

How students are supported with social work training - FAQ for academic and practice learning staff

November 2023

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1. Introduction

In 2020, the Northern Ireland Social Care Council (the Social Care Council) established a group of partners to identify gaps and strengths in how students are currently supported to ensure they are suitable for social work training, and to consider whether further actions could strengthen processes to benefit students, degree providers and service users. The group comprises the Northern Ireland Degree in Social Work Partnership (NIDSWP) partners including the Degree Partnership Office, all the institutions delivering the Northern Ireland Approved Degree in Social Work and practice learning providers.

Having mapped the current processes, and considered the remit and legislative responsibilities of each organisation, the group concluded that outlining the processes in a Frequently Asked Questions (FAQ) may be useful to anyone involved in degree delivery and practice learning. FHEIs, employers and the Social Care Council have supplied the information relevant to their own organisations' remit and processes.

This FAQ can be used as a guide to inform what processes have occurred before a student is accepted onto the Degree in Social Work, how these students are supported and what should happen if issues arise during the course of their social work student journey.

The group will seek feedback on how useful these FAQ are at the end of the year (2024) with a view to updating with any amends if necessary.

2. Admissions stage

What health checks are completed before a student starts their social work course?

The *Northern Ireland Social Care Council (Registration) Rules (2022)* state that to be registered, an applicant must demonstrate that they have the 'physical and mental fitness to practise the work expected of persons registered in that part of the Register in which registration is sought.'

In their UCAS application, applicants are asked if they wish to share information about a disability and the nature/type of the disability.

Queens University Belfast (QUB) and Ulster University (UU) (including UU Magee campus, South West College and Belfast Metropolitan College) undertake student occupational health (OH) screenings where students are asked to declare any health issues which may lead to a telephone or in-person interview, and if deemed necessary by the Occupational Health team, information could be passed to the

Head of School/Social Work subject lead for consideration about entry to the programme (see Appendix 1).

The Open University (OU) capture Higher Education Statistics Agency (HESA) data from candidates who receive an offer, firstly through the application pack:

- This includes a self-declaration form about suitability for social work training and an equal opportunity monitoring form.
- The local OU admissions lead reviews this information and liaises with students and sponsors, where necessary.
- Employers/sponsors are also need to make a statement about any health disclosures, which form part of a decision about a student's suitability.
- As part of the registration process, students need to complete an online student profile, which offers a further opportunity to disclose health and disability information.
- If there is a disclosure on the student's record, students are invited to also speak with the Learner Support Team, to explore adjustments/adaptations needed and will liaise with OU staff tutors where appropriate.

In addition, from 2023 onwards OU candidates who have been nominated by employers to apply for the degree, and have been offered an interview, will be asked for preliminary information in the 'nomination form' about health and suitability for social work training. Successful candidates who receive an offer will be asked to complete a health screening questionnaire, and where necessary, be referred for a full Occupational Health Assessment with the OU. The OU will also liaise with employers/sponsors, where appropriate, about suitability for starting the degree.

The Social Care Council requires students to declare certain health issues as part of their registration application. However, a student needs to have been accepted to the course before registering. The Social Care Council cannot register someone who is not a social care worker, a qualified social worker or a social work student actively participating in the Degree course.

Are prospective students asked if they have previous and/or current experience with social work services at the admissions stage?

It is recognised that students with lived experience can make invaluable contributions to the profession, and their experience of social work and the systems can add to the learning experience. All students should be provided with available resources to support them through the social work programme, and each Further or Higher Education Institute (FHEI) offers student wellbeing /student support services. The process of learning can, sometimes, uncover unresolved issues and students need to be clear about how they would manage that to ensure their own, and service user, well-being. It is also important to note that each situation is unique and may need a different response.

Prospective students are not asked to disclose this personal information as part of their application to the QUB or UU, however, students are encouraged to discuss any involvement with their tutor. The role here is a supportive one, and students are talked through potential issues and/or concerns on a case-by-case basis.

If offered a place on the programme, prospective students need to sign a *Confirmation of Understanding* (offer stage) that they will disclose relevant information about personal involvement in safeguarding.

