No.E/010192/192 – Work Experience Programmes

This policy has been extended to indemnify employers involved in Work Experience Programmes organised by the University of Technology, Carlow. The policy operates to indemnify the Employer in the event of personal injury to a student. The indemnity to Employer operates on the basis that the Employer is subject to the terms, conditions, and exceptions of the policy. One of the conditions the Employer must meet is to take all reasonable precautions to prevent accidents to students (a copy of this policy may be obtained from the University on request).

Garda Vetting

Each student is Garda vetted, in year one of the programme via the vetting bureau prior to placement and are required to undergo this legal obligation to the satisfaction of the University as identified in the SETU's Garda Vetting Policy, in addition to the

Code of Practice – Working with Learners, Children and Vulnerable Adults, which are available in the University's Quality Manual at the following links

https://www.setu.ie/Craft/assets/policies/Work-Placement-of-Learners-Interim-based-on-old-ADF-System.pdf

Should the vetting procedure confirm the existence of any convictions or criminal charges pending, the university's Garda vetting policy clarifies the process as to whether the student can continue with their programme of study.

Once this process is satisfactorily completed, students will be issued with Garda clearance. A copy of the Garda clearance for each respective student is provided to each placement organisation that the student engages with over the duration of the programme. All queries regarding Garda vetting should be addressed to the University based practice educator (Placement Co-ordinator)in the first instance.

In year 2 and 3 students are required to complete a Personal Disclosure prior to the commencement of placement, which updates their initial Garda vetting.

A Personal Declaration and Disclosure Form has been prepared by the University for students to sign, which covers the health and safety issues outlined above.

Note:

A Personal Declaration and Disclosure Form has been prepared by the University for students to sign, which covers the health and safety issues outlined above.

University based practice educator

- Support the student in identifying their stage of learning and learning needs
- Agree a contract of learning with the student and the organisation
- Monitor the student's progress on placement
- Support students in completing assessment of placement
- Facilitate three-way discussions between the main parties
- Facilitate three-way visits between the main parties
- Remain available to organisation supervisors to provide any necessary information or support
- Maintain records pertaining to each student on supervised professional practice

The field-based practice educator

- Be directly responsible for the student while on supervised professional practice
- Manage the student's activity during the period of supervised professional practice
- Arrange a programme of induction to the workplace for the student, and continue to provide sufficient instruction to maximise the effectiveness of learning during supervised professional practice

- Provide the student with a range of work experiences including an appropriately balanced mix of face-to-face-work with service users as well as planning, evaluation, administration, and other relevant tasks necessary to support practice.
- Facilitate the reflective practice with the student and through ongoing dialogue identify practice strengths and further learning needs.
- Provide regular supervision time with the student to –
    - Deepen the student's understanding of the philosophy, aims and functions of the organisation.
    - Support learning and understanding of the theoretical base of work practices
    - Support the development of critical thinking through discussion
    - Identify areas of strength, and areas for development
    - Support the student to achieve the standards of proficiency for social care workers.
- Encourage critical self-reflection by the student to evaluate their own performance.
- Monitor the progress of the student and complete assessment forms as required giving a true reflection of the student's learning and development
- To act as a first point of reference for the student in times of difficulty
- Appoint other staff to work with the student where appropriate to their learning
- Notify the University's Based practice educator if any concerns arise in relation to the student's supervised professional practice
- Liaise with the University's based practice educator (Placement Co-ordinator) to discuss student progress
- Sign relevant documents pertaining to the placement and maintaining records that chart the professional development of the student as well as those pertaining to each specific supervised professional practice.
- Support the student in the identification and achievement of the social care proficiencies using practice learning sessions **(Appendix J)** and personal learning plans (**Appendix F).**

The Student on Supervised Professional Practice

- Commit to abide by the staff regulations, code of conduct and any legal requirements demanded by the practice placement provider and statutory legislation
- Commit to adhering to the SETU's Policy & Procedure for Student Attendance for Social Care Programmes while on supervised professional practice.
- Engage in safe, person-centered practice, guided by your practice educator while on placement as engaging in practice is the first principle of praxia or learning by doing

- Be active in their professional development through a cycle of praxis: identify learning needs, set goals, and evaluate the experience in terms of goal achievement in a reflective and thoughtful way. The completion of the audit on the standards of proficiencies of social care workers supports this progressive development.
- Develop a reflective practice habit, evaluating practice experiences for service user benefits, quality practice and change opportunities
- Develop a consultative relationship with the other partners in the learning process
- Report to their named field-based practice educator and carry out the tasks assigned to the best of their ability and knowledge
- Commit to completing the required assessment
- Actively seek opportunities to achieve the level of proficiency necessary for registration with the Social Care Registration Board.

Furthermore, the student is required to

- Comply with the Health and Safety standards,
- Complete an online placement approval form
- Sign the online Placement Contract
- Complete and sign the online Mid Way Practice Review Report on **week four/five of placement**
- Sign the Tripartite meeting Report
- Sign the Final Assessment Form (which is printed from the online system) at **end of the placement**
- Complete and sign the Attendance Log for placement (which is printed from the online system)

Student Code of Conduct on Placement

If during placement a student fails to fulfill their commitment or behaves unprofessionally, the policy and procedure for preparedness to practice for social care students may be evoked**.** Student conduct with reference to academic programmes is outlined in the current SETU Student Handbook and clearly extends to periods of absence from the University itself.

