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| **MSW Social Work** | | | | | | | | | | | | |
| **Practice Learning Documentation** | | | | | | | | | | | | |
| **First and Final Placements (2020-21)** | | | | | | | | | | | | |
| Student: | | |  | | | | |
| Practice educator: | | |  | | | | |
| Practice/work supervisor: | | |  | | | | | (if applicable) | | | |
| Placement tutor: | | |  | | | | |
|  | |  | | |  |  | | |  | |
| Social work placement: | | First (70 days) | | |  | Final (100 days) | | |  | |
|  | |  | | |  |  | | |  | |
| Dates of placement: | From: | | |  | | To: |  | | |



**Practice Learning Documentation Contents**

[Part 1: Introduction to the Practice Curriculum 2](#_Toc46925774)

[Part 2: Practice Documentation 37](#_Toc46925775)

[Part 3: Forms and miscellaneous procedures 76](#_Toc46925776)

[Part 4: Practice Educator Documentation 89](#_Toc46925777)

Part 1: Introduction to the Practice Curriculum

[The Practice Curriculum and its background 3](#_Toc46925879)

[Social Work England: Professional Standards 4](#_Toc46925880)

[Definition of the Professional Capabilities Framework (PCF) 5](#_Toc46925881)

[Definition capabilities in the PCF 6](#_Toc46925882)

[Domain Descriptors within the Professional Capabilities Framework 7](#_Toc46925883)

[Level Descriptors within the Professional Capabilities Framework: End of the first placement 11](#_Toc46925884)

[Level Descriptors within the Professional Capabilities Framework: End of the last placement / completion 19](#_Toc46925885)

[Knowledge and Skills Statements 30](#_Toc46925886)

[Practice Learning Documentation Guidelines 31](#_Toc46925887)

[Principles 31](#_Toc46925888)

[Roles and Responsibilities 31](#_Toc46925889)

[Practice Learning Agreement 33](#_Toc46925890)

[Review of Practice 34](#_Toc46925891)

[Review of Practice Outcome 34](#_Toc46925892)

[End of Practice Assessment - the Practice Documentation 34](#_Toc46925893)

[Confidentiality 35](#_Toc46925894)

[Declaration of Confidentiality 36](#_Toc46925895)

[Return to Contents Page](#Contents_Page)

# The Practice Curriculum and its background

The current Practice Curriculum and Practice Learning Documentation is the result of evaluation and collaboration between Sheffield Hallam University, placement provider agencies, service users and students.

The Social Work Taskforce made recommendations in 2010 for reforming the social work profession which included recommendations about social work education. A new practice learning curriculum has therefore been developed to meet the requirements for practice learning within the Social Work programmes which incorporates the [Professional Capabilities Framework (PCF)](https://www.basw.co.uk/social-work-training/professional-capabilities-framework-pcf).

The PCF sets out key capabilities which social workers are expected to be   
able to meet at each stage of their career and includes a comprehensive set   
of capability statements for thresholds of progression and assessment for placement learning.

This Practice Learning Documentation, policies, procedures, and other information relating to practice learning are available on the university’s   
Health and Social Care website for Social Work:

[Social Work, Social Care and Community Studies](https://www.shu.ac.uk/health-social-placements/profession-information/social-work-social-care-and-community-studies)

# Social Work England: Professional Standards

The above publication can be viewed online by accessing the web link below. The Social Work England: Professional Standards can be downloaded from their website at:

<https://www.socialworkengland.org.uk/standards/professional-standards/>

The electronic version of the Professional Standards is in PDF format and to view it you need to have Adobe Acrobat Reader installed on your device. The application is free to download from the Adobe website at:

<https://get.adobe.com/uk/reader/>

**Definition of the Professional Capabilities Framework (PCF)[[1]](#footnote-1)**

The PCF is the framework for social work practice and learning in England. It sets out nine common domains of capability that we expect to develop as social workers, and which others can expect of us. It promotes and underpins social work as ‘one profession’ across all specialisms and roles.

It supports social workers to meet the requirements of the professional regulator, specific guidance and policy for particular job roles, and is aligned with the [International Federation of Social Workers (IFSW)](https://www.ifsw.org/) global definition of social work through the BASW Code of Ethics**[[2]](#footnote-2)** for social workers across the UK.

The PCF does not define all the specialist knowledge, skills or learning content that may be needed in work contexts or roles.

For instance, the Knowledge and Skills statements are additional, current governmental guidance on knowledge and skills for statutory [children’s](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/338718/140730_Knowledge_and_skills_statement_final_version_AS_RH_Checked.pdf) and [adults](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/411957/KSS.pdf) social work in England.

Rather, the PCF identifies how we should act and approach our work through common capabilities that relate to our purpose, practice, and our commitment to having an impact and making a difference to people’s lives. It underpins our continuing professional development because it helps us identify and map how to learn and improve through the different stages and aspects of our careers. It supports employers, workforce leads, managers and supervisors as well as individual social workers in developing social work careers and ongoing professional learning.

# The PCF has been our framework for social work in England since 2012 and its implementation across the sector – from qualifying training through to strategic workforce planning – is widespread and well embedded. The PCF may evolve as our profession and our learning evolve.

**Definition of capabilities within the PCF[[3]](#footnote-3)**

Capabilities are ‘An integration of knowledge, skills, personal qualities, behaviour, understanding and values used appropriately, effectively and confidently, not just in familiar and highly focused specialist contexts but in response to new, complex and changing circumstances’(Adapted from Stephenson, 1992)**[[4]](#footnote-4)**

The capabilities as described in the PCF provide the foundation and rationale for our practice and how we explain and are accountable for our actions. As we develop experience and expertise, our capabilities develop so we can take more responsibility, have more impact, and use our professional judgement in more complex and uncertain situations with confidence.

Developing capabilities at the nine levels in the PCF means developing the expertise and professional confidence needed not just to respond more expertly in familiar or repeatedly encountered situations and issues, but to respond effectively in unfamiliar and dynamic circumstances. Increasing our individual professional capability means becoming better able to apply and integrate knowledge and skills in practice.

The PCF guides social workers to develop their capabilities through the nine levels in dealing with situations of increasing risk, ambiguity, and complexity.

Social workers should always explain their actions and understand the extent and limit of their capabilities and expertise. The PCF provides a common language across the nine domains to assist in this.

We will develop specific knowledge and skills areas relevant to contexts and roles as our career develops which will augment and build on the PCF capabilities and levels.

# Career choices and practice requirements may mean we develop in some domains more quickly or intensively than others. The PCF guides us to always reflect and consider our personal professional journey across all 9 domains which are all important in defining us as social workers.

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| Domain Descriptors within the Professional Capabilities Framework |

1. **Professionalism**

Identify and behave as a professional social worker, committed to professional development

Social workers are members of an internationally recognised profession. Our title is protected in UK law. We demonstrate professional commitment by taking responsibility for our conduct, practice, self-care, and development. We seek and use supervision and other professional support. We promote excellent practice, and challenge circumstances that compromise this. As representatives of the profession, we safeguard its reputation. We are accountable to people using services, the public, employers, and the regulator. We take ethical decisions in the context of multiple accountabilities.

1. **Values and Ethics**

Apply social work ethical principles and values to guide professional practice

Social workers have an obligation to conduct themselves and make decisions in accordance with our Code of Ethics**[[5]](#footnote-5)**. This includes working in partnership with people who use our services. We promote human rights and social justice. We develop and maintain our understanding of the value base of our profession throughout our career, its ethical standards and relevant law.

1. **Diversity and Equality**

Recognise diversity and apply anti-discriminatory   
and anti-oppressive principles in practice

Social workers understand that diversity characterises and shapes human experience and is critical to the formation of identity. Diversity is multi-dimensional and includes race, disability, class, economic status, age, sexuality, gender (including transgender), faith and belief, and the intersection of these and other characteristics. We understand that because of difference, and perception of difference, a person's life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim. We identify this and promote equality.

1. **Rights, Justice and Economic Wellbeing**

Advance human rights and promote social justice   
and economic wellbeing

Social workers recognise and promote the fundamental principles of human rights, social justice and economic wellbeing enshrined in national and international laws, conventions, and policies. These principles underpin our practice and we use statutory and case law effectively in our work. We understand and address the effects of oppression, discrimination, and poverty. Wherever possible, we work in partnership with people using services, their carers, and families, to challenge inequality and injustice, and promote strengths, agency, hope, and self- determination.

1. **Knowledge**

Develop and apply relevant knowledge from social work practice and research, social sciences, law, other professional and relevant fields, and from the experience of people who use services.

We develop our professional knowledge throughout our careers and sustain our curiosity. As a unified profession, we develop core knowledge that relates to our purpose, values, and ethics. We also develop specific knowledge needed for fields of practice and roles. Our knowledge comes from social work practice, theory, law, research, expertise by experience, and from other relevant fields and disciplines. All social workers contribute to creating as well as using professional knowledge. We understand our distinctive knowledge complements that of other disciplines to provide effective services.

1. **Critical Reflection and Analysis**

Apply critical reflection and analysis to inform and   
provide a rationale for professional decision-making.

Social workers critically reflect on their practice, use analysis, apply professional judgement and reasoned discernment. We identify, evaluate, and integrate multiple sources of knowledge and evidence. We continuously evaluate our impact and benefit to service users. We use supervision and other support to reflect on our work and sustain our practice and wellbeing. We apply our critical reflective skills to the context and conditions under which we practise. Our reflection enables us to challenge ourselves and others, and maintain our professional curiosity, creativity, and self-awareness.

1. **Intervention and Skills**

Use judgement, knowledge, and authority to intervene with individuals, families, and communities to promote independence, provide support, prevent harm, and enable progress.

Social workers engage with individuals, families, and communities, working alongside people to determine their needs and wishes, and what action may be helpful. We build productive working relationships and communicate effectively. Using our professional judgement, we employ appropriate interventions, promoting self-determination, support, protection, and positive change. We develop and maintain skills relevant to our roles. We understand and take account of power differentials and use our authority appropriately. We evaluate our own practice and its impact, and how we improve outcomes for those we work with.

1. **Contexts and Organisations**

Engage with, inform, and adapt to changing organisational contexts, and the social and policy environments that shape practice. Operate effectively within and contribute to the development of organisations and services, including multi-agency and inter-professional settings.

Social workers are informed about and pro-actively respond to the challenges and opportunities that come from changing social, policy and work contexts. We fulfil this responsibility in accordance with our professional values and ethics, as individual and collective professionals and as members of the organisations in which we work. We collaborate, inform, and are informed by, our work with other social workers, other professions, individuals, and communities.

1. **Professional Leadership**

Promote the profession and good social work practice. Take responsibility for the professional learning and development of others. Develop personal influence and be part of the collective leadership and impact of the profession.

We develop and show our leadership, individually and collectively, through promoting social work’s purpose, practices, and impact. We achieve this through diverse activities which may include: advancing practice; supervising; educating others; research; evaluation; using innovation and creativity; writing; using social media positively; being active in professional networks and bodies; contributing to policy; taking formal leadership/ management roles. We promote organisational contexts conducive to good practice and learning. We work in partnership with people who use services and stakeholders in developing our leadership and aims for the profession.

[Professional Capabilities Framework for Social Work in England: Guidance on using the 2018 refreshed PCF](https://www.basw.co.uk/system/files/resources/PCF%20Final%20Documents%20Overview%2011%20June%202018.pdf)

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| Level Descriptors within the Professional Capabilities Framework:  End of the first placement |

**What students should demonstrate by the end of their first placement**

The following presents the end of the first placement level Professional Capabilities.

The capabilities should be read in conjunction with the level descriptor below - the details of the capability statements at each level are intended to be used diagnostically to help identify strengths and areas for development, rather than as a list of areas for which evidence must be produced.

The nine domains are interactive - they work together to describe the knowledge, skills, and values that social workers need to practise effectively. At the end of the first placement level of the PCF, they describe what social work students should be able to demonstrate by the end of their first placement.

**Level Descriptors – end of the first placement**

By the end of the first placement, students should demonstrate effective use of knowledge, skills, and commitment to core values in social work in each setting in predominantly fewer complex situations, with supervision and support. They will have demonstrated capacity to work with people and situations where there may not be simple, clear-cut solutions.

**1. PROFESSIONALISM**

Identify and behave as a professional social worker, committed to professional development

Social workers are members of an internationally recognised profession. Our title is protected in UK law. We demonstrate professional commitment by taking responsibility for our conduct, practice, self-care, and development. We seek and use supervision and other professional support. We promote excellent practice, and challenge circumstances that compromise this. As representatives of the profession, we safeguard its reputation. We are accountable to people using services, the public, employers, and the regulator. We take ethical decisions in the context of multiple accountabilities:

* recognise the role of the professional social worker in a range of contexts
* recognise the important role of supervision, and make an active contribution
* demonstrate professionalism in terms of presentation, demeanour, reliability, honesty, and respectfulness
* with guidance take responsibility for managing my time and workload effectively
* am able to show awareness of personal and professional boundaries in all contexts and media
* with guidance, recognise my limitations, and how to seek advice
* recognise and seek to meet my own learning needs in response to practice experience
* show awareness of my own safety, health, well-being, self-care priorities and emotional resilience, and seek advice as necessary
* identify concerns about practice, procedures, or ethos in the workplace and how they might be questioned and/or improved

([See holistic assessment of student’s capability, PLE1](#DD1))

**2. VALUES AND ETHICS**

Apply social work ethical principles and values to guide professional practices

Social workers have an obligation to conduct themselves and make decisions in accordance with our Code of Ethics**[[6]](#footnote-6)**. This includes working in partnership with people who use our services. We promote human rights and social justice. We develop and maintain our understanding of the value base of our profession throughout our career, its ethical standards and relevant law:

* understand and, with support, apply the profession's ethical principles from   
  our Code of Ethics**[[7]](#footnote-7)**
* recognise and with support, explore and manage the impact of my own values   
  on professional practice
* identify and, with guidance, manage potentially conflicting values and ethical dilemmas
* elicit and respect the needs and views of service users, carers, and families, and with support, promote their participation in decision-making wherever possible
* recognise and, with support, promote individuals' legal and ethical rights to autonomy and self-determination
* promote and protect the privacy and confidentiality of individuals within and outside their families and networks, recognising the requirements of professional accountability and appropriate information sharing.

