

# **MSW Social Work**

## **Practice Learning Documentation:**

### **First and Final Placements (2018-19)**

**Student:**

.....

**Practice educator:**

.....

**Practice/work supervisor  
(if applicable):**

.....

**Placement tutor:**

.....

**Social work placement:**

**First (70 days)** ☐ **Final (100 days)** ☐ (tick applicable)

**Dates of placement:**

**From:** ..... **To:** .....

Practice Learning Documentation, Procedures and Policies are available on the Faculty of Health and Wellbeing, Social Work Practice Placements website for students, practice educators, and placement providers:

<http://www3.shu.ac.uk/HWB/placements/SocialWork/Index.html>



# Practice Learning Documentation Contents

Part 1: Introduction to the Practice Curriculum .....	3
Part 2: Practice Documentation.....	29
Part 3: Forms and miscellaneous procedures .....	91

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# Part 1: Introduction to the Practice Curriculum

The Practice Curriculum and its background .....	5
Health and Care Professions Council (HCPC): Guidance on Conduct and ethics for Students .....	6
Domains within the Professional Capabilities Framework .....	7
Professional Capability Framework: End of First Placement Capabilities .....	10
Professional Capability Framework: End of Last Placement/Qualifying level ..	16
Knowledge and Skills Statements.....	23
Practice Learning Documentation Guidelines .....	24
<i>Principles</i> .....	24
<i>Roles and Responsibilities</i> .....	24
<i>Practice Learning Agreement</i> .....	25
<i>Review of Practice</i> .....	26
<i>Review of Practice Outcome</i> .....	26
<i>End of Practice Assessment - the Practice Documentation</i> .....	26
<i>Confidentiality</i> .....	27
<i>Declaration of Confidentiality</i> .....	27

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## 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).

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 (BASW, 2017).

This Practice Learning Documentation, policies, procedures and other information relating to practice learning are available on the Sheffield Hallam University placements website 'Social Work, Social Care and Community Studies'.

The site's web address is:

<http://www3.shu.ac.uk/HWB/placements/SocialWork/index.html>



## Health and Care Professions Council (HCPC): Guidance on Conduct and Ethics for Students

The above publication can be viewed online by accessing the web link or the QR code shown below. The Guidance on Conduct and Ethics for Students is also free to download, but please bear in mind it is subject to revision by the HCPC.

<http://www.hpc-uk.org/publications/brochures/index.asp?id=219>



The electronic version of the publication is in PDF format and to view it you need to have Adobe Acrobat Reader installed on your device. Adobe Acrobat Reader is a free application and can be downloaded via the following website:

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



## Domains within the Professional Capabilities Framework

The Professional Capabilities Framework (PCF) has nine domains within it. The capabilities should be seen as interdependent, not separate. As they interact in professional practice, so there are overlaps between the capabilities within the domains, and many issues will be relevant to more than one domain. The PCF has been mapped against the HCPC standards of proficiency for social workers. The standards of proficiency outline what a social worker in England should know, understand and be able to do when they complete their social work training so that they can register with the HCPC. They set out clear expectations of a social worker's knowledge and abilities when they start practising. (HCPC 2012)

### **1. PROFESSIONALISM - Identify and behave as a professional social worker, committed to professional development**

Social workers are members of an internationally recognised profession, a title protected in UK law. Social workers demonstrate professional commitment by taking responsibility for their conduct, practice and learning, with support through supervision. As representatives of the social work profession they safeguard its reputation and are accountable to the professional regulator.

### **2. VALUES AND ETHICS - Apply social work ethical principles and values to guide professional practice**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making, including through partnership with people who use their services. Social workers are knowledgeable about the value base of their profession, its ethical standards and relevant law.

### **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 and transgender, faith and belief. Social workers appreciate that, as a consequence of difference, a person's life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim, and are able to challenge appropriately.

### **4. RIGHTS, JUSTICE AND ECONOMIC WELLBEING - Advance human rights and promote social justice and economic wellbeing**

Social workers recognise the fundamental principles of human rights and equality, and that these are protected in national and international law, conventions and policies. They ensure these principles underpin their practice. Social workers understand the importance of using and contributing to case law and applying these rights in their own practice. They understand the effects of oppression, discrimination and poverty.



## **5. KNOWLEDGE - Apply knowledge of social sciences, law and social work practice theory**

Social workers understand psychological, social, cultural, spiritual and physical influences on people; human development throughout the life span and the legal framework for practice. They apply this knowledge in their work with individuals, families and communities. They know and use theories and methods of social work practice.

## **6. CRITICAL REFLECTION AND ANALYSIS - Apply critical reflection and analysis to inform and provide a rationale for professional decision-making**

Social workers are knowledgeable about and apply the principles of critical thinking and reasoned discernment. They identify, distinguish, evaluate and integrate multiple sources of knowledge and evidence. These include practice evidence, their own practice experience, service user and carer experience together with research-based, organisational, policy and legal knowledge. They use critical thinking augmented by creativity and curiosity.

## **7. INTERVENTION AND SKILLS - Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse**

Social workers engage with individuals, families, groups and communities, working alongside people to assess and intervene. They enable effective relationships and are effective communicators, using appropriate skills. Using their professional judgement, they employ a range of interventions: promoting independence, providing support and protection, taking preventative action and ensuring safety whilst balancing rights and risks. They understand and take account of differentials in power, and are able to use authority appropriately. They evaluate their own practice and the outcomes for those they work with.

## **8. CONTEXTS AND ORGANISATIONS - Engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter-professional settings**

Social workers are informed about and pro-actively responsive to the challenges and opportunities that come with changing social contexts and constructs. They fulfil this responsibility in accordance with their professional values and ethics, both as individual professionals and as members of the organisation in which they work. They collaborate, inform and are informed by their work with others, inter-professionally and with communities.

## 9. PROFESSIONAL LEADERSHIP - Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management

The social work profession evolves through the contribution of its members in activities such as practice research, supervision, assessment of practice, teaching and management. An individual's contribution will gain influence when undertaken as part of a learning, practice-focused organisation. Learning may be facilitated with a wide range of people including social work colleagues, service users and carers, volunteers, foster carers and other professionals.

**Please note**, the above Professional Capabilities Framework domains have been reproduced from **The British Association of Social Work (BASW)** webpage **Understanding the PCF**. Please click on the following web link or scan the QR-code to access the webpage.

<https://www.basw.co.uk/pcf/understanding-the-pcf/>



## **Professional Capability Framework: End of First Placement Capabilities**

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 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.