The OU asks prospective students to complete a '*Suitability for Social Work*' declaration, which asks:

'Have any child/ren in your care, or the household in which you live/d, been placed upon a child protection register/subject to a child protection plan or placed in care?'

And:

'Have any child/ren in your care, or in the household in which you live/d, been subject of court proceedings regarding their welfare?'

During the Social Care Council's registration process, the student applicant is asked a number of specific questions about key areas, including if they are barred from working with vulnerable adults and/or children, and if they have ever been investigated by social services and/or the police due to concerns about their care or treatment of a child or vulnerable adult in either a work or home setting.

If a relevant declaration is made, a suitability assessment is completed by the Social Care Council's Fitness to Practise (FtP) Team. It's important to note that an automatic debar would only occur if someone is barred by the Disclosure and Barring Service (DBS). All other declarations are risk assessed.

If this declaration lacks the necessary detail it can lead to unnecessary delays in the Social Care Council being able to make the enquiries it needs to. This has the potential of an outcome where if the issue is not resolved in time for a student to complete their Practice Learning Opportunity (PLO), a student may have to defer for a year.

The questions on the registration application form do not account for all possibilities of how an individual may access social work services, and therefore declarations to the FHEI and relevant practice learning providers are needed to help identify any conflicts of interest, and/or other concerns which may arise over the course of the student journey.

If a prospective student has a one or more criminal convictions, what happens?

Social work applicants are required to declare any criminal convictions on their UCAS application. If a declaration is made, the FHEI Admissions Office send a request for more information about the nature of the conviction, an Access NI Check (Enhanced Disclosure), and a character reference from someone who can appropriately comment on their suitability for social work.

At the OU, candidates who receive a conditional offer of study are asked to complete a self-declaration about their suitability for social work and to disclose any criminal convictions in their application form:

- If a self-declaration is made, the candidate must provide details of all offences, including any which are spent, and the employer/sponsor should also make a statement about the disclosures.
- The OU Professional Lead will review this information and meet with the student and employer/sponsor to establish the student's suitability for social work training.
- All students complete an Enhanced Disclosure check through Access NI, on entry to the programme and at Level 3.
- Students complete a self-declaration at Level 2 to update any changes to criminal convictions since the Access NI check at Level 1.
- If any new declarations are made, a new check is needed at Level 2.
- If any convictions and/or cautions are indicated on the Access NI certificate at any stage of the programme, the OU Professional Lead will meet with the student and employer to discuss.
- Where necessary, OU FtP procedures begin so the University can be satisfied that the student is suitable for social work training.

Furthermore, an Access NI Check is now mandatory at the admissions stage for all students completing one of the approved Northern Ireland Degree in Social Work programmes.

At QUB and UU, if a declaration or Access NI Check reveals an issue, the Dean or Head of School decide to interview the applicant/student or not. If an interview is not deemed necessary, it is made clear that registration with the Social Care Council is not guaranteed, and if an interview is completed, that will form the basis of a decision about whether the applicant's provisional offer is extended or withdrawn.

The student is still free to apply to another course provider. If the offer is extended, the applicant is made aware that continuing on the course does not guarantee

registration with the Social Care Council. Similarly, it does not guarantee acceptance on a PLO as organisations will apply their own thresholds.

In such cases, the FHEIs advise the applicant that they shall be prioritised by the FHEI to the Social Care Council for consideration for suitability.

When registering with the Social Care Council, students declare previous convictions and/or whether they are subject to an ongoing criminal investigation.

If a declaration is made, a suitability assessment is completed. Again, it is important to emphasise that being barred by the DBS will automatically mean registration is not possible. Furthermore, full detail is needed or unnecessary delays will mean that the issue still needs to be resolved in time for the student to complete their PLO, and that student may have to defer for a year.

OU students are also social care employees, and are sponsored by the agency to complete the Degree. Due to this, an OU *Privacy Notice and Data Sharing Agreement*, which the student agrees to when registering, indicates that information about criminal convictions and other relevant data will be shared with the employer/sponsor. The employer may then choose to instigate their own internal processes and refer disclosures to the Social Care Council, as the student is also registered as a social care worker.

What information do FHEIs and the Social Care Council share with each other at the point of admission?

FHEIs need students to disclose to the Social Care Council any information they have shared with the institution.