Social Care Student Code of Conduct on Placement

I) To arrive for placement punctually in appropriate clothing and adhere to the attendance policy for the duration of placement
II) To familiarize themselves with the relevant in-house policies, scope, remit and objectives of the organisation

III) SETU students shall make their services available to all persons without regard to age, race, colour, creed, sex, religion, national origin or disability.
IV) Commit to abide by the staff regulations, code of conduct and any legal requirements demanded by the placement provider and statutory legislation, including requirement pertaining to GDPR
V) To identify individual learning experiences aligned to the standards of proficiency for social care workers, set goals and evaluate the experience in a reflective and thoughtful way in consultation with the other partners in the learning process
VI) Report daily to their Field based Practice Educator and carry out the tasks assigned to the best of their ability and knowledge
VII) Commit to engaging with the staff and clients to build relationships of trust and partnership
VIII) Commit to completing the required assessments to achieve the learning outcomes as part of their degree programme
IX) The SETU student shall adhere to the SETU Code of Conduct requirements when engaging in supervised professional practice
X) The SETU student shall adhere to the Code of Professional Conduct and Ethics for Social Care workers whilst engaging in professional practice placement.
XI) No student shall be deemed an employee or agent of the placement organisation but shall be considered an invitee only.
XII) No student shall engage in the management of challenging behavior, give medication, or drive Provider transportation.

Please refer to the policy and procedure for preparedness to practice for social care students for guidance regarding raising a concern in relation to a students preparedness to practice whilst engaged in supervised professional practice.

Students may be directed to alternative academic, health, wellbeing and welfare supports within the University to facilitate the adherence to the code of conduct and students can raise any issues influencing their attendance at this point of the semester.

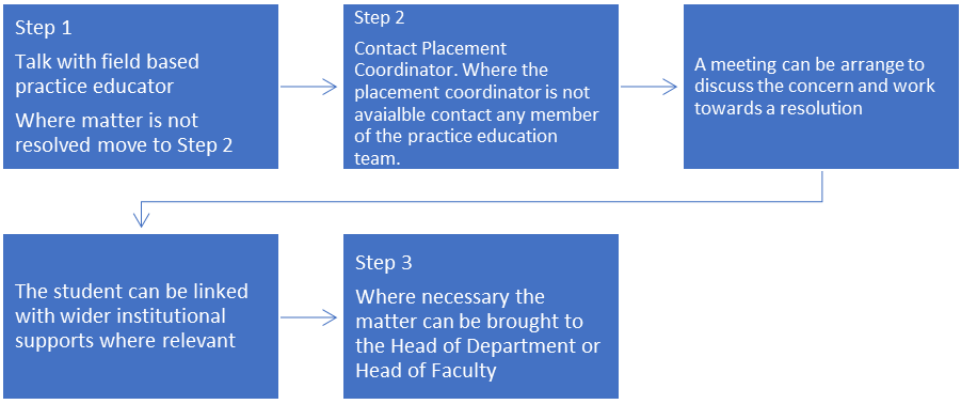
Raising a Concern in Relation to your Practice Education

The nature of the concern will determine the correct process to follow. If your concern relates to safeguarding or a child protection issue please contact the designated person in your placement organisation and follow the organisations policy. If you need support in this process or wish to discuss it with the academic practice education team,

please contact the placement coordinator. If they are unavailable please contact a member of the academic practice education team.

Where your concern relates to a practice education experience, we suggest following the following steps:

1. Have a conversation with the field-based practice educator to discuss how the situation may be dealt with.
2. If the situation cannot be resolved, then the field-based practice educator and/or the student may ask the University based practice educator (Placement Co-ordinator) to arrange a visit.
3. In an event where you are unable to contact the Placement Coordinator, please contact any other member of the academic practice education team. The University Based practice educator may resolve the issue or may advise the student on the process to access the University supports available from student services, from the Faculty or any other supports as relevant to the issue. All supports are available to students across the academic year and are available to them when off campus and on placement.
4. Where an issue is not resolved in these steps, the matter may be brought to the Head of Department for further resolution.
5. Where you are unsure of how to proceed with a concern you can contact any member of the Academic Practice Education Team or the Placement Coordinator.



Academic, Health, Wellbeing and Welfare Support Mechanisms for Social Care Students

There must be academic, health, wellbeing and welfare support mechanisms in place for students, designed with their needs in mind, and responsive to feedback from those who use them.

The nature of social care work, coupled with the interpersonal and relationship based competencies required for effective practice can bring additional stresses to social care students. To meet the specific requirements of social care students there are a number of support mechanisms available:

Initially, learners on the social care program can access a range of supports available within the university, namely:

- Access
- Disability
- Health Centre
- Career Service
- Counselling
- Chaplaincy
- Students Union
- Clubs & Societies
- Financial Supports
- Accommodation advice
- Transport advice

In addition, each social care class has a designated class tutor whose role is to support students through additional challenges they may experience over the course of their studies. Students can also receive support from the placement coordinator in relation to their practice education. The Programme Directors, who support both the class tutors and learner welfare, are eligible to register with CORU when the register opens. Students also utilize the class representative system which facilitates feedback via the student's union regarding students experience of the general university wide supports.

The SETU provide reasonable accommodations and supports if appropriate for all students, including Social Care students, within the resources available, notwithstanding a requirement for external or expert intervention.

Where a concern is raised regarding a student's wellbeing, the student in the first instance is encouraged to seek support from Student Services.

Supplementary academic support is also available to student's who may be finding the programme challenging and this initiative is designed to improve learner academic success and enhance engagement.

If a learner wishes to provide feedback on any of the supports available to them, the Programme Directors and Head of Department are available to learners and respond to such feedback in a timely manner.

Section 2 – The Placement Process and protocols

7.0 The Placement Process

Preparation for Supervised Professional Practice

Workshops

Students are prepared for their placement through participation in mandatory placement preparation workshops. These workshops provide students with the necessary knowledge and skills required for their placement in addition to opportunities for discussion about the practice experience.

Students are required to attend all workshops. Students who do not attend up to a maximum of 80% of these workshops are not eligible to proceed to placement. All students are provided with a timetable at the start of the academic year which details the necessary information for practice preparation workshops; students are asked to manage their time accordingly to facilitate full attendance.

Students are expected to attend workshops fully prepared. All material will be provided prior to workshops to facilitate this preparation.