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 descriptor**

By the end of the first placement, students should demonstrate effective use of knowledge, skills, and commitment to core values in social work in a given setting in predominantly less 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, a title protected in UK law. Social workers demonstrate professional commitment by taking responsibility for their conduct, practice and learning, with support through supervision. As representatives of the social work profession they safeguard its reputation and are accountable to the professional regulator.

- 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 your time and workload effectively.
- Be able to show awareness of personal and professional boundaries.
- With guidance recognise your limitations, and how to seek advice.
- Recognise and act on own learning needs in response to practice experience.
- Show awareness of own safety, health, wellbeing and emotional resilience and seek advice as necessary.
- Identify concerns about practice and procedures and how they can be questioned.

## **2. Values and Ethics: Apply social work ethical principles and values to guide professional practice**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making, including through partnership with people who use their services. Social workers are knowledgeable about the value base of their profession, its ethical standards and relevant law. Understand and, with support, apply the profession's ethical principles.

- Recognise and with support manage the impact of 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 and carers and, with support, promote their participation in decision-making wherever possible.
- Recognise and, with support, promote individuals' rights to autonomy and self-determination.
- Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing.

## **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 and transgender, faith and belief. Social workers appreciate that, as a consequence of difference, a person's life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim, and are able to challenge appropriately.

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

#### **4. Rights, Justice and Economic Wellbeing: Advance human rights and promote social justice and economic well-being**

Social workers recognise the fundamental principles of human rights and equality, and that these are protected in national and international law, conventions and policies. They ensure these principles underpin their practice. Social workers understand the importance of using and contributing to case law and applying these rights in their own practice. They understand the effects of oppression, discrimination and poverty. Understand and, with support, apply in practice the principles of social justice, inclusion and equality.

- Understand how legislation and guidance 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 through access to education, work, housing, health services and welfare benefits.
- Recognise the value of independent advocacy.

#### **5. Knowledge: Apply knowledge of social sciences, law and social work practice theory**

Social workers understand psychological, social, cultural, spiritual and physical influences on people; human development throughout the life span and the legal framework for practice. They apply this knowledge in their work with individuals, families and communities. They know and use theories and methods of social work practice.

- With guidance apply research, theory and knowledge from sociology, social policy, psychology, health and human growth and development to social work practice.
- Understand the legal and policy frameworks and guidance that inform and mandate social work practice, relevant to 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 professionals.

## **6. Critical Reflection and Analysis - Apply critical reflection and analysis to inform and provide a rationale for professional decision-making**

Social workers are knowledgeable about and apply the principles of critical thinking and reasoned discernment. They identify, distinguish, evaluate and integrate multiple sources of knowledge and evidence. These include practice evidence, their own practice experience, service user and carer experience together with research-based, organisational, policy and legal knowledge. They use critical thinking augmented by creativity and curiosity. Recognise the importance of applying imagination, creativity and curiosity to practice.

- Inform decision-making through the identification and gathering of information from more than one source and, with support, question 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 support.
- With guidance use evidence to inform decisions.

## **7. Intervention and Skills: Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse**

Social workers engage with individuals, families, groups and communities, working alongside people to assess and intervene. They enable effective relationships and are effective communicators, using appropriate skills. Using their professional judgement, they employ a range of interventions: promoting independence, providing support and protection, taking preventative action and ensuring safety whilst balancing rights and risks. They understand and take account of differentials in power, and are able to use authority appropriately. They evaluate their own practice and the outcomes for those they 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 so as to advocate, influence and persuade.
- 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 the outcomes.
- With guidance use a planned and structured approach, informed by at least two 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.

**8. Contexts and organisations: Engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter-professional partnerships and settings**

Social workers are informed about and pro-actively responsive to the challenges and opportunities that come with changing social contexts and constructs. They fulfil this responsibility in accordance with their professional values and ethics, both as individual professionals and as members of the organisation in which they work. They collaborate, inform and are informed by their work with others, inter-professionally and with 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.
- 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 your 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.

## 9. Professional Leadership: Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management

The social work profession evolves through the contribution of its members in activities such as practice research, supervision, assessment of practice, teaching and management. An individual's contribution will gain influence when undertaken as part of a learning, practice-focused organisation. Learning may be facilitated with a wide range of people including social work colleagues, service users and carers, volunteers, foster carers and other professionals.

- Identify how professional leadership in social work can enhance practice.
- Recognise the value of sharing and supporting the learning and development of others.

**Please note**, the above **Professional Capability Framework - End of First Placement Capabilities** has been reproduced from **The British Association of Social Workers (BASW)** webpage **Capabilities within the Framework**. Please click on the following web link or scan the QR-code to access the webpage.

<https://www.basw.co.uk/pcf/capabilities/?level=9>





## Professional Capability Framework: End of Last Placement/Qualifying level

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

The capabilities should be read in conjunction with the level descriptor 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/qualifying level, they describe the knowledge, skills and values needed to qualify as a social worker, and join the HCPC register. The Health & Care Professions Council (the regulator of qualified social workers) have mapped the [Standards of Proficiency for Social Work](#) (SOPs) against the PCF expectations for social work students at the end of their last placement. Whilst there are some differences in the way the standards and PCF are expressed, the overall expectations are the same.

### Level descriptor

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, a title protected in UK law. Social workers demonstrate professional commitment by taking responsibility for their conduct, practice and learning, with support through supervision. As representatives of the social work profession, they safeguard its reputation and are accountable to the professional regulator.

- Be able to meet the requirements of the professional regulator.
- Be able to explain the role of the social worker in a range of contexts, and uphold the reputation of the profession.
- 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 your time and workload effectively, and begin to prioritise your activity including supervision time.
- Recognise the impact of self in interaction with others, making appropriate use of personal experience.
- Be able to recognise and maintain personal and professional boundaries.

- Recognise your professional limitations and how to seek advice.
- Demonstrate a commitment to your continuing learning and development.
- With support, take steps to manage and promote own safety, health, wellbeing and emotional resilience.
- Identify concerns about practice and procedures and, with support, begin to find appropriate means of challenge.

## **2. Values and Ethics: Apply social work ethical principles and values to guide professional practice.**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making, including through partnership with people who use their services. Social workers are knowledgeable about the value base of their profession, its ethical standards and relevant law.

- Understand and apply the profession's ethical principles and legislation, taking account of these in reaching decisions.
- Recognise and, with support, manage the impact of own values on professional practice.
- Manage potentially conflicting or competing values, and, with guidance, recognise, reflect on, and work 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 individuals' rights to autonomy and self-determination.
- Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing.

## **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 and transgender, faith and belief. Social workers appreciate that, as a consequence of difference, a person's life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim, and are able to challenge appropriately.

- Understand how an individual's identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics, and take account of these to understand their experiences, questioning assumptions where necessary.