For students who are not currently employed by a social work or social care provider, the Social Care Council notes that the responsibility to share information is the students, who should inform the FHEI and prospective practice learning providers.

Where a suitability assessment is carried out following a declaration by the student, the Social Care Council will contact the course provider.

The Social Care Council and FHEIs are conscious of upholding GDPR requirements.

All information, except AccessNI checks, is significantly dependent on declarations made by the prospective student.

3. Supporting social work students in FHEIs

How do universities support students with additional support needs?

The university is an inclusive learning environment that welcomes a diverse range of students who often come with rich life and work experience. Professional programmes such as Social Work can be particularly demanding, and the university, therefore, seeks to ensure the student experience is supported and therefore, students who need support are engaged at the earliest opportunity.

Under the *Special Educational Needs and Disability (Northern Ireland) Order 2005 (SENDO)* on becoming aware of a student's disability, all FHEIs need to protect students, with a disability defined in the wording of the legislation, from disability discrimination. A key aspect of this duty is encouraging students to attend 'Student Wellbeing' services for assessment and recommendations for ongoing needs.

It is important to highlight that under SENDO, students do not need to declare a disability. However, the University is expected to take reasonable steps to find out if a student has a disability. This duty under SENDO is continuing and evolving.

During year 1 induction, all students are asked to:

1. Inform their tutor of any additional needs and/or circumstances that may affect learning and development.
2. Seek an assessment with Student Support.
3. Advise the regulator (the Social Care Council) of any conditions and/or needs that require ongoing support.

Tutorial support will check-in and reinforce the need to communicate on issues, with the focus being pastoral and supportive whilst outlining professional implications.

How do FHEI's communicate with students on conduct and FtP issues during their studies?

This is a continuous process with students, individual tutors, tutorial group, year group and/or class discussion level, and overall course level. At regular points throughout their programme, students are consistently facilitated and guided on their professional identity, requirements, and expectations about conduct and practice. Again, this ongoing approach with students is embedded in module teaching, group support, and through each stage of programme delivery.

OU students don't have personal tutors or tutor groups as the programme is delivered on a modular basis. General conduct information is available on module and qualification websites. Local OU staff will also correspond with students with the appropriate information, where needed. If there are individual conduct and/or FtP issues, students are contacted and kept up to date by their local Professional Lead and the FtP investigator. Where it is felt necessary, OU staff will ask the Student Support Team to link in with the student for additional support.

What if circumstances change and/or new circumstances arise?

Students are advised at induction and in tutorials that they must alert their personal tutor to any change in circumstances, conditions and/or health needs that might affect their study and/or practice learning.

As OU students do not have a personal tutor, they link in with the module tutor they have at the time or contact the local staff tutor/professional lead. Students are, also, encouraged to speak with the student support team who then link in with local SW staff.

Students are required to update the regulator, the Social Care Council. The *Standards for Conduct and Practice for Social Work Students* (Social Care Council, August 2019) require student social workers to:

'6. Be accountable for the quality of your work and take responsibility for maintaining and improving your knowledge and skills including:

6.6 Informing the Social Care Council and any employers you work for at the first reasonable opportunity if your fitness to practise has been called into question. This includes ill-health that affects your ability to practise, criminal convictions, disciplinary proceedings and findings of other regulatory bodies or organisations.'

It is the student's responsibility to communicate on their own personal/health issues. Students are signposted to sources of help and support and guided to Student Support for an assessment. All students are advised that failure to disclose this information can affect their progression on to and/or during practice learning. Where this happens, academic tutors, in consultation with course directors and the student, communicate the best way to proceed and consider options based on the new information provided and context. In agreement with the student, this could involve liaison with a current or prospective practice learning provider (depending on the programme stage). Information is on a 'need to know' basis and with consent at all times.

OU students also need to inform their social care employer/sponsor if any issues arise during the course of their studies, as this may also effect their social care employment. Likewise, if employers and/or sponsors become aware of information that about a student's suitability for social work, this should be shared with the University. Consideration is given to the necessity and appropriateness of sharing this information and with GDPR in mind. However, this is outlined in the *Data Sharing Agreement* and *Privacy Notice* that students agree to when they register on the programme.