Student/University based practice educator (Placement Co-ordinator) Placement Allocation Meeting

Allocation of students to supervised practice settings

Students will be supported in identifying their learning needs, skills and capabilities through the workshop process and in the individual placement allocation meetings. Student allocation to practice placement is based on the need to integrate theory to practice and to facilitate the student's progressive development of the standards of proficiency. Once students have been allocated to placement it is the student's responsibility to submit their CV and cover letter to their practice educator and secure placement through the interview process. To support the progressive development of the standards of proficiency students are allocated to different placement organisation and varied client group/age group/field of practice each year.

It is a requirement for each student to declare any physical, personal, emotional or medical condition that may hinder or impact their preparedness to practice. This policy includes (but is not limited to) the students preparedness to practice within a particular sector of social care work, their preparedness to practice in a particular organisation or service, or in terms of the duties expected of the social care worker in the organisation (e.g: lifting clients, therapeutic interventions, addiction services). Absences because of non-disclosure of any physical, personal, emotional or medical condition that hinders the students' ability to practice in the organisation are not permitted.

Students are required to declare any personal circumstances or otherwise that may present a conflict of interest or professional integrity before engaging in the supervised professional practice process. Each disclosure is treated with discretion and

confidentiality. Students complete a placement allocation form prior to the placement allocation meetings. There is a section on the form where personal circumstances can be disclosed thereby minimizing the potential impact on placement.

Students are required to disclose any convictions, charges, behaviours or activities, past or pending, that may render them unsuitable to work with vulnerable client groups prior to being sanctioned for placement. Each disclosure is treated with discretion and confidentiality. In line with SETU Garda Vetting procedures students complete an annual declaration prior to the commencement of placement.

On successfully completing the interview process all students must provide their placement details via the Placement Details form provided on Blackboard. Please provide full details of the organisation and supervisor including names, addresses, telephone, and email; please ensure these details are up-to-date and correct. Students that do not provide all the relevant information will not have their placement approved by the University. Once students provide all necessary details, the organisation is contacted by the University to confirm the placement. Students may not commence placement until the placement has been approved by the SETU's based practice educator (Placement Co-ordinator).

During Supervised Professional Practice

During the first week of placement the student should become familiar with the relevant organisational policies and procedures. They should meet with their field-based practice educator to discuss their social care proficiencies . The student should seek to identify opportunities of learning that relate to both their personal learning plan and their overall learning. In collaboration, the student and field-based practice educator should seek to discuss strategies and resources required to achieve the standards for proficiency for social care workers, evidence required to show the achievement of the proficiencies and the timescale needed to achieve them. The student also completes the placement details form in the online system, which will trigger the creation of a contract. This contract is sent to the students University email account. Students must print the contract in triplicate, and have it signed by their practice educator. Students bring a copy of their contract to the first call in day to be placed on their University file, the practice educator keeps a copy, and the student submits the third copy in their portfolio as part of their portfolio documentation.

Each week

During each weekly supervision meeting the student and the field-based practice educator should reflect on the week's activities and discuss progress towards the achievement of the social care proficiencies. The student will find that using a reflective

diary throughout the week helps this process immensely. Refer to section 3 for more information about the weekly supervision meetings.

During week four/five of placement social care student and the field-based practice educator will complete a mid-placement review form (Online) detailing the development of the student. If concerns are highlighted at this point, a meeting will take place with the University's based practice educator (Placement Co-ordinator) and an action plan will be implemented in collaboration with all the placement partners to support the student in their development.

Call In Day

Students will be required to attend two call-in days during their placement, onc in week 3 and the second during week 7 of placement. The call-in days allow students to reflect on their progression in placement, to create a forum to discuss and explore the standards of proficiency for social care workers in the placement context and facilitate the progressive integration of theory to practice. These call-in days are included as part of the student's placement hours. During the 2021-2022 academic year the format of the call-in days will be dictated by public health guidance and may be either online or on-site.

Three-way visit

A tripartite meeting is a meeting between the student, the field based practice educator and the University based practice educator (Placement Co-ordinator). The purpose is to both support the student in the development of their practice and to challenge the student to think more deeply, critically and reflexively about their own development and about the multi-faceted role of the social care worker more generally. It will provide students with an opportunity to discuss and showcase in their existing skills and progress to-date, but also to identify areas for professional development and practice improvement. In sum, a tripartite meeting should be regarded as a supportive, yet challenging, learning opportunity.

Students usually receive one visit from the university over the duration of supervised professional practice placement, however, if deemed necessary by the University based practice educator (Placement Co-ordinator) and field based practice educator, a student can be visited on more than one or two occasions. Visits are planned, however, again if necessary an unplanned visit can also take place. Students must make themselves available for all visits by University staff.

All students must be aware that the tripartite meeting is not a 'tick box' discussion and are expected to prepare for this meeting. Students will be expected to respond in

detail, citing specific examples from practice, to questions posed at three-way meetings. For example, it is not enough to say 'I have developed my communications skills'. The student will be asked to explain *which* communication skills (listening, report writing, electronic communications) and to evidence through examples from practice to demonstrate their development whilst also identifying the standards of proficiency evidenced in this skill.