([See holistic assessment of student’s capability, PLE1](#DD2))

**3. DIVERSITY**

Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice

Social workers understand that diversity characterises and shapes human experience and is critical to the formation of identity. Diversity is multi-dimensional and includes race, disability, class, economic status, age, sexuality, gender (including transgender), faith and belief, and the intersection of these and other characteristics. We understand that because of difference, and perception of difference, a person's life experience may include oppression, marginalisation, and alienation as well as privilege, power, and acclaim. We identify this and promote equality:

* understand how an individual's identity is informed by factors such as culture, economic status, family composition, community, life experiences and characteristics – and the intersection of such factors - and take account of these to understand their experiences
* with reference to current legislative requirements, I recognise personal and organisational discrimination and oppression, and identify ways in which they might be challenged by me and by service users and families
* recognise and, with support, manage the impact on people of the power invested in my role.

([See holistic assessment of student’s capability, PLE1](#DD3))

**4. RIGHTS, JUSTICE AND ECONOMIC WELLBEING**

Advance human rights and promote social justice and economic wellbeing

Social workers recognise and promote the fundamental principles of human rights, social justice and economic wellbeing enshrined in national and international laws, conventions, and policies. These principles underpin our practice and we use statutory and case law effectively in our work. We understand and address the effects of oppression, discrimination, and poverty. Wherever possible, we work in partnership with people using services, their carers, and families, to challenge inequality and injustice, and promote strengths, agency, hope, and self-determination:

* understand and, with support, apply in practice the principles of human rights, social justice, inclusion, and equality
* understand how legislation and policy can advance or constrain people's rights
* work within the principles of human and civil rights and equalities legislation
* recognise the impact of poverty and social exclusion and promote enhanced economic status, income, and equal opportunities through access to education, work, housing, health services and welfare benefits
* recognise the value of independent advocacy.

([See holistic assessment of student’s capability, PLE1](#DD4))

**5. KNOWLEDGE**

Develop and apply relevant knowledge from social work practice and research, social sciences, law, other professional and relevant fields,   
and from the experience of people who use services

We develop our professional knowledge throughout our careers and sustain our curiosity. As a unified profession, we develop core knowledge that relates to our purpose, values, and ethics. We also develop specific knowledge needed for fields of practice and roles. Our knowledge comes from social work practice, theory, law, research, expertise by experience, and from other relevant fields and disciplines. All social workers contribute to creating as well as using professional knowledge. We understand our distinctive knowledge complements that of other disciplines to provide effective services:

* with guidance, apply research, theory, evidence and knowledge from social work and other relevant fields (e.g. sociology, social policy, psychology, health, human growth and development, technological and digital spheres, and from the experience of people who use services) to social work practice
* understand the legal and policy frameworks and guidance that inform and mandate social work practice, relevant to my placement setting
* understand forms of harm, their impact on people, and the implications for practice
* apply knowledge from a range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them
* value and take account of the expertise of service users and carers and other professionals in my practice and judgement.

([See holistic assessment of student’s capability, PLE1](#DD5))

**6. CRITICAL REFLECTION AND ANALYSIS**

Apply critical reflection and analysis to inform and provide a rationale for professional decision-making

Social workers critically reflect on their practice, use analysis, apply professional judgement and reasoned discernment. We identify, evaluate, and integrate multiple sources of knowledge and evidence. We continuously evaluate our impact and benefit to service users. We use supervision and other support to reflect on our work and sustain our practice and wellbeing. We apply our critical reflective skills to the context and conditions under which we practise. Our reflection enables us to challenge ourselves and others, and maintain our professional curiosity, creativity, and self-awareness:

* recognise the importance of applying imagination, creativity, and curiosity to my practice
* inform my decision-making through the identification and gathering of information from more than one source and, with support, evaluate its reliability and validity
* with guidance, use reflection and analysis in practice
* with guidance, understand how to evaluate and review hypotheses in response to information available at the time and apply in practice
* with guidance, use evidence to inform decisions.

([See holistic assessment of student’s capability, PLE1](#DD6))

**7. SKILLS AND INTERVENTIONS**

Use judgement, knowledge, and authority to intervene with individuals, families, and communities to promote independence, provide support, prevent harm, and enable progress

Social workers engage with individuals, families, and communities, working alongside people to determine their needs and wishes, and what action may be helpful. We build productive working relationships and communicate effectively. Using our professional judgement, we employ appropriate interventions, promoting self-determination, support, protection, and positive change. We develop and maintain skills relevant to our roles. We understand and take account of power differentials and use our authority appropriately. We evaluate our own practice and its impact, and how we improve outcomes for those we work with:

* with guidance, use a range of verbal, non-verbal and written methods of communication relevant to the placement
* with guidance, communicate information, advice, instruction, and opinion to advocate, influence and persuade others
* demonstrate the ability to build and conclude compassionate and effective relationships appropriate to the placement setting
* with guidance, demonstrate a holistic approach to the identification of needs, circumstances, rights, strengths, and risks
* identify and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate progress and outcomes
* with guidance, demonstrate the application of a planned and structured approach, informed by at least two relevant social work methods and models
* recognise the importance of community resources, groups, and networks for individuals
* demonstrate skills in recording and report writing appropriate to the setting
* with guidance, demonstrate skills in sharing information appropriately and respectfully
* demonstrate awareness of the impact of multiple factors, changing circumstances and uncertainty in people’s lives
* with guidance, understand the authority of the social work role
* with guidance, identify the factors that may create or exacerbate risk to individuals, their families, or carers, to the public or to professionals, including yourself
* with guidance, identify appropriate responses to safeguard vulnerable people.

([See holistic assessment of student’s capability, PLE1](#DD7))

**8. CONTEXTS AND ORGANISATIONS**

Engage with, inform, and adapt to changing organisational contexts,   
and the social and policy environments that shape practice. Operate effectively within and contribute to the development of organisations   
and services, including multi-agency and inter-professional settings.

Social workers are informed about and pro-actively respond to the challenges and opportunities that come from changing social, policy and work contexts. We fulfil this responsibility in accordance with our professional values and ethics, as individual and collective professionals and as members of the organisations in which we work. We collaborate, inform, and are informed by our work with other social workers, other professions, individuals, and communities:

* with guidance, recognise that social work operates within, and responds to, changing economic, social, political, and organisational contexts
* with guidance, understand legal obligations, structures, and behaviours within organisations and how these impact on policy, procedure and practice, and service user and carer experience
* with guidance work within the organisational context of your placement setting and understand the lines of accountability
* understand and respect the role of others within the organisation and work effectively with them
* take responsibility for my role and impact within teams and with guidance contribute positively to team working
* understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and, with guidance, demonstrate partnership working.

([See holistic assessment of student’s capability, PLE1](#DD8))

**9. PROFESSIONAL LEADERSHIP**

Promote the profession and good social work practice. Take responsibility for the professional learning and development of others. Develop personal influence and be part of the collective leadership and impact of the profession.

We develop and show our leadership, individually and collectively, through promoting social work’s purpose, practices, and impact. We achieve this through diverse activities which may include: advancing practice; supervising; educating others; research; evaluation; using innovation and creativity; writing; using social media positively; being active in professional networks and bodies; contributing to policy; taking formal leadership/ management roles. We promote organisational contexts conducive to good practice and learning. We work in partnership with people who use services and stakeholders in developing our leadership and aims for the profession:

* identify how professional leadership in social work can enhance practice
* recognise the value of sharing and supporting the learning and development of others
* understand my responsibility to develop individual and collective/collaborative professional leadership capabilities.

([See holistic assessment of student’s capability, PLE1](#DD9))

[PCF - End of first placement](https://www.basw.co.uk/professional-development/professional-capabilities-framework-pcf/the-pcf/first-placement)

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| Level Descriptors within the Professional Capabilities Framework:  End of the last placement / completion |

**What newly qualified social workers should demonstrate by the end of their last placement**

The following presents the end of the last placement level Professional Capabilities.

The capabilities should be read in conjunction with the level descriptors below - the details of the capability statement at each level are intended to be used diagnostically to help identify strengths and areas for development, rather than as a list of areas for which evidence must be produced.

At the end of the last placement/completion, they describe the knowledge, skills and values needed to qualify as a social worker and register with [Social Work England](https://www.socialworkengland.org.uk/).

**Level Descriptors – end of last placement**

By the end of last placement / the completion of qualifying programmes, newly qualified social workers should have demonstrated the Knowledge, Skills and Values to work with a range of user groups, and the ability to undertake a range of tasks at a foundation level, the capacity to work with more complex situations; they should be able to work more autonomously, whilst recognising that the final decision will still rest with their supervisor; they will seek appropriate support and supervision.

**1. PROFESSIONALISM**

Identify and behave as a professional social worker, committed to professional development

Social workers are members of an internationally recognised profession.   
Our title is protected in UK law. We demonstrate professional commitment by   
taking responsibility for our conduct, practice, self-care, and development.

We seek and use supervision and other professional support. We promote excellent practice, and challenge circumstances that compromise this. As representatives of the profession, we safeguard its reputation. We are accountable to people using services, the public, employers, and the regulator. We take ethical decisions in the context of multiple accountabilities:

* am able to meet the requirements of the professional regulator
* am able to explain the role of the social worker in a range of contexts, and uphold the reputation of the profession
* understand that social work is an international profession with a global definition
* demonstrate an effective and active use of supervision for accountability, professional reflection, and development
* demonstrate professionalism in terms of presentation, demeanour, reliability, honesty, and respectfulness
* take responsibility for managing my time and workload effectively, and begin to prioritise my activities including ensuring supervision time
* recognise the impact of self in interaction with others, making appropriate use of personal experience and awareness, and begin to develop effective use of ‘self’ in practice
* recognise and maintain personal and professional boundaries in all contexts and media
* recognise my professional strengths and limitations and how to seek advice
* demonstrate a commitment to my continuing learning and development
* with support, take steps to manage and promote own safety, health, well-being, self-care, and emotional resilience
* identify concerns about practice, procedures, and ethos in the workplace, and seek support to find appropriate means of challenge and/or offer suggestions for improvement.

([See holistic assessment of student’s capability for PLE2](#DD1))

**2. VALUES AND ETHICS**

Apply social work ethical principles and values to guide professional practices.

Social workers have an obligation to conduct themselves and make decisions in accordance with our Code of Ethics**[[8]](#footnote-8)**. This includes working in partnership with people who use our services. We promote human rights and social justice. We develop and maintain our understanding of the value base of our profession throughout our career, its ethical standards and relevant law:

* understand and apply the profession’s ethical principles (as defined in the   
  Code of Ethics**[[9]](#footnote-9)**) and legislation, taking account of these in reaching decisions
* recognise and, with support, explore and manage the impact of own values on professional practice
* manage situations of potentially conflicting or competing values, and, with guidance, recognise, reflect on, and work with integrity with ethical dilemmas
* demonstrate respectful partnership work with service users and carers, eliciting and respecting their needs and views, and promoting their participation in decision-making wherever possible
* recognise and promote individual’s rights to autonomy and self-determination
* promote and protect the privacy and confidentiality of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing.

([See holistic assessment of student’s capability for PLE2](#DD2))

**3. DIVERSITY**

Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice

Social workers understand that diversity characterises and shapes human experience and is critical to the formation of identity. Diversity is multi-dimensional and includes race, disability, class, economic status, age, sexuality, gender (including transgender), faith and belief, and the intersection of these and other characteristics.   
We understand that because of difference, and perception of difference, a person’s life experience may include oppression, marginalisation, and alienation as well as privilege, power, and acclaim. We identify this and promote equality:

* understand how an individual’s identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics – and the intersection of such factors – and take account of these to understand their experiences, questioning assumptions where necessary
* with reference to current legislative requirements, I recognise personal and organisational discrimination and oppression and, with guidance, I make use of a range of approaches to challenge them, working in partnership with people using services, carers, families and/or communities where possible
* recognise and manage the impact on people of the power invested in my role.in accordance with our Code of Ethics**[[10]](#footnote-10)**.

([See holistic assessment of student’s capability for PLE2](#DD3))

**4. RIGHTS, JUSTICE AND ECONOMIC WELLBEING**

Advance human rights and promote social justice and economic wellbeing

Social workers recognise and promote the fundamental principles of human rights, social justice and economic wellbeing enshrined in national and international laws, conventions, and policies. These principles underpin our practice and we use statutory and case law effectively in our work. We understand and address the effects of oppression, discrimination, and poverty. Wherever possible, we work in partnership with people using services, their carers, and families, to challenge inequality and injustice, and promote strengths, agency, hope, and self-determination:

* understand, identify, and apply in practice the principles of human rights,   
  social justice, inclusion, and equality
* understand how legislation and policy can advance or constrain people’s rights and recognise how the law may be used to protect or advance their rights and entitlements
* work within the principles of human and civil rights and equalities legislation, differentiating and beginning to work with absolute, qualified, and competing rights and differing needs and perspectives
* recognise the impact of poverty and social exclusion and promote enhanced economic status, income, and equal opportunities through access to education, work, housing, health services and welfare benefits
* recognise the value of – and aid access to – independent advocacy
* demonstrate skills and approaches to practice that promote strengths, agency, hop and self-determination in people using services, carers, families, and communities.

([See holistic assessment of student’s capability for PLE2](#DD4))

**5. KNOWLEDGE**

Develop and apply relevant knowledge from social work practice and research, social sciences, law, other professional and relevant fields,   
and from the experience of people who use services

We develop our professional knowledge throughout our careers and sustain our curiosity. As a unified profession, we develop core knowledge that relates to our purpose, values, and ethics. We also develop specific knowledge needed for fields of practice and roles. Our knowledge comes from social work practice, theory, law, research, expertise by experience, and from other relevant fields and disciplines. All social workers contribute to creating as well as using professional knowledge. We understand our distinctive knowledge complements that of other disciplines to provide effective services:

* demonstrate a critical understanding of the application to social work of research, theory, evidence and knowledge from social work and other relevant fields (e.g. sociology, social policy, psychology, health and human development, technological and digital spheres, and from the experience of people who use services)
* demonstrate a critical understanding of the legal and policy frameworks and guidance that inform and mandate social work practice, recognising the scope for professional judgement and its importance to ethical practice. This may include Knowledge and Skills statements in adults and children’s social work.
* demonstrate and apply to practice a working knowledge of human growth and development throughout the life course
* recognise the short and long-term impact of psychological, socio-economic, environmental, and physiological factors on peoples' lives, considering age and development, and how this informs practice
* understand the value of systemic approaches and how they can be used to understand and work with the person in their environment, social context, and relationships, and inform social work practice
* acknowledge the centrality of relationships for people and the key concepts   
  of attachment, separation, loss, change and resilience
* understand forms of harm and their impact on people, and the implications   
  for practice, drawing on concepts of strength, resilience, vulnerability, risk   
  and resistance, and apply to practice
* demonstrate a critical knowledge of the range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them
* demonstrate a critical understanding of social welfare policy, its evolution, implementation and impact on people, social work, other professions, and inter-agency working
* recognise the contribution, and begin to make use, of research and evidence to inform practice
* demonstrate a critical understanding of research methods
* value and take account of the knowledge and expertise of service users   
  and carers and other professionals
* develop knowledge and understanding of the opportunities and risks of online communications, virtual environments, and social media in social work.