- With reference to current legislative requirements, recognise personal and organisational discrimination and oppression and with guidance make use of a range of approaches to challenge them.
- Recognise and manage the impact on people of the power invested in your role.

#### **4. Rights, Justice and Economic Wellbeing: Advance human rights and promote social justice and economic well-being**

Social workers recognise the fundamental principles of human rights and equality, and that these are protected in national and international law, conventions and policies. They ensure these principles underpin their practice. Social workers understand the importance of using and contributing to case law and applying these rights in their own practice. They understand the effects of oppression, discrimination and poverty.

- Understand, identify and apply in practice the principles of social justice, inclusion and equality.
- Understand how legislation and guidance 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 through access to education, work, housing, health services and welfare benefits.
- Recognise the value of, and aid access to, independent advocacy.

#### **5. Knowledge: Apply knowledge of social sciences, law and social work practice theory**

Social workers understand psychological, social, cultural, spiritual and physical influences on people; human development throughout the life span and the legal framework for practice. They apply this knowledge in their work with individuals, families and communities. They know and use theories and methods of social work practice.

- Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health.
- 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.
- 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 people's lives, taking into account

age and development, and how this informs practice. Recognise how systemic approaches can be used to understand the person-in-the-environment and inform your 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 to inform practice.
- Demonstrate a critical understanding of research methods.
- Value and take account of the expertise of service users, carers and professionals.

## **6. Critical Reflection and Analysis: Apply critical reflection and analysis to inform and provide a rationale for professional decision-making**

Social workers are knowledgeable about and apply the principles of critical thinking and reasoned discernment. They identify, distinguish, evaluate and integrate multiple sources of knowledge and evidence. These include practice evidence, their own practice experience, service user and carer experience together with research-based, organisational, policy and legal knowledge. They use critical thinking augmented by creativity and curiosity.

- 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.

## **7. Intervention and Skills: Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse**

Social workers engage with individuals, families, groups and communities, working alongside people to assess and intervene. They enable effective relationships and are effective communicators, using appropriate skills. Using their professional judgement, they employ a range of interventions: promoting independence, providing support and protection, taking preventative action and ensuring safety whilst balancing rights and risks. They understand and take account of differentials in power, and are able to use authority appropriately. They evaluate their own practice and the outcomes for those they 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.
- Be able to communicate information, advice, instruction and professional opinion so as 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.
- Recognise how the development of community resources, groups and networks enhance outcomes for individuals.
- 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.

## **8. Contexts and organisations: Engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter-professional partnerships and settings**

Social workers are informed about and pro-actively responsive to the challenges and opportunities that come with changing social contexts and constructs. They fulfil this responsibility in accordance with their professional values and ethics, both as individual professionals and as members of the organisation in which they work. They collaborate, inform and are informed by their work with others, inter-professionally and with 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.
- Be 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.

## 9. Professional Leadership: Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management

The social work profession evolves through the contribution of its members in activities such as practice research, supervision, assessment of practice, teaching and management. An individual's contribution will gain influence when undertaken as part of a learning, practice-focused organisation. Learning may be facilitated with a wide range of people including social work colleagues, service users and carers, volunteers, foster carers and other professionals.

- Recognise the importance of, and begin to demonstrate, professional leadership as a social worker.
- Recognise the value of, and contribute to supporting the learning and development of others.

**Please note**, the above **Professional Capability Framework - End of First Placement Capabilities** has been reproduced from **The British Association of Social Workers (BASW)** webpage **Capabilities within the Framework**. Please click on the following web link or scan the QR-code to access the webpage.

<https://www.basw.co.uk/pcf/capabilities/?level=9>



## 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 will be made against the nine domains 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
- print and produce hard copies of the report and any electronic versions 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 students 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

The completed form needs to be handed in to the university on the first recall day of the placement.

## 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 particular attention and further work in the rest of the practice. In order 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 practice documentation (available as a hardcopy - this will be issued once only - and as an electronic version available online).

This documentation contains 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 to the University by the due date. Students should follow the course procedure if requesting an extension; practice educators and tutors may not give extensions.

There should be four copies of the practice documentation. Two should be bound in a format which is easy to read (i.e. comb or thermal bound) and handed in to the University. One of the remaining two should be for the practice educator and **one should be retained by the student.**

## **Reports which do not follow the prescribed format will not be assessed**

## 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/SocialWork/index.html) can be found via the Social Work Placements website (<https://www3.shu.ac.uk/HWB/placements/SocialWork/index.html>) under **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 with the exception of my practice educator, practice/work supervisor (where applicable) and my university placement tutor.

From: ..... To: .....

First SW Placement: ☐ Final SW Placement: ☐ (tick applicable)

Student Name: .....

Signature: ..... Date: .....

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## Part 2: Practice Documentation

<b>Student Documentation.....</b>	<b>31</b>
Completing the Practice Documentation: Student Checklist.....	31
Completing the Practice Documentation: Tutor Checklist.....	33
Student Placement: Induction Checklist.....	35
Practice Learning Agreement Form.....	37
Review of Practice meeting.....	45
Review of Practice Form.....	47
Context of Placement.....	53
Work Undertaken.....	53
Tutor marked assignments: Reflective accounts.....	57
<i>Task One.....</i>	<i>57</i>
<i>Task Two.....</i>	<i>57</i>
Placement Daily Register - Notes.....	59
Placement Daily Register.....	61
Practice Supervision Documentation: Supervision Record.....	63
To be included if applicable:.....	65
<i>Concerns/Action Planning Form.....</i>	<i>65</i>
<i>Concerns - Review of Action Plan.....</i>	<i>67</i>
<i>Notice of Placement Termination Form.....</i>	<i>69</i>
<b>Practice Educator Documentation.....</b>	<b>71</b>
Direct observation of a student's practise.....	71
Direct observation assessment report.....	72
Holistic assessment using the Professional Capabilities Framework.....	73
Evidence from Service Users.....	87
Service User and Carer Feedback Form.....	89

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## 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**