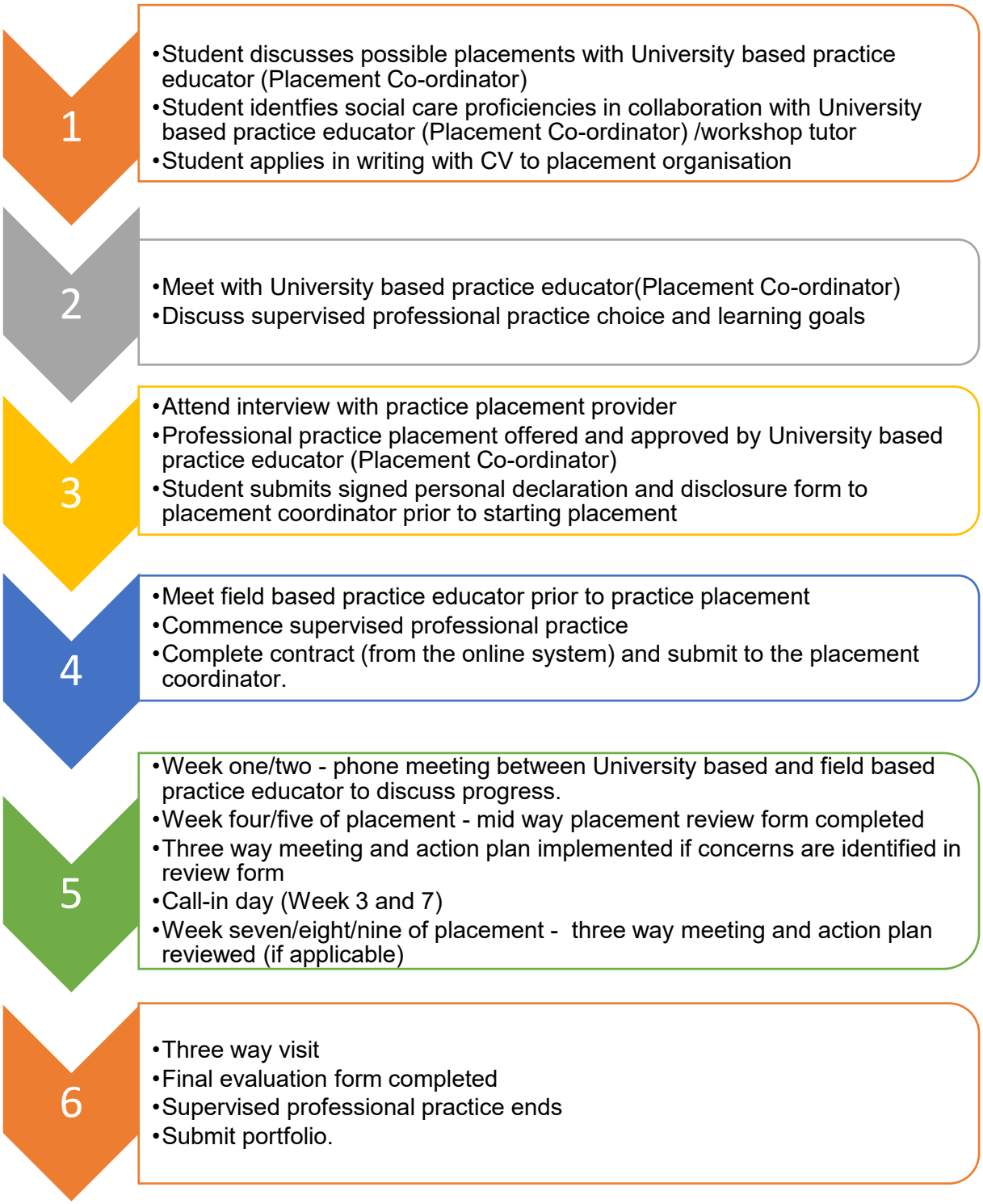
Please note that in discussing theory relevant to or underpinning practice, the student must demonstrate learning from across modules (please see supervised professional practice workshop workbook for more information on theory and practice), rather than simply citing from one module. Moreover, the student will need to show knowledge of the issues faced by the client groups with whom they are working. A well-informed answer will demonstrate something of the make-up of the setting, demographic trends, relevant social legislations and policies, impact of economic climate, history and profile of the community – how did it come into being, its leaders, political representatives etc. (where applicable). The student is expected to reference the standards of proficiency for social care workers throughout the three way meeting.

To support students in their learning, students complete an audit of the social care proficiencies. The use of this audit enables students to clearly identify their learning needs pertaining to the potential experience to be obtained at the respective placement site. Students then prepare a personal learning plan to support the achievement of the social care proficiencies.

End of Supervised Professional Practice

Field based practice educators are asked to fill in the End of Placement Form Final in collaboration with the student which demonstrates the students' progress in terms of achieving the standards of proficiency for social care workers. Field based practice educators will also receive an electronic evaluation form to complete. This evaluation report supports the University's Placement Team in determining the pass/fail status of the student.

THE PLACEMENT PROCESS – SOCIAL CARE STUDENTS



8.0 Placement Protocols

Participation in Supervised Professional Practice

All agencies/organisations provide supervised professional practices to students on the understanding that students will make every effort to maximise the learning opportunities for themselves. A student whose behaviour and/or performance on placement is deemed to be unsatisfactory, initially by the placement team, with the final decision resting with the Placement Committee (programme board), the student may be withdrawn from the placement learning environment due to their continued unprofessional conduct. The University has a responsibility for the student within their remit, however the University additionally takes into consideration the vulnerability of the potential service user, where the duty of care is more profound. Similarly, a student whose behaviour and/or performance outside of the placement/University environment that is deemed unsatisfactory may also be withdrawn from the placement learning environment.

The Student and the Organisation

Students are in agencies at the invitation of the management team and are expected to comply fully with the policies and ethos of the organisation. Students are advised to familiarise themselves with appropriate policies and information regarding the organisation prior to commencing placement and where possible, meet with allocated supervisors to discuss learning goals and their role within the organisation.

While on placement students should illustrate awareness of, respect for and contribution to the organisation ethos and norms about language and personal deportment, punctuality, attendance, behaviour and interaction with all personnel connected to the organisation and community. Students are required to adhere to a professional dress code also.

Social media

Social media has now become part of everyday life and as individuals training to be a professional, students need to be aware of how they present online and the impact it can have on colleagues, employers and potential employers, young people/communities/clients, and the wider public audience.

