



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

ECSSO5002

Experiential Placement: Becoming a Reflective Practitioner

Introduction to The Module

2023

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



www.uwtsd.ac.uk

Welcome to ECSO5002
Experiential Placement: Becoming a Reflective Practitioner

The aim of this Module is to provide you with the opportunity to apply the principles of reflective practice to an experiential placement.

Welcome to ECSO5002

Experiential Placement: Becoming a Reflective Practitioner

Critically evaluate, using a recognised model of reflective practice, their experience on a voluntary or work-based placement of their choosing;

Demonstrate a critical understanding of what constitutes sound practice in a variety of contexts in society;

Analyse the importance of ethical considerations and risk assessment on working practice

Welcome to ECSO5002

Experiential Placement: Becoming a Reflective Practitioner

Discussion of theoretical perspectives on providing support to individuals in need e.g. existentialism, human potential theory, and the discourse between social capital and social inclusion.

Introduction to theories of reflective practice and how these relate to continuous professional development and service improvement.

An exploration of the concepts of ethics, equality and equity as they relate to the work place.

An exploration of risk assessment in the work place as evidenced in serious case reviews and relevant case studies.

A theoretical overview of social science research methods (i.e. qualitative and quantitative) and their relation to work practice.

Welcome to ECSO5002

Experiential Placement: Becoming a Reflective Practitioner

Activity type	Hours	Percentage
Scheduled learning	20	5%
Seminars	10	2.5%
Independent learning	340	85%
Placement learning	30	7.5%
TOTAL	400	100%

- In this module you have 4 taught sessions 1-5pm
 - In these sessions you will be learning about reflective practice and the practicalities of placements.
- Following these 4 sessions, you will have an additional 12 2-hour sessions (Please see timetable)
 - These sessions will be ON CAMPUS and will be workshop 'drop in' sessions.
 - They are designed to be an allocated slot for you to come in and ask questions/talk about placements/de-brief about your placements.
 - You can also bring your assessment work to these sessions.
- I will be available during these allocated times, in the allocated room for each of these sessions.

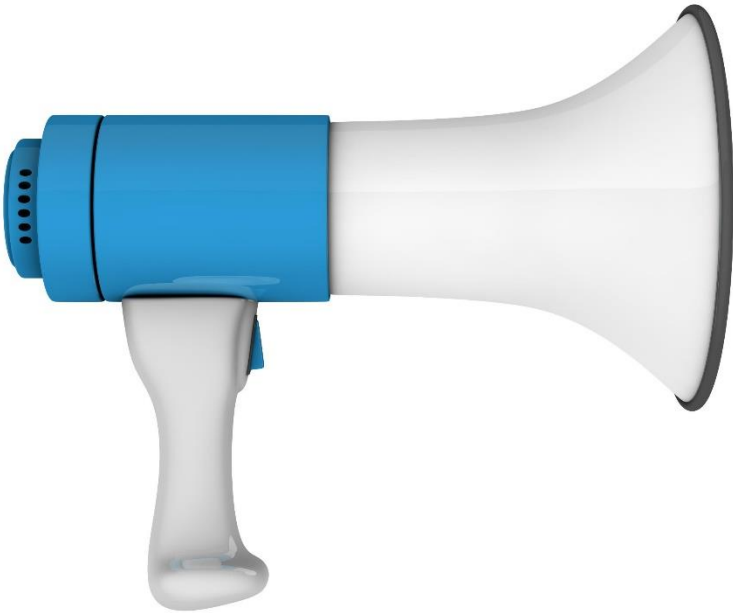
Assessment 1

Assignment Title:	Assessment 1 Using an appropriate model of reflection explore your experience of your working practice.	Word count (or equivalent):	Reflective Journal (4800 words)
Submission deadline:	8 May 2024	Return date of provisional marks & written feedback:	5 Jun 2024

Assessment 2

Assignment Title:	Assessment 2 For an organisation of your choice identify the role that reflective practice plays in improving services.	Word count (or equivalent):	Seminar Presentation Minutes 20
Submission deadline:	24 Apr 2024	Return date of provisional marks & written feedback:	22 May 2024

Be Aware!



- Although the submission dates look far away, they will come around very quickly.
- It would be difficult to leave these submissions to the last minute as there are multiple components.

Reflective Journal

Part 1

- Whilst on your placement you should keep a reflective journal.
- This could be
 - Digital (e.g. word document)
 - Physical (e.g. on paper)
- This journal needs to be written in a reflective way.
 - We will explore this in the taught component of this module
- This is not part of the submission but can support as evidence and help you to remember details.