([See holistic assessment of student’s capability for PLE2](#DD5))

**6. CRITICAL REFLECTION AND ANALYSIS**

Apply critical reflection and analysis to inform and provide a rationale for professional decision-making

Social workers critically reflect on their practice, use analysis, apply professional judgement and reasoned discernment. We identify, evaluate, and integrate multiple sources of knowledge and evidence. We continuously evaluate our impact and benefit to service users. We use supervision and other support to reflect on our work and sustain our practice and wellbeing. We apply our critical reflective skills to the context and conditions under which we practise. Our reflection enables us to challenge ourselves and others, and maintain our professional curiosity, creativity, and self-awareness:

* apply imagination, creativity, and curiosity to practice
* inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources
* with support, rigorously question and evaluate the reliability and validity of information from different sources
* demonstrate a capacity for logical, systematic, critical, and reflective reasoning and apply the theories and techniques of reflective practice
* know how to formulate, test, evaluate, and review hypotheses in response to information available at the time and apply in practice
* begin to formulate and make explicit, evidence-informed judgements and justifiable decisions.

([See holistic assessment of student’s capability for PLE2](#DD6))

**7. SKILLS AND INTERVENTIONS**

Use judgement, knowledge, and authority to intervene with individuals, families, and communities to promote independence, provide support, prevent harm, and enable progress

Social workers engage with individuals, families, and communities, working alongside people to determine their needs and wishes, and what action may be helpful. We build productive working relationships and communicate effectively. Using our professional judgement, we employ appropriate interventions, promoting self-determination, support, protection, and positive change. We develop and maintain skills relevant to our roles. We understand and take account of power differentials and use our authority appropriately. We evaluate our own practice and its impact, and how we improve outcomes for those we work with:

* identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples age, comprehension, and culture
* am able to communicate information, advice, instruction and professional opinion to advocate, influence and persuade
* demonstrate the ability to engage with people, and build, manage, sustain, and conclude compassionate and effective relationships
* demonstrate a holistic approach to the identification of needs, circumstances, rights, strengths, and risks
* select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with service users
* use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence and to prevent harm
* understand and can apply knowledge, skills, and interventions in accordance with organisational and national policy while maintaining professional, evidence informed critical perspectives
* recognise how the development of community resources, groups and networks enhance outcomes for individuals and understand social work’s role in promoting this
* maintain accurate, comprehensible, succinct, and timely records and reports in accordance with applicable legislation, protocols, and guidelines, to support professional judgement and organisational responsibilities
* demonstrate skills in sharing information appropriately and respectfully
* recognise complexity, multiple factors, changing circumstances and uncertainty in people's lives, to be able to prioritise your intervention
* understand the authority of the social work role and begin to use this appropriately as an accountable professional
* recognise the factors that create or exacerbate risk to individuals, their families, or carers, to the public or to professionals, including yourself, and contribute to the assessment and management of risk
* with support, identify appropriate responses to safeguard vulnerable people and promote their wellbeing.

([See holistic assessment of student’s capability for PLE2](#DD7))

**8. CONTEXTS AND ORGANISATIONS**

Engage with, inform, and adapt to changing organisational contexts, and the social and policy environments that shape practice. Operate effectively within and contribute to the development of organisations and services, including multi-agency and inter-professional settings

Social workers are informed about and pro-actively respond to the challenges and opportunities that come from changing social, policy and work contexts. We fulfil this responsibility in accordance with our professional values and ethics, as individual and collective professionals and as members of the organisations in which we work. We collaborate, inform, and are informed by our work with other social workers, other professions, individuals, and communities:

* recognise that social work operates within, and responds to, changing economic, social, political, and organisational contexts
* understand the roles and responsibilities of social workers in a range of organisations, lines of accountability and the boundaries of professional autonomy and discretion
* understand legal obligations, structures, and behaviours within organisations and how these impact on policy, procedure, and practice
* am able to work within an organisation's remit and contribute to its evaluation and development
* understand and respect the role of others within the organisation and work effectively with them
* take responsibility for your role and impact within teams and be able to contribute positively to effective team working
* understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working.

([See holistic assessment of student’s capability for PLE2](#DD8))

**9. PROFESSIONAL LEADERSHIP**

Promote the profession and good social work practice. Take responsibility for the professional learning and development of others. Develop personal influence and be part of the collective leadership and impact of the profession

We develop and show our leadership, individually and collectively, through promoting social work’s purpose, practices, and impact. We achieve this through diverse activities which may include: advancing practice; supervising; educating others; research; evaluation; using innovation and creativity; writing; using social media positively; being active in professional networks and bodies; contributing to policy; taking formal leadership/ management roles. We promote organisational contexts conducive to good practice and learning. We work in partnership with people who use services and stakeholders in developing our leadership and aims for the profession:

* recognise the importance of, and begin to demonstrate, professional leadership as a social worker, promoting our professional purpose, practice, and impact
* recognise the value of - and contribute to supporting - the learning and development of others
* begin to contribute to collective/collaborative professional leadership
* recognise own ongoing responsibility to seek, plan and undertake continuing professional development throughout my career
* recognise the significant opportunities and risks of online communications, virtual environments, and social media use in social work.

([See holistic assessment of student’s capability for PLE2](#DD9))

[PCF - End of last placement/completion](https://www.basw.co.uk/professional-development/professional-capabilities-framework-pcf/the-pcf/last-placement)

# Knowledge and Skills Statements

The Practice Curriculum recognises the importance of students being prepared as they become newly qualified social workers.

With the introduction of the Knowledge and Skills Statement (KSS) in 2014 **for child and family social work**, followed in 2015 with the KSS **for social workers in adult services**, the Practice Curriculum expects students to make links between the PCF Domains and the KSS', based on the students learning and development on placement.

The aim of this is to enable students to make the links between the PCF and the   
KSS as they progress into practice in their first year of employment as part of the Assessed and Supported Year in Employment (ASYE).

The KSS statements can be viewed online, and downloaded from, the website of the British Association of Social Workers (BASW):

**Knowledge and skills for child and family social work**

<https://www.basw.co.uk/resource/?id=4770>

**Knowledge and Skills Statement for Social Workers in Adult Services**

<https://www.basw.co.uk/resource/?id=4771>

# Practice Learning Documentation Guidelines

## Principles

The Practice Learning Documentation uses the Professional Capabilities Framework to assess the student's practice in a holistic way. The practice educator will make an overarching judgement regarding a student's level of capability at the end of each placement. The [**Holistic Assessment**](#Holistic_Assessment) will be made against the nine Domain Descriptors of the Professional Capabilities Framework and will be supported by robust evidence.

The Practice Learning Documentation provides a record of assessment   
of the student's capability against the domains of the Professional Capabilities Framework at the end of each placement and is a requirement of the university's academic awards.

A broad range of evidence should be used to support the assessment decision. Sources of evidence will include:

* direct observation of practice
* service user and carer feedback
* evidence from supervision
* presentations
* reflective logs/reflective journal
* exercises
* samples of work

## Roles and Responsibilities

**Responsibility of the student**

It is the responsibility of the student to:

* collate the practice learning documentation and ensure its availability to both the practice educator and the tutor by the required date
* over the lifetime of the placement generate evidence, from which the portfolio is drawn for the practice educator to demonstrate that they have met the practice requirements set out in the curriculum of the relevant practice learning experience
* produce any electronic copies requested
* ensure that on completion of placement two, they have compiled a portfolio consolidating both practice learning opportunities to be shared with their tutor as part of their continuing professional development
* keep a reflective journal in relation to their work and learning while on placement (this will be used as part of the evidence for assessment)
* maximise their learning opportunities throughout the duration of the course

**Responsibility of the practice educator**

It is the responsibility of the practice educator to:

* ensure that sufficient work is available and has been completed in the areas covered by the curriculum to enable the student to demonstrate capability against each domain of the Professional Capability Framework
* make an overall, holistic, judgement at the end of the practice and state whether the student has reached the required level of capability against each domain of the Professional Capability Framework
* submit a report in accordance with University procedures
* have supervision times with their student for 1½ hours per week
* make an overall holistic assessment and judgement about the student’s capability

**Responsibility of the practice/work supervisor**

It is the responsibility of the practice/work supervisor to:

* provide a structured induction
* allocate and manage the work being undertaken by the student
* provide day to day supervision and offer support
* provide on-going feedback and supply evidence of capability to the practice educator

**Responsibility of the placement tutor**

It is the responsibility of the tutor to:

* conduct the Learning Agreement and the Review of Practice and be responsible for ensuring that the information is forwarded to the relevant individuals
* assist students with any issues that may arise while on placement
* arrange and chair concerns meetings following the procedures provided
* complete annual review placement audit during Review of Practice visit

It is the aim of the programme that the student, placement tutor and practice educator will work collaboratively in respect of all aspects of the practice placement.

## Practice Learning Agreement

A Practice Learning Agreement form should be completed within 10 days of the placement starting. It will be completed by the:

* Student
* Practice educator
* Practice/work supervisor (where used) and the
* University placement tutor

## Review of Practice

The Review of Practice meeting provides an opportunity to assess the student’s progress towards meeting the requirements of the curriculum; to consider whether the arrangements for the period of practice planned in the initial practice learning agreement are being met and whether the appropriate learning opportunities are being provided for the student.

Before the Review of Practice, it is expected that the student will have been directly observed, at least once, by the practice educator. It is expected that the Direct Observation(s) be written up and made available for the student and their placement tutor. The Review of Practice should also consider any need for a Concerns meeting.

## Review of Practice Outcome

Following the Review of Practice, the student should be left with a coherent picture of how all parties view their progress, strengths and any areas that need attention and further work in the rest of the practice. To complete this interim assessment, it will have been necessary for the practice educator and the student to have addressed each domain of the Professional Capabilities Framework, at least in a preliminary way by that stage.

## End of Practice Assessment - the Practice Documentation

At the end of the practice the evidence of a student’s level of achievement of capability must be presented in the Practice Documentation. All students and practice educators will be provided with an electronic version of the practice documentation. This will contain guidance about how the report should be completed.

Practice educators and students must follow the format specified in the practice documentation. It is expected that all documentation will be produced in full consultation between students and practice educators, so negotiations can take place about any disagreements over assessment. Where disagreements cannot be resolved, the report should be explicit.

The report takes the same form for all practice placements. Reports must be submitted via Blackboard. Students should follow the course procedure if requesting an extension; practice educators and tutors may not give extensions.

## Confidentiality

Confidentiality refers to ensuring the anonymity of service users, including privileged information about them and the workplaces and organisations accessed by students on placements.

When completing the documentation, the following guidelines apply:

* No information should be included that allows a service user or carer to be identified. It is important to avoid details that may add up to allow identification of service users, carers, or organisations.
* References should not be made to any organisation that would allow the site to be identified.
* When referring to service users and carers, their anonymity must be protected, and names changed to fictitious ones. There must be a clear statement indicating that this has been done in the practice learning documentation.
* Also, the name of the organisation that you are placed within needs to be changed to a fictitious one.

The complete [Consent and Confidentiality Policy](https://www3.shu.ac.uk/HWB/placements/documents/2017ConsentAndConfidentialityPolicy.pdf) can be found via the   
[Social Work Placements](https://www.shu.ac.uk/health-social-placements/profession-information/social-work-social-care-and-community-studies) website SHU Policies; and also on the Practice Learning Blackboard website.

**Declaration of Confidentiality**

I hereby declare that I have read the above statement on confidentiality and I confirm that no information has been included in my portfolio which could allow a service user, carer, worker or any organisation(s) that I have accessed, whilst on placement, to be identified. The names I have used in my portfolio of evidence are fictitious except for my practice educator, practice/work supervisor (where applicable) and my university placement tutor.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| From: |  | | | To: | | |  |
|  | | |  | |  |  | | |  | | | Mark appropriate check box with an ‘**X**’ | |
| First SW Placement: | | |  | |  | Final SW Placement: | | |  | | |
| Student Name: | |  | | | | | | | |
| Signature: | |  | | | | | | | |  | Date: | |  |

Part 2: Practice Documentation

[Student Documentation 38](#_Toc46925913)

[Completing the Practice Documentation: Student Checklist 38](#_Toc46925914)

[Completing the Practice Documentation: Tutor Checklist 40](#_Toc46925915)

[Student Placement: Induction Checklist 42](#_Toc46925916)

[Practice Learning Agreement BASW, MSW and LDSW 44](#_Toc46925917)

[Review of Practice meeting 54](#_Toc46925918)

[Review of Practice Form 56](#_Toc46925919)

[Context of Placement 61](#_Toc46925920)

[Work Undertaken 61](#_Toc46925921)

[Tutor marked assignments: Reflective accounts 63](#_Toc46925922)

[Task One 63](#_Toc46925923)

[Task Two 63](#_Toc46925924)

[Holistic Assessment Report: student’s comments and overview of their own capability 64](#_Toc46925925)

[Placement Daily Register - Notes 65](#_Toc46925926)

[Placement Daily Register 66](#_Toc46925927)

[Practice Supervision Documentation: Supervision Record 68](#_Toc46925928)

[To be included if applicable: 69](#_Toc46925929)

[Concerns/Action Planning Form 69](#_Toc46925930)

[Concerns - Review of Action Plan 71](#_Toc46925931)

[Notice of Placement Termination Form 73](#_Toc46925932)

[Evidence from Service Users 74](#_Toc46925933)

[Service User and Carer Feedback Form 75](#_Toc46925934)

[Return to Contents Page](#Contents_Page)

# Student Documentation

# Completing the Practice Documentation: Student Checklist

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| From: |  | | To: |  |
|
| Student Name: | |  | | | |