Contents Page	<input type="checkbox"/>
Practice Learning Documentation Student Checklist .....	<input type="checkbox"/>
Signed Declaration of Confidentiality .....	<input type="checkbox"/>
Induction Checklist .....	<input type="checkbox"/>
Review of Practice Form .....	<input type="checkbox"/>
Context of the Placement - 500 words .....	<input type="checkbox"/>
Work Undertaken .....	<input type="checkbox"/>
Reflective Accounts - <b>two</b> x 1,000 words = 2,000 words .....	<input type="checkbox"/>
Evaluation of the Practice Learning - 500 words .....	<input type="checkbox"/>
Direct Observation of a Student's Practise:	
• First SW Placement - <u>minimum</u> of <b>two</b> observations .....	<input type="checkbox"/>
• Final SW Placement - <u>minimum</u> of <b>three</b> observations .....	<input type="checkbox"/>
Sample of <b>one</b> completed Service User and Carer Feedback Form .....	<input type="checkbox"/>
Practice Educator Placement Assessment Report - (Section 1.2)	
Pass / Fail / Defer	Practice Educator, Student and Tutor Signatures .....
Placement Daily Register .....	<input type="checkbox"/>
Practice Supervision Documentation: Supervision Record .....	<input type="checkbox"/>
Notice of Placement Termination Form (if applicable) .....	<input type="checkbox"/>
Concerns/Action Planning Form (if applicable) .....	<input type="checkbox"/>
Signed Confirmations (check all documents above that need signing to ensure they have) .....	<input type="checkbox"/>
Reference List .....	<input type="checkbox"/>



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# 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 .....	<input type="checkbox"/>
Practice Learning Documentation Student Checklist .....	<input type="checkbox"/>
Signed Declaration of Confidentiality .....	<input type="checkbox"/>
Induction Checklist .....	<input type="checkbox"/>
Review of Practice Form .....	<input type="checkbox"/>
Context of the Placement - 500 words .....	<input type="checkbox"/>
Work Undertaken .....	<input type="checkbox"/>
Reflective Accounts - <b>two</b> x 1,000 words = 2,000 words .....	<input type="checkbox"/>
Evaluation of the Practice Learning - 500 words .....	<input type="checkbox"/>
Direct Observation of a Student's Practise:	
• First SW Placement - <u>minimum</u> of <b>two</b> observations .....	<input type="checkbox"/>
• Final SW Placement - <u>minimum</u> of <b>three</b> observations .....	<input type="checkbox"/>
Sample of <b>one</b> completed Service User and Carer Feedback Form .....	<input type="checkbox"/>
Practice Educator Placement Assessment Report - (Section 1.2)	
Pass / Fail / Defer ..... Practice Educator, Student and Tutor Signatures .....	<input type="checkbox"/>
Placement Assessment Report .....	<input type="checkbox"/>
Placement Daily Register .....	<input type="checkbox"/>
Practice Supervision Record .....	<input type="checkbox"/>
Notice of Placement Termination Form (if applicable) .....	<input type="checkbox"/>
Concerns/Action Planning Form (if applicable) .....	<input type="checkbox"/>
Signed Confirmations (check all documents above that need signing to ensure they have) .....	<input type="checkbox"/>
Reference List .....	<input type="checkbox"/>

Tutor's comments on the assessment (Guideline approximately 200 words)

***When completed:***

- ***Please place the form on to the grade centre site***
- ***Put a hardcopy into the student's portfolio, and***
- ***Send an electronic 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	
Work space	
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	
SHU Health & Safety Policies <a href="https://www3.shu.ac.uk/HWB/placements/shu_policies.html">https://www3.shu.ac.uk/HWB/placements/shu_policies.html</a> 	
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: \_\_\_\_\_

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

## Practice Learning Agreement: BASW, MSW & ANSW (LD)

**(The Practice Learning Agreement is to be completed by the Placement Tutor)**

Practice Learning:	BASW <input type="checkbox"/>	MSW <input type="checkbox"/>	ANSW (LD) <input type="checkbox"/>	First SW Placement <input type="checkbox"/>	Final Placement <input type="checkbox"/>
--------------------	-------------------------------	------------------------------	------------------------------------	---	--

Dates of Practice Learning Period:	Start _____	Finish _____
------------------------------------	-------------	--------------

Name of student: \_\_\_\_\_

DBS<sup>(i)</sup> Disclosure undertaken: Yes ☐ <sup>(ii)</sup> No ☐ <sup>(ii)</sup> (i), (ii) See notes below

Declaration of Health checks undertaken: Yes ☐ No ☐

Have completed an appropriate number of Skills Days: Yes ☐ No ☐

i) Disclosure and Barring Service (DBS), formerly known as Criminal Records Bureau (CRB).  
 ii) A letter will be sent to the agency confirming this.

Student's local home address: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Home Tel No: \_\_\_\_\_ Mobile No: \_\_\_\_\_

SHU email address: \_\_\_\_\_

Emergency contact information: \_\_\_\_\_

Name of establishment (placement site): \_\_\_\_\_

Name of parent organisation (if relevant): \_\_\_\_\_

Address: \_\_\_\_\_  
 \_\_\_\_\_

Tel No: \_\_\_\_\_

Please confirm that the practice educator is an HCPC Registered Social Worker (RSW): Yes ☐ No ☐

If this is a **Final Placement** please confirm there is an HCPC RSW on-site: Yes ☐ No ☐

Please provide the name and contact details of the **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 off-site practice educator, it is essential that there is a practice/work supervisor at the student's placement to supervise their day to day activities.**

## Part 2: Practice Documentation

On-site practice educator <input type="checkbox"/> Off-site practice educator <input type="checkbox"/>	Practice/work supervisor (if applicable) <input type="checkbox"/>
Name: .....	Name: .....
Position: .....	Position: .....
Telephone No: .....	Telephone No: .....
Mobile No: .....	Mobile No: .....
Email: .....	Email: .....

Please confirm that the practice educator and the practice/work supervisor have had an Enhanced DBS Disclosure:

Practice educator	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Practice/work supervisor	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Please confirm the Board of Trustees and/or Employers of the agency have seen the Enhanced Disclosures of their own staff and are aware of any criminal convictions disclosed. Yes ☐ No ☐

Name of person who will deputise if the practice educator is absent: .....

Email address: ..... Contact No: .....

Name of person who will deputise if practice/work supervisor is absent: .....

Email address: ..... Contact No: .....

Name of Line Manager who is responsible for operational work undertaken by the student: .....

Email address: ..... Contact No: .....