Students need to be mindful on the following points when using social media:

- Presume everything you post online will be public and permanent and may be seen by future employers as well as outside agencies if required.
- Ensure your postings and online conversations are professional, ethical and respectful of others' rights to dignity and respect, especially other students and staff members and also to protect yourself online.
- Remember, do not post any content regarding your supervised professional practice placement, or clients in your settings, or those you work with as it does not comply with data protection regulations,

- The General Data Protection Regulation (GDPR) came into effect in Ireland from 25th May 2018, giving individuals greater control over their data by setting out additional and more clearly defined rights for individuals whose personal data is collected and processed by organisations or individuals. The GDPR also imposes corresponding and greatly increased obligations on organisations and individuals that collect this data
- Personal data is any information that can identify an individual person. This includes a name, an ID number, location data (for example, location data collected by a mobile phone) or a postal address, online browsing history, images or anything relating to the physical, physiological, genetic, mental, economic, cultural, or social identity of a person
- Comply with your setting's social media policy if they have one. Check policy regarding phone use, especially phones with cameras.
- Keep personal and professional online lives separate e.g., avoid making Facebook 'friend' requests to young people, lecturers and so on.
- Students are urged to consider their use of social media and must not:
    - Post inappropriate, discriminatory, or defamatory comments including comments about other students, staff, or work placement mentors, other employees, or clients
    - Photographs of placement agencies
    - Bully, harass or intimidate other students, staff, or members of the public
    - Express or support sexist, ageist, disablist, racist, sectarian, or homophobic views
    - Disseminate misleading information
    - Infringe or violate someone else's rights

Students need to be aware that information regarding placement or any work related to the placement module is only valid through the mediums of Blackboard, placement booklets and workshops. The University of Technology, Wexford or University staff take no responsibility for the reliability of information posted on other communication sites.

Attendance and Absence from Supervised Professional Practice

While on supervised professional practice, students are fulfilling a professional role thus are expected to view placement as they would paid employment. This involves working organisation hours and attending placement every day as required. If students need to miss time from supervised professional practice, they are required to inform their field-based practice educator and University based practice educator before taking the time off. Students will only be permitted to miss placement in exceptional circumstances; however, students must achieve 400 placement hours in the academic year when placement is a requirement. All students are provided with a copy of the

Absence and reporting policy for students on Supervised Professional Practice to read and sign at the commencement of each academic year. The signed copy is held on file in the placement office. Students are expected to adhere to this policy for the duration of placement. The policy can be accessed in the student handbook and is also available on the SETU website.

Students are required to fill in the Attendance Log (**online**) on a weekly basis detailing the hours they worked. This Attendance Sheet must be signed by the field-based practice educator and placed in the student portfolio. If a student in unable to attend supervised professional practice, they must contact the practice placement provider / field-based practice educator and University based practice educator no later than 10am on the day of non-attendance with an explanation of their absence.

Please note – informing the University based practice educator is a policy requirement. All dates of absences must be written into the Attendance Sheet, an explanation given and signed by the field-based practice educator. A medical certificate is required from all students for time missed from placement due to illness if it is more than one day. All medical documentation must be from a General Practitioner.

When students are undertaking 'make-up' days, they must notify the University based practice educator (Placement Co-ordinator) (this is a policy requirement) of the dates and when they have been completed. In cases where a student's absence from placement is regarded by the University based practice educator (Placement Co-ordinator)/field-based practice educator as a serious breach of professional conduct, the student may be withdrawn from the placement or awarded a fail for supervised professional practice.

Failure to Complete Supervised Professional Practice

If a student fails to complete a supervised professional practice, they will be offered the opportunity to repeat a placement with the same or some other organisation to proceed to the next stage of the programme if this is deemed appropriate.

Note:

Only one repeat placement can be facilitated over the duration of the programme, due to potential impact on young people/community groups/vulnerable service users.

Placement Documentation

There are specific documents to be completed by each student during their placements. These documents are submitted as part of the portfolio of work.

- Contract
- Mid Placement Form
- End of placement form
- Timesheet
- Personal Learning Plan
- Social Care Proficiency Audit Book
- Practice Based Education Records (x 10)

Section 3

Policy and Procedure for the supervision, assessment and support of students on placement

It is important to note that the practice aspect of Supervised Practice Placement module has a Pass/Fail grade system and involves the following components:

- **The need for self-evaluation:** Students on supervised practice placement are required to use the Proficiencies Audit document to support reflection and evaluation of their progressive development and use opportunities provided by weekly supervision and the tripartite meeting to demonstrate self-evaluation skills.
- **The need for evaluation by the supervisor:** within supervision there should be a process of ongoing supportive evaluation in relation to the student's attainment of Social Care proficiencies.
- **The mid-placement evaluation** of students' performance is undertaken by both student and placement educator. After completing the form, area's requiring further attention will be highlighted. Students can complete a personal learning plan to support their learning.
- **The final evaluation** of students' performance is undertaken by both student and placement educator when they complete the final evaluation together.
- **The role of the Placement Co-ordinator:** ongoing evaluation is carried out throughout the placement and at the tripartite meeting in conjunction with the placement educator.

Guidelines for Assessment

The assessment for Supervised Professional Practice includes the attendance requirements and submission of portfolio. The assessment of the supervised work practice is underpinned by the following guidelines:

- A student must satisfactorily pass the placement module in order to successfully complete each stage of the degree programme. The elements in the placement module include:

- 80% attendance at workshops
- Garda Vetting
- 400 verified hours completed
- Portfolio requirements met
- Attendance, preparation and participation at two call-in days
- Satisfactory performance at tripartite meeting
- Documentation correctly signed
- The final decision regarding pass/fail rests with the University and is based on evidence collected through all the other elements of the programme as well as reference to standards required by the University. Consultation with the External Examiner may also be deemed appropriate.

If a student fails the placement module, or fails to complete a supervised professional practice, they will be offered the opportunity to repeat a placement with the same or some other organisation to proceed to the next stage of the programme, if this is deemed appropriate. Students will only be allowed the opportunity to repeat a failed placement once. Only one repeat is permitted over the duration of the degree programme.

Policy and Procedure for the supervision, assessment and support of students on placement

1.Purpose

The purpose of this policy is to ensure that those mentoring and supervising social care students on placement from the SETU are supported in their role as practice educators, are aware of the procedures in place to supervise students, to support students who have areas for improvement and also to provide a process for the assessment of students on placement.