**The following checklist should be completed and included   
in your portfolio for submission to the University**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Contents Page | | | | | |  | |
|  | | | | | |  | |
| Practice Learning Documentation Student Checklist | | | | | |  | |
|  | | | | | |  | |
| Signed Declaration of Confidentiality | | | | | |  | |
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| Induction Checklist | | | | | |  | |
|  | | | | | |  | |
| Review of Practice Form | | | | | |  | |
|  | | | | | |  | |
| Context of the Placement - 500 words | | | | | |  | |
|  | | | | | |  | |
| Work Undertaken | | | | | |  | |
|  | | | | | |  | |
| Reflective Accounts - **two** x 1,000 words = 2,000 words | | | | | |  | |
|  | | | | | |  | |
| Evaluation of the Practice Learning - 500 words | | | | | |  | |
|  | | | | | |  | |
| Direct Observation of a Student's Practise: | | | | | |  |
| * First SW Placement - minimum of **two** observations | | | | | |  |
|  | | | | | |  |
| * Final SW Placement - minimum of **three** observations | | | | | |  |
|  | | | | | |  |
| Sample of **one** completed Service User and Carer Feedback Form | | | | | |  |
|  | | | | | |  |
| Holistic Assessment Report: Practice Educator Placement Assessment Report - (**Section 1.2**): | | | | | |  |
| * Pass/Fail/Defer (mark ‘**X**’ as appropriate) | Pass |  | Fail |  | Defer |  |
|  | | | | | | |
| * Practice Educator, Student and Tutor Signatures | | | | | |  |
|  | | | | | |  | |
| Holistic Assessment Report: Student’s comments and overview of their own capability: | | | | | |  | |
| * **SECTION 2:** Student’s comments of the practice educator’s assessment (approx. 300 words) | | | | | |  | |
|  | | | | | |  | |
| * **SECTION 3:** Student’s holistic assessment of their own capability (250 words max per domain) | | | | | |  | |
|  | | | | | |  |
| Placement Daily Register | | | | | |  |
| **Continued next page** | | | | | | |

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| --- | --- |
| Practice Supervision Documentation: Supervision Record |  |
|  |  |
| Notice of Placement Termination Form (if applicable) |  |
|  |  |
| Concerns/Action Planning Form (if applicable) |  |
|  |  |
| Signed Confirmations (check all documents above that need signing to ensure they have) |  |
|  |  |
| Reference List |  |

# Completing the Practice Documentation: Tutor Checklist

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| From: |  | | To: |  |
|
| Student Name: | |  | | | |
| Tutor Name: | |  | | | | Date: |  |

**The following checklist should be completed before signing off the Placement Assessment Report (Section 1.2, and completing Section 2 Tutor Assessment)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Contents Page | | | | | |  |
|  | | | | | |  |
| Practice Learning Documentation Student Checklist | | | | | |  |
|  | | | | | |  |
| Signed Declaration of Confidentiality | | | | | |  |
|  | | | | | |  |
| Induction Checklist | | | | | |  |
|  | | | | | |  |
| Review of Practice Form | | | | | |  |
|  | | | | | |  |
| Context of the Placement - 500 words | | | | | |  |
|  | | | | | |  |
| Work Undertaken | | | | | |  |
|  | | | | | |  |
| Reflective Accounts - **two** x 1,000 words = 2,000 words | | | | | |  |
|  | | | | | |  |
| Evaluation of the Practice Learning - 500 words | | | | | |  |
|  | | | | | |  |
| Direct Observation of a Student's Practise: | | | | | |  |
| First SW Placement - minimum of **two** observations | | | | | |  |
|  | | | | | |  |
| Final SW Placement - minimum of **three** observations | | | | | |  |
|  | | | | | |  |
| Sample of **one** completed Service User and Carer Feedback Form | | | | | |  |
|  | | | | | |  |
| Holistic Assessment Report: Practice Educator Placement Assessment Report - (**Section 1.2**): | | | | | |  |
| * Pass/Fail/Defer (mark ‘**X**’ as appropriate) | Pass |  | Fail |  | Defer |  |
|  | | | | | | |
| * Practice Educator, Student and Tutor Signatures | | | | | |  |
|  | | | | | |  |
| Placement Assessment Report | | | | | |  |
|  | | | | | |  |
| Placement Daily Register | | | | | |  |
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| Practice Supervision Record | | | | | |  |
| **Continued next page** | | | | | |  |

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| --- | --- |
| Notice of Placement Termination Form (if applicable) |  |
|  |  |
| Concerns/Action Planning Form (if applicable) |  |
|  |  |
| Signed Confirmations (check all documents above that need signing to ensure they have) |  |
|  |  |
| Reference List |  |

**When completed:**

* **Please place the form on to the grade centre site**
* **Put a copy into the student's portfolio, and**
* **Email a copy to the practice educator.**

# Student Placement: Induction Checklist

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Student: |  | | |
| Placement Start Date: | |  |

The organisation where you are placed has a responsibility for you under the   
Health and Safety at Work Act 1974. The items below should be included as part of your induction into the organisation where your placement is based. Please tick off the items below as they are covered and make a note of the date when this was covered. **You should notify your university placement tutor of any items not covered within 10 working days of the start of your placement.** If any items below are not applicable in your placement please note this, with a brief statement indicating why this is not the case.

|  |  |
| --- | --- |
| **Task** | **Date** |
| Introduction to key staff members and their roles explained |  |
| Location of toilet facilities |  |
| Location of staff room, canteen (if relevant) etc. |  |
| Lunch, tea, and coffee arrangements |  |
| Dress code |  |
| Workspace |  |
| How to answer the phone, transfer calls and make calls both internally and externally |  |
| Post arrangements |  |
| Car Parking |  |
| Whistle Blowing Policy |  |
| Data Protection |  |
| Emergency Procedures |  |

|  |  |
| --- | --- |
| **Health and Safety Issues** | **Date** |
| Placement Health & Safety Policy received, or location known |  |
| Placement **COVID-19** policy received, or location known and discussed with your Work Based Supervisor/Practice Educator |  |
| Sheffield Hallam University Health & Safety Policies[[11]](#footnote-11) |  |
| Location of First Aid box |  |
| Fire procedures and location of fire extinguishers |  |
| Accident reporting and location of accident book |  |
| Display Screen Equipment regulations/procedures  COSHH Regulations |  |
| Manual Handling arrangements |  |
| Protective clothing arrangements |  |
| Instruction on equipment you will be using (list equipment) |  |
| Instruction, conditions, and requirements following risk assessment |  |
| Lone Working Policy |  |
| Travel and Transport Risks |  |
| Car Insurance |  |

**Health and Safety Verification Signatures**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student signature: |  | | Date: |  |
| Practice educator  signature: |  | | Date: |  |
| Practice/work supervisor signature: | |  | Date: |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **Practice Learning Agreement  BASW, MSW and LDSW** | | | | | | |
| **This Practice Learning Agreement is to be completed by the Placement Tutor** | | | | | | | | | |
|  |  |  | |  |  |  |  |  |  |
| Practice learning: |  | BASW | |  | MSW |  | ANSW (LD) |  |  |
|  |  |  | |  |  |  |  |  |  |

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|  |  |  |  |  |  |  |
| Social work placement: |  | First (70 days) |  | Final (100 days) |  |  |
|  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Dates of practice learning period: |  | Start: |  |  |  | Finish: |  |  |
|  |  |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- |
| Name of student: |  |  |  |  |
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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |
| DBS (i) undertaken: |  | Yes |  | (ii) | No |  | (ii) |  |
|  |  |  |  |  |  |  |  |  |
|  |  | 1. Disclosure and Barring Service. 2. A letter will be sent to the agency confirming this. | | | | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Declaration of health checks undertaken: |  |  |  |  |  |  |  |  |
|  | Yes |  |  | No |  |  |  |
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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Have completed an appropriate number of skills days: |  |  |  |  |  |  |  |  |
|  | Yes |  |  | No |  |  |  |
|  |  |  |  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student's local home address: |  |  |  |  |
|  |  |  |  |  |
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|  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Home Tel No: |  |  |  |  |  | Mobile No: |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| University email address: |  |  |  |  |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Emergency contact information: |  |  |  |  |
|  |  |  |  |  |

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| --- | --- | --- | --- | --- |
| Name of placement: |  |  |  |  |
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| Name of parent organisation  (if relevant): |  |  |  |  |
|  |  |  |  |  |

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| --- | --- | --- | --- | --- |
| Placement address: |  |  |  |  |
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| Placement Tel No: |  |  |  |  |
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| --- | --- | --- | --- | --- |
| Please confirm that you have a **COVID-19** policy at this site, and it is easily available for the student to access: |  |  |  |  |
|  | Yes |  |  |
|  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Has the student been made aware of what they  need to do to adhere with your **COVID-19** policy? |  |  |  |  |  |  |  |
|  | Yes |  |  | No |  |  |
|  |  |  |  |  |  |  |

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| Please confirm that the Practice Educator is a  [Social Work England](https://www.socialworkengland.org.uk/umbraco/surface/searchregister/results) Registered Social Worker (RSW): |  |  |  |  |  |  |  |
|  | Yes |  |  | No |  |  |
|  |  |  |  |  |  |  |

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| If this is a **Final Placement**, please confirm  there is a [Social Work England](https://www.socialworkengland.org.uk/umbraco/surface/searchregister/results) RSW onsite: |  |  |  |  |  |  |  |
|  | Yes |  |  | No |  |  |
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| --- |
| Please provide the name and contact details of the **Onsite Practice Educator** who will have overall responsibility for the student's learning and assessment and, if applicable, the name and contact details of the **Practice/Work Supervisor**.  **Please note**  If the student's learning and assessment is to be by an **Offsite/Independent Practice Educator**, it is essential that there is a **Practice/Work Supervisor** at the student's placement to supervise their day to day activities. |

|  |  |  |  |  |  |  |  |  |  |  |
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| Onsite Practice Educator |  |  |  |  | or | Offsite/Independent Practice Educator |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |

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| Name: |  |  |  |  |
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| Position: |  |  |  |  |
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| Tel No: |  |  |  |  |  | Mobile No: |  |  |  |  |
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| Email address: |  |  |  |  |
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| Practice/Work Supervisor (if applicable) |  |  |  |  |
|  |  |  |  |  |

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| --- | --- | --- | --- | --- |
| Name: |  |  |  |  |
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| --- | --- | --- | --- | --- |
| Position: |  |  |  |  |
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| Tel No: |  |  |  |  |  | Mobile No: |  |  |  |  |
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| --- | --- | --- | --- | --- |
| Email address: |  |  |  |  |
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| --- |
| Please confirm that the Practice Educator and the Practice/Work Supervisor  have had an Enhanced DBS Disclosure: |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| Practice Educator | Yes |  | No |  |  |
|  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| Practice/Work Supervisor | Yes |  | No |  |  |
|  |  |  |  |  |  |

|  |
| --- |
| Please confirm the Board of Trustees and/or Employers of the agency have seen the DBS Enhanced Disclosures of their own staff and are aware of any criminal convictions disclosed. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
|  | Yes |  | No |  |  |
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| --- | --- | --- | --- | --- | --- |
| Name of person who will deputise  if the Practice Educator is absent: | |  | | |  |
| Email address: |  | | Contact No: |  |  |
|  | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name of person who will deputise if the  Practice/Work Supervisor is absent: | |  | | |  |
| Email address: |  | | Contact No: |  |  |
|  | | | | | |

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| --- | --- | --- | --- | --- | --- |
| Name of Line Manager who is responsible for  operational work undertaken by the student: | |  | | |  |
| Email address: |  | | Contact No: |  |  |
|  | | | | | |

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| --- |
| Any other colleagues who will be contributing to the student's learning? |

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| --- |
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| --- | --- | --- | --- | --- | --- |
| Name of student's placement tutor: | |  | | |  |
| Email address: |  | | Contact No: |  |  |
|  | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name of person who will deputise if placement tutor  is absent: | |  | | |  |
| Email address: |  | | Contact No: |  |  |
|  | | | | | |

|  |  |  |
| --- | --- | --- |
| Specify entitlement for planned absence(s): | | |
| Student: |  | See note below (iii) |
| Practice Educator: |  |  |
| Practice/Work Supervisor: |  |  |
| Placement tutor: |  |  |
| (iii) Students have a 10 days allowance which includes Bank Holidays, Personal Issues,  and Emergencies **only**; this is **not** for booking holidays. | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Does the student understand about having appropriate motor insurance for business use? Without this, they will not be able to  use their car for placement work. If it is found out that the student  is using their car without appropriate insurance, the placement will be terminated. |  |  |  |  |  |
| Yes |  | No |  |  |
|  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Has the student's previous experience and special interests  been shared? |  |  |  |  |  |
| Yes |  | No |  |  |
|  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Has the student's previous experience, including their year one Readiness to Practice/Skills Days portfolio for First Placement,  been shared with the Practice Educator? |  |  |  |  |  |
| Yes |  | No |  |  |
|  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Has the Practice/Work Supervisor's experience and special interests been shared? |  |  |  |  |  |
| Yes |  | No |  |  |
|  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- |
| Has the Reporting Accidents and Incidents on Placements procedure been discussed? |  |  |  |  |  |
| Yes |  | No |  |  |
|  |  |  |  |  |
| **Note:**  All policies and procedures are available on the Faculty Learning website and the Practice Learning Blackboard site. | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student support needs whilst in practice e.g. personal, health, dyslexia: | | | | | |
| If applicable, has the student shared any Learning Contract from the university's Disabled Student Support Team, including any need for reasonable adjustments? |  |  |  |  |  |
| Yes |  | No |  |  |
|  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Has the Practice Breakdown/Failing Students and Concerns Issues  been discussed? Please refer to the Practice Learning Documentation. |  |  |  |  |  |
| Yes |  | No |  |  |
|  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Have Health & Safety issues been considered by  the agency in relation to the Practice Learning? |  |  |  |  |  |
| Yes |  | No |  |  |
|  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Have insurance issues been confirmed by the agency? |  |  |  |  |  |
| Yes |  | No |  |  |
|  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- |
| While on **agency business**, has the student's **travel expenses**  been discussed? |  |  |  |  |  |
| Yes |  | No |  |  |
|  |  |  |  |  |
| (The Department of Health guidelines recommend that agencies contribute to travel expenses) | | | | | |

|  |
| --- |
| Please specify the student's induction period and confirm that an induction programme is in place: |
|  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Does the Practice Learning setting have formal Complaints, Harassment, Misconduct, Dangerous Practices and Disciplinary procedures which will also apply to a student on practice? |  |  |  |  |  |
| Yes |  | No |  |  |
|  |  |  |  |  |
| If **No**, how are any potential complaints, incidents of harassment or misconduct investigated? | | | | | |
|  | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Does the Practice Learning setting have **Whistle Blowing** procedures? |  |  |  |  |  |
| Yes |  | No |  |  |
|  |  |  |  |  |
| Are you aware of the university's **Whistle Blowing** procedures? |  |  |  |  |  |
| Yes |  | No |  |  |
|  |  |  |  |  |
| (Please refer to the Practice Learning Documentation) | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Required working hours for Practice Learning: | | | | | |
| * **BASW and MSW:** | | Normally 37 hours a week (excluding lunchtime) | | | |
| * **LDSW:** | | Normally 37½ hours a week (excluding lunchtime) | | | |
| (There is a 3½ hour a week study time included within the hours for both the above) | | | | | |
| Start time: |  | | Finish time: |  |  |
|  | | | | | |