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

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 <sup>(iii)</sup>

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 the appropriate insurance, the placement will be terminated.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Has the student's previous experience and special interests been shared?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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 <input type="checkbox"/>	No <input type="checkbox"/>
Has the practice/work supervisor's experience and special interests been shared?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Has the Reporting Accidents and Incidents on Placements procedure been discussed?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
(Note: All policies and procedures are available on the Faculty Learning Website and the Practice Learning Blackboard site)		
Has the Procedure for a student sick from placement been discussed?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
(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 SHU Disabled Student Support Team, including any need for reasonable adjustments?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Has the Practice Breakdown/Failing Students and Concerns Issues been discussed?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
(Please refer to the Practice Learning Documentation)		
Have <b>Health &amp; Safety</b> issues been considered by the agency in relation to the Practice Learning?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Have insurance issues been confirmed by the agency?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
While on <b>agency business</b> , has the student's <b>travel expenses</b> been discussed?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
(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 <input type="checkbox"/>	No <input type="checkbox"/>
If <b>No</b> , how are any potential complaints, incidents of harassment or misconduct investigated?		
Does the Practice Learning setting have <b>Whistle Blowing</b> procedures?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Are you aware of the university's <b>Whistle Blowing</b> procedures?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
(Please refer to the Practice Learning Documentation)		



## Part 2: Practice Documentation

Required working hours for Practice Learning:

- BASW and MSW, normally 37 hours a week (excluding lunchtime)
- ANSW (LD), normally 37½ hours a week (excluding lunchtime)

There is a 3.5 hours a week study time included within the hours for both the above

Start time: ..... Finish time: .....

Arrangements 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 ☐

Dates of student recall days or other commitments where applicable:

What are the student's learning needs?

Outline the learning opportunities, including work to be undertaken by student during their Practice Learning, the range and type of learning:

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

How will the student have the opportunities to learn and be assessed around diversity issues?

Methods of assessments to be used:

(Tick as appropriate)

- 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..... ☐
- g) Observations..... ☐
- h) Practice Learning Documentation materials and evidence provided by student..... ☐
- i) Supervision notes..... ☐
- j) Student Critical Reflective Log..... ☐

Any other - please specify:

**Direct Observation of Practice must be with a service user or family carer (compulsory)**

• **BASW & 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\*** observations.  
**Two** by the Practice Educator; **one** must have been completed by the Review of Practice meeting.  
*(\*The **third** observation can be undertaken by a Registered Social Worker)*

• **ANSW (LD)**

- **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\*** observations.  
**Two** by the Practice Educator; **one** must have been completed by the Review of Practice meeting.  
*(\*The **third** observation can be undertaken by a Registered Social Worker)*

## Part 2: Practice Documentation

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 one 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)
- Any disagreements about the written notes should be recorded and shared, in writing
- Please confirm the student will be able to discuss the application of theory to practice and practice issues: Yes ☐
- Please identify roles and responsibilities of the practice educator and the 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)

Preparation for supervision required from student:

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: .....

**Practice Learning and Placement Approval Audit**

Does the placement site hold a copy of the current audit?

Yes ☐No ☐

If 'No', please contact Paul Benson at [p.c.benson@shu.ac.uk](mailto:p.c.benson@shu.ac.uk) who will e-mail a copy to the Placement Co-ordinator/Departmental Manager (Practice)

Please note, the student cannot be placed if:

- there is no satisfactory audit of the placement site, or
- an audit of the placement site has not been carried out for more than two years prior to the start date of the student placement, or
- the current audit will run out before the completion of the student placement

It is the policy of Sheffield Hallam University that a valid and satisfactory audit must be in place at the site where a student will be placed before they commence their practice learning experience.

**Partnership Practice Learning Agreement**

Does the placement site hold a copy of the current Partnership Practice Learning Agreement?

Yes ☐No ☐

If 'No', please contact Paul Benson at [p.c.benson@shu.ac.uk](mailto:p.c.benson@shu.ac.uk) who will e-mail a copy to the Placement Co-ordinator/Departmental Manager (Practice)

Any other considerations (See relevant appendices)

**Signatures**

Practice educator: \_\_\_\_\_ Date: \_\_\_\_\_

Practice/work supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Placement tutor: \_\_\_\_\_ Date: \_\_\_\_\_

Student: \_\_\_\_\_ Date: \_\_\_\_\_

**This completed and signed Practice Learning Agreement  
needs to be handed in by the student on their first Recall Day.**

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## 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 (practice educator is to ensure that the student and tutor should be aware of any concerns before the Review of Practice meeting)

However, at any point during the practice learning, where 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 if 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 HCPC Guidance on Conduct and Ethics for Students.

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 concerns are properly recorded by completing the Concerns/Action Planning Form (refer to Practice Learning Documentation). **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:

- i. identified areas of concern
- ii. action to be taken in order to address any concerns raised
- iii. timescales within which the action is to be undertaken
- iv. Where a concerns meeting replaces a Review of Practice the student must be informed of the concerns before the meeting.

This page has been left intentionally blank

**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**

a) To what extent have the learning opportunities, outlined in the Practice Learning Agreement Form, been met to date?

b) How far is the practice providing sufficient learning opportunities to meet the curriculum requirements?

- [illegible]



**1) Learning Opportunities (cont.)**

- c) What learning opportunities are available to the student to explore issues of anti-oppressive practice?
  
  
  
  
  
  
  
  
  
  
- d) 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?

**2) Practice Arrangements**

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

## **2) Practice Arrangements (cont.)**

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

## **3) Assessment**

- a) How many Direct Observations have been completed? Please provide details of date, observer and situation; including written feedback
  
  
  
  
  
  
  
  
  
  
- b) What progress has been made towards providing evidence to meet PCF outcomes?
  
  
  
  
  
  
  
  
  
  
- c) Has the student received feedback on their progress?

### 3) Assessment (cont.)

- d) Comment on the student's overall progress. What are the particular strengths of the student? Please comment on their achievements to date.
- e) What are the areas for future development?
- f) Are there areas of practice where the student is, so far, unable to demonstrate the required level of capability?
- g) Are there any issues affecting the delivery of the Practice Learning that need to be addressed, but do not require a Concerns Meeting?

**3) Assessment (cont.)**

h) How will these be managed during the second half of the practice?

i) Is it necessary to request a Concerns Meeting or has one already taken place?

**Signed:****Date:**

Student: .....

Practice educator: .....

Practice/work supervisor: .....

Placement tutor: .....

This page has been left intentionally blank

## 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
Mrs J White British woman (aged 77)	Needing to complete a Carer's Assessment as fulltime carer for husband. Mrs J needed help with this and completing an attendance allowance	Tel. Call Home visit Follow up visit
Adult Day Centre	Problem Solving - group work - one focussing on depression and the other dementia work with colleague (Centre staff member) and psychologist. Initial task of interviewing and selecting Centre users who have expressed a preference for either of the groups.	Throughout period of practice learning each group meets weekly
Mrs C (White, British) aged 40 and son J aged 3 who has autism	Referral to complete assessment of J's needs, and look at respite care provision.	3 visits to home Visit to OPG Tel. Calls to other professionals including H.V., OPG, OT, S & Lang Therapist work ongoing
Attended Review with PS of Mr C 94 year old white man in his home.	Observe only, while care that Mr C received from 2 care agencies reviewed with all those concerned present. Mr C was very hard of hearing	1 visit

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Work	Nature of Contact	Frequency and Duration



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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 particular 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 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.**

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## Placement Daily Register - Notes

Please ensure that this sheet is completed and signed off by the practice educator, practice/work supervisor or other 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

02/03/2009	<b>P</b>	<b>S</b>	<b>H</b>	<b>L</b>	<b>P</b> / <b>L</b>	<b>T</b>	Signature of practice educator or practice/ work supervisor .....
------------	----------	----------	----------	----------	------------------------	----------	---

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## Part 2: Practice Documentation

Please enter additional weeks below as necessary

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

### Attendance Requirement

I confirm that ..... has completed ..... days in respect of

First Placement ☐ Final Placement ☐ (please tick applicable)

### Practice educator

Signature: .....