Reflective Journal

Part 2

- Your submission needs to have an introduction
 - A summary of where you went on placement.
 - Why did you want to go to that placement
 - What did you expect to gain from it?
- This section will be in the First Person
- There are some ethical considerations that you need to make
 - We will look at this later in ethical considerations.

Reflective Journal

Part 3

- You will need to outline what Model of Reflection you are using
 - Explore the Literature
 - What is the model?
 - Why do practitioners use this model?
 - Third Person
 - REFERENCE REFERENCE REFERENCE!!

Reflective Journal

Part 4

- Your Experience
 - Depending on what model you choose, follow the model to write this section
 - First Person
 - Referenced
- You may want to complete ONE reflection,
 - but think about how many words you have.
- You could complete TWO reflections on two different experiences
- You could focus on the placement as a whole
- Or on individual parts of your experience.

Reflective Journal

Part 4

- Using your informal journals, look for an experience that you can reflect on
 - This could be:
 - Something that you didn't expect
 - An incident
 - An achievement
 - An encounter
 - We will be exploring this during these sessions.

Seminar Presentation

Assignment Title:	Assessment 2 For an organisation of your choice identify the role that reflective practice plays in improving services.	Word count (or equivalent):	Seminar Presentation Minutes 20
Submission deadline:	24 Apr 2024	Return date of provisional marks & written feedback:	22 May 2024

- The Cambridge Dictionary (2023) Describes an organisation as:
 - a group of people who work together in an organized way for a shared purpose

Seminar Presentation - Exemplar



- [Working for us – Mind](#)
- [How Mind, the UK's Leading Mental Health Charity, Approaches Line Managing Mental Health of Its Own People - make a difference - workplace culture, mental health, wellbeing](#)

Wellbeing

We value lived experience of mental health problems, and prioritise mental wellbeing at work. We offer an Employee Assistance Programme (EAP) and access to reflective practice.

Seminar Presentation

- You may want to ask questions within your placement.
 - Even though you are not going to be reflecting within your seminar presentation, you can always gain knowledge and information about reflection from the professionals.
 - This could support you in finding the information that you need.

Seminar Presentations

- Remember that this is an Academic Assessment
 - Use the third person
 - Think of:
 - Theory
 - Policy
 - Practice
 - Reference Reference Reference

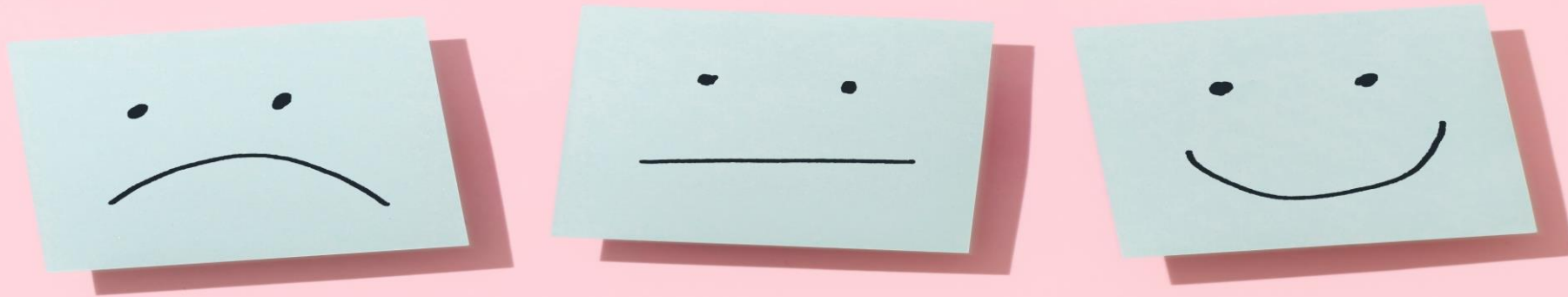
Guest Speaker – Katie Gardner



Katie Gardner *BAHons, BEd, PGCE (PCET), FHEA* is a Lecturer on the UWTSD PCET program, and qualified youth worker. Katie is going to share with you today her experiences of reflection and how they have improved her practice.

