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| Division of Social Work and Social Justice |
| Level 6 Practice Placement 2 Workbook |
| 100 Day Undergraduate Work Based Learning Portfolio |

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**Contents**

[**Section 1: Understanding the Workbook** 3](#_Toc114844426)

[**Holistic Assessment** 3](#_Toc114844427)

[**Anonymity and Confidentiality** 3](#_Toc114844428)

[**Placement Failure / Suspension / termination** 4](#_Toc114844429)

[**Workbook Failure** 4](#_Toc114844430)

**Section 2: Checklist for Completion of Workbook 5**

[**Section 3: Readiness for Practice-Pre Placement Checklist** 6](#_Toc114844431)

[**Section 4: Glossary** 8](#_Toc114844432)

[**Section 5: Placement Flow Chart** 9](#_Toc114844433)

[**Section 6: Learning Agreement- Introduction** 11](#_Toc114844434)

[**Induction** 11](#_Toc114844435)

[**Section 7: Learning Agreement** 12](#_Toc114844436)

[**Contact Details** 12](#_Toc114844437)

[**Practical Arrangements** 13](#_Toc114844438)

[**Induction Sheet** 13](#_Toc114844439)

[**Placement Hours** 14](#_Toc114844440)

[**Supervision arrangements** 14](#_Toc114844441)

[**Disability and Equality Arrangements** 15](#_Toc114844442)

[**Safety** 15](#_Toc114844443)

[**Practice Placement Learning Opportunities** 16](#_Toc114844444)

[**Placement timeline and Submission dates** 19](#_Toc114844445)

[**Signatures** 20](#_Toc114844446)

[**Section 8: Organisation of Practice** 21](#_Toc114844447)

[**Section 9: Record of Supervision** 23](#_Toc114844448)

[**Section 10: Overview of Interventions/Experiences** 24](#_Toc114844449)

[**Section 11: Critical Reflection Practice Guidance** 25](#_Toc114844450)

[**Section 12: Critical Reflection of Practice Form** 26](#_Toc114844451)

[**Section 13: Observation of Practice- Guidance** 27](#_Toc114844452)

[**Requirements** 27](#_Toc114844453)

[**Preparation** 27](#_Toc114844454)

[**Verbal feedback** 28](#_Toc114844455)

[**Written feedback** 28](#_Toc114844456)

[**Section 14: Direct Observation Form** 29](#_Toc114844457)

[**Section A: Student Preparation Report** 29](#_Toc114844458)

[**Section B: Practice Educator Feedback Report** 30](#_Toc114844459)

[**Section C: Student Reflection** 31](#_Toc114844460)

[**Section 15: Midway Report Guidance** 32](#_Toc114844461)

[**Section 16: Midway Report Form** 33](#_Toc114844462)

[**Section A Overview** 33](#_Toc114844463)

[**Section B: Student Social Worker Progress Report** 33](#_Toc114844464)

[**Section C: Practice Educator Progress Report** 34](#_Toc114844465)

[**Domain Specific Assessments** 36](#_Toc114844466)

[**Section 17: Service User and Carer Feedback** 39](#_Toc114844467)

[**Section 18: Professional/Colleague Feedback** 39](#_Toc114844468)

[**Section 19: Confidentiality Statement** 40](#_Toc114844469)

[**Section 20: Onsite supervisor Report** 41](#_Toc114844470)

[**Section 21: Final Report** 42](#_Toc114844471)

[**Section A: Assessment Report** 43](#_Toc114844472)

[**Section B: Holistic Assessment of Each Domain** 44](#_Toc114844473)

[**Section C: Final Assessment of the Placement** 48](#_Toc114844474)

[**Appendices** 49](#_Toc114844475)

[**Professional Capability Framework - End of Last Placement/Completion:** 50](#_Toc114844476)

[**BA Social Work: Concerns about Placement Progression Form** 56](#_Toc114844477)

[**BA Social Work: Concern about Placement Progression Form** 58](#_Toc114844478)

# **Section 1: Understanding the Workbook**

This Workbook should be read in conjunction with the University of Essex Practice Learning Handbook, and it is the practice educator, on-site supervisor and student’s responsibility to understand procedures relating to placements such as roles and responsibilities, concerns and complaints.

This workbook relates to your level 6 placement. This placement is a minimum 100 days long and all 100 days have to be completed. If you cannot complete your 100 placement days within the designated period, you will need to discuss this with your practice educator and placement tutor and obtain agreements for revised deadlines. It is expected that all students will be able to complete all Workbook requirements and demonstrate capability against the relevant Professional Capabilities Framework standards within 100 days.

The Workbook should be completed on the specific documents provided, within deadlines as specified and collated as directed in the checklist for the completion of the Workbook (Section 2). If you are unable to meet any deadline this must be discussed with your practice educator and placement tutor to agree a revised deadline and a formal extension applied for if necessary.

## **Holistic Assessment**

The student’s practice will be assessed holistically. This means a shift from assessing how well a student can write about particular standards in their Workbook to assessing their performance in practice. This shift provides more emphasis on the practice educator’s judgement in regard to the student’s practice.

Holistic assessment is less concerned with each individual element of capability and more concerned with whether the student is a capable practitioner at the specific level of development. Therefore, specific elements of each capability are useful reference points but do not need to be itemised and evidenced individually.

It is your practice and not the Workbook which is your core assessed task. The Workbook is part of the evidence of your capability as a social worker.

The evidence which the practice educator bases their assessment on can be from any of the Workbook documents plus evidence drawn from other sources. These will include informal observation and can also include informal discussion and reflection, student’s social work recording, feedback from peers, service users and the professional network and any other legitimate activity undertaken whilst on placement. It is expected that any such significant incidents or information would be discussed and noted in supervision records. Any supervision notes used as supporting evidence for the Final Report have to be included as part of the completed workbook. If there is an on-site supervisor, it is expected that they record and discuss such evidence with the student in supervision and informs the practice educator. This can be through the sharing of supervision notes and/or discussion with the practice educator prior to the Midway and Final Report and through the completion of comments on the Midway and a written report at the end of the placement.

## **Anonymity and Confidentiality**

All documents and inclusions in the Workbook must be anonymised and it made clear how this has been undertaken. For example, if you have used a pseudonym this needs to be stated. Service users’ initials should not be used and any information about services or agencies which may be identified must also be anonymised (bar the placement setting). Ensure that names and any personal details have been blanked out on any handwritten documents, such as service user feedback, before scanning for inclusion in the Workbook. Any student who does not anonymise service user details may become subject to Fitness to Practise procedures.

## **Placement Suspension / Termination / Failure**

There are a number of reasons why placements might be suspended usually falling into one of two categories;

* + Concerns about the suitability of the placement and/or the provision of supervision
  + Concerns about the suitability of the student as a Social Work practitioner due to a serious breach of codes of professional practice / placement policies and procedures.

Suspension of a placement will be conducted in strict accordance with the procedures for Concerns about Progression (refer to student handbook). If a placement is suspended or terminated due to concerns about the suitability of the placement and/or the provision of supervision this needs to be agreed between all parties as a placement break down and an alternate placement opportunity needs to be identified.