Full Name (please print): .....

Date: .....





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

MSW - First and Final SW Placements  
Version: 24/07/2018

### 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

**Signed:**

**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

<b>Student:</b>		<b>Year:</b>
BASW <input type="checkbox"/> MSW <input type="checkbox"/> ANSW (LD) <input type="checkbox"/> First SW Placement <input type="checkbox"/> Final Placement <input type="checkbox"/>		
<b>University tutor:</b>		
<b>Practice educator:</b>		
<b>Practice/work supervisor:</b>		
<b>Practice Learning Setting:</b>		
<b>Placement Dates:</b>	<b>Start:</b>	<b>Finish:</b>
<b>Date of Concerns Meeting:</b>		
<b>Date of Review Meeting:</b>		

Actions	Review of actions	Date

Actions	Any further actions required	Date

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

**Signed:**

**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 (ANSW)

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

### Student Details

Student Name: .....

Gender: Male ☐ Female ☐ Ethnicity: .....

Home Address: .....

Tel No: ..... Mobile No: .....

Does the student have a Learning Contract from SHU Disabled Student Support Team? Yes ☐ No ☐

### Placement Details

Course: BASW ☐ MSW ☐ ANSW (LD) ☐ First SW Placement ☐ Final SW Placement ☐

Is this a repeat placement? Yes ☐ No ☐

Placement Name and Address: ..... Tel No: .....

.....  
.....  
.....

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: .....

### Reason(s) for Terminating Placement (brief details)

Tutor Signature: ..... Date: .....

Practice Educator Signature: ..... Date: .....

Practice Learning Manager Signature: ..... Date: .....

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## Practice Educator Documentation

### 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:

<b>First Placement:</b>	<b>Two</b> times	<b>Final Placement:</b>	<b>Three</b> 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.

NB: 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

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 Placement Assessment Report Template

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

#### 1.1 Placement details

<b>Student</b>			
<b>Practice educator</b>			
<b>Practice/work supervisor (if applicable)</b>			
<b>Course title</b>			
<b>Placement details</b>	First placement <input type="checkbox"/>	Final placement <input type="checkbox"/>	(select as applicable)
<b>Dates of placement</b>	From:	To:	
<b>HEI tutor</b>			

#### 1.2 FINAL ASSESSMENT FOR THIS PLACEMENT- See Section 2 for holistic assessment report

<b>Recommendation</b>	<b>Pass</b> <input type="checkbox"/>	<b>Fail</b> <input type="checkbox"/>	<b>Defer</b> <input type="checkbox"/>
<b>Practice educator signature:</b>			
<b>Practice/work supervisor signature (if applicable):</b>			
<b>Student signature:</b>			
<b>Date:</b>			

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

Issue	Brief description (max 150 words each) <sup>1</sup>	Additional information? (Yes/No)
<b>Placement</b> e.g. workload, PE and/or organisational factors etc.		
<b>Student</b> e.g. health, personal circumstances, disability etc.		

---

<sup>1</sup> Additional summary information can be appended if required

## SECTION 2: Assessment Report

### Holistic assessment

#### PCF level descriptor

**By the end of the first placement** students should demonstrate effective use of knowledge, skills and commitment to core values in social work in a given setting in predominantly less 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 qualifying programmes, demonstrated in the context of the last placement** 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.

**Please provide an overall judgement of the student's professional capability with reference to the level descriptor for this placement, taking into account:**

- **Capability across all nine domains 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**

**Link your comments to examples of evidence presented over the course of the placement and, if appropriate, information provided in Section 3 to support the overall assessment.**

### Feedback on overall capability (Guideline approximately 350 words)

**Assessment of student's future learning need/priorities (Guideline approximately 200 words)**

**Student's comments on assessment (Guideline approximately 300 words)**

**SECTION 3: Holistic assessment of capability**

**Please provide an overview of the student's capability in this practice placement and within each of the nine domains of the professional capability framework.**

**(Guideline approximately 250 words maximum per domain)**

**Domain 1 Professionalism****Identify and behave as a professional social worker, committed to professional development**

Social workers are members of an internationally recognised profession, a title protected in UK law. Social workers demonstrate professional commitment by taking responsibility for their conduct, practice and learning, with support through supervision. As representatives of the social work profession they safeguard its reputation and are accountable to the professional regulator.

**Assessment**

<b>Capability at level for this placement</b>	<b>Demonstrated</b> <input type="checkbox"/>	<b>Not demonstrated</b> <input type="checkbox"/>
---	--	--

**Domain 2 Values and Ethics**

**Apply social work ethical principles and values to guide professional practice**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making, including through partnership with people who use their services. Social workers are knowledgeable about the value base of their profession, its ethical standards and relevant law.

**Assessment**

**Capability at level for this placement**

**Demonstrated**

☐

**Not demonstrated**

☐

**Domain 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 multidimensional and includes race, disability, class, economic status, age, sexuality, gender and transgender, faith and belief. Social workers appreciate that, as a consequence of difference, a person's life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim, and are able to challenge appropriately.

**Assessment****Capability at level for this placement****Demonstrated**☐**Not demonstrated**☐



**Domain 4 Rights, Justice and Economic Wellbeing**

**Advance human rights and promote social justice and economic wellbeing**

Social workers recognise the fundamental principles of human rights and equality, and that these are protected in national and international law, conventions and policies. They ensure these principles underpin their practice. Social workers understand the importance of using and contributing to case law and applying these rights in their own practice. They understand the effects of oppression, discrimination and poverty.

**Assessment**

**Capability at level for this placement**

**Demonstrated**

☐

**Not demonstrated**

☐

**Domain 5 Knowledge****Apply knowledge of social sciences, law and social work practice theory**

Social workers understand psychological, social, cultural, spiritual and physical influences on people; human development throughout the life span and the legal framework for practice. They apply this knowledge in their work with individuals, families and communities. They know and use theories and methods of social work practice.

