**University of Gloucestershire**



**Final**

**Practice Placement Handbook**

**2021-2023**

**University address**

School of Health and Social Care

University of Gloucestershire

Oxstalls Campus

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[www.glos.ac.uk](http://www.glos.ac.uk)

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**Key Contacts**

|  |  |  |
| --- | --- | --- |
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| **Course Leader BSc Social Work**  **Module Lead SW6001** | David Hambling | [DHambling@glos.ac.uk](mailto:DHambling@glos.ac.uk)  Tel: 01242 714602 |
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| Placement Allocation Manager | Jan Bayle | [Jbayle1@glos.ac.uk](mailto:Jbayle1@glos.ac.uk)  Tel: 07917839165 |

**Placement Link Tutors:**

|  |  |  |  |
| --- | --- | --- | --- |
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**Key Dates**

|  |  |  |  |
| --- | --- | --- | --- |
| Placement preparation workshop | Friday 8th January, 9.15 – 16.15 | | |
| Online – Teams | |  |
| Start of Practice Placement | Monday 11th January 2021 | | |
| Bank Holidays and Easter Break | Friday 2nd April 2021 – Friday 9th April 2021 inclusively.  Monday 3rd May 2021  Monday 31st May 2021 | | |
| Placement Agreement Meeting | **To be held by 29th January 2021** | | |
| First Recall Session | 10th February 2021 09.30-16.15 – Online- Teams | | |
| SW6005 (NOT COUNTED AS PLO) DAY) | 22ND February 2020 Mock AYSE Interviews – Online Teams (DOES NOT COUNT TOWARD P | | |
| Second Recall Session | 24th March 2021, 9.30 – 16.15 | | |
| Online – Teams  12-13:30 Drop-in session- Online |  | |
| Midpoint Placement Meeting | **Between 15th March 2021 – 1st April 2021** | | |
| Third Recall Session | 5th May 2021, 9.30am – 16.15. | | |
| Online – Teams | |  |
| Direct Observation of Practice 1 | At least one of the direct observations is required prior to the midpoint placement meeting. | | |
| Direct Observation of Practice 2 | To be completed between 15th March 2021 – 19th April | | |
| Direct Observation of Practice 3 | To be completed between 26th April 2021 – 24th May 2021 | | |
| Placement Ends | **Thursday 10th June 2021** | | |
| Final Recall Session | 16th June 2021, 9.30 - 16.15 | | |
| Submission Dates | Portfolio task 002: **14th June 2021 by 15.00**  Assignment (Direct Observation reflection) 001 : **14th June 2021 by 15:00** | | |
| Practice Assessment Panel | Week commencing: 29th June 2021 | | |
| Module Board of Examiners | 13th July 2021 | | |

**Placement Timeline**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Month** | **Sept** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **June** | **July** | **Aug** |
| **Level 5 First placement** | 70 days | | | | | | | | | | | |
| **Level 6 Last/**  **Completion Placement** | 100 days | | | | | | | | | | | |

**Introduction**

This handbook is written for Level 6 students on the BSc (Hons) Social Work, undertaking their second practice placement. It will be your guide while you are in practice during your placements. Please keep it in a safe place and read it carefully – make sure you have understood all the requirements of the placement. If there is anything that you are not clear about, please speak to your Link Tutor (LT).

**This handbook is to be read in conjunction with the Module Descriptor and Guide for SW6001 which contain detailed information on the assessment tasks, including obtaining feedback, for these modules.**

The second practice placement module requires you to spend 100 days in a practice placement. The module is designed to help you put your theoretical learning into actual practical practice. The placement should aim to test your ability to apply your social work skills in a real setting, enabling you to integrate theories and your values to practice. Throughout the course of this placement you will need to demonstrate your to progress against the Professional Capabilities Framework and meet the Social Work England (2019) Professional Standards.

Your Link Tutor (LT) will have access to this handbook and your Practice Educator (P.Ed) and Placement Supervisor (P.S) (if there is a separate one) will be provided with links to the material (available at <https://www.glos.ac.uk/academic-schools/health-and-social-care/practice-support/Pages/social-work.aspx> and given a half day workshop either prior to or soon after you start a placement, in order that there is a shared understanding of the nature and purpose of the placement.

This handbook includes an outline of your responsibilities and those of your Link Tutor, Practice Educator, Placement Supervisor. It also provides a series of templates that must be used to complete your learning agreement, midpoint review meeting, final review meeting, direct observation reports, professional capabilities mapping tool, record of attendance, study leave, Practice Educator final report and Student and Practice Educator final checklist).

The aim of both the placement and the handbook guidance is to provide you with a learning environment to help you to develop into a competent and reflective practitioner. The programme is a dynamic, developing entity and we genuinely welcome your feedback. Please send any feedback to: socialworkplacements@glos.ac.uk

**The Social Work Professional Regulator**

Social Work England is currently the regulatory body for Social Workers in England. In order to register and remain registered with the Social Work England, Social Workers are required to meet key standards including:

* Register and adhere to Social Work England Standards of Conduct.
* Social Work England Standards of Continuing Professional Development.

For more details about any of the items above please visit; **https//wwwsocialworkengland.org.uk/standards/professional-standard**

**The Professional Capabilities Framework (PCF):**

The PCFis the assessment framework introduced by the Social Work Reform Board and The College of Social Work and now is managed by The British Association of Social Workers. It describes the capabilities required of social work Students and Social Workers at all stages of their career. The PCF has 9 interdependent domains (capability areas), and when taken together provide an overall understanding of what a Social Worker does or should be able to do in terms of knowledge, skills and values.