How are students supported on placement?

Universities are inclusive learning environments that work to meet a range of diverse needs and abilities. Placement providers work with FHEIs to provide *reasonable adjustments* for students on placement. Examples include working patterns and limitation to travel in some circumstances.

Reasonable adjustments are context specific. As an example, in college, an extension can be provided on an academic assignment, but on placement, a time-bound professional assessment cannot facilitate an extended completion date based on a student's *Reasonable Adjustment Report (RAR)/Disability Memo*.

What if a student has had past or current social work involvement?

There can be any number of reasons why a student currently has or previously had social work experience. Through induction, students are again advised that they need to speak to their tutor about any previous or ongoing social work involvement and are made aware that this information must be shared pre-placement. This should ensure there is no conflict of interest if a student is allocated a particular practice learning opportunity. Students are regularly reminded about this.

All students are advised if they fail to do this it can affect progression on to and/or during practice learning. The student profile form requires students to highlight any conflicts of interest that may arise through the allocation process, and this specifically asks the student to identify any past and/or current social services involvement.

How do students find out about the Social Care Council *Standards of Conduct and Practice for Social Work Students* and how these apply to them in particular?

The Social Care Council standards are systematically reinforced through teaching, and tutorial support throughout the social work programmes. The Social Care Council normally provides an input at induction/early semester 1 to all new students

outlining the standards, expectations and obligation, and implications if their conduct fails to meet the standard. Its Chief Executive also writes directly to each student, through a letter issued by the Universities (this started in 2023). Students are explicitly advised of the university's own policies about a raft of issues (e.g. social media, plagiarism, bullying etc.) and potential sanctions about conduct.

If needed, students are consulted on an individual tutor level, course director and/or subject lead, or head of school level about behaviours and/or issues of a serious nature that may cause FtP concerns.

What if a FHEI and/or Social Care Council are informed that a student has engaged in behaviour that does not meet their professional standards?

These occurrences are rare and exceptional; however, if it does occur, then a student is spoken with, relevant personnel in the FHEI are consulted in terms of any potential disciplinary/FTP issues, placement providers if appropriate, and the Social Care Council are possibly advised.

Consistent with the FHEI and relevant NIDSWP Practice Learning procedures, a course of action is considered, and the student is communicated with at all times. All students have a 'without prejudice' right to support from their tutor and/or course director and other sources of support in the university during this time, for example, Student's Union and Student Wellbeing.

Where issues arise during PLO, these should be reported to the FHEI in the first instance and that need FtP processes will be carried out by the FHEI and the outcome reported to the Social Care Council.

Please refer to the *Regional Guidance for Referral to Fitness to Practice on PLO* (see Appendix 2).

4. Allocations

Are students asked about their health and wellbeing in preparation for their PLO?

As per the *Disability Discrimination Act (DDA) 1995*, students are asked to declare any health concerns at the point of completing their student profile before the PLO allocation process. Under GDPR legislation, reasonable adjustments are then endorsed by the pre-allocations panel, and disability memos/RARs are shared with the placement provider where the student gives their consent.

When a student needs to complete an OH assessment before their PLO, based on concerns raised about health issues (at the point of admission following the mandatory entry health check, later into the course by either the student themselves, academic staff, and/or previous PLO practice teachers, etc.), then the referral to OH (made by the academic institution) identifies the requirements of PLO and specifically asks for the student to be assessed about their ability to meet these requirements.

What student information is shared with Designated Practice Learning Providers (DPLPs)?

Student profiles is shared with DPLPs, as are disability memos/RARs with the permission of the student.

If a new diagnosis comes to light, students are advised to disclose, in a timely manner, matters personal and/or health-related that could affect their programme or PLO. On sharing information, students are advised to seek a Student Wellbeing consultation and assessment (referral to OH may be sought, for example, in the case of a new condition), OH or Student Wellbeing may recommend reasonable adjustments for both study and PLO as part of an assessment.

Students are encouraged to contact the Social Care Council if appropriate and/or to seek clarity around what information needs to be shared.

How are conflicts of interest (Col) managed?