Placement providers can only independently suspend a placement if a service user is deemed to be at immediate risk and it is not possible to contact the university. A student can be suspended until an urgent meeting can be convened.

Students must not terminate or suspend their own placement.  If a student suspends or terminates their own placement without prior consultation and authority, this may constitute a placement fail and/or be considered professional misconduct that could lead to a Professional Suitability Group (PSG) referral, with a repeat of a failed placement only possible in the next academic year.

Suspension and termination does apply if in the practice assessment process, at any stage, including at the end of the 70 days placement, it is concluded that there is a lack of professional capability. If this is the case, the Practice Assessment Panel will decide if it endorses the Practice Educator’s decision and if it does so, it will make a recommendation of a fail to the exam board. A repeat placement can only be undertaken in the next academic year.

## **Workbook Failure**

If it is deemed by the practice educator that the student’s Workbook submissions are not complete or incorrectly completed or are not written at a professional level of literacy the Practice Assessment Panel will re-assess the Workbook. They can provide the student with an opportunity to rewrite or submit specific documents within a specified time scale or recommend a failure of the Workbook to the exam board.

# **Glossary**

|  |  |
| --- | --- |
| OSS | On-site Supervisor |
| PE | Practice Educator |
| HEI | Higher Education Institute |
| PCF | Professional Capabilities Framework |
| PT | Placement Tutor |
| DBS | Disclosure and Barring Service |
| LA | Learning Agreement |
| SWE | Social Work England |
| PS | Professional Standards |
| APC | Agency Placement Co-ordinator |
| PC | Placement Co-ordinator (HEI) |
| BASW | British Association for Social Workers |

**Section 2: Checklist for Completion of Workbook**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Please tick to confirm that you have included the following documents in the final submission:** | | | | |
| Pre-Placement Checklist | | | |  |
| Confidentiality Statement | | | |  |
| Student, practice educator and on-site supervisor have completed the on-line QAPL feedback form - Workbooks will not be accepted until these have been completed | | | |  |
| Pre-Placement Checklist | | | |  |
| Learning Agreement | | | |  |
| Records of attendance for entire placement | | | |  |
| Record of supervision | | | |  |
| Jointly agreed supervision notes (included at the end of the workbook as Appendix 1) | | | |  |
| Overview Interventions / Experiences | | | |  |
| Critical Reflections one, two, three and four | | | |  |
| Direct observations one, two, three and four | | | |  |
| Practice Educator’s Midway Report | | | |  |
| Service user and carer feedback | | | |  |
| Professional/Colleague feedback | | | |  |
| On-site supervisor report (if applicable) | | | |  |
| Practice Educator’s Final Report | | | |  |
| Copy of any extension requests / Evidence of agreement for revised deadline for hand in of workbook (if applicable) | | | |  |
| Copies of any Concerns about Placement Progression forms (if applicable) | | | |  |
| Workbook e-submission through FASER | | | |  |
| All documents are anonymised | | | |  |
| Student Signature |  | Date |  | |
| Practice Educator Signature |  | Date |  | |

# **Section 3: Readiness for Practice-Pre Placement Checklist**

To be completed with Placement Tutor prior to the beginning placement

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **What** | **Details** | | | **Issues and Outcomes** |
| **DBS Disclosure** | All students need a current enhanced DBS.  DBS to be taken to preplacement interview. | | |  |
| **Conduct** | Students must read, understand and believe they are able to meet SWE Professional Standards for students prior to placement. | | |  |
| **Pre Placement Interview** | Student needs to contact their practice educator and or on-site supervisor prior to beginning placement and will usually attend an interview. | | |  |
| **Prior relationships or conflict of interest** | Any known or likely prior relationships with the practice educator, on-site supervisor, agency or service users’ needs to be declared, discussed and agreed prior to starting placement. | | |  |
| **Car Documents** | If a student is to use a car to travel to or from her agency or within placement, they need to ensure it is taxed, insured, roadworthy and they have a current driving licence. If they will transport service users, they need a business use certificate. These must be shared with the placement tutor/practice educator/on-site supervisor prior to placement. | | |  |
| **Attendance** | Student is to attend the placement a minimum of 7 hours per day (not including a minimum 30-minute lunch break and 30 mins reflection) Placement timing to be agreed with practice educator (on-site supervisor). | | |  |
| **Health/disability/**  **learning difficulty incl. dyslexia** | Students are strongly advised to declare disabilities, health needs and/or learning support needs and work with Student Services and their placement to ensure appropriate support and measures are in place. | | |  |
| **Travel** | Students need to ensure they have made suitable arrangements to travel to and from placement and to travel whilst on placement prior to beginning their placement. | | |  |
| **Other Commitments/**  **Personal Issues** | Students need to make suitable arrangements for care of others or work commitments prior to placement. These need to take into account the placement hours plus study time. Any other personal issues likely to impact on the placement or practice need to be discussed and considered. | | |  |
| **Placement Handbook and Workbook** | The student must have read and understood both the placement Handbook and Workbook prior to beginning the placement and discussed any questions or queries. | | |  |
| **Inoculation** | Student on placement has been screened by Occupational Health (for hospital placements only) and had the necessary inoculations | | |  |
| **Declaration: I have attended to all the above issues and undertakings and confirm that I am able to begin my practice placement.** | | | | |
| Student Signature | |  | Date |  |
| Placement Tutor Signature | |  | Date |  |

# **Section 4: Placement Flow Chart**

|  |  |  |
| --- | --- | --- |
|  | **Events/Actions** | **Proposed timelines** |
| 1 | Pre-Placement Meeting with PE, student and if there is one, OSS, at agency | Prior to beginning placement |
| 2 | Completion of Pre Placement Check List |
| 3 | Begin Placement and maximum 16 day induction period | |
| 4 | Meet with PE (and OSS) to draft Learning Agreement – this may include formal and informal meetings. | Within 6 days of starting placement |
| 5 | Draft of Learning Agreement to be sent to PT, PE and OSS 2 days prior to LA meeting. | Within 10 days of beginning of placement |
| 6 | Learning Agreement Meeting – Student, PT, PE and OSS must all attend. The LA will be finalised during this meeting if possible. At the meeting, all parties agree Midway date. | Within 12 days of beginning placement |
| 7 | If the LA is not completed at LA meeting then a finalised copy must be sent to the HEI. If there is no finalised LA in place and there is no formally agreed extension of the deadline for this then the placement may be suspended. | By day 15 of placement |
| 8 | First Two Direct Observation of Student’s Practice | 5 days prior to Midway |
| 9 | First Two Critical Reflections by student |
| 10 | Meet with PE (and OSS) to draft Midway – this may include formal and informal meetings. | Within 42 days of beginning placement |
| 11 | Midway meeting Student, PT, PE and OSS must all attend. Midway documents to be sent to all parties 2 days prior to Midway meeting. At the meeting, all parties agree Final Meeting date. | Within 55 days of beginning placement |
| 12 | Completed Midway document to HEI– if this is not done and there is no formally agreed extension of the deadline for this then the placement may be suspended. The PT to add their comments and sign Midway report. | By day 60 of placement |
| 13 | Third Direct Observation of Student’s Practice | By day 70 of placement |
| 14 | Third Critical Reflection by student |
| 15 | Fourth Direct Observation of Student’s Practice | By day 85 of placement |
| 16 | Fourth Critical Reflection by student |
| 17 | Final Placement meeting – draft Workbook to be discussed as well as overall holistic assessment of the student’s practice. | Within 95 days of placement |
| 18 | Completed Workbook to be handed in to the PE | By 4pm 3 days after the final placement day |
| 19 | PE to mark and return the workbook to the student for handing in to the University. | Within 2 weeks of end of placement |
| 20 | Student to submit completed Workbook with their reflective comments on the PE final report to PT for final comments and signature before e-submission on Faser. | Within 3 weeks of end of placement |

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# **Section 5: Confidentiality Statement**

You should remove anything that could be used to identify a service user from confidential information which you use in your assessment. All documents and inclusions in the Workbook must be anonymised and it made clear how this has been undertaken.