The PCF is divided into **levels** both before and after qualification. The levels relate to what is expected of Students and qualified Social Workers at different points and the complexity of work that someone within that level should be able to manage.

Progression between levels is determined by a Student’s abilities to manage issues such as complexity, risk, responsibility and increasingly autonomous decision making across a range of professional settings.

The Second Placement requires you to demonstrate sufficient capability in social work across all 9 interdependent Domains of the Professional Capabilities Framework (PCF) **at the End of Last Placement/Completion Level of the PCF**. All 9 domains of the PCF must be evidenced by the time you finish your social work training and start practicing.

**Disclosure and Barring Service (DBS) and Safeguarding Policy**

In order to be eligible to start your placement, you must already have DBS clearance from the University prior to the commencement of the Placement module. If we become aware of a positive DBS disclosure you will be referred to a DBS Panel at the University, who will review your professional conduct and character. The Panel will take into account your circumstances and consider the details on your DBS disclosure as well as the social work Professional regulator conduct and ethics for students**.** The University will liaise with our practice partners as required.

Please note that failure to inform us of any involvement with the Police or any safeguarding issues that emerge for you during the course would also be viewed as unprofessional conduct, and this may also be considered in addition to any original offence.

If you undertake an interruption of study for **six months** or more, you are required to provide another enhanced DBS Disclosure before you are able to undertake any placement learning. You **must** take the University copy of your DBS clearance to show to your prospective placement agency during your **initial meeting** (with the agency). Please keep your DBS live on the update service.

**Social Work England are the Professional Regulator** theyset requirements for entry to educational courses leading to professional registration. Fitness to study and fitness to practice is necessary to undertake placement and means that you must be capable of safe and effective practice with supervision throughout your course of study. You are required to complete a health questionnaire which may then require an Occupational Health assessment prior to the beginning of the course. **You must inform your Practice Educator/Practice Supervisor and Practice/Personal Tutor of any professional or health issues (including pregnancy) that may affect your attendance or performance during the practice period (Social Work England, 2019, Professional Standard 6.6).** If you have interrupted your studies for at least six months you may be required to meet with the Programme Leader to discuss if there are fitness to practice and study issues raised which may result in an Working Well occupational health assessment to consider support and reasonable adjustments you may require.

## 

**Whistleblowing whilst on placement**

Whistleblowing is the name used when someone raises genuine and legitimate concerns about something which may fall below established standards of practice, be contrary to agency policy, amount to unethical or improper conduct or be unlawful **and** raises this with someone who has the ability to influence **or** authority to take action about the concern.

The University has in place formal whistleblowing policies and procedures:

for staff available at:

<https://infonet.glos.ac.uk/departments/hr/policies/disciplinaryprocedures/Documents/6.4%20Whistleblowing%20Procedures.pdf>

for students available at:

<http://www.glos.ac.uk/docs/download/key/student-whistleblowing-procedures.pdf>

Both policies give clear examples on the nature of genuine and legitimate concerns. These do not prevent the use of other applicable policies, e.g. Complaints, Grievance or Harassment policies or Student Code of Conduct.

Students and staff should seek guidance regarding the most appropriate procedure to use. Sources of guidance for use of the University whistleblowing policy include:

* Student Helpzone
* Student’s Union
* Personal Tutor
* Link Tutor (if on placement)
* Human Resources.
* University Secretary

**Using your car during placement**

If you intend to use a car during placement you **must** have valid car insurance (including business use) and provide documentary evidence to your placement agency in the form of a current insurance certificate. You must not use your car for any placement activity unless you have the required insurance.

If you meet the criteria for a full social work bursary, this will include a set allowance for travel to and from the placement agency address, to where you are living, called a Placement Travel Allowance (PTA). If you are not entitled to a full bursary you may still be entitled to a PTA, provided you are successfully registered with the NHSBSA. Any expenses for mileage incurred during the course of the placement will be met by the placement agency (excluding commuting costs). The University **will not** make payments to you for placement mileage.

Individuals have the right to know the status of the person they are in contact with. As social work is a protected title by law, the student should discuss with their P.S the title to be adopted. “Student social worker” or “trainee social worker” are acceptable titles.

**Workdays, hours and lunch arrangements**

The placement is based on a full-time 37 hour working week Monday and Friday. Students are expected to work within the operating hours of the placement setting which are commonly 7.5 hours between 9.00 a.m. and 5.00 p.m. Whilst many agencies offer flexible working arrangements, students should not commence work prior to 8.30 a.m. or finish after 5.30 p.m unless this is agreed organisational practice or shift patterns operate that differ from this. Shorter or longer working hours should not be negotiated in order to accrue Time off in Lieu (TOIL). Students are not permitted to accrue TOIL without exceptional circumstances and with the agreement of the Team Manager or in their absence Placement Supervisor. Students should take any time accrued within 5 working days.

**Absence**

**All absences must be made up.**

Students should notify their P.S/P.Ed or the team/agency manager, by 9.00 a.m. if they are going to arrive late or be absent for any reason. Students seconded to the degree by their employer must also notify their line manager in accordance with normal practice. Students should document any absencesby recording an A in the ‘Day No’ column**. If the student is absent due to illness they must self-certify using the form available on Moodle and return this to their Link Tutor**.

If a student is absent for 3 consecutive days or where the total numbers of days absent total 3 or more, the Module Tutor (MT) must be notified. The MT will consider any arrangements that need to be made to ensure completion of placement, including submission arrangements. The MT will guide students on whether they can self-certify for up to 7 days or approach **Helpzone or Disability Team (including MHWB)** for longer extensions.