Students are required to identify any potential Col on their student profile form with the following information as a guide. This is completed in consultation with their FHEI personal tutor:

- If a student and/or any member of their extended family has been and/or is currently receiving services from a social work and/or care agency (*it's sufficient to record that a family member is or was a service user without giving names or further personal details*).
- If a student is directly connected and/or related to a member of staff of a health, social work or social care agency (*it is sufficient to give that person's name and/or job role*).
- If a student has previously been employed and/or are currently employed in a Health and Social Care Trust or agency i.e. Trust or voluntary sector agency (*give as much information as possible about the conflict to include, where possible, details of the role, agency, team, location/address, and dates*).
- Where there is a previous or current referral to a Professional Registration Body or referral to FtP processes in the student's academic institution.
- Where there is any previous and/or current disciplinary investigation from a student's previous or current employment.
- Where there is any other circumstance that would deem it inappropriate for a student to be placed in a particular organisation, setting, service user group etc.

Where the Col was known to the student but not disclosed i.e. previous service user, the PLO provider has no obligation to offer an alternative PLO. Therefore, a student needs to take a leave of absence (LoA).

If a student is aware of a family member who is in receipt of social work services, they should share this information under Col when completing the student profile as noted above. If it is not shared but comes to light on PLO, the PLO may no longer be viable and the student may have to take a LoA.

Sometimes it is possible that a student may be unaware of such information but the placement provider is aware. In this situation, the placement provider will be asked to manage the conflict and try to accommodate the student through another PLO where possible.

What happens if the student has been and/or is still a service user of social work services?

In facilitating student learning and developing, and encouraging self-care and resiliency, students are encouraged to discuss any current or past social work involvement with their personal tutor. The role here is a supportive one, and students are talked through potential issues and/or concerns on a case-by-case basis. The tutor will liaise with the Course Director and/or subject leads on such matters as needed.

Students are asked to declare any past or current social work involvement on their student profile form, and this is then managed initially at the Degree Partnership allocations 'table top exercise' and then considered in detail by the DPLP in terms of where the student can be allocated.

If the student fails to declare this, and a conflict arises in the PLO site, this needs to be relayed immediately to the training team, including the Practice Learning Coordinator for the agency and the FHEI tutor and/or Director of Practice Learning to discuss next steps. Depending on the particular situation, ethical and FtP implications may need to be considered.

How do FHEIs manage a discrepancy between facilitating individual circumstances in college, which may not be 'reasonable' in actual employment?

Reasonable adjustments relate to what the organisation can reasonably provide in supporting the student. Students are made aware of the 'reasonable' requirement in each setting and how this may manifest. For example, a student may have an

extension on academic work, or a student may require limitation to travel. Differences are relative, and discussed and agreed, relevant to the setting.

Reasonable adjustments are endorsed by the pre-allocation panel based on the medical evidence and verification form supplied by the student. These reasonable adjustments are then considered by the PLO provider.

5. Employers, pre-PLO visits and PLO

Do employers do their own OH Assessments for Students, and if so what are the processes around this?

Referrals to OH are not completed as standard across all agencies.

It is important to note a consensus within all agencies that referrals to OH need to be requested by the student's FHEI due to financial implications.

For OU students, if a PLO employer need an OH assessment for the purposes of placement, the OU will facilitate this assessment, however, the sponsor/employer for that student will be responsible for any cost implications.

Do employers encourage students to share information about a new diagnosis within a specific timeframe?

The sharing of information will remain governed by the DDA and as such it will be shared with the placement provider once the threshold has been met. All students are encouraged to share relevant information with their PLO organisation at the earliest opportunity. Once this information has been shared the organisation will, where reasonable, seek to provide reasonable adjustments.

Timeframes on sharing of information and reasonable adjustments are assessed on a case-by-case basis. When concerns are raised about the adjustments being 'unreasonable', the viability of the PLO will need to be reviewed by the FHEI/ PLO provider, with potential for the student needing to take a leave of absence.

All students are encouraged to share relevant information at the earliest opportunity to ensure the placement provider can facilitate any reasonable adjustments in a timely manner.

What if the AccessNI uncovers an issue?