**Assessment****Capability at level for this placement****Demonstrated**☐**Not demonstrated**☐

**Domain 6 Critical reflection and Analysis**

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

Social workers are knowledgeable about and apply the principles of critical thinking and reasoned discernment. They identify, distinguish, evaluate and integrate multiple sources of knowledge and evidence. These include practice evidence, their own practice experience, service user and carer experience together with research-based, organisational, policy and legal knowledge. They use critical thinking augmented by creativity and curiosity.

**Assessment**

**Capability at level for this placement**

**Demonstrated**

☐

**Not demonstrated**

☐

**Domain 7 Intervention and Skills****Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse**

Social workers engage with individuals, families, groups and communities, working alongside people to assess and intervene. They enable effective relationships and are effective communicators, using appropriate skills. Using their professional judgement, they employ a range of interventions: promoting independence, providing support and protection, taking preventative action and ensuring safety whilst balancing rights and risks. They understand and take account of differentials in power, and are able to use authority appropriately. They evaluate their own practice and the outcomes for those they work with.

**Assessment****Capability at level for this placement****Demonstrated**☐**Not demonstrated**☐

### Domain 8 Contexts and organisations

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

Social workers are informed about and pro-actively responsive to the challenges and opportunities that come with changing social contexts and constructs. They fulfil this responsibility in accordance with their professional values and ethics, both as individual professionals and as members of the organisation in which they work. They collaborate, inform and are informed by their work with others, inter-professionally and with communities.

### Assessment

Capability at level for this placement

Demonstrated

☐

Not demonstrated

☐

**Domain 9 Professional Leadership****Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management**

The social work profession evolves through the contribution of its members in activities such as practice research, supervision, assessment of practice, teaching and management. An individual's contribution will gain influence when undertaken as part of a learning, practice-focused organisation. Learning may be facilitated with a wide range of people including social work colleagues, service users and carers, volunteers, foster carers and other professionals.

**Assessment****Capability at level for this placement****Demonstrated**☐**Not demonstrated**☐

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## 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 a number of 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

#### 2. Verbal:

- By telephone
- In person

#### 3. 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.



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# Service User and Carer Feedback Form

Student: .....

## 1. Please tick a box for each question.

Questions	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
The student social worker explained clearly why we were meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student social worker always kept me informed about what was happening.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student social worker explained what my rights were (including my right to complain).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student social worker explained what could be confidential and what information might need to be shared.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student social worker was open and honest about what the options were.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student social worker was good at time-keeping.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student social worker was easy to contact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student social worker did what they said they would do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student social worker involved me in decisions made about myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was treated respectfully by the student social worker.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt comfortable talking to the student social worker.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt the student social worker understood what I was saying and how I was feeling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, I think that the work I did with the student social worker was successful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, I think my contact with the student social worker was positive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 2. We would welcome any further comments that you might like to make:

## 3. Do you have any suggestions about how we can improve these questions?

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## Part 3: Forms and miscellaneous procedures

Practice Breakdown/Failing Students and Concerns Issues Guidance Notes.	93
Practice Breakdown Procedures Flowchart .....	98
Placement Policies and Procedures .....	99
Practice Learning Evaluation .....	99
Whistle Blowing Policy .....	101
Glossary of roles and definitions.....	105

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## 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 e-mail.
- 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, e-mail 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, it is the tutor's responsibility to judge whether the practice provides appropriate learning opportunities and whether or not 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 in order 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 in the near future.
- 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 make a decision 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 particular practice learning opportunity
- In situations where a practice 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.

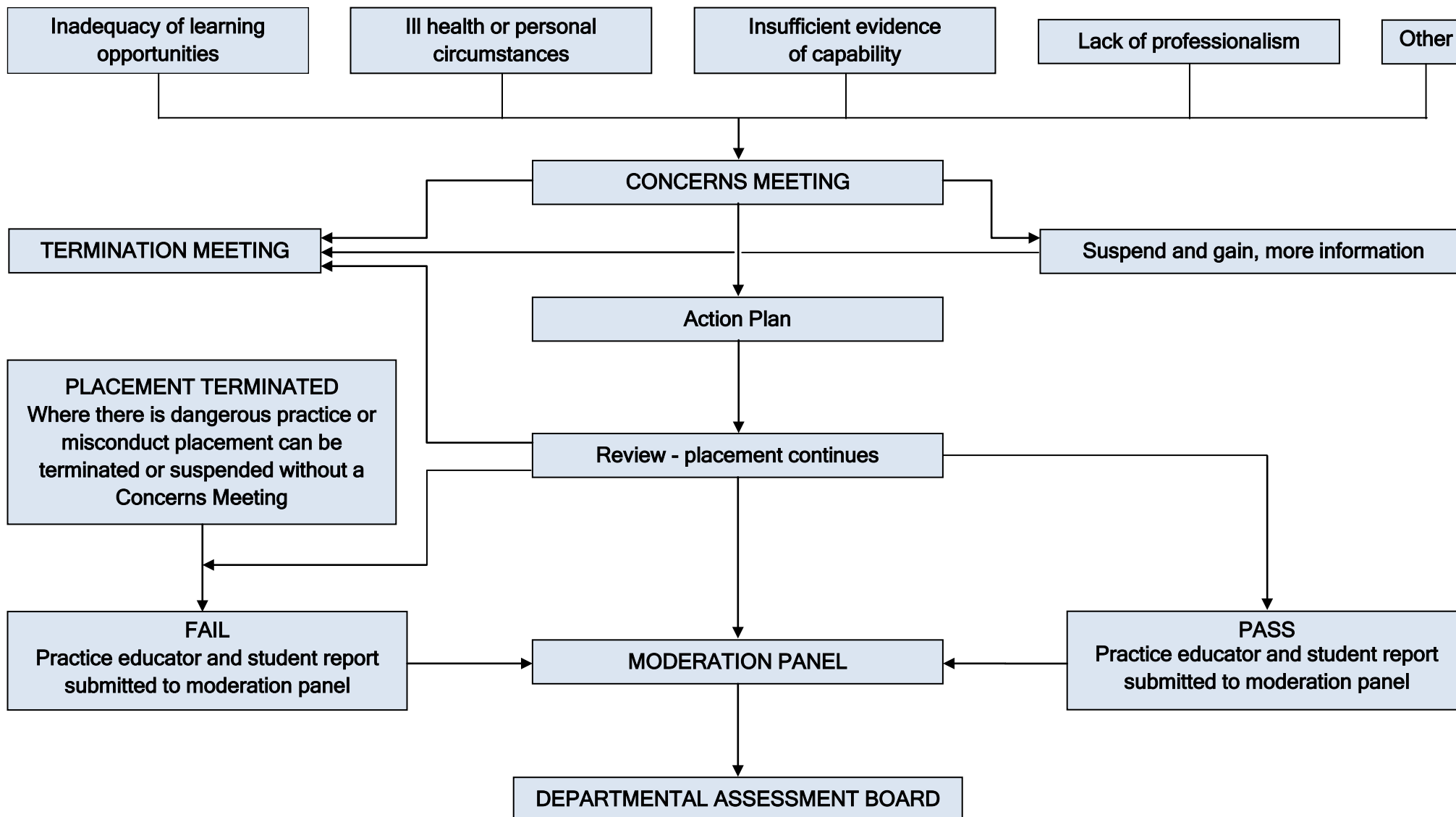
- Even if the breakdown occurs at the beginning of a practice learning opportunity, the student and practice educator should submit a practice report in the normal way so that a judgement can be made regarding capability achieved.
- The report will be sent to the Assessment Board who is under no obligation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