**Only Helpzone, the Disability (including MHWB) team and the School’s Senior Tutor can agree extensions to hand in dates in accordance with University policy on extenuating circumstances.** Independent third-party evidence is required in the majority of these circumstances. Guidance on the type of evidence that is required to support these applications is available from the relevant team.

### **Caring/Compassionate Leave**

If a student has a dependant, they have a right to a reasonable amount of time off to deal with an emergency (sudden illness or accident) to make alternative care arrangements. As there is no legal definition of ‘reasonable’ this must be agreed by the team manager in line with agency policy. If absence lasts longer than 3 days due to inability to make alternative arrangements the MT must be notified and processes followed in line with sickness absence.

If a student needs to seek compassionate leave of longer than a day they should discuss the situation with the team manager. Once agreement is secured, the student should contact the MT to discuss the likely period of absence, alternative arrangements to secure completion of the placement and consider the need for alternative submission arrangements, in line with guidance on absence above.

### **Adverse weather conditions**

If an agency is closed because of weather conditions or travel hazards students are advised to seek guidance from their Placement Supervisor (PS). Consideration can be given to the student working from home (as an exception), using study time or TOIL if they have accrued this. If none of these are possible the day(s) must be counted as an absence and arrangements made for these to be made up in accordance with absence guidance.

### **Study Time**

Students are allowed 3.5 hours (half day) study leave per week for placement related or other academic work (e.g. dissertation at Level 6). Students may take this as 1 day per fortnight. Study time should be clearly recorded as ‘S’ on the attendance record. Students who have additional support meetings at the University should use this study time to arrange these meetings (agreed with the Disability, Dyslexia and Learning Support Service).

### **Dress code**

As a representative of the agency offering a placement, albeit on a temporary basis, students should conform to agency expectations. Any particular dress codes should be indicated: for example the sort of clothing considered appropriate by the agency when the student is attending court, drop-in sessions, case conferences, ward rounds.

### **Security arrangements**

Details should be confirmed about arrangements and use of ID badges, key fobs, codes and other security related matters.

### **Customer service standards**

The agency policy on customer service and communication standards should be clear, including details on how to respond to telephone calls, personal use of agency telephones and postal arrangements.

### **Information and computer technology**

It is useful if any agency training is arranged and undertaken as early as possible in order that students can begin to record their work. Students should not use, or be encouraged to use, other staff passwords in any circumstances. It is particularly important that information security arrangements and agency policy on use of ICT are read and understood by the student as part of induction, preferably within the first week.

### **Induction**

Induction is essential; introducing the student to the agency, its role, policies, structure, responsibilities, culture and boundaries. Induction may also include familiarisation with the local community and its particular profile and needs. Students are only with the agency for a relatively short time. The sooner they feel comfortable within the agency, the quicker they will be able to function as a practitioner and the more effective their learning will be.

Many agencies have an established induction procedure, which can be tailored to the precise needs of the individual student. The student should establish, with their P.S, what prior knowledge and skills they are bringing to the placement to inform the learning opportunities that induction might initially provide. There may well be aspects of the induction, such as visits to particular establishments, which the student will be able to organise and undertake on their own, but the P.S, as the agency representative, is responsible for arranging a framework to the student’s induction.

**Supervision**

The minimum requirementis one hour per week of structured supervision.

You are expected to lead in the preparation of items for the supervision agenda, and to attend and share taking minutes of supervision sessions.

Practice Educators/Practice Supervisors are advised to keep their own records of supervision.

Please use the Supervision Proforma within this handbook. Please note that supervision minutes must be signed and dated by you and Practice Educator/Practice Supervisor. The supervision minutes must also identify the minute taker.

**Formal supervision may follow the agency and/or Practice Educator/Practice Supervisor format, but should include discussions of and recording about:**

* Student welfare.
* Critical reflection on work allocated and practice activities undertaken.
* Values and Anti Discriminatory approaches demonstrated in practice.
* Relating Theory to Practice.
* Law, Policy and Procedures.
* Skills.
* Evidence for meeting the PCF.
* Summary of Student strengths/achievements and areas for development and feedback on their placement progress.

|  |  |  |
| --- | --- | --- |
| **Exemplar Supervision Agreement** Adapted from *Morrison :T Staff supervision in Social Care* (2001) | | |
| Between Supervisor |  | |
| And Supervisee |  | |
| **Arrangements agreed for supervision** | | |
| Frequency | |  |
| Length | |  |
| Location | |  |
| Recording of supervision | |  |
| Purposes for which supervision can be used | |  |
| Storage of supervision records | |  |
| How we will agree the agenda for sessions | |  |
| Interruptions will only be permitted if… | |  |
| Procedure to be followed if information shared in supervision needs to be passed on e.g. a child protection concern, health issues, whistleblowing etc. | |  |

|  |  |
| --- | --- |
| **Content of supervision** | |
| ***EXAMPLE The content of each supervision session will be based on: (please adapt as required)***   * *Agreeing the agenda* * *Reviewing your work via discussion, reports and observation* * *Agreeing and monitoring action plans* * *Developing your skills, knowledge and understanding by reflecting on your performance* * *Identifying your development needs, interests, goals and action plans* * *Providing space for you to reflect more generally on your experience of and feelings about the work* * *Reviewing this supervision agreement including your feedback about the process of supervision* | |
| **Making supervision work: what each agrees to contribute** | |
| What I want from you as my supervisor |  |
| What I will contribute as the student to make this work |  |
| What I want from you as a supervisee |  |
| What I will contribute as the supervisor to make this work |  |
| **Permissions we have agreed** | |
| e.g. The supervisor doesn’t always have an answer |  |
| e.g. It is ok for the supervisee to say *‘I am stuck – I don’t know what to do’* |  |
| What we will do if we have difficulties working together |  |
| **Signed**  **Supervisor** |  |
| **Date** |  |
| **Signed**  **Student** |  |
| **Date** |  |