<https://www1.essex.ac.uk/it/services/information-security/>

|  |  |
| --- | --- |
| **Confidentiality Statement** | |
| Within my Workbook I have anonymised names and other identifying information in relation to all service users, carers/families, and professionals (e.g., health, education, and police) and other individuals, except where permission has been granted to include documentary evidence of feedback on my practice. All references to organisations (except the placement agency) have been anonymised. | |
| **Student Signature:** |  |
| **Date:** |  |

# **Section 6: Learning Agreement- Introduction**

It is the joint responsibility of the student and the PE (and OSS if there is one) to complete the Learning Agreement form and to circulate it to all parties at least **two full working days** prior to the Learning Agreement meeting. The Learning Agreement meeting must be completed by the 12th day of the placement and the agreed and completed paperwork sent to the university tutor by the 15th day of the placement. Failure to do so without agreement may lead to the suspension of the placement.

## **Induction**

The student induction period which is part of the learning agreement should not normally last longer than 16 days. Any tasks not completed by this point can either be agreed by the PE and PT to be carried over to be completed by a specific date or if non-essential, such as a particular agency visit, can be abandoned with agreement of the PE and PT.

Where possible, the induction will include opportunities to engage with service users. All meetings with colleagues, visits to other agencies and shadowing must be discussed in advance with the PE (and OSS) and reasons for the opportunities understood by the student in advance and fed back afterwards. It may be as the placement continues that the PE and OSS will identify further opportunities to network with colleagues or shadow other workers but this would not be understood as being part of the induction process but rather as part of ongoing learning and assessment.

# **Section 7: Learning Agreement**

## **Contact Details**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student name:** |  | | |
| **Placement Year** |  | **Student Registration Number:** |  |
| **Email:** |  | **Telephone:** |  |
| **Placement start date:** |  | **Number of days to be completed:** |  |
| **Date of LA meeting:** |  | | |
| **Agency/Team name:** |  | **Agency address:** |  |
| **Placement Tutor:** |  | | |
| **Email:** |  | **Telephone:** |  |
| **Practice educator:** |  | | |
| **Email:** |  | **Telephone:** |  |
| **On Site Supervisor:**  **(if applicable)** |  | | |
| **Email:** |  | **Telephone:** |  |
| **Brief Description/Profile of Agency (to be completed by student)**  e.g., service user groups, staffing team, services provided, contextual information, funding and organisational structure | | | |
|  | | | |

## **Practical Arrangements**

|  |  |
| --- | --- |
| **Practical Arrangements** | **Date Completed and details if required** |
| **Seating arrangements for student (hot desk/own space etc.).** |  |
| **Dress code requirements** |  |
| **Access to administrative support, office equipment, telephone and laptop/P.C.** |  |
| **Arrangements for student to attend staff meetings** |  |
| **Procedure for notifying of absences; (your PE and HEI must be informed of any absences and the day made up – see Section 7)** |  |
| **Human Resources procedures e.g., agency ID card / email account /car usage /travel reimbursement** |  |

## **Induction Sheet**

|  |  |  |
| --- | --- | --- |
| **Task** | **Details** | **Date Completed** |
| **Induction pack** |  |  |
| **Risk management** |  |  |
| **Health and Safety** |  |  |
| **Confidentiality** |  |  |
| **Policy and Procedures** |  |  |
| **Legal framework and processes** |  |  |
| **Safeguarding and Protection** |  |  |
| **I.T. systems** |  |  |
| **Training** |  |  |
| **Working with Service Users and others** |  |  |
| **Liaison with local services** |  |  |
| **Introduction to team/workplace** |  |  |
| **Shadowing (if appropriate)** |  |  |
| **Other** |  |  |

## **Placement Hours**

|  |  |
| --- | --- |
| **Please record normal working hours student is expected to attend:**[N.B Students are expected to work at least 7 hours per day in addition to at least 30 mins for lunch and 30 mins reflection time.] Students are not expected to work at home unless authorised by the manager, Practice Educator and the practice learning co-ordinator. They are not to carry out academic work or complete, non-placement workbook requirements in their working hours. | |
| **Working hours start-time:** |  |
| **Working hours end-time:** |  |
| **Arrangements for 30 mins reflective time and completion of reflective diary every day. (It is not to be taken outside the placement or accumulated and taken in longer time periods)** |  |
| **Please state any arrangements for regular or occasional work outside normal hours including time off in lieu** |  |
| **Please detail any additional arrangements for lunch breaks, and arrangements for medical or other essentials appointments in work time.** |  |
| **Complete attendance form stating which days you will be on placement.** |  |

## **Supervision arrangements**

|  |  |
| --- | --- |
| **It is expected that students will be provided with a minimum of one and a half hours supervision every five placement days. Where there are a number of students in a placement and group supervision is offered it is important that students are also provided with individual time. Supervision sessions are used as evidence to demonstrate student’s capability in practice and any practice likely to be used as evidence in the Midway or Final report needs to be discussed and recorded in supervision.** | |
| **PE expectations of supervision** |  |
| **OSS expectation of supervision** |  |
| **Student’s expectation of supervision** |  |
| **Recording of sessions- Who will undertake the recording PE/OSS and/or student? Supervision notes will include issues discussed, outcome and any actions. Supervision notes to be agreed and signed by all parties.** |  |
| **Supervision Schedule - to include day of the week, time, venue, duration and supervisor role (i.e., OSS/PE)** |  |
| **If agreed by all parties the Practice Educator and OSS will share supervision records with each other once they have been agreed and signed** | |

## **Disability and Equality Arrangements**

Special Educational Needs and Disability Act (2001) & Equality Act (2010) requirement

|  |  |  |
| --- | --- | --- |
| **Does the student consider that he or she has any disability or specific learning needs that need to be taken into consideration during this placement?** | **YES** | **NO** |
|  |  |
| **Please outline disability and equality arrangements below including any equipment and who is responsible for the provision of this** | | |
|  | | |
| **Plan to meet students learning needs based on diagnostic and learning styles assessment**  PE (and OSS) to undertake an evaluation of students learning preferences based on previous experience and current knowledge and skills. | | |
|  | | |