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| --- |
| Arrangement for taking study time:  (The university's requirement is the equivalent of **half a day per week**) |
|  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Have any support groups for the student been identified  or considered? |  |  |  |  |  |
| Yes |  | No |  |  |
|  |  |  |  |  |

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| --- |
| Dates of student **Recall** days or other commitments where applicable: |
|  |

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| --- |
| What is the student's learning needs? |
|  |

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| Outline the learning opportunities, considering COVID-19, and include work to be undertaken by the student during their Practice Learning. Also, the range and type of learning, including any in-house training and/or agency workshops, and placement risk assessment policy. |
|  |

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| --- |
| Which theories and social work methods could be explored in this Practice Learning setting? |
|  |

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| How will the student have opportunities to learn and be assessed around diversity issues? |
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| --- | --- |
| Methods of assessment to be used: |  |

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| --- | --- | --- | --- |
|  |  |  |  |
| a) | Student's verbal self-report |  |  |
|  |  |  |  |
|  |  |  |  |
| b) | Student's records |  |  |
|  |  |  |  |
|  |  |  |  |
| c) | Audio (optional) |  |  |
|  |  |  |  |
|  |  |  |  |
| d) | Video (optional) |  |  |
|  |  |  |  |
|  |  |  |  |
| e) | Service User and/or Carer feedback |  |  |
|  |  |  |  |
|  |  |  |  |
| f) | Colleague's assessment |  |  |
|  |  |  |  |
|  | **Continued next page** |  |  |

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|  |  |  |  |
| g) | Observations |  |  |
|  |  |  |  |
|  |  |  |  |
| h) | Practice Learning Documentation materials and evidence provided by student |  |  |
|  |  |  |  |
|  |  |  |  |
| i) | Supervision notes |  |  |
|  |  |  |  |
|  |  |  |  |
| j) | Student Critical Reflective Log |  |  |
|  |  |  |  |
|  |  |  |  |
| k) | Any other - please specify below |  |  |
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| **Direct Observation of Practice must be with a service user or family carer (compulsory)**  **BASW and MSW**  **First Placement** - a minimum of **two** observations:  **Two** by the Practice Educator; **one** must have been completed by the Review of Practice meeting.  **Final Placement** - a minimum of **three (i)** observations:  **Two** by the Practice Educator; one must have been completed by the Review of Practice meeting.  **LDSW**  **First SW Placement** - a minimum of **two** observations:  **Two** by the Practice Educator; **one** must have been completed by the Review of Practice meeting.  **Final SW Placement** - a minimum of **three (i)** observations:  **Two** by the Practice Educator; **one** must have been completed by the Review of Practice meeting.  **Note (i)**: The third observation can be undertaken by a Registered Social Worker. |

|  |
| --- |
| Arrangements for practice teaching and supervision i.e. frequency, length and by whom, including feedback on progress: |
|  |
| * The minimum requirement is 1½ hours per week. |

|  |
| --- |
| * Each supervision meeting must be minuted and a record provided on week after the meeting; the minutes should be agreed and signed as a true record by both the student and the practice educator or practice/work supervisor (as applicable). |

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| * Any disagreements about the written notes should be recorded and shared, **in writing**. |

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| --- | --- | --- | --- | --- | --- |
| * Please confirm the student will be able to discuss the  application of theory to practise and practise issues. |  |  |  |  |  |
| Yes |  | No |  |  |
|  |  |  |  |  |

|  |
| --- |
| * Please identify roles and responsibilities of the practice educator and practice/work supervisor. |
|  |

|  |
| --- |
| * Please include any written contract between the practice educator and the practice/work supervisor (the placement tutor can supply one if needed). |

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| --- |
| Preparation for supervision required from student: |
|  |

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| --- |
| Dates and/or frequency of three-way meetings between practice educator, practice/work supervisor and student, where appropriate: |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| a) | Date of Review of Practice: |  | | | | |  | | | | | |
| b) | Indicate the progress towards PCF outcomes/evidence indicated in the Practice Learning Documentation to be completed by the student before the Review of Practice. | | | | | | | | | | | |
|  |  | | | | | | | | | |  | |
| c) | Date practice educator requires final reports: | | |  | | | |  | | | | |
| d) | Date practice educator will give their completed report to the student: | | | | | | | |  | | |  |
| e) | Date completed report required by the university: | | | | |  | | | |  | | |
| f) | Date of Examination Board: | |  | |  | | | | | | | |
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| Are there any other considerations that need to be included here? |

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| **Practice Learning Agreement – Signatures (electronic signature is acceptable)** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Practice Educator: |  | Date: |  |  |
| Practice/Work Supervisor: |  | Date: |  |  |
| Placement Tutor: |  | Date: |  |  |
| Student: |  | Date: |  |  |
|  |  |  |  |  |

Please **do not** include this Practice Learning Agreement in your portfolio of evidence.

# Review of Practice meeting

A progress review of all students must take place at the mid-point of each assessed practice learning period. The Review of Practice meeting is an opportunity for the practice educator, the student, and the university tutor to register their opinions as to the progress of the student and the **continued** suitability of the placement.

The purpose of the Review of Practice meeting is to:

* provide constructive feedback to students
* determine current progress and the need for any further work required to meet learning and assessment objectives for the Practice Learning period
* ensure adequacy of the practice learning opportunities
* discuss other issues affecting the performance of the student or the progress of the Practice Learning Experience
* deal with concerns about marginal performance and risk of failure - the practice educator is to ensure that the student and tutor are aware of any concerns **before**   
  the Review of Practice meeting

If, at any point during the practice learning, there are significant concerns in relation to any one of the areas under review - in particular risk of failure - these should be brought to the attention of the practice educator, practice/work supervisor, agency co-ordinator, university tutor and student, and a meeting arranged as appropriate.

Concerns procedures must be followed in the event of a student being unable to evidence capability against the domains of the Professional Capabilities Framework and/or the Social Work England [Professional Standards](https://www.socialworkengland.org.uk/standards/professional-standards/).

This might be due to the student’s performance or conduct but might also relate to issues such as:

* the agency being unable to provide adequate learning opportunities, or
* other matters impacting on the progress of the practice learning experience

It is important that any concerns are properly recorded by completing the   
[Concerns/Action Planning Form](#Concerns_ActionPlanningForm).

**It is vital that concerns, of any nature, are identified early in the practice learning and are recorded fully**. **All parties should have a copy of the record.**

Discussions about concerns should address the following:

1. identified areas of concern
2. action to be taken to address any concerns raised
3. timescales within which the action is to be undertaken
4. Where a concerns meeting replaces a Review of Practice the student must be informed of the concerns before the meeting.

Review of Practice Form

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student: |  | | | |
| Practice educator: | | |  | |
| Practice/work supervisor: | | | |  |
| Placement tutor: | |  | | |

|  |
| --- |
| Please note any changes (e.g. to contact details/arrangements) that have occurred since the initial Practice Learning Agreement meeting. |
|  |

|  |
| --- |
| 1. **Learning Opportunities** |
| 1. To what extent have the learning opportunities, outlined in the Practice Learning Agreement Form, been met to date? |
|  |
| 1. How far is the practice providing sufficient learning opportunities to meet the curriculum requirements? |
|  |

|  |
| --- |
| 1. **Learning Opportunities (cont.)** |
| 1. What learning opportunities are available to the student to explore issues of anti-oppressive practice? |
|  |
| 1. Consider the student's needs at the start of the practice and the needs that have emerged during the first half of the practice (including the need to meet the Practice Learning Documentation). With these needs in mind, what learning opportunities should be made available to the student during the second half of the practice? |
|  |

|  |
| --- |
| 1. **Practice Arrangements** |
| 1. How many days has the student missed from the practice learning experience? |
|  |
| 1. Do arrangements need to be made to ensure these days are made up so that the student completes a minimum number of days? |
|  |
| 1. Is the student's workload, agreed at the Practice Learning Agreement meeting, still appropriate? If not, what changes should be made? |
|  |

|  |
| --- |
| 1. **Practice Arrangements (cont.)** |
| 1. Comments on supervision arrangements as specified in the Practice Learning Agreement meeting (please comment on frequency; are these being undertaken every week?) |
|  |
| 1. Has the student had the opportunity to discuss the application of theory to practice and practice issues? |
|  |

|  |
| --- |
| 1. **Assessment** |
| 1. Comment on the student's overall progress. What are the particular strengths of the student? Please comment on their achievements to date. |
|  |
| 1. How many Direct Observations have been completed? Please provide details of date, observer and situation; including written feedback. |
|  |
| 1. What progress has been made towards providing evidence to meet PCF outcomes? |
|  |

|  |
| --- |
| 1. **Assessment (cont.)** |
| 1. Has the student received feedback on their progress? |
|  |
| 1. What are the areas for future development? |
|  |
| 1. Are there areas of practice where the student is, so far, unable to demonstrate the required level of capability? |
|  |
| 1. Are there any issues affecting the delivery of the Practice Learning that need to be addressed, but do not require a Concerns Meeting? |
|  |

|  |
| --- |
| 1. **Assessment (cont.)** |
| 1. How will these be managed during the second half of the practice? |
|  |
| 1. Is it necessary to request a Concerns Meeting or has one already taken place? |
|  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Signed:** | (electronic signatures are acceptable) | | | |  | **Date:** |
| Student: |  | | | |  |  |
| Practice educator: | | |  | |  |  |
| Practice/work supervisor: | | | |  |  |  |
| Placement tutor: | |  | | |  |  |

# Context of Placement

This section needs to be complete by the student.

Critically reflect on the placement agency, the population that it serves and its position with other agencies as part of multi-agency and multi-disciplinary practice. Consideration should be given to the philosophy of the organisation, the legal and policy context of the work and how the agency works to promote the best interests and rights of people who use services and carers.

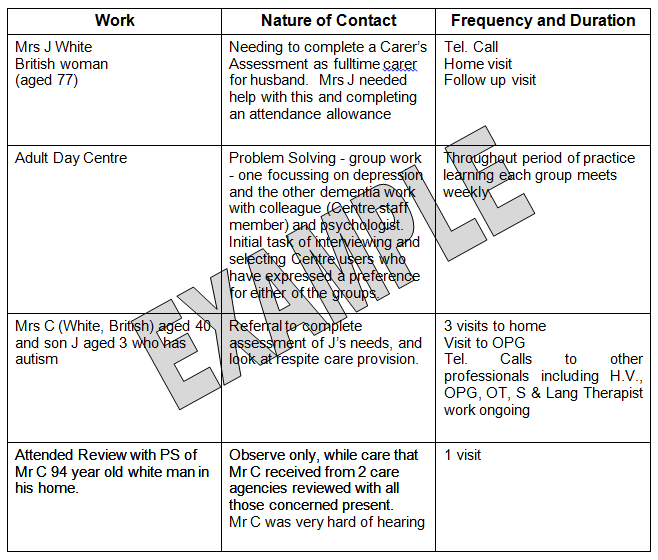
Relevant literature should be used to inform your critical reflection.

**(Guideline 500 words)**

# Work Undertaken

Please complete the table on the next page providing the following:

* A brief outline of each piece of work you have undertaken on placement. This should indicate the duration of the work, the frequency and nature of the contact and if it was undertaken by you or co-worked (e.g. number of interviews, phone contacts, letters, etc.).
* Details of additional learning opportunities (such as attending meetings, training, induction etc.).

**Example**

|  |  |  |
| --- | --- | --- |
| **Work** | **Nature of Contact** | **Frequency and Duration** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
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|  |  |  |
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# Tutor marked assignments: Reflective accounts

You need to write **two** critically reflective accounts of **1000 words each**; literature and research should be used to inform your analysis:

* **Task One**
  + Select one example from your practice and identify and critically analyse the ethical issues, dilemmas, and conflicts inherent in the work
  + Consider how legislation and policy has informed your approach
  + Reflect upon how you, and/or others, managed these ethical issues and dilemmas
  + Evaluate the effectiveness of your response.

**(1000 words)**

* **Task Two**
  + Select a case or piece of work where you have used a social work theory, model, or method to inform your intervention
  + Discuss and explain why you have chosen this theory, model or method. Consider how legislation and policy has shaped your approach.
  + Evaluate its effectiveness in term of the aims and objectives of your intervention.

**(1000 words)**

# Evaluation of the Practice Learning

This section should include the following:

* An evaluation of your progress over the course of your placement as a developing professional social worker
* An analysis of your learning and development needs.
* For final placement, also identify how your learning will enable you to progress on to meeting the Knowledge Skills Statement.

**(Guideline 500 words)**

# References

Relevant literature should be used to inform your analysis and critical reflection and should be presented in accordance with the APA referencing style.

**Please note:**

* Context of Placement
* Work Undertaken
* Reflective Accounts, **and**
* Evaluation of Practice Learning

**The four listed items above apply to both First and Final Placements.**

**These are to be submitted as one electronic document. Please clearly identify each part of this submission to ensure nothing is missing.**

# Holistic Assessment Report

# Student’s comments and overview of their own capability

* [**SECTION 2.3**](#Task_Three_Section_2)**: Student’s comments on the practice educator’s assessment.**

**(Guideline - approximately 300 words)**

* [**SECTION 3**](#Task_Three_Section_3)**: Student’s holistic assessment of their own capability**

The student should provide an overview of their capability to meet each of the nine Domain Descriptors, including the associated Level Descriptor, for the placement they are completing (i.e. either **end of first** or **end of last,** placement) within the PCF**[[12]](#footnote-12)**. **(250 words maximum for each domain)**

# Placement Daily Register - Notes

Please ensure that this sheet is completed and signed off by the practice educator,   
practice/work supervisor or another representative in the agency (this should be someone who can verify the student’s presence) **each week**. The sheet should be reviewed at the midway placement meeting and should be attached to the placement portfolio. It should also be submitted with any invoice from the agency.