2. Objective of Supervised Professional Practice Placement

The main objectives of supervised professional practice are:

- Equip graduates with the skill, knowledge and competencies required to work within a variety of social care contexts.
- Develop social care workers with a specific expertise and specialised knowledge base, competent to deliver and manage quality and equity proof services for adults and children.

- Enable students to develop characteristics of self-confidence and self-reliance and to acquire the social and communication skills appropriate to a professional social care worker.
- Provide professional, skilled graduates to work in social care settings.
- Provide an opportunity to apply research skills in a practice environment that may add to the social care's knowledge base.
- To create opportunities for students to achieve the minimum standards of proficiency for social care workers as outlined by CORU.

*For the purposes of this policy, a 'student' is an unpaid person who has chosen to acquire credit for all or part of an approved programme of academic or practical study through spending time on placement in social care service.

2 Scope

The policy applies to practice educators who are supervising and mentoring a social care student from SETU during their time on placement

3 Principles/Procedure

Proficiencies are statements of what should be aimed for at all stages of a social worker's or social care worker's career (Tusla, 2016). A proficiencies approach focuses not so much on what professionals do, but how they do it by breaking down desired behaviours into the knowledge, skills, attitudes and values that underpin them. It encourages reflective practice by showing how relationships are formed, professional judgements are made and how practice is adapted to the context in which the social worker or social care worker is working (Skills for Care, 2010). The use of the term 'proficiencies' is used to convey that professional development is not just about attaining minimum competence in different areas, but about continuing learning and development throughout the whole career and therefore continuing to strive to advance knowledge and skills beyond the basic requirements. The definition of a proficiency is 'advancement in knowledge or skill' (MerriamWebster, 2015).

4.1 Supervision and Practice Based Learning

“Professional Supervision is a partnership process of ongoing reflection and feedback between a named supervisor and supervisee/s to ensure and enhance effective practice. Provided in a supportive manner, it offers a structured opportunity to discuss work, to reflect on practice and progress and to plan for future development” (O’Neill, 2005: p.163).

Morrison (2003) proposes that the purpose of supervision is to enhance the social worker’s professional skills, knowledge, and attitudes to achieve competency in providing quality care. It aids in professional growth and development and improves outcomes. He states: ‘The overall aim of supervision is to promote best practice for clients by maintaining existing good practice and continuously striving to improve it’ (p.46)

In effect Morrison (2003: 30) illustrates supervision to be ‘a cooperative and facilitating process, which aims to:

- Develop the worker’s effectiveness
- Provide a suitable and appropriate forum for the worker to assure those to whom he or she is accountable that he or she is acting responsibly
- Develop the worker as a professional person

Supervision is essential to the caring/supportive professional in maintaining their own health, effectiveness, and development. It does this by helping them to explore their work and how it affects them, therefore enabling them to identify areas for future development. This process of reflective practice ultimately ensures that the interests of those they work alongside are protected. It is important that supervision is part of the training experience of the potential caring professional. As well as learning the ‘what’ and ‘how’ of the social care profession the student must develop self-awareness and an ability to explore new practice challenges in a safe way. It is a central role of the supervisor to facilitate this process.

The role of the Field based Practice Educator

The practice educator ensures that learning is taking place which is accurate and appropriate. This involves finding a balance between: (a) the amount of work and study

the student does; (b) the supervisor having a sense of the student's level of understanding and evaluating the quality of the learning that is taking place. It is recommended that students allocate two hours per week during their placement to complete self-directed study and learning.

To support this learning, there are ten specific topics to be explored during weekly supervision sessions. These are listed below. The social care proficiencies relevant to each of the ten topics are also listed to support the integration of the standards of proficiency for social care workers into practice. The purpose of these sessions is to support the student to link their experiences whilst engaged in work- based learning with the standards of proficiency. A practice-based learning record is completed to support the students to develop their knowledge about the standards of proficiency in the context of their placement organisation.

Supervision Meetings

The purpose of supervision meetings is to provide a formal supportive environment to assist the student in their learning and development while on practice placement. In order to ensure such opportunities are built into the timetable of all parties involved, it is recommended that the student and supervisor agree to a formal arrangement or contract in respect of supervision meetings. These sessions provide an opportunity for both the student and the placement supervisor to evaluate the progress made to date in terms of student's personal and professional development.

Supervision is for	***Supervision is not for***
Monitoring the quality of work	A telling off
Reviewing and planning work	Counselling
Reflecting on what is done and how to do it (task and process)	Something to do only when problems arise

Exploring and expressing issues brought up by work	Something to do when nothing is happening
Challenging the worker	A test or examination
Being proactive rather than reactive	A grievance session
Progress towards the achievement of the Standards of Proficiency for Social Care Workers whilst engaged in work-based learning	

(Source: IASCE Practice Placement Manual (adapted to incorporate CORU requirements))

SUPERVISION MEETING GUIDELINES

Suggested agenda for supervision meetings

- Minutes of last meeting
- Matters arising or outstanding tasks
- Review of past week from the perspective of the supervisor and students
- Work programmes and practices of the placement Provider, clarify issues the student may have
- Concerns or difficulties being experienced, how the work impacts on the student
- To support students to link the standards of proficiency for social care workers to their practice on placement ten topics have been identified which will support the students to link theory and proficiencies to practice. These discussions are captured in the student's practice-based learning sheets. The topics are listed below
- Demonstrates how research, theory, policy, and legislation informs practice

- Any safety issues? (Standards of practice and issues relating to health and safety of staff and target group.)
- Identify any gaps in information and either inform or direct the student to source of information.
- Feedback on student's progress (It can be useful to refer to the Social Care proficiencies here)
- Enquire about progress on University written work/portfolio
- Plan work for next week
- Agree date and time for next meeting

Please note: the student should take responsibility for contributing additional items to the agenda and s/he should bring work e.g., be prepared to discuss a critical incident.