**Exemplar Supervision Notes**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Supervision record** | | | | |
| **Date** | |  | | |
| **Supervisee** | |  | | |
| **Supervisor** | |  | | |
| **Review of previous supervision session** | | | | |
| **Review of last supervision and progress on actions** | |  | | |
| **Notes of discussion** | | | | |
| **Management** e.g.   * Reviewing student’s performance and work output/outcomes * Policies and procedures relating to their work * Roles and responsibilities of the student * Monitoring of the student’s workload. * Development and monitoring of action plans/targets and objectives | |  | | |
| **Learning and development** e.g.   * Identifying student’s preferred learning style and barriers to learning, * Assessing development needs and identifying learning opportunities * Reflecting on learning opportunities undertaken and applying that learning to the workplace. * Discussion on applicable social work knowledge, theories, legislation, case law, evidence informed practice etc. * Discussion on agency policy and practice. | |  | | |
| **Support** e.g.   * Creating a safe environment within supervision where trust and confidentiality are maintained * Enabling and empowering expression of feelings in relation to the work role * Discussion of personal issues impacting on performance at work * Monitoring the health of the student e.g. TOIL, study leave, sickness * Health and safety | |  | | |
| **Assessment**   * Giving and receiving constructive feedback on performance * Plans for direct observations**.** * Identification of case study * Presentation of evidence against the PCFs * Portfolio development | |  | | |
| **Names of individual children/adults discussed**  *The details of a discussion of an individual child or adult should be recorded in the individual record.* | |  | | |
| **Actions agreed** | | | | |
| **Learning and development** | **Agreed actions** | | **By whom** | **By when** |
| **Support** | **Agreed actions** | | **By whom** | **By when** |
| **Assessment** | **Agreed actions** | | **By whom** | **By when** |
| **Date of next meeting** |  | | | |
| **Supervisee’s signature** |  | | | |
| **Supervisor’s signature** |  | | | |

|  |  |
| --- | --- |
| **Discussion of individual child/adult** | |
| **Name of child** |  |
| **Supervisee** |  |
| **Supervisor** |  |
| **Date** |  |
| **Summary of discussion** | |
| **Agreed actions (including timescales)** | |

### **Expected workload**

The purpose of the placement is to provide the student with the opportunity to learn new skills and fulfil the capabilities, knowledge and values of social work at the relevant level of the PCF. In order to achieve this, the student will require time to reflect on what they are doing and should be given a workload that builds to approx. 25% of a new member of staff (for 70 day placement) and newly qualified social worker (for 100 day placement).

It is difficult to be precise as to the exact nature of the work, as this will vary with the type of work undertaken by the agency. It may be appropriate for a student to take over existing work from their P.S or another worker within the team, where a fresh approach might be seen as beneficial to the service-user. This will have the advantage that the P.Ed may be very familiar with the demands likely to be made but may have the disadvantage that the service user will experience a change of worker. Further adjustments may also be required when the student leaves at the end of the placement, especially if the service-user has become accustomed to the time and attention that a student can give.

A student could also benefit from being given new work, especially where an assessment is required, so that they can follow a service user through their contact with the agency. Whilst a student may eventually take a lead role in an assessment and on-going intervention they should never be the nominated and accountable lead professional/case holder.

Whilst the student needs to demonstrate their ability to fulfil the practice requirements, it is not always possible to produce such opportunities to order. Therefore, it helps to have established the level at which the student is to operate and to manage the allocation of work accordingly. Students should be encouraged to develop and stretch their potential: however, whilst on-going support and encouragement is essential, they should not be over-protected, as some degree of stress is inevitable in the process of learning and is intrinsic to social work as a profession.

### **Confidentiality statement**

It is essential that all members of the training team read this prior to signing the form. This may be used as evidence in any matter that is subsequently brought to the attention of the MT or CL. Failure to adhere to the requirements may lead to the invoking or other University or agency procedures as applicable to the circumstances.

### **Maintaining anonymity on the Placement Agreement form**

All names and details on this PLA form which are requested should remain. Please do not identify specific professional or agency names in any other document

Where the form is agreed on the day it should be signed by all parties before the meeting closes. A PDF copy of the signed form should be circulated to all signatories and the MT (where different) electronically. The PDF should be uploaded to the relevant section of the portfolio on Mahara by the date of the Mid-Point Review. Where additions or adjustments to the form are required, the student should make the amendments, secure the signatures of the P.S (where there is one) and P.Ed and take this to the first recall day for signature by the LT. They should then follow the guidance for uploading. For further reading please see the anonymisaiton policy [Anonymization and Avoidance of Identification of Service Users in Academic submissions\_2019.pdf (glos.ac.uk)](https://moodle.glos.ac.uk/moodle/pluginfile.php/1334108/mod_resource/content/0/Anonymization%20and%20Avoidance%20of%20Identification%20of%20Service%20Users%20in%20Academic%20submissions_2019.pdf)