## **Safety**

|  |  |
| --- | --- |
| **The Practice Educator/agency and the student need to consider their safety and the safety of colleagues and service users at all times.**  **The agency will ensure that the student is made fully aware of the agency’s policy and practice in relation to conducting work safety (e.g. lone working, risk assessments, panic buttons, logging in and out, joint visits etc).** | |
| **Risks identified in respect of student, colleagues or service users.** | **Policy, procedures and systems to address identified risks** |
|  |  |
|  |  |
|  |  |

## **Practice Placement Learning Opportunities**

The student needs to, in collaboration with the PE (and OSS), identify a number of substantial pieces of work, the vast majority of which will involve direct contact with service users or working on their behalf. These pieces of work will form the basis for the PE’s holistic assessment and also allow the student to demonstrate their capability of meeting the PCF requirements at the relevant stage.

|  |
| --- |
| **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. |
| **Work to be undertaken** |
| **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. |
| **Work to be undertaken** |
| **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. |
| **Work to be undertaken** |
| **Domain 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. |
| **Work to be undertaken** |
| **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. |
| **Work to be undertaken** |
| **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. |
| **Work to be undertaken** |
| **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. |
| **Work to be undertaken** |
| **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. |
| **Work to be undertaken** |
| **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. |
| **Work to be undertaken** |

## **Placement timeline and Submission dates**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Sep** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** | **Jul** | **Aug** |
| **1st** |  |  |  |  |  |  |  |  |  |  |  |  |
| **2nd** |  |  |  |  |  |  |  |  |  |  |  |  |
| **3rd** |  |  |  |  |  |  |  |  |  |  |  |  |
| **4th** |  |  |  |  |  |  |  |  |  |  |  |  |
| **5th** |  |  |  |  |  |  |  |  |  |  |  |  |
| **6th** |  |  |  |  |  |  |  |  |  |  |  |  |
| **7th** |  |  |  |  |  |  |  |  |  |  |  |  |
| **8th** |  |  |  |  |  |  |  |  |  |  |  |  |
| **9th** |  |  |  |  |  |  |  |  |  |  |  |  |
| **10th** |  |  |  |  |  |  |  |  |  |  |  |  |
| **11th** |  |  |  |  |  |  |  |  |  |  |  |  |
| **12th** |  |  |  |  |  |  |  |  |  |  |  |  |
| **13th** |  |  |  |  |  |  |  |  |  |  |  |  |
| **14th** |  |  |  |  |  |  |  |  |  |  |  |  |
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| **18th** |  |  |  |  |  |  |  |  |  |  |  |  |
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| **30th** |  |  |  |  |  |  |  |  |  |  |  |  |
| **31st** |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| Learning Agreement to be forwarded to PT |  |
| Student to submit midway evidence to all relevant parties. |  |
| Midway meeting date and time |  |
| Student to submit completed Workbook to the PE |  |
| PE’s Final Report to be provided to Student |  |
| Student to submit final Workbook on Faser |  |

## **Signatures**

|  |  |
| --- | --- |
| **The Learning Agreement has been read and agreed by all parties:** | |
| We agree that this learning agreement meets the individual needs of the student and the requirements of the social work training programme.  We agree to abide by all the guidance and procedures as outlined in the Practice Placement Handbook and Workbook  We agree to adhere to the stated deadlines for submission of documentation. If exceptional circumstances prevent this, please advise the placement tutor | |
| **Signed: Date:** | |
| **Student** |  |
| **Placement tutor** |  |
| **Practice educator** |  |
| **On-site supervisor** |  |

# **Section 8: Organisation of Practice**

The university has allocated 110 days over which your 100 placement days need to be completed. In discussion with you PE (and OSS) please select the 100 days you intend to use. If for any reason such as illness, inclement weather or care responsibilities you cannot attend, you need to select another day. It is therefore sensible to leave a few days towards the end of the placement to use if there are any difficulties. In **exceptional circumstances** if you are unable to complete your 100 days within the allocated period you must discuss this with you PE and PT and apply for an extension.

You must ensure your PE/OSS or a nominated person signs of your attendance on a **weekly basis** and that you include this document at the Midway and in the Final Report.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | Dates attended | Supervisor/PE Signature | Student’s Signature | Running Total |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
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# **Section 9: Record of Supervision**

Formal supervision should take place for a minimum of one and a half hours every five placement days and will be split equally between the PE and OSS if you have both. If there are a number of students on placement and group supervision is offered, it is important that students are also provided with individual supervision. Supervision sessions are used to evidence the student’s capability in practice. The PE (OSS) and student need to agree who will record supervision sessions. This is often on a 50/50 basis but may be varied depending on the student’s needs and the significance of the evidence being recorded. Any practice likely to be used as evidence in the Midway or Final report needs to be discussed and recorded in supervision. Use this table to record when the supervision session took place or if it could not take place record when it has been rescheduled.

|  |  |  |
| --- | --- | --- |
| **Date** | **Supervisor’s name and role, i.e., PE or OSS** | **Signed by student and PE/OSS** |
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# **Section 10: Overview of Interventions/Experiences**

The student must keep a record of any substantial pieces of work or interventions throughout the course of the placement. It is expected that the student will bring this up to date record to each supervision session so the PE can be aware of the scope, type and quantity of practice. This record can be used to ensure the student is both being given and is undertaking a sufficient range and complexity of practice as is expected at their practice level.

The record should indicate the duration of the work, the frequency and nature of the contact (e.g. number of interviews, meetings, phone contacts, letters, etc.). Please also record other learning opportunities such as attending meetings and training. This record should be presented as part of the Midway and Final Reports.

|  |  |  |  |
| --- | --- | --- | --- |
| Intervention/Experience –  Brief outline only | Timescale, duration & date | Nature, outcome and impact of intervention/experience (Link to relevant PCF) | PE and Student initials and date |
|  |  |  |  |
|  |  |  |  |
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# **Section 11: Critical Reflection Practice Guidance**

There is no limitation on the number of Critical Reflections the PE can expect from the student during the period of the placement. It could also be used as a tool for the student’s preparation for supervision.

The student is required to analyse at least **four** events for the 100 day placement. Two of these are to be completed prior to the midway and submitted with the midway documentation. The other two should be completed by 70 and 90 days respectively and submitted in the final Workbook. It is expected that all Critical Reflections should be shared in draft form at least once with their PE and the student make any changes or improvements as suggested. It is up to the PE how many further drafts they are prepared to read and comment upon. The PE will assess whether they believe the piece of work has been written at a standard equivalent to professional writing and submission i.e., of a social work report or assessment at your level of practice and whether they believe it to be a true reflection of your practice as they understand it.

All critical reflections should relate to direct work with service users or carers although attending professional meetings about or on their behalf would be acceptable for one of the reflections. It is expected that the student will discuss possible Critical Reflections with their PE to ensure they have selected appropriate examples of their practice.

The purpose of this task is to demonstrate that the student understands what it means to ‘critically reflect’ and can apply this in respect of their own learning from practice. In each of their Critical Reflections they should write knowledgeably about their own social work practice (not their observation of others’ practice).

Each Critical Reflection of Practice should be a **maximum of 1200 words**. Students are expected to use references in the same way as in their academic work. Students are required to use citations in the text where necessary and to include full references at the end of the Critical Reflection (this list is not included in the word count).