Ten Topics for Discussion and the standards of proficiency that link to those topics. Students can refer to their audit books for guidance as to which of the standards to discuss in relation to each topic as they overlap.

Intersection between personal and professional values/transference/counter transference

D1: p 17, 20, 21, 22, 23.

D2: p 2, 15, 17.

D4: p 4.

D5: p 2, 8, 9, 13, 19

Non-discriminatory practice:

D1: p 8, 22, 23

D2: p 1, 2, 3, 12

D4: p 4

D5: p 2, 3, 7, 13, 14, 15

Confidentiality/data protection/whistleblowing:

D1. p. 4, 10,11,12,13,14,15,16

Advocacy:

D1: p. 1,2,3,5,6,8,9,10,11,12,13,14,15,16,17,21,22,23

D2: p. 1,2,3,4,5,9,17

D3: p. 1,4,14,15

D4. p. 4

D5. p. 1,2,3,13, 15

Team, interprofessional and interagency work:

D1. p. 10,11,12,13,

D2. p. 2,12,13,14,15

D3. p. 3,7,14,15

D5. p. 14,17

Knowledge and skills for Human Rights Based approach:

D1. p 1,2,3,4,5,6,7,8,9,10,14,15,16,17,19,23

D2. p 1,2,3,4,5,16,17

D3. p. 6,8,9,13,14,15

D5. p 2,3,8,9,10, 13,15,

Complexity of engaging with risks from a rights-based perspective

D1. p 1, 3, 5, 6, 8, 9, 10,15,19,23

D2. p 1, 3, 4,

D3. p. 1, 7, 10, 12, 14

D5. p. 12

Professional development/reflective practice:

D1; p. 2, 4,

D4: p. 1, 2, 3, 4, 5, 6

D5: p. 3, 6, 8, 10, 12, 13, 16, 19

Decision-making & responsibility:

D1; 1, 2, 3, 4, 5, 6, 8, 9, 10, 14, 16, 17, 18, 19, 20, 21, 22, 23

D2; p. 4, 5, 8, 9, 12, 17,

D3; p. 2, 5, 6, 7, 9, 10, 12, 13, 14, 15

D4; p. 1,

D5; p. 10, 13

Client Centeredness/relationship-based practice

D1: p. 3; 5; 8; 10; 15; 23

D2: p. 1; 2; 3; 4; 9; 12; 17.

D3: p. 1; 7; 14; 15.

D5: p. 3; 9; 11; 12; 13; 15; 16.

PRACTICE-BASED LEARNING RECORD

Student's Name:	
Practice Educator:	
Date of meeting:	
Placement Provider name:	
Focus topic for this session:	

Proficiency Discussed	Any actions agreed (with time scales and person responsible)

The SETU is committed to protecting the rights and privacy of individuals with respect to the processing of their personal data. A copy of the University's Privacy notice is available on the University's website (https://www.itcarlow.ie/resources/dataprotection.htm). This website also contains further information relating to your rights regarding subject access requests, records retention, and data protection in general. Any further queries in relation to the GDPR can be addressed to the University's Data Protection Oversight Group (email: gdpr@itcarlow.ie)

Signature:_____(Student)

Signature:_____(Supervisor-Agency)

Date of next meeting:

4.2 Assessment of Supervised Professional Practice Placement

Quality Assurance -Monitoring and Feedback on Programme

"The education provider must maintain a thorough and effective system for approving and monitoring the quality of all practice placements. Students, the practice education team, placement providers and all relevant stakeholders – including service users where appropriate – must have a role in this review process including mechanisms for obtaining regular feedback." (Criteria 2.5). SETU achieves regular feedback from service users, social care practitioners and students on curriculum design, assessment and placement experience and suitability through the following mechanisms – stakeholder's feedback form, student focus groups and advisory group.

Placement Assessment

To support the progressive development of the standards of proficiency over the course of placement the assessment form is completed both at mid-placement and again at the end of placement. This process facilities the timely integration of the standards of proficiency into practice coupled with time and space for the students to progressively enhance their knowledge and skills. Whilst this evaluation is an assessment of the student's performance while on practice placement it, along with all other components of their studies form their award. The student, practice educator in placement and an educator from the University complete a tripartite meeting which is also assessed. This assessment is completed in partnership between the field-based practice educator and the university based practice educator.

<u>Guide to completing the mid/end of placement evaluation form</u>

This evaluation form is completed with the student and can incorporate some of the student's reflections whilst on placement. We recommend that the field based practice educator seek input from colleagues that worked with the student and service users that they engaged with (where possible) in order to give a holistic view of the student's performance. The evaluation form is completed online. A sample form is included at the end of this section for reference only.

4.2.1 Assessment & Grading Method

If a student is deemed “dependent” for one or more of the proficiencies at the final assessment, this indicates an overall not competent level of achievement.

Following the mid-placement assessment, a learning support plan can be completed by the student and practice educator to support students to develop their skills and achieve the proficiency. Therefore, it is recommended that practice educators are candid in their appraisal of students at mid-placement in order to identify areas that require additional support.

Level 1

Dependent practitioner – The student demonstrates limited capacity for independence in practice. They require direction to perform work related tasks and significant review of practice tasks. The student requires significant development to achieve safe practice and behaviour Required constant observation. Students are at this level of practice at the commencement of their first placement. They will have completed the learning outcomes for their first year on the program however will have not experienced the standards of proficiency in practice

Level 2 – Expected level for 2nd year students

Supported practitioner – At the end of their first placement, the student displays some effective practice and a positive attitude towards learning. There is evidence of some use of theory and practice. Although practice is safe, regular guidance, support and supervision is needed to ensure this standard.