**Key:**

* For days when present on placement and the number of hours attended, enter **P**
* For days when off sick, enter **S** (this includes hospital appointments, dental visits etc.)
* For days when holiday is taken (including non-statutory agency holidays) enter **H**
* For days when study leave is taken enter **L**
* For any day when present on placement for half a day draw diagonal line through the square and enter **P** in the appropriate half of the square and the other appropriate letter in the other half.
* If your placement has been terminated (see **Notice of Placement Termination Form**, in the Practice Learning Documentation) enter **T** on the day of the termination

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Date** | **P** | **S** | **H** | **L** | **P** | **T** | Signature of practice educator or practice/ work supervisor |
|  |
| **L** |

# Placement Daily Register

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Full Name: |  | | | | | | |  | |
| Practice Educator: |  | | | | | | |  | |
|  |  |  | |  | |  |
| First Placement: |  |  | | Final Placement: | |  |
| Placement dates: | From: | |  | | To: |  | | |

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| --- | --- | --- | --- | --- | --- | --- |
| Week commencing | Monday  (hrs worked) | Tuesday  (hrs worked) | Wednesday  (hrs worked) | Thursday  (hrs worked) | Friday  (hrs worked) | Signature of practice educator or practice/ work supervisor |
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Please enter additional weeks below as necessary

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| --- | --- | --- | --- | --- | --- | --- |
| Week commencing | Monday  (hrs worked) | Tuesday  (hrs worked) | Wednesday  (hrs worked) | Thursday  (hrs worked) | Friday  (hrs worked) | Signature of practice educator or practice/ work supervisor |
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**Attendance Requirement**

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| I confirm that | | |  | | | | | | | has completed | | | |  | | days in respect of | |
| First Placement | | | |  | |  | | Final Placement | | | |  |
|  | |  | |  |
|  | |  | |  |
| **Practice Educator:** | | | | |
| Signature: | |  | | | | | | | | | (electronic signature is acceptable) | | | | | |
| Full Name (please print): | | | | | | |  | | | | | | | |
| Date: |  | | | | | | | |

# Practice Supervision Documentation: Supervision Record

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Full Name: |  | | | |  | |
| Practice Educator: |  | | | |  | |
| Placement dates: | From: |  | To: |  | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Placement Week | Date | Planned or Unplanned | Time | New date if reorganised | Student's signature | Signature of practice educator or practice/ work supervisor |
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# Concerns/Action Planning Form

**Form to be completed when there are concerns relating to the student's achievement**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student:** | | | | |  | | | | | | | **Year:** | |  | | | |
| **BASW** |  | **MSW** |  | **LDSW** | |  | **First SW Placement** | | |  | **Final Placement** | | | |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **University tutor:** | | | | |  | | | | | | | | | | | | |
| **Practice educator:** | | | | |  | | | | | | | | | | | | |
| **Practice/work supervisor:** | | | | |  | | | | | | | | | | | | |
| **Practice Learning Setting:** | | | | |  | | | | | | | | | | | | |
| **Placement Dates:** | | | | | **Start:** | | |  | **Finish:** | | | |  | | | | |
| **Date of Concerns Meeting:** | | | | |  | | | | | | | | | | | | |

|  |
| --- |
| **Identified area(s) of concern:** |
|  |

|  |
| --- |
| **Concerns Action Plan**  **Please record in detail the actions to be taken and give a timescale for each one.** |

|  |  |  |
| --- | --- | --- |
| **Actions** | **Actions in detail** (if there are concerns around the student's capability, please identify the relevant domains) | **Timescale** |
| **1.** |  |  |

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| --- | --- | --- | --- | --- | --- |
| **Signed:** | (electronic signatures are acceptable) | | |  | **Date:** |
| Student: |  | | |  |  |
| University tutor: | |  | |  |  |
| Practice educator: | |  | |  |  |
| Practice/work supervisor: | | |  |  |  |

**This form should be kept in the student file for reference.**

# Concerns - Review of Action Plan

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student:** | | | | | |  | | | | | | | **Year:** | |  | | |
| **BASW** |  | **MSW** |  | **LDSW** | | |  | **First SW Placement** | | |  | **Final Placement** | | | |  |  |
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| **University tutor:** | | | | |  | | | | | | | | | | | | |
| **Practice educator:** | | | | |  | | | | | | | | | | | | |
| **Practice/work supervisor:** | | | | |  | | | | | | | | | | | | |
| **Practice Learning Setting:** | | | | |  | | | | | | | | | | | | |
| **Placement Dates:** | | | | | **Start:** | | | |  | **Finish:** | | | |  | | | |
| **Date of Concerns Meeting:** | | | | |  | | | | | | | | | | | | |
| **Date of Review Meeting:** | | | | |  | | | | | | | | | | | | |

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| --- | --- | --- |
| **Actions** | **Review of actions** | **Date** |
| **1.** |  |  |

|  |  |  |
| --- | --- | --- |
| **Actions** | **Any further actions required** | **Date** |
| **1.** |  |  |

|  |  |
| --- | --- |
| **Next review date (if required):** |  |

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| --- | --- | --- | --- | --- | --- |
| **Signed:** | (electronic signatures are acceptable) | | |  | **Date:** |
| Student: |  | | |  |  |
| University tutor: | |  | |  |  |
| Practice educator: | |  | |  |  |
| Practice/work supervisor: | | |  |  |  |

**This Review of Action Plan form should be attached to the initial   
Concerns/Action Planning form and kept in the student file for reference**

|  |  |
| --- | --- |
|  | **Notice of Placement Termination Form**  **(To be completed by the tutor)** |

If a placement is terminated for any reason a termination meeting must be arranged by the tutor and a report must be completed outlining the details of the meeting. This report will be presented to the next Social Work Quality Assurance Practice Panel.

In addition, this pro forma needs to be completed by the tutor and returned to the:

**Practice Learning Manager:** Jo Copley

**Practice Learning Support Administrators:** Carol Foster (BASW & MSW) / Jeleana Scott (LDSW)

**Senior Lecturer in Practice Education:** Deborah Develin / Paul Stapleton

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Details** | | | | | | | | | | | | | | | | | | | | | |
| Student Name: | | |  | | | | | | | | | |  | | | | | | | | |
| Gender: | | Male | |  |  | Female | |  |  | Ethnicity: | |  | | | |  | | | | | |
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|  | | |  | | | | | | | | | | | | | | | | | | |
| Home Address: | | |  | | | | | | | | | | | | | | | | | | |
| Tel No: |  | | | | | | Mobile No: | | | |  | | |  | | | | | | | |
| Does the student have a Learning Contract from SHU Disabled Student Support Team? | | | | | | | | | | | | | | | Yes | |  |  | No |  |  |
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| **Placement Details** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Course: | BASW | |  | |  | MSW | | | |  | | |  | | | ANSW (LD) | | | | |  | |  | | | First SW Placement | | | | |  | | |  | | Final SW Placement | | | | |  |  | | |
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| Is this a repeat placement? | | | | | | | | Yes | | | |  | | |  | | No | |  |  | | | | | | | | | | | | | | | | | | | | | | | | |
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|  | | |  | |  |
| Placement Name and Address: | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | |  | | | Tel No: | | | |  | | | | |  |
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| Placement Dates: | | | | START | | | | |  | | | | | | | | | | | | |  | | FINISH | | | |  | | | | | | | | | |  | | | | | | |
| Date Placement Terminated: | | | | | | | | |  | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | |
| **Total No Days Completed (must be completed for NHS Bursary purposes):** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | |  | | | | |
| Practice Educator Name: | | | | | | |  | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | |
| Practice Learning Manager Name: | | | | | | | | | | | | | |  | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | |
| Tutor Name: | |  | | | | | | | | | | | | | | | | Tel No: | | | | | | |  | | | | | Mobile No: | | | | | | |  | | | | | |  | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Reason(s) for Terminating Placement** (brief details) (electronic signatures are acceptable) | | | | | | | |
|  | | | | | | | |
| Tutor Signature: |  | | |  | Date: |  |  |
| Practice Educator Signature: | |  | |  | Date: |  |  |
| Practice Learning Manager Signature: | | |  |  | Date: |  |  |
|  | | | | | | | |

# Evidence from Service Users

The social work degree requires the involvement of service users in all aspects of its development and delivery, including recruitment of students, development, and delivery of teaching and in assessment processes, including assessment of practice.

It is therefore essential that feedback from service users is included in the assessment report. There are several ways of collecting feedback. It is recognised that it is more difficult to collect evidence from some service user groups than from others and some methods are more appropriate to some groups than to others.

Practice educators are responsible for facilitating this process. The student and the practice educator should work jointly to devise a method of gathering and analysing the feedback.

**Methods to consider**

1. **Written:**

* Tick box questionnaire
* Questions requiring a more detailed response

1. **Verbal:**

* By telephone
* In person

1. **Collection by:**

* Student
* Practice educator
* Practice/work supervisor

It is often possible for the practice educator or practice/work supervisor to link service user feedback to direct observation.

It will be necessary to explain to students that feedback will not always be positive, and that the nature of the intervention will be taken into account when considering service user feedback.

# Service User and Carer Feedback Form

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student:** |  | | | | |
| 1. **Please mark a box for each question.** | | |  | | |  | | |  | | |  | | |  | | |
| **Questions** | | **Strongly agree** | | | | **Agree** | | | **Not sure** | | | **Disagree** | | | **Strongly disagree** | | |
| The student social worker explained  clearly why we were meeting. | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| The student social worker always kept me informed about what was happening. | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| The student social worker explained what my rights were (including my right to complain). | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| The student social worker explained what could be confidential and what information might need to be shared. | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| The student social worker was open and  honest about what the options were. | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| The student social worker  was good at timekeeping. | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| The student social worker  was easy to contact. | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| The student social worker did  what they said they would do. | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| The student social worker involved  me in decisions made about myself. | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| I was treated respectfully  by the student social worker. | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| I felt comfortable talking  to the student social worker. | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| I felt the student social worker understood  what I was saying and how I was feeling | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Overall, I think that the work I did with the student social worker was successful. | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Overall, I think my contact with the  student social worker was positive. | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 1. **We would welcome any further comments that you might like to make:** | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | |
| 1. **Do you have any suggestions about how we can improve these questions?** | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | |

Part 3: Forms and miscellaneous procedures

[Practice Breakdown/Failing Students and Concerns Issues Guidance Notes 77](#_Toc46925941)

[Practice Breakdown Procedures Flowchart 84](#_Toc46925942)

[Placement Policies and Procedures 85](#_Toc46925943)

[Practice Learning Evaluation 85](#_Toc46925944)

[Glossary of roles and definitions 86](#_Toc46925945)

[Return to Contents Page](#Contents_Page)

# Practice Breakdown/Failing Students and Concerns Issues Guidance Notes

There are many reasons why practice learning opportunities occasionally breakdown, fortunately this is a rare occurrence. Different procedures are followed depending on the reasons for the breakdown of the practice learning opportunity. Given below are outlines of the procedures to be followed when this occurs.

**Practice Arrangements Breakdown**

**This is usually due to one of five reasons:**

* Inadequacy of learning opportunities to meet the practice requirements
* If the student is unable to complete the practice due to ill health or personal circumstances
* The student is not able to produce the evidence of being competent
* Lack of professionalism
* Other reasons

**Inadequacy of learning opportunities to meet the practice requirements:**

* Where the practice educator, practice/work supervisor or the student has concerns about the learning opportunities provided, the practice educator and the student should attempt to resolve this within the practice teaching sessions.
* If they are unable to resolve the concerns, the practice educator, practice/work supervisor or the student must inform the student's tutor in writing or by email.
* The student's tutor should contact the practice educator, the practice/work supervisor and the Practice Learning Co-ordinator or Manager in the agency to clarify whether matters can be resolved. This could be by an informal meeting, email, or telephone call.
* If the concerns cannot be resolved, it is a requirement and the student's tutor's responsibility to convene a formal Concerns meeting with the student, practice educator, Practice Learning Co-ordinator, Manager and the practice/work supervisor at the earliest moment. At the meeting, a supporter may accompany the student and a person, with agency responsibility for training in the agency, may accompany the practice educator.
* If a Concerns meeting is requested by the practice educator, the practice/work supervisor or the student, **the tutor must respond as soon as possible and undertake a Concerns meeting**.
* The purpose of the meeting is for the concerns to be aired and recorded   
  (see **Concerns Form**) and, if possible, resolved. The meeting may decide to:
  + Maintain the current arrangements with a written action plan and a review date
  + Alter practice arrangements with a written action plan and a review date
  + Terminate the practice learning (see **Notice of Placement Termination Form**)
* If matters cannot be resolved by a Concerns meeting, it is the tutor's responsibility to judge whether the practice provides appropriate learning opportunities and whether to withdraw the student. Withdrawing a student from the placement may result in them having to wait for another practice learning opportunity until after the Assessment Board.
* If the student decides to withdraw unilaterally, their tutor must ensure that they understand the possible consequences of their decision; **the student may not get another practice learning opportunity and may have to leave the course.**

The Assessment Board is under no obligation to offer a further practice learning opportunity in these circumstances and no plans about future practice learning opportunities can be made until after the Assessment Board.

* If it is the view of the practice educator or the practice/work supervisor that some elements of the practice curriculum might have been failed or be marginal (rather than simply not completed), a Concerns meeting must be invoked and forms completed and sent to the university Practice Learning Manager.
* Even if the breakdown occurs at the beginning of practice learning, the student and practice educator should submit a practice report in the normal way so that a judgement can be made regarding competence achieved. This will be sent to the Assessment Board.