**Section 2**

**Portfolio contents and Mahara**

|  |  |
| --- | --- |
| Item Number |  |
| 1 | Student Declaration |
| 2 | Attendance Sheet |
| 3 | Placement Profile |
| 4 | Placement Learning Agreement (Including statement of confidentiality) |
| 5 | Midpoint Review Meeting |
| 6 | Final Review Meeting |
| 7 | Direct Observation 1  Direct Observation 2  Direct Observation 3 |
| 8 | Student reflection on Feedback |
| 9 | Professional Capabilities Mapping Tool |
| 10 | Practice Educator Report |
| 11 | QAPL (students will be provided with an electronic link to complete this towards the end of the placement) |
| 12 | Student and Practice Educator Final Check list |

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| --- |
|  |

**Item 1 - Student Declaration**

**Please include the below statements and Professional Standards at the start of your portfolio;**

‘The practice referred to in this portfolio has been carried out by me in the manner described. I understand that this portfolio and the work described in it needs to adhere to the Social Work England (2019) Professional Standards, which includes;

**2.1**Be open, honest, reliable and fair.

**2.2**Respect and maintain people’s dignity and privacy.

**2.6**Treat information about people with sensitivity and handle confidential information in line with the law.

**3.11**  Maintain clear, accurate, legible and up to date records, documenting how I arrive at my decisions.

4.1  Incorporate feedback from a range of sources, including from people with lived experience of my social work practice.

4.2  Use supervision and feedback to critically reflect on, and identify my learning needs, including how I use research and evidence to inform my practice.

4.3  Keep my practice up to date and record how I use research, theories and frameworks to inform my practice and my professional judgement.

4.4  Demonstrate good subject knowledge on key aspects of social work practice and develop knowledge of current issues in society and social policies impacting on social work.

4.5  Contribute to an open and creative learning culture in the workplace to discuss, reflect on and share best practice.

4.6  Reflect on my learning activities and evidence what impact continuing professional development has on the quality of my practice.

4.7  Record my learning and reflection on a regular basis.

4.8  Reflect on my own values and challenge the impact they have on my practice.

I will not:

5.3  Falsify records or condone this by others.

I,( **INSERT NAME)**  confirm that I have read the following SWE (2019) Professional Standards and will ensure this portfolio meets these standards. This includes anonymising the portfolio and ensuring no children or adults I have supported are identifiable and I respect confidentiality. I also confirm I have read and understand the anonymisation policy.’

Dated:

**Item 2 - Attendance Sheet**

The record of attendanceis an essential part of the student’s portfolio. It is the responsibility of the **on-site** P.S/P.Ed to monitor attendance throughout the placement. It is the responsibility of the P.Ed to confirm, by signing the sheet, that the student has completed the mandatory number of placement days. Once completed the student should upload a PDF copy, **with all signatures showing**, into the relevant section of the portfolio on Mahara.

The form should clearly record the hours worked and, in certain circumstances, the nature of the work undertaken in the relevant column. This should either be:

* TOIL for time of in lieu. When the student is absent for whatever reason the letter A should be placed in the ‘total hours’ column. Where there is a bank holiday use the letters B/H. Level 6 final year students also have a break in the placement, this should be recorded by the letter B. When the student is required to attend a University based workshop, the letter R should be placed in the ‘total hours’ column. An exemplar, noting that this is not meant to reflect the type or year of the placement, for completion of the form is provided below.

**RECORD OF ATTENDANCE (Form A)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Week No** | **Day and Date** | **Starting Time** | **Lunch Break** | **Finishing Time** | **Total**  **Hours** | **Day No** | **Placement Supervisor** |
| E.g. | Monday 16/09/19 | 9.00 | 12.30-1.00 | 5.00 | 7.5 | 1 | Signature |
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In signing below you are confirming that this record is a true accurate account of your attendance. Any deliberate discrepancy which subsequently comes to light will be considered an act of dishonesty by the student, which has the potential to invoke fitness to practice procedures being followed

**Signed (student) :**

**Confirmed (Practice Educator):**

**Placement Profile**

The student should complete the four sections on Mahara prior to the Practice Learning Agreement Meeting. This should provide a brief overview of the agency and its structure, the services provided and tasks undertaken by the placement provider including, where appropriate, specific legal ‘duties’ that an agency has relating to social work. Opportunities for inter-professional and inter-agency working should be identified. The student should be prepared to discuss the content during the Learning Agreement Meeting and should have these available, printing them off if need be.

**Item 3 Placement Profile**

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| **Placement Profile**  Provide a pen picture of the agency, where it is located, its management structure, where it secures it funding, the community and individual group(s) it serves (200 words) |
|  |
| **Services Provided** (200 words)  What support the agency provides to support individuals, and/or groups |
|  |
| **Legislation and Governance** (200 words)  The legislation that informs and/or inspects the services provided and the agency |
|  |
| **Interprofessional/ agency working (200 words)**  **Opportunities to work with other professionals and agencies** |
|  |

**Placement Learning Agreement Meeting**

The placement agreement meeting should be attended by the student, P.Ed, P.S (if there is one) and LT (LT’s will attend virtually). It should take place within the first two-four weeks of the placement. This agreement is, effectively, the contract that underpins the placement. The purpose is to clarify the arrangements, opportunities to support a student’s learning and confirm the date of future meetings.

However, it should be recognised that the purpose of the placement is to provide a student with the opportunity to learn new skills and evidence the capabilities, knowledge and values of social work at the relevant PCF level. The type of work and the tasks should reflect the expectations of the level of the placement.

Once agreed and signed by all members of the training team the PDF copy should be placed in the relevant section on Mahara.

## **Guidance on completing the placement agreement form**

### **Details page**

This confirms details of the training team members. All written communication between the training team members must be via the student’s and LT’s University email addresses **only**. The student should produce their copy of DBS paperwork for scrutiny if this has not been seen by the placement provider previously.

