

Document name: Planning for the different stages of the practice education process

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OpenLearn course: Supporting social work learners: practice educator refresher (England)

OpenLearn url: <https://www.open.edu/openlearn/health-sports-psychology/supporting-social-work-learners-practice-educator-refresher-england/content-section-0>



Planning for the different stages of the practice education process

Before a learner/social work student is allocated...

- ☐ Identify the kinds of work that will be available to learners and how this will meet the requirements.
- ☐ Complete relevant agency/practice educator/setting profiles.
- ☐ Ensure the team is prepared.
- ☐ Identify key people that will support learners. Is a workplace supervisor required?
- ☐ When will a planning meeting be arranged? Is this crucial if you are working as an offsite practice educator?
- ☐ Prepare or ensure that relevant welcome and induction information will be available.
- ☐ Consider who will cover your role if you are absent.
- ☐ Ensure any necessary checks have been completed.
- ☐
- ☐
- ☐

When a learner is matched...

- ☐ Obtain any relevant course information from the university including the expectations of practice learning.
- ☐ Ensure you have the relevant contact information for the university tutor and learner.
- ☐ Check practical arrangements are in place including access to IT.
- ☐ Arrange a pre-placement meeting.
- ☐ Consider learner's profile, discuss with them their learning needs and any reasonable adjustments that will need to be supported.
- ☐ Discuss potential workload and ensure learner's learning needs can be met.
- ☐ Discuss practicalities such as work hours/study/travel etc.
- ☐ Plan/check arrangements for induction for the learner commencing. This might be shared or undertaken by the workplace supervisor.
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At the start of the placement...

- ☐ Check learners have necessary information about agency expectations/policies/safety measures/confidentiality.
- ☐ Outline and agree induction plan and process. Review learning from induction.
- ☐ Agree arrangements for assessment of, and feedback to, the learner on their practice throughout the placement.
- ☐ Negotiate arrangements for supervision and develop a working alliance or agreement for this. This might include: arrangements for reflective/written work; your respective roles in supervision; agenda and frequency; university expectations; responsibility for notes/records of supervision; learning needs/styles.
- ☐ Check if learner's learning needs or any reasonable adjustments are integrated in the support and arrangements.
- ☐ Allocate initial work to learner as appropriate to setting.
- ☐ Collaborate on the learner's learning agreement as appropriate to specific university requirements.
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- ☐

In the early stages of placement...

- ☐ Ensure the learner's learning agreement is completed.
- ☐ Check induction has been completed.
- ☐ Plan and observe learner as per university requirements.
- ☐ Agree mechanism for learner to gather feedback from people using services and ensure this is integrated throughout the learning on placement.
- ☐ Plan for the learner to gain feedback from other professionals too. This supports developing professional social work identity and promotes conversations about ethics and values lying behind different professional standards.
- ☐ Gather initial feedback to support learning. This might include checking with the workplace supervisor if agency records are kept as required, or practice is aligned with expectations.
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At the interim or mid-point stage...

- ☐ Ensure feedback from team and service users/carers is integrated in learning and assessment.
- ☐ Review support and supervision arrangements.
- ☐ Gather evidence of learner progress and identify future learning needs: records; feedback from others; observations; reflective log; supervision; written work.
- ☐ Review progress against the standards and ensure learner is clear about your assessment decision to date. Identify any areas of concern and actions for the remainder of the placement.
- ☐ Complete any written reports as required by the university and contribute to an interim/mid-point meeting.
- ☐ Review the learner's learning needs – are they being met and are other opportunities required?
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Towards the end of placement and afterwards...

- ☐ Ensure feedback from team, other professionals and service users/carers is integrated in learning and assessment.
- ☐ Check/sign learner's agency notes/reports/file as appropriate to setting. This may be done by workplace supervisor.
- ☐ Check all learner work is completed for you and agency.
- ☐ Identify future learning needs with learner for next placement or for ASYE.
- ☐ Complete the learner's final report and provide feedback.
- ☐ Evaluate how the placement has gone and identify how any arrangements can be enhanced. This might include reviewing roles and responsibilities; learning opportunities; support available.
- ☐ Review and identify any learning needs for you as a practice educator.
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