**The student is unable to complete the practice because of ill health or personal circumstances:**

* Where the student is absent from practice because of ill health or personal circumstances. The student has a responsibility to inform their tutor and both the practice educator and practice/work supervisor by telephone and confirm in writing or by e-mail; the tutor should inform the university Practice Learning Manager of this. If it is not possible for the student to return to complete the practice, a **Notice of Placement Termination Form** should be completed and sent to the university Practice Learning Manager and the Module Leader.
* If the practice educator or the practice/work supervisor feels that ill health or personal circumstances are seriously affecting the learning opportunities of the practice learning, the practice educator or the practice/work supervisor should contact the tutor. The tutor should arrange an informal meeting between the student, practice educator, practice/work supervisor and the student's tutor as soon as possible. This could result in a Concerns meeting and/or a practice termination meeting; the appropriate forms should be completed and sent to the university Practice Learning Manager and the Module Leader.
* Where a meeting is not possible e.g. because of serious ill health, an alternative process of consultation should take place e.g. by telephone discussion or e-mail.   
  If it is decided to terminate the placement the appropriate forms should be completed and sent to the Practice Learning Manager and the Module Leader.
* The main purpose of the meeting or consultation will be to seek to retrieve the situation if possible. However, if this is not possible e.g. because of the length of absence, the meeting may have to decide:
  + That the practice should be terminated, or
  + That the practice should be continued with or without conditions and a Concerns meeting should be arranged with a **written** action plan and a review date.
* Where it is necessary to protect the interests of service users, the practice educator or the practice/work supervisor have the right, on behalf of the agency, to overrule the wishes of the student and/or the student's tutor and can suspend the practice under the agency's published procedures. A Concerns meeting must be arranged by the tutor and this could result in a termination meeting. The appropriate forms must be completed by the tutor and sent to the university Practice Learning Manager and the Module Leader.
* If it is the view of the practice educator or the practice/work supervisor that some elements of the practice curriculum might have been failed or are marginal (rather than simply not completed), then a Concerns meeting must be invoked by the student's tutor which could result in a termination meeting. The completed forms should be sent to the university Practice Learning Manager and the Module Leader.
* Even if the breakdown occurs at the beginning of a practice learning the student and practice educator should submit a practice report in the normal way so that a judgement can be made regarding competence achieved. The report should be submitted even if the Concerns or Termination procedure is involved.

**The student is not able to produce the evidence of being capable:**

* Where it appears to the practice educator or practice/work supervisor that a student is not able to produce evidence of being capable and may be marginal or possibly leading to a failed decision, the student's tutor should be informed immediately by writing or e-mail. The tutor must call a Concerns meeting immediately and an action plan put in place to avert a fail. This will need to be reviewed and a date set.
* If a student fails any of the capabilities, the practice educator and the student must submit their report even if the Concerns or Termination procedure is invoked.
* The report will be sent to the Assessment Board who is under no obligation to offer a further practice learning opportunity in these circumstances. No plans about a future practice learning opportunity can be made until after the Assessment Board.

**Lack of professionalism:**

* Where it is felt that a student's actions, attitude, or behaviour are likely to compromise themselves, the service user, the Agency or statutory obligations.

**Other reasons for breakdown:**

* There could be several reasons to call a Concerns meeting:
  + The student, practice educator or practice/work supervisor are absent regularly due to sickness, personal reasons, work demands etc.
  + The practice educator or practice/work supervisor goes on long-term sickness
  + There is no regular supervision
  + Lack of professionalism e.g. punctuality, dress, lack of self-critical awareness, unable or unwilling to accept professional criticism, difficult relationships with staff
* If there are any concerns at all, the student's tutor should be contacted immediately by telephone or e-mail to see if the situation can be resolved. If not, their tutor **must** arrange a Concerns meeting immediately and an action plan made.

**Concerns meeting - General Issues**

* A Concerns meeting can be called at any time, if there is a reason, (e.g. all other efforts have failed to resolve a concern) by the practice educator, practice/work supervisor, the student or the student's tutor.
* Any Concerns should be acknowledged and discussed at the meeting between the student, practice educator, practice/work supervisor (if appropriate) and the student's tutor. The Concerns Form and an action plan will need to be completed and a record distributed to all concerned. The meeting should arrange a review date. A Concerns meeting can be called at any time if thought necessary, even if there is a Review of Practice of the student's practice soon.
* All Concerns and Placement Termination meetings should be chaired by the student's tutor.
* Where a placement has had a Concerns meeting and/or has been terminated, all the practice portfolios will be sent to the Quality Assurance Panel.
* All Concerns and Termination forms should be sent to the university Practice Learning Manager and the Module Leader.

**Unprofessional Behaviour, Misconduct, and/or Dangerous Practice**

* In situations where it is believed that a student has acted in a way that makes it unacceptable for them to continue to practice, **all agencies reserve the right and duty to suspend the practice without notice**. All agencies are required to have published procedures for dealing with such situations. The agency has a responsibility to bring these procedures to the student's attention at the beginning of the practice learning.
* The agency has the right to decide if a practice learning opportunity should continue in situations where it is believed that a student has acted in a way that makes it unacceptable for them to continue to practise. The tutor and student should be informed in writing or by e-mail and provided with copies of the agency's procedure.
* Once concerns have been identified, a meeting should be arranged at the earliest opportunity between the representatives of the agency, the student, a supporter if the student wishes and the tutor. The meeting will be arranged by the student's tutor.
* The purpose of the meeting is to ensure that the student is fully informed about the allegations regarding their conduct. Also, to consider the implications of the student's misconduct and to decide to:
  + Return to the placement with a concerns action plan and review date **or**
  + Suspend the practice until further information is gathered and a new meeting set **or**
  + Terminate that practice learning opportunity
* In situations where a placement is terminated by the agency following allegations of unacceptable practice, the student will not be allowed to practice in another setting until the appropriate university assessment bodies have considered all the available evidence and made a decision about the student's progress.
* A placement may be terminated if a student's practice is deemed to place at risk her/himself, service user, members of the public or other members of the Agency; **or** where it is felt that the student's action, attitudes or behaviour are likely to compromise the Agency's policies, procedures, and statutory obligations; **or** where a student would be faced with disciplinary procedures if she/he was a member of the Agency.

The student must be made aware by the practice educator or her/his Manager of the conduct expected at the commencement of the placement.

* Even if the breakdown occurs at the beginning of a practice learning opportunity, the student and practice educator should submit a practice report in the normal way so that a judgement can be made regarding capability achieved.
* The report will be sent to the Assessment Board who is under no obligation to offer a further practice learning opportunity in these circumstances.

**Post Placement Concerns**

Where a concern is raised about a student after they have completed and passed their placement and where the practice educator assessment report has also been completed, then the concern(s) would be managed through the course team.

The team would need to explore the evidence before a course of action is decided and progressed. This may include a referral through the fitness to practice process and may also, prior to the examination board taking place, result in a consultation with the practice educator to consider if the original recommendation is amended.

# Practice Breakdown Procedures Flowchart

**DEPARTMENTAL ASSESSMENT BOARD**

**MODERATION PANEL**

**Lack of professionalism**

**Other**

**Insufficient evidence   
of capability**

**Ill health or personal   
circumstances**

**Inadequacy of learning   
opportunities**

**PASS**

**Practice educator and student report submitted to moderation panel**

**FAIL**

**Practice educator and student report submitted to moderation panel**

**Review - placement continues**

**Suspend and gain, more information**

**Action Plan**

**PLACEMENT TERMINATED**

**Where there is dangerous practice or misconduct placement can be terminated or suspended without a Concerns Meeting**

**TERMINATION MEETING**

**CONCERNS MEETING**

# Practice Learning Documentation, Placement Policies and Procedures

This Practice Learning Documentation is available on the Social Work Practice Placements website on Student Information page. It is also on Blackboard.

Placement policies and procedures can be accessed via the SHU Policies link on each page of the [Social Work Practice Placements](https://www.shu.ac.uk/health-social-placements/profession-information/social-work-social-care-and-community-studies) website.

# Practice Learning Evaluation[[13]](#footnote-13)

The Practice Learning Evaluation is an online form which needs to be completed and submitted at the end of each placement period by the following:

* Student
* Practice educator

A member of the Health and Wellbeing Professional Placements Team will email each of the above with the link to the applicable Practice Learning Evaluation form and will include guidance for its submission.

# Glossary of roles and definitions[[14]](#footnote-14)

**Agency**

An organisation delivering social care or comparable services and providing practice learning opportunities at one or more of its establishments. (NB As distinct from employment or staffing 'agencies' that supply workers to employers.)

**Carers**

Family members or friends who participate in the provision of an individual's social care, as distinct from employed care workers.

**Establishment or placement site**

The actual location for an assessed practice learning opportunity in which the student is to be based. A placement site so described might be part of a parent organisation that covers many other sites.

**HEI**

Higher Education Institution.

**Practice educator roles**

From October 2015 all practice educators of social work students must be registered social workers. For the assessment of social work students on placements they will also need to meet stage 1 and stage 2 of the **Practice Educator Professional Standards for Social Work**.

**Practice educator**

This person takes overall responsibility for the student's learning and assessment, utilising information from their own assessment and other sources. The practice educator is the person who makes the recommendation to the course examination board about the student's competence in relation to national occupational standards.

**Off-site practice educator**

A person employed through the agency or university social work degree course to undertake the role of practice educator who is not located in the same work site as the student. They normally partner a designated individual who is the on-site practice/work supervisor.

**On-site practice educator**

A person located in the same work site as the student who can therefore also provide day-to-day supervision.

**Stage 1 practice educator**

Practice educators at this stage will be able to supervise, teach and assess social work degree students up to, but not including, the final assessment prior to qualification. At this stage they may contribute to a final placement, but not take full responsibility for assessment or act as the practice educator on a day-to-day basis.

**Stage 2 practice educator**

Practice educators at this stage will be able to supervise, teach and assess social work degree students up to and including the final placement. In effect, these practice educators will have the authority and capability to recommend, with evidence, that the social work students are fit to practise at the point of qualification.

**Practice/work supervisor**

A person in the same work site as the student and designated to manage their   
day-to-day activity and contribute to the student's learning and assessment. It is recommended that they should be working towards stage 1 learning outcomes (excluding A5[[15]](#footnote-15) and C11[[16]](#footnote-16)) and be supported by their line manager and a practice educator.

**Practice placement**

This replaces the term 'practice learning opportunity' in line with the Social Work Task Force's final report.

**Practice setting**

This refers to the type of site within the agency or its delivery mode or function, for example day care services or fieldwork. A practice learning opportunity may involve a network of settings across several sites.

**Sector**

This refers to the location of a practice setting according to its broader social welfare designation and its legal status as an agency, for example, whether it is a statutory (public) or a not-for-profit (voluntary or third sector) or a commercial (private sector) business.

**People who use services or carer groups**

This refers to the focus of the work that an agency delivers in respect of the needs of the people who use its services, or of their carers. Examples include services for vulnerable older people, people with mental health problems or children at risk. An agency may have a main or sole focus or work with many types of services user or carer groups.

Part 4: Practice Educator Documentation

[Direct observation of a student's practise 90](#_Toc46925962)

[Direct observation assessment report 92](#_Toc46925963)

[Holistic Assessment using the Professional Capabilities Framework 93](#_Toc46925964)

[Return to Contents Page](#Contents_Page)

# Direct observation of a student's practise:

**Guidance Notes**

* A student's practise must be directly observed in relation to the nine domains of the Professional Capabilities Framework.
* Direct Observation of practise must take place a **minimum** of:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **First Placement:** | **Two** times |  | **Final Placement:** | **Three** times**\*** |

* **First Placement**
  + The Direct Observations **must** be undertaken by the practice educator; **one** of the observations **must** have been completed by the **Review of Practice** meeting.
* **Final Placement**
  + **Two** Direct Observations **must** be undertaken by the practice educator; **one** of the observations **must** have been completed by the **Review of Practice** meeting.

(**\***The **third** observation can be undertaken by a Registered Social Worker)

* **First and Final Placement**
  + The observations should include a range of tasks that both the student and the service users have been involved in.
  + Written feedback **must** be provided for the student and included in the   
    **Direct Observation Assessment Report**; (please use the pro forma provided in this handbook).

**Please Note:**

Brief information should be given to provide the context of the Observed Practice.

Prior to the Observed Practice the student should identify the aims of the session and which domains of the Professional Capabilities Framework they hope to meet.

The person undertaking the Observation should also identify aspects of practice they expect to observe. These should be discussed and agreed before the observation takes place.

The feedback should identify how specific domains for Social Work have been met.

Some verbal feedback should be given immediately following the Observed Practice.

Written feedback should be given to the student normally within two weeks.

**(Guideline 500 words)**

# Direct observation assessment report

# (to be included in the pre-holistic report)

**Please use the following headings:**

**Date of the Direct Observation**

**Situation**

**Aim of Intervention**

**Those Present**

**Agreed domains to be met**

**Feedback and Evidence linked to the PCF Domains**

Feedback should identify evidence of knowledge, skills and values that illustrates how specific capability requirements have been met.

**Positive Aspects of Practice**

**Areas for Further Development**

Focus on some aspects of practice that could be further developed, possibly including strategies that have been discussed following the Direct Observation.

**Reflection**

Please comment on the student's ability to reflect on their practice in discussions following the Direct Observation.

**Signature**

**Date**

**Student's reflection on the Direct Observation (max 200 words)**

Students should write their comments on the observed practice and attach it to this form:

* Did they achieve the aims of the session?
* What did they think they did well?
* What could they have improved on?
* How do they intend to do this?
* Were there any unexpected problems that occurred in the direct observation?

Please include any other comments that you feel are relevant.