QUB, UU, SWC and BMC no longer receive information on the detail of criminal records. Access NI returns indicate 'clear' or 'not clear', and this does not necessarily mean a conviction. The FHEI forwards this information to the placement provider who typically invites the student to interview when they are 'not clear' on the Access NI list.

At the OU, students have to share a copy of their Access NI certificate with the university which provides full detail of conviction history. Where an Access NI check is 'clear' OU will advise the placement provider about this. Where there are disclosures, OU will initially advise the placement provider that the check is 'not clear' and collaboratively agree with the student and the sponsor what level of detail needs to be shared with the placement provider about the disclosure. More detailed information is then shared by OU with the organisation's Practice Learning Coordinator and the placement provider reserves the right to make a decision about the placement offer to that student.

What is the process if a student declares involvement with social work services?

When concerns arise with an employee, there is a collaborative discussion between HR and senior management in the respective agencies on a case-by-case basis. Focus is on supporting the staff member to stay in post, with this balanced against safeguarding and duty of care to service users and the community.

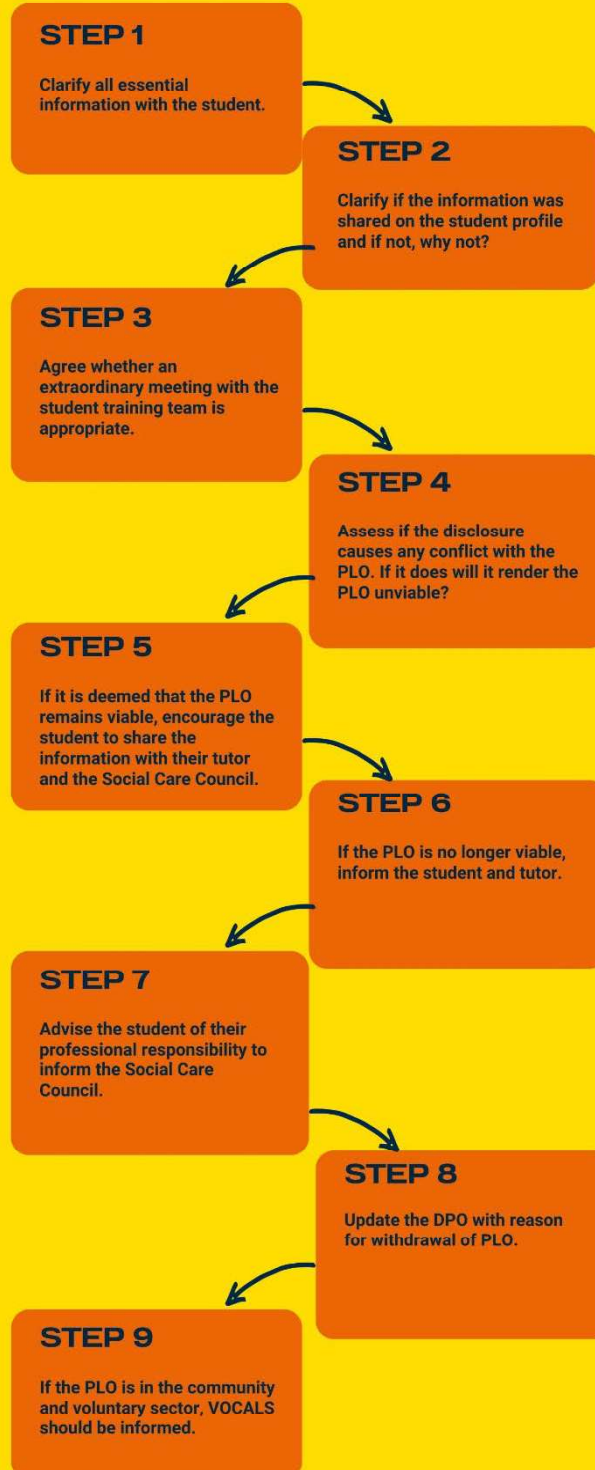
If there is a concern about risk, and the potential movement of staff member to another role, however it was acknowledged that this would not be appropriate on PLO.

It is important not to discourage potential students to make applications to social work who may have previous social work involvement, as it does not affect their employment opportunities.

Students should be encouraged to share social work involvement with their FHEI and PLO organisation at the earliest opportunity, including as a conflict of interest on their student profile. This facilitates the management of the Col during the allocation process.