Level 3 – Expected level for 3rd year students

Independent Practitioner – By the end of their second placement the student has integrated reflective practice skills and accepts the need to be responsible for practice. They are confident in their ability to use evidence informed skills to apply knowledge and skills to their work, ensuring practice is always safe and effective most of the time. The student seeks assistance, advice and proactively engages in supervision. They demonstrate insight into their own practice and are open to CPD

4.2.2 Plotting CORU proficiencies against performance indicators

The mid and end of placement assessment forms are accessed via the SETU Social Care System. The students log in using their log-on details that they use for all SETU systems. It is desired that the student and field based practice educator together plot the observed demonstration of proficiency by selecting either dependent, supported or independent from the drop down menu. Remember, the student is progressing toward safe, independent practice over the duration of 800 hours practice. When a gap in proficiency is identified, it is to be redressed by cycles of intentional learning thereby addressing the gap in learning. If lack of development continues, contact should be made with the University based practice educator (placement co-ordinator).

Once the form is completed it is important to click on the word “Finish”. This process enables the form to be viewed by the placement coordinator in the University. It also generates a pdf version of the form into the students University email account. The student is required to print this form for both the student and the practice educator to sign. The student then returns the signed form as part of their portfolio of work that is returned to the University after placement.

4.3 Supporting the student through placement

As part of the supervision and mentoring process the student should meet with their Practice Educator weekly to discuss any issues or concerns that the student may have, the Social Care proficiencies and identify areas for improvement for the week ahead. The practice-based learning records have been designed to support this process. The student should also seek to identify opportunities of learning that relate to both their learning goals and the achievement of the standards of proficiency for social care workers. In collaboration, the student and Practice Educator discuss:

strategies and resources required to achieve the social care proficiencies, evidence required to show the achievement of the proficiencies and the timescale needed to achieve them.

During week five/six of placement both the student and Placement Supervisor will complete a mid-placement review form detailing the development of the student. This is completed online. If concerns are highlighted at this point, a meeting will take place with the SETU Professional Practice Coordinator and an action plan will be implemented in collaboration with all the placement partners to support the student in their development.`

Placement Supervisor Action Plan Report

NOTE:

This form is to be only completed as a follow up for students identified as having areas for improvement.

This report represents the student's learning and development throughout the placement experience**.** To facilitate the learning process both the practice educator and student are asked **to be candid in the responses given.**

Instructions

1. This form is to be completed by the practice educator and student when areas for improvement have been identified

2. The practice educator returns the completed and signed form to the University Professional Practice Coordinator

3. The University based practice educator reviews the form and provides feedback to the student and practice educator

4. A signed copy is to be included in the student's portfolio

SECTION 1:

Date of Review:	**Programme:**
Student	**Student Number**
Placement setting	**Field based practice educator** **Name:** **Telephone Number:** **Email Address:**
Placement hours competed to date:	

Placement Supervisors are asked to fill in the area/s for improvement and then provide evidence to show the student has improved in the identified areas

Skill / Attitude / Behavior for Improvement	**Evidence of Improvement Required**

SECTION 2:

SUPERVISOR FEEDBACK

1.In your opinion, did the student understand why the identified area/s were highlighted as requiring improvement?

_____
_____
_____
_____

2.Did the student engage in a positive manner in improving their practice in relation to the identified areas?

_____
_____
_____
_____
_____

3. Did the student reflect on their practice in relation to the areas highlighted in the supervision process?

_____
_____
_____
_____
_____

4. Has the student improved on the identified area/s within the four week timeframe?

Yes No

Satisfactory Not satisfactory

5. How would you rate the student's achievements and progress on placement at this point – satisfactory or not satisfactory? (circle one)

6. If progress is not satisfactory please detail below:

_____
_____
_____
_____
_____

SECTION 3:

STUDENT FEEDBACK

1. Did you understand why the identified area/s were highlighted to you as requiring improvement?

_____
_____

_____

_____

2. In your opinion, do you think the area/s highlighted did need improving?

_____

_____

_____

_____

3. How did you feel when it was identified you required support?

_____

_____

_____

_____

4. Describe how you have improved on the area/s highlighted above

_____

_____

_____

_____

5. Describe how you engaged in reflection to support your development

_____

_____

_____

_____

6. Did you use supervision to aid the reflective process? Please explain how.

_____

_____

_____
_____
_____

Do you feel you need further additional support? If yes, please outline what additional supports you require.

_____
_____
_____
_____
_____

Signed -

1. Student: _____

2.Field based Practice Educator:_____

3.University**PlacementCoordinator: _____**

Feedback

Date: _____

4.4 Three Way Visits

The three-way meetings are conducted in the last two or three weeks of placement. Students are expected to demonstrate their understanding of the standards of proficiency for social care workers relevant to their year of study. The field based and university-based practice educators meet with the student initially. The student then leaves the room and the two practice educators discuss the students performance at the meeting and in placement overall. A grade is agreed upon and the student then returns to the meeting to receive their feedback. The three way meeting forms part of the students overall portfolio assessment.

Preparing for the tripartite meeting commences at the start of placement. Students actively engage in getting prepared for this meeting. This can be achieved by:

- Researching relevant theories/knowledge and how this theory and knowledge relates to the standards of proficiency for social care workers
- Engaging in practice
- Reflecting on practice and agency policies/procedures
- Thinking of examples that can demonstrate learning
- Engaging in supervision and exploring the ten topics identified to support identifying the links between the standards of proficiency and practice based learning
- Peer support
- Portfolio work
- Identify particular proficiencies and engage in desk-top research (Academic journals) to support the relevance of these proficiencies to the placement organisation.
- Reflect on practice and make notes.

4.5 Submission of documentation after placement

Apart from the practice based learning records and supervisor action plan report (if needed) all other documentation is completed and submitted online through the SETU Social Care Professional Practice online documentation system.

In the case of documents which require signatures as verification – placement assessment forms and timesheet, the students will receive a PDF version of the documents to their University email which is then printed, signed and submitted as an element within the student portfolio of work. Students also include the practice based learning records, action plans, personal learning plans and proficiency audit books in their portfolio of work submitted to the University on the completion of placement.

Students will have completed Garda Vetting, Personal Declaration and Personal Disclosure documents prior to the commencement of placement.

NOTES, OBSERVATIONS AND REFLECTIONS