**Student's Signature**

**Date**

# Holistic Assessment using the Professional Capabilities Framework[[17]](#footnote-17)

**Placement Assessment Report Template**

**SECTION 1: Summary of assessment and supporting evidence**

**1.1 Placement details**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student** | | |  | | | | | | |
| **Practice educator** | | |  | | | | | | |
| **Practice/work supervisor  (if applicable)** | | |  | | | | | | |
| **Course title** |  | | | | | | | | |
| **Placement details** | First placement | | |  | Final placement | |  | | (select as applicable) |
|  |  | |
|  |  | |
| **Dates of placement** | From: |  | | | | To: | |  | |
| **HEI tutor** |  | | | | | | | | |

* 1. **FINAL ASSESSMENT FOR THIS PLACEMENT (See SECTION 2: Assessment Report)**
  2. **This confirms the student has completed a 70/100 days placement and result.**

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| **Recommendation** | **Pass** |  |  | **Fail** |  |  | **Defer** |  |  |
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|  |  |  |
| **Practice educator signature:[[18]](#footnote-18)** |  | | | | | | | | |
| **Practice/work supervisor signature (if applicable):17** |  | | | | | | | | |
| **Student signature:17** |  | | | | | | | | |
| **Date:** |  | | | | | | | | |

* 1. **Summary of any issues or circumstances considered in this recommendation (please give summary and attach additional information in a report if relevant   
     e.g. investigation of a complaint, dyslexia assessment)**

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| --- | --- | --- |
| **Issue** | **Brief description (max 150 words each)[[19]](#footnote-19)** | **Additional information? (Yes/No)** |
| **Placement** e.g. workload, PE and/or organisational factors etc. |  |  |
| **Student** e.g. health, personal circumstances, disability etc. |  |  |

**SECTION 2: Assessment Report**

|  |
| --- |
| **2.** [**Holistic assessment**](#_Principles) |
| **Domain Descriptors within the PCF and the student’s capability in meeting them**  **By the end of the first placement (PLE1),** students should demonstrate effective use of knowledge, skills, and commitment to core values in social work in each setting in predominantly fewer complex situations, with supervision and support. They will have demonstrated capacity to work with people and situations where there may not be simple, clear-cut solutions.  **By the end of last placement / completion of qualifying programmes (PLE2),** newly qualified social workers should have demonstrated the Knowledge, Skills and Values to work with a range of user groups, and the ability to undertake a range of tasks at a foundation level, the capacity to work with more complex situations; they should be able to work more autonomously, whilst recognising that the final decision will still rest with their supervisor; they will seek appropriate support and supervision.  **Student capability**   * The **student** should provide an overview of their capability in Section 3 to meet each of the nine Domain Descriptors, including the associated Level Descriptors, for the placement they are completing. * The **practice educator** should link their comments to examples of evidence presented over the course of the placement and, if appropriate, information provided in Section 3 by the student to support the overall assessment. The following should be considered:   + Capability across all nine Domain Descriptors of the PCF   + Progressive assessment of the candidate’s capability during the placement   + Any factors that may have affected the student’s progress during the placement. |

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| **2.1 Practice Educator’s feedback on overall capability   (Guideline approximately 500 words)** |
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| **2.2 Practice Educator’s assessment of student’s future learning need / priorities   (Guideline approximately 200 words)** |
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| **2.3 Student’s comments on assessment (Guideline approximately 300 words)** |
|  |

**SECTION 3:   
Student’s holistic assessment of their own capability** **of meeting each Description Domain**

The student should provide an overview of their capability to meet each of the following   
nine Domain Descriptors, including the associated Level Descriptor for the placement they   
are completing (i.e. either **end of first** or **end of last, placement**) within the PCF**[[20]](#footnote-20)**.

**(250 words maximum for each domain)**

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| **DOMAIN DESCRIPTOR 1 – PROFESSIONALISM**  **Identify and behave as a professional social worker, committed to professional development.** (Remind me of the associated LEVEL DESCRIPTOR for [PLE1](#PE1_D1) or [PLE2](#PE2_D1))  Social workers are members of an internationally recognised profession. Our title is protected in UK law. We demonstrate professional commitment by taking responsibility for our conduct, practice, self-care, and development. We seek and use supervision and other professional support. We promote excellent practice, and challenge circumstances that compromise this. As representatives of the profession, we safeguard its reputation. We are accountable to people using services, the public, employers, and the regulator. We take ethical decisions in the context of multiple accountabilities. | | | | | | |
| **Assessment** | | | | | | |
|  | | | | | | |
| **PE to indicate student’s capability  at the level for this placement** | **Demonstrated** |  |  | **Not demonstrated** |  |  |
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| **DOMAIN DESCRIPTOR 2** - **VALUES AND ETHICS**  **Apply social work ethical principles and values to guide professional practice.**  (Remind me of the associated LEVEL DESCRIPTOR for [PLE1](#PE1_D2) or [PLE2](#PE2_D2))  Social workers have an obligation to conduct themselves and make decisions in accordance with our Code of Ethics**[[21]](#footnote-21)**. This includes working in partnership with people who use our services. We promote human rights and social justice. We develop and maintain our understanding of the value base of our profession throughout our career, its ethical standards and relevant law. | | | | | | |
| **Assessment** | | | | | | |
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| **PE to indicate student’s capability  at the level for this placement** | **Demonstrated** |  |  | **Not demonstrated** |  |  |
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| **DOMAIN 3 DIVERSITY AND EQUALITY**  **Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice.** (Remind me of the associated LEVEL DESCRIPTOR for [PLE1](#PE1_D3) or [PLE2](#PE2_D3))  Social workers understand that diversity characterises and shapes human experience and is critical to the formation of identity. Diversity is multi-dimensional and includes race, disability, class, economic status, age, sexuality, gender (including transgender), faith and belief, and the intersection of these and other characteristics. We understand that because of difference, and perception of difference, a person's life experience may include oppression, marginalisation, and alienation as well as privilege, power, and acclaim. We identify this and promote equality. | | | | | | |
| **Assessment** | | | | | | |
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| **PE to indicate student’s capability  at the level for this placement** | **Demonstrated** |  |  | **Not demonstrated** |  |  |
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| **DOMAIN DESCRIPTOR 4 - RIGHTS, JUSTICE AND ECONOMIC WELLBEING**  **Advance human rights and promote social justice and economic wellbeing.**  (Remind me of the associated LEVEL DESCRIPTOR for [PLE1](#PE1_D4) or [PLE2](#PE2_D4))  Social workers recognise and promote the fundamental principles of human rights, social justice and economic wellbeing enshrined in national and international laws, conventions, and policies. These principles underpin our practice and we use statutory and case law effectively in our work. We understand and address the effects of oppression, discrimination, and poverty. Wherever possible, we work in partnership with people using services, their carers, and families, to challenge inequality and injustice, and promote strengths, agency, hope, and self- determination. | | | | | | |
| **Assessment** | | | | | | |
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| **PE to indicate student’s capability  at the level for this placement** | **Demonstrated** |  |  | **Not demonstrated** |  |  |
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| **DOMAIN DESCRIPTOR 5 - KNOWLEDGE**  **Develop and apply relevant knowledge from social work practice research, social sciences, law, other professional and relevant fields, and from the experience of people who use services.**  (Remind me of the associated LEVEL DESCRIPTOR for [PLE1](#PE1_D5) or [PLE2](#PE2_D5))  We develop our professional knowledge throughout our careers and sustain our curiosity. As a unified profession, we develop core knowledge that relates to our purpose, values, and ethics. We also develop specific knowledge needed for fields of practice and roles. Our knowledge comes from social work practice, theory, law, research, expertise by experience, and from other relevant fields and disciplines. All social workers contribute to creating as well as using professional knowledge. We understand our distinctive knowledge complements that of other disciplines to provide effective services. | | | | | | |
| **Assessment** | | | | | | |
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| **PE to indicate student’s capability  at the level for this placement** | **Demonstrated** |  |  | **Not demonstrated** |  |  |
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| **DOMAIN DESCRIPTOR 6 - CRITICAL REFLECTION AND ANALYSIS**  **Apply critical reflection and analysis to inform and provide a rationale for professional decision-making.** (Remind me of the associated LEVEL DESCRIPTOR for [PLE1](#PE1_D6) or [PLE2](#PE2_D6))  Social workers critically reflect on their practice, use analysis, apply professional judgement and reasoned discernment. We identify, evaluate, and integrate multiple sources of knowledge and evidence. We continuously evaluate our impact and benefit to service users. We use supervision and other support to reflect on our work and sustain our practice and wellbeing. We apply our critical reflective skills to the context and conditions under which we practise. Our reflection enables us to challenge ourselves and others, and maintain our professional curiosity, creativity, and self-awareness. | | | | | | |
| **Assessment** | | | | | | |
|  | | | | | | |
| **PE to indicate student’s capability  at the level for this placement** | **Demonstrated** |  |  | **Not demonstrated** |  |  |
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| **DOMAIN DESCRIPTOR 7 - INTERVENTION AND SKILLS**  **Use judgement, knowledge, and authority to intervene with individuals, families, and communities to promote independence, provide support and prevent harm and enable progress.** (Remind me of the associated LEVEL DESCRIPTOR for [PLE1](#PE1_D7) or [PLE2](#PE2_D7))  Social workers engage with individuals, families, and communities, working alongside people to determine their needs and wishes, and what action may be helpful. We build productive working relationships and communicate effectively. Using our professional judgement, we employ appropriate interventions, promoting self-determination, support, protection, and positive change. We develop and maintain skills relevant to our roles. We understand and take account of power differentials and use our authority appropriately. We evaluate our own practice and its impact, and how we improve outcomes for those we work with. | | | | | | |
| **Assessment** | | | | | | |
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| **PE to indicate student’s capability  at the level for this placement** | **Demonstrated** |  |  | **Not demonstrated** |  |  |
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| **DOMAIN DESCRIPTOR 8 - CONTEXTS AND ORGANISATIONS**  **Engage with, inform, and adapt to changing organisational contexts, and the social and policy environments that shape practice. Operate effectively within and contribute to the development of organisations and services, including multi-agency and inter-professional settings.**  (Remind me of the associated LEVEL DESCRIPTOR for [PLE1](#PE1_D8) or [PLE2](#PE2_D8))  Social workers are informed about and pro-actively respond to the challenges and opportunities that come from changing social, policy and work contexts. We fulfil this responsibility in accordance with our professional values and ethics, as individual and collective professionals and as members of the organisations in which we work. We collaborate, inform, and are informed by our work with other social workers, other professions, individuals, and communities. | | | | | | |
| **Assessment** | | | | | | |
|  | | | | | | |
| **PE to indicate student’s capability  at the level for this placement** | **Demonstrated** |  |  | **Not demonstrated** |  |  |
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| **DOMAIN DESCRIPTOR 9 - PROFESSIONAL LEADERSHIP**  **Promote the profession and good social work practice. Take responsibility for the professional learning and development of others. Develop personal influence and be part of the collective leadership and impact of the profession.**  (Remind me of the associated LEVEL DESCRIPTOR for [PLE1](#PE1_D9) or [PLE2](#PE2_D9))  We develop and show our leadership, individually and collectively, through promoting social work’s purpose, practices, and impact. We achieve this through diverse activities which may include: advancing practice; supervising; educating others; research; evaluation; using innovation and creativity; writing; using social media positively; being active in professional networks and bodies; contributing to policy; taking formal leadership/ management roles. We promote organisational contexts conducive to good practice and learning. We work in partnership with people who use services and stakeholders in developing our leadership and aims for the profession. | | | | | | |
| **Assessment** | | | | | | |
|  | | | | | | |
| **PE to indicate student’s capability  at the level for this placement** | **Demonstrated** |  |  | **Not demonstrated** |  |  |
|  |  |
|  |  |

1. Reproduced from "Professional Capabilities Framework for Social Work in England: Guidance on using the 2018 refreshed PCF"; Version 1.0 June 2018; British Association for social work and social workers (BASW) [↑](#footnote-ref-1)
2. Please apply the Social Work England: [Professional Standards](https://www.socialworkengland.org.uk/standards/professional-standards/) [↑](#footnote-ref-2)
3. Ibid [↑](#footnote-ref-3)
4. Stephenson, J. (1992) "[Capability and quality in higher education](https://www.taylorfrancis.com/books/9781315042046)" in Stephenson, J. and Weil, S. (eds.) [Quality in Learning; a capability approach in higher education](https://www.goodreads.com/book/show/5133122-quality-in-learning). London: Kogan Page. [↑](#footnote-ref-4)
5. Please apply the Social Work England: [Professional Standards](https://www.socialworkengland.org.uk/standards/professional-standards/) [↑](#footnote-ref-5)
6. Please apply the Social Work England: [Professional Standards](https://www.socialworkengland.org.uk/standards/professional-standards/) [↑](#footnote-ref-6)
7. Ibid [↑](#footnote-ref-7)
8. Please apply the Social Work England: [Professional Standards](https://www.socialworkengland.org.uk/standards/professional-standards/) [↑](#footnote-ref-8)
9. Ibid [↑](#footnote-ref-9)
10. Please apply the Social Work England: [Professional Standards](https://www.socialworkengland.org.uk/standards/professional-standards/) [↑](#footnote-ref-10)
11. Go to the social work placements website and click on 'SHU Policies'. [↑](#footnote-ref-11)
12. The nine domain descriptors in this Holistic Report pro forma have been reproduced from the BASW publication '[Professional Capabilities Framework for Social Work England: Guidance on using the 2018 refreshed PCF](https://www.basw.co.uk/system/files/resources/PCF%20Final%20Documents%20Overview%2011%20June%202018.pdf)'. [↑](#footnote-ref-12)
13. The online Practice Learning Evaluations are based on:

    Section 3: Practice placement feedback form for practice educator and/or supervisor, and

    Section 3: Student practice placement

    **Quality assurance in practice learning (QAPL). The social work practice learning quality assurance benchmark statement, with supporting evaluation tools.** This publication is available to download from The British Association of Social Workers (BASW) website at <https://www.basw.co.uk/resources/tcsw/QAPL%20Handbook.pdf>. [↑](#footnote-ref-13)
14. Glossary of roles and definitions reproduced from the publication ***Quality assurance in practice learning (QAPL). The social work practice learning quality assurance benchmark statement, with supporting evaluation tools.*** This publication is available to download from The British Association of Social Workers (BASW) website at <https://www.basw.co.uk/resources/tcsw/QAPL%20Handbook.pdf>. [↑](#footnote-ref-14)
15. **Practice Educator Professional Standards for Social Work**; (Domain A5) [↑](#footnote-ref-15)
16. **Practice Educator Professional Standards for Social Work**; (Domain C11)

    This publication is available to download from The British Association of Social Workers (BASW) website at <https://www.basw.co.uk/resource/?id=4784> [↑](#footnote-ref-16)
17. The nine domains descriptors in this "Holistic Assessment using the Professional Capabilities Framework" have been reproduced from the BASW publication "Professional Capabilities Framework for Social Work in England: guidance on using the 2018 refreshed PCF", Version 1.0 June 2018. [↑](#footnote-ref-17)
18. If electronic version, please just type your name. [↑](#footnote-ref-18)
19. Additional summary information can be appended if required. [↑](#footnote-ref-19)
20. The nine domain descriptors in this Holistic Report pro forma have been reproduced from the BASW publication '[Professional Capabilities Framework for Social Work England: Guidance on using the 2018 refreshed PCF](https://www.basw.co.uk/system/files/resources/PCF%20Final%20Documents%20Overview%2011%20June%202018.pdf)'. [↑](#footnote-ref-20)
21. Please apply the Social Work England: [Professional Standards](https://www.socialworkengland.org.uk/standards/professional-standards/) [↑](#footnote-ref-21)