## Placement Policies and Procedures

All placement policies and procedures are available for students and practice educators on the Sheffield Hallam university social work practice placement website at:

<http://www3.shu.ac.uk/HWB/placements/SocialWork/Index.html>



## Practice Learning Evaluation<sup>2</sup>

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 HWB Student Placement Team will e-mail each of the above with the link to the applicable Practice Learning Evaluation form and guidance for its submission.

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<sup>2</sup> 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>. This page has been left intentionally blank

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## Whistle Blowing Policy

A student undertaking a course within the Faculty of Health and Wellbeing may need to instigate procedures arising from concerns about the practice or conduct of:

- staff employed by the University
- an employee of a social work agency
- another student

### Please note

**Placement organisations are required to have in place Whistle Blowing procedures. Students undertaking practice learning within any placement organisation are required to follow the Whistle Blowing or complaints procedures of that organisation.**

## Whistle Blowing/Public Interest Disclosure (August 2013)

The university has in place a formal whistle blowing procedure for responding to disclosures of information which fall within the remit of the Public Interest Disclosure Act 1998. This procedure is available online.

The university's Whistle Blowing Policy does not **in general** apply to students enrolled to study on a course at the university, nor to students participating in work placements as part of their course. The university has alternative policies and procedures in place to protect students from harassment, victimisation, discrimination and bullying in the university and to provide the means to complain. These can be found at:

<https://students.shu.ac.uk/regulations/index.html>

The university expects placement providers to have similar policies in place which would apply in the placement context. Many placement providers will also have their own Whistle Blowing Policies.

## Advice to a student who wishes to raise concerns about wrong-doing

The university recognises that students undergoing assessment by university or work-based staff may be anxious about raising issues of wrong-doing, an university staff should take steps to support students who raise genuine concerns by directing them to use the appropriate procedures in each case, depending on whether the alleged wrong-doing is by:

- the university (or the practice or conduct of staff employed by the university)
- a placement provider (or the practice or conduct of staff employed by a placement provider)
- another student

Such support should be offered whether or not the concerns would be considered to be in the public interest, but any malicious, vexatious or unfounded allegations may result in action against the student under the Student Fitness to Practise Regulations or Student Disciplinary Regulations found at:

<https://students.shu.ac.uk/regulations/index.html>

There may be a limit to the extent of support which can be given and the follow-up action which can be taken where concerns are raised anonymously or where students are unwilling to give a written statement of their concerns; students should be advised of this.

### **Concerns about staff employed by the university**

The university has in place both informal and formal procedures for responding to complaints about the conduct of members of staff. If concerns cannot be resolved informally by approaching the staff member or another staff member, students should be directed to use the Student Complaints Policy and Procedure found at <https://students.shu.ac.uk/regulations/index.html> in the event they may have any concerns to raise about wrong-doing by the university or my university staff. Formal procedures allow for complaints relating to staff/student relationships, including harassment or inconsistent treatment of students. Students wishing to make a complaint about the professional conduct of a university employee should do so using the Student Complaints Policy and Procedure.

Reference can also be made to the university documents:

[Student Anti-Harassment Policy and Procedure](#)

[Equality and Diversity - Policy and Guidance](#)

### **Concerns about practice**

Placement organisations are required to have in place Whistle Blowing Policies. Students undertaking practice learning within any placement organisation are required to follow the Whistle Blowing or complaints procedures of that organisation. University staff can support students by facilitating them accessing these processes, but should not act as an advocate for the student or act in a partisan way, especially before any allegations have been investigated and both parties have been given an opportunity to make representations and present their evidence. However, the university will negotiate with the student and the placement organisation an appropriate form of support.

### **Concerns about the conduct of another student or students**

Concerns about the conduct of another student may be raised initially with the personal tutor. The student may, however, choose to raise concerns with another member of the university. Concerns about the conduct of another student or students should be raised initially with personal tutors or another member of university staff. Staff should direct students to use the [Student Anti-Harassment Policy and Procedure](#) if the behaviour falls within the category of harassment. Staff may wish to refer to the Student vs. student harassment cases: Guidance for staff. If a student raises concerns about the fitness to

practise or discipline of other students, the Student Fitness to Practise Regulations or Student Disciplinary Regulations found at <https://students.shu.ac.uk/regulations/index.html> should be followed.

## Sources of student support

Students should be advised to seek support from Course / Personal Tutors / Academic Advisors, Student Support Officers, the International and Disabled Student Support Teams, Student Wellbeing Services and the Student Union Advice Centre, as appropriate.

The following support systems are available to any student involved in a Whistle Blowing incident:

- Course Tutors / Academic Advisors
- Student Support Officers
- Students' Union Advice Centre
- Student Wellbeing

The following University procedures may be applicable to any of the above areas of concern and students should seek guidance regarding the most appropriate procedure to raise their concern:

- [Whistle Blowing Procedure](#)
- [Complaints Procedure](#)
- Grievance Procedure
- [Student Anti-Harassment Policy and Procedure](#)

In addition, students may access the [Health and Care Profession Council](#)'s guidance on raising concerns or the [Nursing and Midwifery Council](#)'s guidance on raising concerns or making complaints.



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## Glossary of roles and definitions<sup>3</sup>

### 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 who have met stage 1 and stage 2 of the Practice Educator Professional Standards for Social Work. The standards will be phased in from October 2012, but transitional arrangements will allow non-registered social workers to practice as stage 1 practice educators until the end of the academic year 2014/2015.

### 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.

<sup>3</sup> 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>.

## 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<sup>4</sup> and C11<sup>5</sup>) 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 particular 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.

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<sup>4</sup> *Practice Educator Professional Standards for Social Work*; (Domain A5)

<sup>5</sup> *Practice Educator Professional Standards for Social Work*; (Domain C11)