The pieces of work used must be different to work used for other workbook items. Students should be demonstrating their capability in the PCF domains relevant to their placement stage. Students are reminded that this is a reflective piece of work, and they should concentrate on critical reflection, analysis, values and ethics, in writing about their own practice.

**Section 12: Critical Reflection of Practice Form – 1 / 2 / 3 / 4**

|  |  |  |  |
| --- | --- | --- | --- |
| **Brief outline of the event: (Maximum 100 words)**  Your context and what happened | | | |
|  | | | |
| **An analysis of what happened (max 300 words):**  What did you do, what went well, what might you have done differently, how were your judgements informed by theory, legislation, guidance, personal values or ethics and beliefs? | | | |
|  | | | |
| **Outcomes (max 150 words):**  A statement of outcomes for those concerned | | | |
|  | | | |
| **Learning including PCF Domains (max 150 words):**  An evaluation of your learning with particular reference to PCF domains | | | |
|  | | | |
| **SWE Professional Standards (max 150 words):**  Please consider how you acted within the SWE Professional Standards in this event. | | | |
|  | | | |
| **Identified issues for development (max 150 words):**  Issues you need to work on or practice to be developed | | | |
|  | | | |
| **References:** | | | |
|  | | | |
| **Practice educator’s verification of critical reflection of practice** | | | |
| **Quality of writing and whether this meets expected professional standards** | | | |
|  | | | |
| **Confirmation that, to the best of your knowledge, this is an accurate record of the student’s work and that it meets appropriate professional standards and any comments or queries** | | | |
|  | | | |
| **Overall opinion as to the student’s reflection and identified learning needs** | | | |
|  | | | |
| **PE Signature:** |  | **Date:** |  |

# **Section 13: Observation of Practice- Guidance**

## **Requirements**

As a student social worker you will be frequently observed by your PE, OSS, colleagues and other professionals. Feedback will be sought from colleagues, other professionals and service users and these can be used as part of the holistic assessment. In addition to this ongoing informal observation, SWE requires that students are formally directly observed during their practice learning:

2.5 Ensure that students undergo assessed preparation for direct practice to make sure they are safe to carry out practice learning in a service delivery setting. (SWE, 2019).

On a 100 day placement there will be a minimum of **four** observations. Normally these will be undertaken by the PE although one may be done by the OSS or another professional in the team. It is expected that the PE will undertake the first observation unless exceptional circumstances prevent this from happening. Two of these will be completed 5 days prior to the Midway meeting one by 70 days and the other by 90 days.

The observations must involve direct contact with a service user or carer, whether in person or virtual, but one of them can be the attendance at a professional meeting / panel in regard to or on behalf of the service user. You should be observed in practice which is representative of your usual practice and that of the agency rather than special set pieces. In settings where the opportunities may be limited or less diverse it will be down to the PE’s discretion as to whether a planned observation meets the requirements and/or provides sufficient evidence to inform and support their assessment of the student’s capabilities.

The observation acts as both a developmental and summative assessment tool. That is, it is intended to assist the student in understanding and improving their practice through reflection and feedback, but it is also summative as it forms a significant part of the holistic assessment. Feedback will be given on areas of practice which are not yet demonstrated or are not yet at the standard expected relevant to the particular placement. It is then expected that the student will address any identified areas for development in future observations or as agreed with the PE in other pieces of work or interventions.

## **Preparation**

All formal observations need to be planned in advance. It is not appropriate to decide retrospectively that an interaction or other practice will be treated as an observation or to decide an example of practice will be treated as a formal observation during or just before the observation. An observation can be planned and discussed and the paperwork completed quickly if a suitable opportunity presents itself but this would still be with at least one day’s notice. Normally, at least a week’s planning and preparation would be required and expected.

Preparation for all observations should be undertaken in consultation with the practice educator (and OSS where appropriate). The student is expected to be looking for suitable observation opportunities from the start of the placement and to discuss them with the PE (and OSS) whose agreement is required as to the suitability of any observation. If the student selects a piece of work where they are working with others such as a group or meeting, the student needs to have a planned part of that intervention or be reasonably confident, they will be very actively involved in that piece of work. Generally, observations should be between 30 minutes and an hour although longer observations might be appropriate in some circumstances.

The student needs to bear in mind that PEs are often very busy and that service users may not be available for a wide variety of reasons and may cancel at short notice or not be available at the agreed time. It is the student’s responsibility to organise and plan all the observations and to get dates for observations in their PE’s diary as soon as possible and also to have back up or contingency plans in place if a particular service user is not available. It will therefore be the student’s responsibility if they have failed to do this and have not carried out the necessary number of observations at any point. If a student is aware there are likely to be difficulties in completing observations within timescales due to issues beyond their control, they must discuss this with their PE and PT as soon as they become aware of the difficulties.

The student must ensure that everybody who is involved in the observation understands the purpose and nature of the observation and their part in this and have given prior consent. This will include whether they are happy to give verbal feedback to the observer directly following the observation, although if they are not, this would not prevent an observation going ahead. Informed consent is obviously paramount with service users but includes carers and other professionals. If there are several people involved in a meeting or intervention, then all of them need to be contacted prior to the meeting and their informed consent sought. If a service user is unable to give informed consent due to age or illness then, depending on the situation and the legal implications, a suitable adult can be approached to provide consent. As well as securing prior consent the student must check at the point of the observation that everyone still understands the observation and is in agreement as situations can change, as might people’s views as to the appropriateness of a third party being present.

The student social worker is required to discuss the observation with their PE prior to undertaking it. This will include why they have chosen this particular opportunity and what they intend to demonstrate or work on. Observation arrangements will also be discussed such as seating and in what situations the PE would or would not interject. The student is responsible for completing the relevant section of the Direct Observation Report and sending this to their observer at least 24 hours prior to the observation or at least the evening before on a short notice observation. The student and observer are to use the Direct Observation Report format to inform their discussions.

## **Verbal feedback**

The observer will, if at all possible, provide verbal feedback to the student immediately following the observed session. This is sometimes not possible, if for example the observer is only observing part of a session, meeting or group. If the PE and student know that direct feedback after the session will not be possible, then they must arrange a time to speak as soon as is reasonable after the observation either on the phone or face to face. This initial feedback will attend to the student’s initial understanding of how the observation went and the PE’s key areas of positive and developmental feedback. Any serious issues of concern will be immediately fed back, and any remedial actions discussed and executed.

## **Written feedback**

The observer will write up their evaluation of the direct observations using the format provided within 3 days of the observation and the student is required to write a reflection on the observed session and the feedback received in order for it to be discussed at the next supervision session within one week of receiving the PE’s feedback. In this supervision session the observation will be discussed in greater detail with particular respect to critical reflection on the part of the student.

The student’s writing both pre and post observation will be written to professional standards with relevant referencing and bibliography.

# **Section 14: Direct Observation Form**

## **Section A: Student Preparation Report**

To be discussed with the PE prior to the observation. To be completed by student prior to the Direct Observation and forwarded to the observer at least 24 hours in advance of the observation taking place.