"I did my youth work degree in 2007 having volunteered in youth work during my 1st degree. I started working with Barnardo's Carmarthenshire Young Carers. I then moved to Aldershot and worked with young people from a lot of different backgrounds. From young people whose parents were in the military to a very large Nepalese community. I worked with young people's voice setting up a youth council and summer programmes and delivered universal services. I then moved to Surrey County Council working in the most deprived area of Surrey (4th most deprived in the England) where I set up single gender groups, universal services, cookery lessons, teenage mothers and teenage father groups, community conferencing, community days, ALN groups, fundraising for new provisions for young people in the community - a new skate park! I then went and managed a borough and all the youth work in it, developing more of the above and also detached and a young leaders programme. I also then went on to work with young people at risk of and involved in CSE, CE, County lines and the criminal justice system - both perpetrators and victims. Also worked with groups of young people affected by and involved in domestic abuse"

Placement Considerations



Ethical Considerations

- You have a duty under the university and the placement organisation to act within an ethical manner.
 - This includes:
 - Your behaviour within that placement
 - and your written assessment

Ethical Behaviour In your placement

- Please remember that on placement you are representing the university.
- You are there to observe and 'experience' the job role from individuals who are already in the field.
- If you are invited to participate, remember that you must follow their guidelines and not interrupt the work that they are doing.
- Ethical Behaviour is Stipulated within the Student Placement Handbook on Moodle
 - We will be exploring the Handbook in our next session

Ethical Behaviour In your placement

- Whilst on placement you should;
 - Adhere to strict confidentiality, keep all notes void of any information which could identify individuals or the organisation.
 - Keep your diary safe. For a paper diary this means not to leave it around, or in your car overnight. For electronic diaries, please add a password protection.
 - Introduce yourself and the purpose of you being there to everybody you come across during placement.
 - Be thoughtful, cheerful, and leave your problems at home.
 - Let placement providers and lecturer know if you are ill.
 - Talk to them if there are any issues or questions about your placement.
 - Talk to me if there are issues which you are unable to resolve with the placement provider.
 - Give a copy of your placement learning agreements to your placement provider.
 - Ask before taking any notes.

Ethical Behaviour In your placement

- Whilst on placement you should not;
 - Do not add anyone you get to know on your placement to your social media accounts.
 - Do not put statuses about your placements on social media.
 - Do not put yourself in a position where you are alone with service users
 - Do not get involved in any manual handling or personal care of service users.
 - Do not give too much personal information about yourselves during your placement.
 - Do not take any photos whilst on placement.
 - Do not use the organisation's or any individual's names.

Ethics within your Academic Assignment

- Writing about organisations can be an ethical issue
 - We need to protect the organisation and the people who work within the organisation.
 - This includes confidentiality and Data protection.
 - You do not need to complete an ethics form for this assignment, however there are some rules that you need to follow.
- You can name the organisation
- You can NOT name the people
 - My Supervisor, ~~Allison~~...
 - Supervisor A....
- You can NOT say where this organisation is
 - E.g. My placement was based in Mind, ~~Carmarthen~~

Ethical Considerations for the student

- There are many Risks involved with placements, these can include risks to you as students.
 - Safety or Harm
 - You may have chosen your placement based on a personal experience; this could mean that there could be 'triggers' within your placement.
 - Should this happen, please use the support available to you.
 - [Wellbeing Support | University of Wales Trinity Saint David](http://uwtsd.ac.uk)
(uwtsd.ac.uk)

Risk Assessment

Factor	Rating profile	Risk Indicators	Examples of Specific Actions Necessary to Reduce Risk
INDIVIDUAL STUDENT FACTORS*	High	The student has relevant personal factors e.g. relating to 'protected characteristics' (such as race, sex, sexual orientation, gender reassignment, religion or belief, pregnancy or maternity, marital status, age and disability), mental health and wellbeing concerns, linguistic or cultural challenges which may increase the risk of accident or illness during placement related activities even following reasonable adjustments. The student has personal factors which may require specific adjustments or support if living away from home, or makes them susceptible to episodes of illness. The student's knowledge, understanding, and skills are low for the type of work involved.	Discuss elements of high risk with the student to try to eliminate or reduce them where possible. Take account of impact of other risk factors identified in the risk profiling table when determining suitability of placement. Engage with student, placement provider and health & / or disability support professionals to develop and agree reasonable adjustments. Confirm these in the written communication with the placement provider and student. Consider provision of additional pastoral support contact e.g. access to HEI's student support professionals. Discuss with provider and student how any competence / capability gaps can be addressed. Consider pre-placement site visit. All relevant PL1 forms must have been completed satisfactorily before the placement commences. Placement must not commence if remaining risk is still high Contact H&S Team or Student Services Team for further guidance if required.