### **Placement dates**

Should reflect the key dates in this handbook except where placements have commenced late or the student has automatic extenuating circumstances. In these circumstances relevant adjustments to the dates must be recorded accurately. It is good practice to set further placement meetings in advance and to avoid, wherever possible, changing these dates once set.

Whilst placements provide valuable learning opportunities and students are encouraged to make optimum use of these, only essential training required to enable the student to complete agency tasks should be undertaken during the placement. This should be clearly detailed. Similarly, the student should be treated as a full member of the team and is expected to participate in all the usual team events e.g. team meetings or development days

### **Student transferable knowledge, skills and experience**

All students bring with them life skills and experience that will be transferable. Students should be encouraged to discuss what they are bringing to their practice in terms of their personal history, experience and values and how these, together with newly acquired knowledge, may impact on their learning needs and professional development. This should also be explored in relation to the development of decision-making and anti-oppressive/anti-discriminatory practice.

### **Personal Development Plan**

In adopting the concept of a learning partnership it is important to establish the student’s learning needs at the very beginning of the placement. Students are encouraged to use the PCF to assist with this but more importance should be placed on the learning needs and opportunities provided by the agency and how this then links to the capabilities. Whilst the student is responsible for identifying and responding to learning opportunities throughout the placement, the student, P.Ed, P.S and LT should identify how learning needs can best be met, the outcomes sought and record these in a SMART format. Please link the Learning Outcomes to the 9 PCF’s.

### **Title to be used by the student**

Service-users have the right to know the status of the person they are in contact with. As social work is a protected title by law, the student should discuss with their P.S the title to be adopted. “Student social worker” or “trainee social worker” are acceptable titles.

### **Work days, hours and lunch arrangements**

The placement is based on a full-time working week, generally 37 but no less than 35 hours per week Monday and Friday. Students are expected to work the operating hours of the placement setting which are commonly 7.5 hours between 9.00 a.m. and 5.00 p.m. Whilst many agencies offer flexible working arrangements, students should not commence work prior to 8.30 a.m. or finish after 5.30 p.m. unless normal operating or shift patterns operate that differ to this. Shorter or longer working hours should not be negotiated in order to accrue TOIL (see below).

If a placement requires a student to work shifts, either late evening or over the weekend, this must be discussed and agreed with the LT and MT. Students would normally be expected to sample a small number of different shift patterns, never undertaking overnight shifts, over the course of the 70/100 days. In accordance with the EU Working Time Directive (2003) students must take one uninterrupted 20 min break during a six-hour work period ([www.gov.uk](http://www.gov.uk)) as a minimum. The actual time taken for breaks will align with agency policy and practice.

In the event that a student occasionally needs to work outside of the main operating hours to deal with personal matters, for example medical appointments, these should be agreed with the P.S and team manager in accordance with agency policy but where possible students are asked to ensure that personal appointments do not interfere with their roles and tasks within the placement setting.

If there is a need to work in excess of the normal operating hours in order to deal with a work-related emergency this must be agreed by the team manager beforehand wherever possible. If this is not possible the team manager/P.S must be notified before continuing with any work task. In all circumstances, the notified person is responsible for ensuring that a risk assessment is conducted and control measures covering support, back-up and reporting in arrangements are implemented. Although it is an unlikely event, students **must** ensure that they have an 11-hour break between finishing work on one day and resuming work on the next.

Any additional time worked should be exceptional (see above paragraph) and counted as time off in lieu (TOIL). This should be taken back within one working week. Any additional hours should be recorded on the attendance sheet on the day (although still counted in the overall total as 1 day) and the reclaiming of TOIL clearly evidenced by a shorter working day when taken e.g. 9.0-1.00 p.m. (still counted as 1 day).

Students are not permitted to build up TOIL in order to take additional days off from the placement. Students are not permitted to work from home (except in adverse weather conditions, please see below) other than for a study period.

### **Absence**

All absences must be made up.

Students should notify their P.S/P.Ed or the team/agency manager, by 9.30 a.m. if they are going to arrive late or be absent for any reason. Students seconded to the degree by their employer must also notify their line manager in accordance with normal practice. Students should document any absencesby recording an A in the ‘Day No’ column**. If the student is absent due to illness they must self-certify using the form available on Moodle and return this to their LT**.

If a student is absent for 3 consecutive days or where the total numbers of days absent total 3 or more, the MT must be notified. The MT will consider any arrangements that need to be made to ensure completion of placement, including submission arrangements. The MT will guide students on whether they can self-certify for up to 7 days or approach **Helpzone or Disability Team (including MHWB)** for longer extensions.

**Only Helpzone, the Disability (including MHWB) team and the School’s Senior Tutor can agree extensions to hand in dates in accordance with University policy on extenuating circumstances.** Independent third-party evidence is required in the majority of these circumstances. Guidance on the type of evidence that is required to support these applications is available from the relevant team.

### **Caring/Compassionate Leave**

If a student has a dependant, they have a right to a reasonable amount of time off to deal with an emergency (sudden illness or accident) to make alternative care arrangements. As there is no legal definition of ‘reasonable’ this must be agreed by the team manager in line with agency policy. If absence lasts longer than 3 days due to inability to make alternative arrangements the MT must be notified and processes followed in line with sickness absence.

If a student needs to seek compassionate leave of longer than a day they should discuss the situation with the team manager. Once agreement is secured, the student should contact the MT to discuss the likely period of absence, alternative arrangements to secure completion of the placement and consider the need for alternative submission arrangements, in line with guidance on absence above.