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Name:** |  | **Date:** |  |
| **Observer’s Name:** |  | **Observation no.:** | 1 / 2 / 3 /4 |
| **Consent:**  Explain how you gained informed consent from service users, carers and other professionals and what information was conveyed. (200 words) | | | |
|  | | | |
| **Context:**  Provide a brief outline of the context in which the direct observation is to take place e.g. outline of agency’s role, service user’s situation, circumstances, background, needs, abilities, location. (200 words) | | | |
|  | | | |
| **Aims:**  What are the aims of the intervention/session/meeting being observed? (200 words) | | | |
|  | | | |
| **Theory:**  What knowledge, skills and theory are you using to underpin your practice and understanding? (200 words) | | | |
|  | | | |
| **Legal Context:**  Outline the legal context in which you are working with the service user including your agencies policies and procedures in this area – bullet point all significant points | | | |
|  | | | |
| **PCF’s:**  Discuss how your practice will meet and address the relevant PCF’s you believe may be covered as part of this piece of practice (300 words) | | | |
|  | | | |
| **Service User Feedback:**  If possible the PE is to get the service user’s and or carer’s feedback directly after the observation, the following questions are suggestions and can be adapted based on the service users’ needs and the particular intervention | | | |
| **How did the student explain the observation process and observer’s presence?** | | | |
|  | | | |
| **What did you understand the purpose of today’s session/meeting to be?** | | | |
|  | | | |
| **How well do you think the student communicated with you?** | | | |
|  | | | |
| **How useful did you find today’s meeting / the student’s input?** | | | |
|  | | | |
| **Is there anything you would want the student to have done differently?** | | | |
|  | | | |
| **Is there anything else you would like to say/ suggest?** | | | |
|  | | | |

## **Section B: Practice Educator Feedback Report**

|  |
| --- |
| **Service User**  How well did the student prepare the service users and account for your presence? |
|  |
| **Information**  Was the context and any other information useful and appropriate? |
|  |
| **Aims**  Were there clear aims for the session and were these all attended to and how well was this done? |
|  |
| **Theory to practice**  How were theory, skills and knowledge identified demonstrated in practice? |
|  |
| **Legal Context**  How were the agency’s policies and procedures and the wider legal framework demonstrated and applied? |
|  |
| **What key holistic skills were demonstrated**  How did the overall intervention reflect social works skills and practice in key areas, such as beginnings and endings, communication, assessment, time management, dealing with change and challenge etc. (link to PCF) |
|  |
| **Development:**  Identify which areas of the student’s practice need more attention and identify any aspects for practice that will be followed up at the next direct observation or through other practice or interventions e.g., informal observations, supervision |
|  |
| **Final observation only:**  Please comment on:   * the student’s ability to use observations as a developmental tool * areas in which the student has developed during the period of observations * any outstanding areas which were highlighted but not addressed adequately. |
|  |

## **Section C: Student Reflection**

|  |
| --- |
| **Please record your reflection on the observed session and the related feedback including anything you might have done differently** |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Signature of observer:** |  | **Date:** |  |
| **Signature of student:** |  | **Date:** |  |

# **Section 15: Midway Report Guidance**

The midway review is a formative assessment of the student's practice to date. It provides an opportunity to identify both the student's progress in the placement and areas for further development or any specific concerns that need to be addressed.

The Midway Report is to be completed at the Midway point in the placement and is an overview and assessment of the student’s progress. The meeting should be held by day 55 of the placement and the correct and completed paperwork submitted to the PT by the 60th day - if this is not done without an agreed extension the placement could be suspended. The observations and critical reflections need to be completed five days prior to the midway meeting to allow the PE to take these into account in the writing of their Midway Report. The updated overview of interventions and experience should also be made available to the PE 5 days prior to the meeting and will inform their report. The completed Midway Report, two observations, two critical reflections, the overview of interventions and experience and the Records of Supervision and Attendance to that point must be completed and sent to all parties two days prior to the meeting date. If any of these documents cannot be provided within the expected timescale both the PE and PT must be informed. Failure to provide these documents within the expected timescales could result in suspension of the placement.

By the Midway point, the PE (and OSS) and student should have a good idea as to how the placement is progressing and how the student is meeting the PCF at the relevant level. If the PE has concerns that the student will not pass the placement it is expected that this will be identified as soon as possible and also discussed at the Midway point. Any serious concerns about the student, the PE (OSS) or the placement should address as soon as they are identified. It is expected that the PE (OSS) and student should have attempted to resolve any issues initially through discussion and supervision. If issues have not been resolved the PT needs to be informed and relevant procedures followed which may include calling a Concerns Meeting. If this has not yet been instituted the Midway meeting can decide to institute a Concerns Meeting however neither the student or PE (OSS) should wait until the Midway meeting to raise any issues which they feel may lead to a breakdown in the placement or the failure of the student. Concerns will be discussed in a three (or four) way meeting where a decision will be made as to the most appropriate response to the concerns. If these concerns are sufficient to cause concern over performance to the point where there is a possibility of the student failing the placement a Concerns about Placement Progression form will be completed and an action plan agreed. If an action plan is established this can be reviewed twice. If this does not resolve the initial concern, then the concern will be put to the Placement Coordinators, Programme Lead and/or Head of Division or Professional Suitability Group as appropriate to the nature of the concern. See diagram: Concerns about Placement Progression, Placement Handbook (Appendix 1).

# **Section 16: Midway Report Form**

## **Section A Overview**

|  |  |  |
| --- | --- | --- |
| **Placement Details** (to be completed by the student) | | |
| **Student** |  | |
| **Practice Educator** |  | |
| **On-site Supervisor (if applicable)** |  | |
| **Type of Placement** |  | |
| **Team/Agency name** |  | |
| **Number of days completed by the date of the Midway Meeting:** |  | |
| **Placement Tutor** |  | |
| **Date of Midway Meeting:** |  | |
| **The PE/OSS have received copies of the student’s time sheets and agree that the total number of days recorded thus far are an accurate representation of the completed days on placement** | | **Yes/No** |

## **Section B: Student Social Worker Progress Report**

|  |
| --- |
| **The student social worker is to complete this section:** |
| **Please provide a brief description of the placement *(100-150 words)*** |
|  |
| **Please provide brief details of your roles and duties *(100-150 words)*** |
|  |
| **Please provide details of any difficulties or concerns with regard to the placement, OSS and/or PE, and any suggested actions for resolution. This also includes any issues relating to your attendance.** |
|  |
| **Self-Assessment / Reflective Review of Placement /Development needs**  Reflect upon your progress so far on placement in regard to the PCF. Specifically consider how you plan to meet these standards during the remainder of your practice placement. This section should include a summary of what you have learned from the practice placement thus far (300 words) |
|  |

## **Section C: Practice Educator Progress 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.  **Please provide an overall judgement of the student’s professional capability demonstrated so far on this placement with reference to the level descriptor for this placement, taking into account:**   * Holistic assessment of the student’s practice as social worker * Capability across all nine domains of the PCF * Progressive assessment of the student’s capability including response to feedback and overall development * Any factors that may have affected the student’s progress during the placement so far |
| **Feedback on overall capability at the midway point**  (Guideline approx. 500 words) |
|  |
| **Assessment of student’s future learning need/priorities for the rest of the placement**  (Guideline approx. 200 words) |
|  |
| **On-site Supervisors report of the student’s practice and progress to date in placement**  Please outline the student’s key responsibilities and how well they have undertaken these. Include progress made and response to supervision and feedback. Clearly outline developmental needs.  (Guideline 300 words) |
|  |
| **Student’s comments on the assessment reports**  (Guideline approx. 300 words) |
|  |
| **Placement Tutor’s comments on the assessment reports** |
|  |