If the PLO has started and information comes to light, that was known to the student, the PLO may no longer be viable and the student would have to take a LOA. This situation would be managed on a case-by-case basis by the PLO organisation.

NEXT STEPS FOR THE PLO PROVIDER



How do you follow up to check that a student has passed relevant information to Social Care Council and/or FHEI if they do make a declaration, and how do we ensure information has been consistently communicated? (See appendix 2)

The sharing of any student information needs to be considered within GDPR/Data Protection legislation.

Where a student has shared information that presents a concern and/or risk and/or contravenes the Social Care Council *Standards of Conduct for Social Work Students*, the student is supported to share this information with their FHEI and/or personal tutor.

The FHEI and/or personal tutor should then ensure the student shares the information directly with the Social Care Council within a specific timeframe. The FHEI should then follow up directly with the student to check that this has been disclosed to the Social Care Council. The Social Care Council will respond in line with the relevant GDPR procedures and guidance.

As OU students are also employees, where a declaration has been made, there will be a discussion between the OU and the student's sponsor/employer who may also liaise with the Social Care Council about the disclosure of information.

In terms of health and wellbeing of a student, what are the powers and decision-making processes we should adopt?

It is important that the FHEI's take every precaution before the student enters PLO. It is essential that a student is both physically and mentally well when carrying out their PLO, to ensure both their own wellbeing and the wellbeing of service users. Where there are concerns, these need to be explored by the FHEI and the student provided with information of support services/Student Wellbeing Teams in their FHEI.

Where there are significant concerns about fitness to practice, the student should be referred to OH by the FHEI.

Assessment of the student's fitness to practice should not only focus on a confident diagnosis but rather more on an assessment of how the student will manage on PLO (in consideration of the requirements and professional standards). This should be supported by ongoing communication with the FHEI tutors as needed and agreed in advance of the student starting on PLO.

If a student is registered by Social Care Council, but a placement provider does not accept them on PLO, does this leave the DPLP open to litigation?

Each case would be managed on a case by case basis by the DPLP which needs to consider whether litigation may result. Where a DPLP assessed that it was not viable for the student to start PLO in their organisation, an explanation would be provided. Each DPLP reserves the right to refuse or withdraw a PLO offer.

How do we ensure a consistent approach within FHEIs and in PLOs?

Students should be informed of their professional role and accountability in accordance with the *Standards of Conduct for Social Work Students* throughout their social work journey. The need to disclose pertinent information, be transparent and work within the standards. This should be reinforced to ensure that the student understands the implications for confidence of the service user if they drop below this standard and the affect this could have on the working relationship and reputation for the respective PLO organisation.

Where information is disclosed or becomes known, that causes a concern and/or risk, existing processes should be followed and supported by open and transparent communication between all stakeholders at all stages of the PLO.

6. Conclusion

The work completed by this group has demonstrated the diversity of issues which can arise and which need individual consideration, and the complexity of partnership working arrangements when organisations have different remits and responsibilities.

What is evident is that all parties are committed to supporting students and ensuring the wellbeing and safety of service users, alongside that of the student. We hope that this document provides relevant information and guidance for those involved in social work education and promotes equity for students in how arising issues are addressed across organisations and sectors.

7. Glossary

COI – conflict of interest

DDA - Disability Discrimination Act 1995

DPLP – Designated Practice Learning Provider

FHEI – Further or Higher Education Institute

FtP – Fitness to Practice

HESA - Higher Education Statistics Agency

NIDSWP – Northern Ireland Degree in Social Work Partnership

LoA – Leave of absence

OH – Occupational Health

OU- Open university

PLO – Practice Learning Opportunity

QUB – Queens University Belfast

RAR – Reasonable Adjustment Resourcing

SENDO - Special Educational Needs and Disability (Northern Ireland) Order 2005

UU – Ulster University

8. Appendices

Appendix 1

HEOPS - Social Work Students – Standards of medical fitness to train



HEOPS_Social_Work_Students_fitness_

Appendix 2

Referral to Fitness to Practice Guidelines (NIDSWP, 2021)



Referral to Fitness
to Practice Guidance