Risk Assessment

	Medium	The student has personal factors which may require specific adjustments or support during work, or in social interactions at work.	Engage with student, placement provider and health & / or disability support professionals to develop and agree reasonable adjustments.
	Low	The student has no personal health factors likely to cause episodes of illness or require specific support whilst on placement. Student has relevant knowledge, understanding and skills for the type of work.	None

Risk Assessment

- You do not need to complete a risk assessment for this module, we will use the risk assessment (PL1d).
 - It is advised that you read the risk assessment prior to starting your placement
 - We will do this in our next session
- Your organisation may want to complete their own risk assessment, depending on the placement type/organisation

Placement



Placement

- In order to give yourself an opportunity to successfully complete a reflective journal you **must** have some experiences on which to reflect!
- We will now take some time to discuss what we mean by a placement and some of the practical considerations

What counts as a Placement?

- If you have paid employment in a related sector then you can use this as your 'placement'.
- If you are already volunteering then you can use this as your 'placement'.
- We will be as flexible as possible whilst still ensuring that your experience will give you sufficient material for your Reflective Account.

Placement

- Each student will undertake a minimum of **30** placement hours. These hours will be additional to your online learning and tutorials.
- They can be completed as whole days or in shorter periods of time. **Each student will find their own placements**, however, only after talking through your choice(s) with me.
 - Please think about this for our next session.
- ***Placements*** can not begin until all the paperwork is completed. (we will look at the paperwork in our next session)
- If you need support finding a placement, you can contact Laura Cait Driscoll (l.driscoll@uwtsd) who is the Civic Engagement Officer for UWTSd

Volunteering

- In some cases it would be ideal to do long term volunteering
- This is more authentic and gives you a better idea of the demands
- Could give you a research base for your dissertations
- Having volunteering experience improves your employability (Ellis Paine *et al*, 2013)

Your Placement – First Thoughts

- Take a few moments to think about your placement and consider the following questions;
 - Who do I want to work with? (client group)
 - Why do I want to work with them?
 - What do I hope to get from my placement?

Important Message

- This Module runs through Block 3 – 6 but do not fall into the trap of thinking that you have plenty of time
- Students have FAILED modules with placement requirements because they have left it too late to arrange their placement and therefore had nothing to base their assignment on.

Placement Planning:

- Location?
- Near home or near university?
- Setting?
- Voluntary (third) sector or public body?
- Education? Social Care? Formal, informal?
- Service User Group?
- Children, young people, adults, families, older people?

The Possibilities are endless, but..

- There are some which have proven not to work:
 - Social Care Teams (particularly child protection)
 - Pupil Referral Units
 - NHS placements: the paperwork takes too long
 - Due to the formal nature of their work, they are extremely reluctant to take on students.
 - However, you might know someone who works in one of the above and that might help.

Steps to take before placement:

- Discuss with me (over the next few weeks, or by email)
- Contact the organisation(s)
- If they will provide a placement, make an appointment and take the placement agreement forms signed, plus FAQ sheet.
- Fill in placement forms and any organisational paperwork.
 - Your Tutor needs a copy of them all before you can start.
 - The organisation may want additional paperwork filled in.
- Before you start, do some background research about your organisation
- Then you are ready to go.

Things to clarify with the provider

- What are you expected to do?
- What mustn't you do?
- Why you are there.
- When can you take notes?
- Some staff may perceive your presence as a threat.

It is important to counteract any negative perceptions with charm, transparency, and professionalism.

Questions



Next Session

- Our next session will be all about Paperwork.
- This session is essential, you must complete the paperwork in order to go onto your placement.
- This paperwork must be explained to you and you must take note of what your responsibilities are.
- Please ensure that you bring a device with you to the next session as one of the forms is an online form that we will do together.

References

- University of Birmingham (2015) *A Short Guide to Reflective Writing* Available at: [short-guide-reflective-writing.pdf \(hee.nhs.uk\)](https://www.hee.nhs.uk/short-guide-reflective-writing.pdf)
- University of York (2023) *Academic Writing: A Practical Guide* Available at: [Reflective writing - Academic writing: a practical guide - Subject Guides at University of York](#)
- University of Cambridge (2023) *Study Skills* Available at: [Reflective writing - Reflective Practice Toolkit - LibGuides at University of Cambridge Subject Libraries](#)
- University of Edinburgh (2023) *Reflection Toolkit* Available at: [Academic reflections: tips, language and structure | The University of Edinburgh](#)

Further Reading

- [Hargreaves and Page Reflective Practice](#)
- [List of issues Reflective Practice \(uwtsd.ac.uk\)](#)
- [Reflective practice on JSTOR \(uwtsd.ac.uk\)](#)