## **Domain Specific Assessments**

**Practice educator to complete this section**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PCF Capability at level appropriate to placement stage** | **Satisfactory Progress/**  **opportunities fully available** | **Satisfactory**  **Progress but**  **limited learning**  **opportunities** | **Some concerns re progress** | **No evidence presented** |
| **Domain 1: Professionalism**  Identify and behave as a professional social worker, committed to professional development |  |  |  |  |
| **Domain 2** **Values and Ethics**  Apply social work ethical principles and values to guide professional practice |  |  |  |  |
| **Domain 3 Diversity**  Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice |  |  |  |  |
| **Domain 4 Rights, Justice and Economic Wellbeing**  Advance human rights and promote social justice and economic well-being |  |  |  |  |
| **Domain 5 Knowledge**  Apply knowledge of social sciences, law and social work practice theory |  |  |  |  |
| **Domain 6 Critical reflection and Analysis**  Apply critical reflection and analysis to inform and provide a rationale for professional decision-making |  |  |  |  |
| **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 |  |  |  |  |
| **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 |  |  |  |  |
| **Domain 9 Professional Leadership**  Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | | **Yes** | **No** |
| Has the student met the attendance requirement on placement to date? | |  |  |
| Have Practice Educator supervision sessions taken place in accordance with the duration and frequency identified in the Learning Agreement?  Please attach supervision record | |  |  |
| Have direct observations of the student working with Service-User(s) or carers, by the midway point of the placement been achieved?  100 day placements – Two Direct Observation Reports to be attached | |  |  |
| Has the student completed;   * 100 day placement – Two Critical Reflections of Practice * All placements - An overview of work completed so far | |  |  |
| Has all personal information referred to in this report been anonymised and the agency policy regarding confidentiality been adhered to? | |  |  |
| \* Are the student’s practice documents produced to appropriate professional standards? If **No**, how is this to be addressed? | |  |  |
| \* Have any concerns been highlighted which indicate that the student may not meet the requirements of a holistic assessment or any PCF’s by the end of the placement. If **Yes,** please state how these will be addressed. | |  |  |
| **\* Concerns to be addressed:** | | | |
| **Agreement with midway report:** | | | |
| **Practice Educator signature** |  | | |
| **Student signature** |  | | |
| **Placement Tutor’s signature** |  | | |
| **Onsite Supervisor’s signature** |  | | |
| **Date** |  | | |
| **If a further date has been agreed to review the student’s progress please record it here:** |  | | |

# **Section 17: Service User and Carer Feedback**

The social work student is responsible for collecting and collating 3 to 5 examples of service user or carer feedbacks for the workbook. **This is in addition to any service user feedback the observer may obtain in relation to the four required direct observations.**

Feedback can be obtained from any service user or carer that the student has directly worked with as long as the service user can give informed consent to provide their views. Feedback should if possible reflect a broad range of the student’s practice and interactions.

It is best practice that feedback is collected when the student is not present so as not to influence the process. This may require the student involving a colleague in requesting feedback on their behalf or in leaving written forms with service users to be completed at a later date.

The student needs to create a standard feedback form or format and to share this with the PE prior to asking service users to complete any process. This format needs to take account of the sort of information that the student wants to collect in order to provide service users with a voice and also to develop their own practice. The student must make sure that any written format is accessible to any service user and that alternative media or resources are used if necessary. This could include using a scribe or providing video or audio feedback. A transcript of any video or audio feedback can be included in the Workbook.

All feedback from service users is to be anonymised; no service user names are to be identified anywhere within the Workbook. Any student who does not anonymise service user details may become subject to Fitness to Practice procedures.

# **Section 18: Professional/Colleague Feedback**

Students are required to submit 3 to 5 pieces of feedback from colleagues, at least one of which should be feedback from a professional outside of their direct agency.

It is best if feedback is provided from those who have had some fairly extensive experience of working with the student such as joint working or regular networking. Feedback should, if possible, reflect a broad range of the student’s practice and interactions.

Colleague feedback is separate to the practice educator’s (and where applicable on-site supervisor) feedback.

Students are expected to create their own format for gathering feedback. This format should be shared with the PE prior to its use with colleagues. This format needs to take account of the sort of information the student wants to collect in order to provide insight into how their practice has been viewed in order to develop their practice.

Professionals/colleagues who offer feedback should be identified by their job role and it is not required that their names be included. It is the student’s responsibility to ensure that specific and signed consent is obtained should their names be included in the Workbook. This can be assured by adding a statement to the end of the feedback sheet for example. It is also the student’s responsibility to make sure any colleagues refrain from identifying service users in any way.

# **Section 20: Onsite supervisor Report**

(Only to be completed where applicable)

To be completed at the end of the placement, discussed with the student during the final three (or four) way meeting and passed to the practice educator prior to them completing their final report. It is important that any concerns that have been raised in this report have been raised previously with the student during their placement.

|  |  |  |  |
| --- | --- | --- | --- |
| **Student:** |  | **On-site supervisor:** |  |
| **Agency:** |  | **Date of report** |  |
| **Please provide a brief description of the work allocated to the student**  ***Guidance for each section- 150-250 words*** | | | |
|  | | | |
| **Please provide an overview of the student’s progress and positive practice during their placement** | | | |
|  | | | |
| **Please comment on the student’s use of supervision and support** | | | |
|  | | | |
| **Please comment on any specific learning needs related to the student’s work/professional development.** | | | |
|  | | | |
| **Onsite Supervisor Signature:** | | | |

# **Section 21: Final Report**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1.1 Placement Details** | | | | | | |
| **Student** |  | | | | | |
| **Practice educator** |  | | | | | |
| **On-site supervisor**  **(if applicable)** |  | | | | | |
| **Placement tutor** |  | | | | | |
| **Placement type** |  | | | | | |
| **Team name/Agency** |  | | | | | |
| **Start Date of Placement:** |  | | | **Placement end Date:** |  | |
| **Number of days completed** |  | | | | | |
| **1.2. Summary of documentation and assessments taken into account in this recommendation** | | | | | | |
| **Assessment** | | | **Date** | | | |
| Learning agreement | | |  | | | |
| Interim review(s) | | |  | | | |
| Midway Report | | |  | | | |
| On-site supervisor’s report | | |  | | | |
| * 1. **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)** | | | | **Additional information?** |
| **Placement** e.g. workload, PE and/or organisational factors etc. | |  | | | | YES/NO |
| **Student** e.g. health, personal circumstances, disability etc. | |  | | | | YES/NO |

|  |  |  |
| --- | --- | --- |
| * 1. **Summary of evidence linked to the PCF used to support this recommendation** | | |
| **Type of evidence** | **Evidence No** | **List title(s) of documents used in each category with dates** |
| Direct Observations |  |  |
| Service User and Carer feedback |  |  |
| Critical reflections |  |  |
| Supervision notes |  |  |
| Student work overview |  |  |
| Other e.g. presentations |  |  |