### **Adverse weather conditions**

If an agency is closed because of weather conditions or travel hazards students are advised to seek guidance from their P.S. Consideration can be given to the student working from home (as an exception), using study time or TOIL if they have accrued this. If none of these are possible the day(s) must be counted as an absence and arrangements made for these to be made up in accordance with absence guidance.

### **Study Time**

Students are allowed 3.5 hours (half day) study leave per week for placement related or other academic work (e.g. dissertation at Level 6). Students may take this as 1 day per fortnight. Study time should be clearly recorded as ‘S’ on the attendance record. Students who have additional support meetings at the University should use this study time to arrange these meetings (agreed with the Disability, Dyslexia and Learning Support Service).

### **Dress code**

As a representative of the agency offering a placement, albeit on a temporary basis, students should conform to agency expectations. Any particular dress codes should be indicated: for example the sort of clothing considered appropriate by the agency when the student is attending court, drop-in sessions, case conferences, ward rounds.

### **Security arrangements**

Details should be confirmed about arrangements and use of ID badges, key fobs, codes and other security related matters.

### **Customer service standards**

The agency policy on customer service and communication standards should be clear, including details on how to respond to telephone calls, personal use of agency telephones and postal arrangements.

### **Information and computer technology**

It is useful if any agency training is arranged and undertaken as early as possible in order that students can begin to record their work. Students should not use, or be encouraged to use, other staff passwords in any circumstances. It is particularly important that information security arrangements and agency policy on use of ICT are read and understood by the student as part of induction, preferably within the first week.

### **Travel arrangements**

All eligible students (not those from another UK country) receive a travel allowance from the NHS Financial Services Authority which should be used to pay travelling expenses to and from term time residence to the placement and incidental expenses (e.g. parking).

Necessary mileage and other expenses incurred in the course of undertaking duties on behalf of the placement provider should be reclaimed from the agency in accordance with their procedures.

If a student uses their own vehicle for placement related activity (i.e. not just commuting), reference should be made to the guidance on **Keeping Safe on Placement** regarding car insurance on p13. Students must provide valid documentation to the placement provider for scrutiny. This includes driving licence, current MOT (if the vehicle is more than 3 years old) and insurance certification which clearly meets the needs of the placement as advised in the guidance on p12.

Students are reminded that it is their responsibility to ensure that their vehicle remains roadworthy for the duration of the placement. It is also their responsibility to ensure that they feel prepared and safe to transport service users (children, young people or adults) if asked to do so, including that a risk assessment is undertaken beforehand and that they are covered by the agency insurance policies to do so.

Risk assessments will generally be completed using the individual placement provider Lone Working policy, but should broadly cover the following areas:

* Work factors – nature of the task to be undertaken, whether any equipment is needed to aid the transportation, the service user or family e.g. substance misuse, homeless, prone to challenging behaviour, aggression or violence.
* Travel factors – length of driving experience of the student, student familiarity with the geography of the area and route, time of the day, weather conditions.
* Location – how removed from the main place of work will the student be, personal safety and security means of communication in an emergency (e.g. mobile phone availability and connectivity in remote areas), availability of additional support or emergency services if needed.
* Personal factors – does the student have any health condition or protected characteristic, the knowledge and skill level of the student to undertake the work.
* Safety factors – is any specific training needed, e.g. fitting safety seats, first aid equipment, de-escalation techniques, reporting in arrangements.
* Control factors – working in pairs where possible, use of calendar and in/out boards for whereabouts and timescales, reporting in arrangements, nominated person to follow up, reporting of incidents.

If the student has access to vehicles owned by the agency, any specific training required to enable them to drive such vehicles and confirmation of relevant insurance cover should be indicated. Alternative methods of transport and reimbursement of those costs should be recorded.

Parking arrangements should be explicit. The placement provider should ensure that any necessary administrative arrangements have been made (e.g. obtaining passes or automatic number plate recognition) where applicable. The course will not pay for any parking fees or fines incurred by the student whilst on placement.

### **Equality Arrangements**

Please refer to p14 for guidance on completion of this section.

### **Induction**

Thompson (2006 cited in Field, Jasper and Littler, 2014, p.44) refers to two different type of learning, organisational and social. Organisational learning relates specifically to the learning culture within the organisation or team whilst social learning is influenced by previous experiences of learning.

Induction is essential; introducing the student to the agency, its role, policies, structure, responsibilities, culture and boundaries. Induction may also include familiarisation with the local community and its particular profile and needs. Students are only with the agency for a relatively short time. The sooner they feel comfortable within the agency, the quicker they will be able to function as a practitioner and the more effective their learning will be.

Many agencies have an established induction procedure, which can be tailored to the precise needs of the individual student. The student should establish, with their P.S, what prior knowledge and skills they are bringing to the placement to inform the learning opportunities that induction might initially provide. There may well be aspects of the induction, such as visits to particular establishments, which the student will be able to organise and undertake on their own, but the P.S, as the agency representative, is responsible for arranging a framework to the student’s induction.

### **Supervision**

The Standards for Employers of Social Workers (2014) recognises that supervision is an integral part of social work practice, starting from being a student. For a student, supervision should include educative, support, management and assessment elements.

Supervision contract(s) with the P.S (if separate) and P.Ed must be agreed and signed (refer appendix 5 for exemplar although use is not compulsory). Where the role is combined only one contract is necessary but should clearly differentiate between the different types of supervision. The P.S should provide a minimum 1 hour supervision every week focusing on workload and tasks. The P.Ed should provide a minimum of 1½ hours supervision every fortnight focusing on the integration and application of theory, legislation, methods of intervention and evidence based practice. Both should document student achievement against the PCF domains throughout the placement.