## **Section A: 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:**   * Holistic assessment of the student’s practice as social worker * Capability across all nine domains of the PCF * Progressive assessment of the student’s capability including response to feedback and overall development * Any factors that may have affected the student’s progress during the placement so far   Link your comments to examples of evidence presented over the course of the placement and, if appropriate, information provided in Section B to support the overall assessment.  *(Guideline approx. 500 words)* |
| **Feedback on overall capability** |
|  |
| **Assessment of student’s future learning need/priorities**  *(Guideline approx. 200 words)* |
|  |
| **Student’s comments on assessment**  (Guideline approx. 300 words) |
|  |
| **On-site supervisors comments/ report on the assessment** |
|  |
| **University tutor’s comments on the assessment**  (Guideline approx. 300 words) |
|  |

## **Section B: Holistic Assessment of Each Domain**

|  |  |  |
| --- | --- | --- |
| **Please provide additional information to support your overall assessment in Section 2.**  **You may also wish to comment on other relevant evidence from the placement you have not discussed in Section 2, for example, highlighting a student’s strengths, progress or areas for development in a particular domain.**  *(Guideline approx. 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** | | |
| **Evidence used to support judgement** | | |
| **Capability at level for this placement** | **Demonstrated** | **Not demonstrated** |
| **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** | | |
| **Evidence used to support judgement** | | |
| **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** | | |
| **Evidence used to support judgement** | | |
| **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 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. | | |
| **Assessment** | | |
| **Evidence used to support judgement** | | |
| **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** | | |
| **Evidence used to support judgement** | | |
| **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** | | |
| **Evidence used to support judgement** | | |
| **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** | | |
| **Evidence used to support judgement** | | |
| **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** | | |
| **Evidence used to support judgement** | | |
| **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** | | |
| **Evidence used to support judgement** | | |
| **Capability at level for this placement** | **Demonstrated** | **Not demonstrated** |

## **Section C: Final Assessment of the Placement**

|  |  |  |
| --- | --- | --- |
| **Final Assessment for this Placement** | | |
| **PE Recommendation – please tick** | **Pass** |  |
| **Placement and Workbook Fail** |  |
| **Workbook Fail** |  |
| **Practice educator signature** | **Date:** | |
| **Student signature** | **Date:** | |
| **Placement tutor signature** | **Date:** | |
|  |  | |
| If the Practice Educator is undertaking the PE qualification their recommendation should be endorsed by their mentor and this is to be confirmed by including their signature below. | | |
| **Mentor signature** | **Date:** | |

# **Appendices**

Appendix 1: Professional Capability Framework – End of Last Placement/Completion

Appendix 2: Concerns about Placement Progression Forms

Appendix 1

## **Professional Capability Framework - End of Last Placement/Completion:**

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

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

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

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

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

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

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

1. **Diversity: recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice**

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

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

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

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

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

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

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

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

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

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

* 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.

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

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

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

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

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

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

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

Appendix 2

## **BA Social Work: Concerns about Placement Progression Form**

This form is an official record of concerns raised in relation to a student, placement provider, onsite supervisor or practice educator. It is completed by the placement tutor, practice educator and the student concerned.

The use of the form signifies concerns and/or issues on placement that may lead to the student underperforming or failing to perform at a satisfactory level. If improvement is not demonstrated within an agreed timescale, it is likely to result in the student failing the placement. Similarly, the form can be used to highlight and address concerns relating to the learning opportunities available, the onsite supervisor or practice educator.

The form outlines the areas of concern and is used to create an action plan to assist the student, placement provider, onsite supervisor and practice educator in improving performance to the required level. A copy of this form is given to the student, the practice educator and the placement tutor. The original must be given by the placement tutor to the Administrator - Social Work and Social Justice division for confidential storage in the student’s placement file. The practice educator and placement tutor copies must be treated as confidential documents and must be destroyed when the student completes the placement.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student** |  | | **Date** |  |
| **Year of Study** |  | | **Level/Type of Placement** |  |
| **Practice Educator** |  | | **Placement Tutor** |  |
| **Placement** |  | | **Onsite Supervisor** |  |
| **Indicators of poor performance**:  (these must be aligned with the relevant placement assessment criteria i.e. SWE Professional Standard/ PCF Domain) | | | | |
| Indicator1 |  | | | |
| Indicator 2 |  | | | |
| Indicator 3 |  | | | |
| Indicator 4 |  | | | |
| Indicator 5 |  | | | |
| **Objectives to be achieved by first review:**  (these should include what action will be taken and how success will be demonstrated) | | | | |
| Objective 1 |  | | | |
| Objective 2 |  | | | |
| Objective 3 |  | | | |
| Objective 4 |  | | | |
| Objective 5 |  | | | |
| **Date of Review:** (Usually 2 weeks or within an agreed timeframe after this form is completed and then reviewed within agreed timeframe until student is performing at the required level or has failed the placement). | | | | |
| **Signature of Student** | |  | | |
| **Signature of Practice Educator** | |  | | |
| **Signature of Onsite Supervisor** | |  | | |
| **Signature of Placement Tutor** | |  | | |

## **BA Social Work: Concern about Placement Progression Form (Review)**

This form is completed by the placement tutor and the practice educator in discussion with the student. The use of the form acts as an official record of the review of the performance of a student who is underperforming or failing to reach a satisfactory standard or concerns raised about the placement provider, onsite supervisor or practice educator.

The student, the practice educator and the placement tutor must be provided with copies of this form. The original must be given by the placement tutor to the Administrator – Social Work and Social Justice division for confidential storage in the student’s placement file. Practice educator and placement tutor copies must be treated as confidential documents and must be destroyed when the student completes the placement.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student** |  | | **Date** |  |
| **Year of Study** |  | | **Level/Type of Placement** |  |
| **Practice Educator** |  | | **Placement Tutor** |  |
| **Placement** |  | | **Onsite Supervisor** |  |
| Current student performance in relation to the indicators of poor performance identified on the original concerns about placement progression form dated: | | | | |
| Progress on Objective1 |  | | | |
| Progress on Objective 2 |  | | | |
| Progress on Objective 3 |  | | | |
| Progress on Objective 4 |  | | | |
| Progress on Objective 5 |  | | | |
| **Summary of student’s current level of performance**: | | | | |
| **Recommended further action** | | | | |
| **Is the student now making satisfactory progress? YES NO**  (If yes the student can be signed off from the danger of failure process below) | | | | |
| **If NO what objective are to be met by the next review?**  Set review date and sign off below | | | | |
| Objective 1 |  | | | |
| Objective 2 |  | | | |
| Objective 3 |  | | | |
| Objective 4 |  | | | |
| Objective 5 |  | | | |
| Reviews should usually be undertaken weekly until student is performing at the required level or has failed the placement **Date of Review:** | | | | |
| **Signature of Student** | |  | | |
| **Signature of Practice Educator** | |  | | |
| **Signature of Onsite Supervisor** | |  | | |
| **Signature of Placement Tutor** | |  | | |