Best practiceis to arrange all supervision dates at the start of the placement. Supervision should only be cancelled in exceptionally urgent and pressing circumstances and, in such circumstances, another session arranged within two working days. It is essential that supervision sessions are uninterrupted, in a quiet location and on agency premises. Thought should be given as to how this can be achieved within the confines of a busy agency. The supervision agenda should be set by mutual agreement and thought given to whether there is a consistent agenda with opportunities for other business to be added or whether the agenda is set each time. A suggested recording supervision template is provided in Appendix 5.

**Recording supervision notes.**

The P.S/P.Ed should ensure that a written record, which may be handwritten, with clear actions identified is provided within two working days. Where it is a requirement for casework discussions and/or decisions to be recorded on computer-based client records the recording should be identical on both supervision notes and client records.

It is the responsibility of the P.Ed/ P.S to ensure the supervision notes provide an accurate reflection of the supervision. There might be instances when the student records the supervision, and this is to be thoroughly checked by the PS/P.Ed before it is signed off. For case management supervision this must always be recorded by the PS/ P.Ed.

**In the event that students do not routinely receive supervision they should raise this with their P.S/P.Ed in the first instance and LT if no improvement is secured.**

Additionally, there will be informal contact and guidance during the week. Clear guidelines should be given as to when and how the student may contact their P.S/P.Ed (whether on or off-site) outside of formal supervision. It is also important for the student to know to whom they should refer to in the absence of their P.S/P.Ed, especially in situations where they may need immediate help with a difficult situation. It is possible to name a colleague. This should be negotiated with the team as a whole.

### **Expected workload**

The purpose of the placement is to provide the student with the opportunity to learn new skills and fulfil the capabilities, knowledge and values of social work at the relevant level of the PCF. In order to achieve this, the student will require time to reflect on what they are doing and should be given a workload that builds to approx. 25% of a new member of staff (for 70 day placement) and newly qualified social worker (for 100 day placement).

It is difficult to be precise as to the exact nature of the work, as this will vary with the type of work undertaken by the agency. It may be appropriate for a student to take over existing work from their P.S or another worker within the team, where a fresh approach might be seen as beneficial to the service-user. This will have the advantage that the P.Ed may be very familiar with the demands likely to be made but may have the disadvantage that the service user will experience a change of worker. Further adjustments may also be required when the student leaves at the end of the placement, especially if the service-user has become accustomed to the time and attention that a student can give.

A student could also benefit from being given new work, especially where an assessment is required, so that they can follow a service user through their contact with the agency. Whilst a student may eventually take a lead role in an assessment and on-going intervention they should never be the nominated and accountable lead professional/case holder.

Whilst the student needs to demonstrate their ability to fulfil the practice requirements, it is not always possible to produce such opportunities to order. Therefore, it helps to have established the level at which the student is to operate and to manage the allocation of work accordingly. Students should be encouraged to develop and stretch their potential: however, whilst on-going support and encouragement is essential, they should not be over-protected, as some degree of stress is inevitable in the process of learning and is intrinsic to social work as a profession.

### **Key practice policies**

It is important to keep safe while on placement and to avoid any unnecessary risks. Due to the varied range of placements it is not possible to provide detailed guidance. However, it is essential that students acquaint themselves with their placement agency’s health and safety and lone working procedures and that these are discussed as part of induction and confirmed during the placement agreement meeting. It may not be possible for the student to have read all of the policies listed by the placement agreement meeting but those that have been should be signed and dated. It is not acceptable for the same date to be listed against all policies, some can be signed off as the placement progresses

### **Confidentiality statement**

It is essential that all members of the training team read this prior to signing the form. This may be used as evidence in any matter that is subsequently brought to the attention of the MT or CL. Failure to adhere to the requirements may lead to the invoking or other University or agency procedures as applicable to the circumstances.

### **Maintaining anonymity on the Placement Agreement form**

All names and details on this PLA form should remain. Please do not identify specific professional or agency names in any other document

Where the form is agreed on the day it should be signed by all parties before the meeting closes. A PDF copy of the signed form should be circulated to all signatories and the MT (where different) electronically. The PDF should be uploaded to the relevant section of the portfolio on Mahara by the date of the Mid-Point Review. Where additions or adjustments to the form are required, the student should make the amendments, secure the signatures of the P.S (where there is one) and P.Ed and take this to the first recall day for signature by the LT. They should then follow the guidance for uploading.

**Item 4 Placement Learning Agreement**

|  |  |
| --- | --- |
| Student details | Name:  Tel no:  Mobile no:  Email:  *This must be University email address and only this email address used for correspondence*  DBS number and date of issue/update: |
| Practice Educator | Name:  Tel no:  Mobile no:  Email:  Social Work England Registration number: SW  Onsite: Yes [ ] No [ ]    Date registered for or achieved relevant PEPS stage or equivalent: |
| Placement Supervisor | Name:  Tel no:  Mobile no:  Email:  Social Work England Registration number (if applicable) SW  Date registered for or achieved relevant PEPS stage or equivalent: |
| Team Manager | Name:  Tel no:  Mobile no:  Email: |
| Placement Provider | Name:  Address:  Tel no: |
| Link Tutor | Name:  Tel no:  Mobile no:  Email: |

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| **Placement Dates** | |
| **Start date** |  |
| **End date** |  |
| **Mid-point Review Meeting** |  |
| **Final Placement**  **Meeting** |  |
| **Portfolio submission date** | *Ensure you include any automatic extension allowed* |

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| **Detail any essential agency training** |  |

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| **Transferable knowledge, skills and experience of the student** (making reference to previous placements, work experience and knowledge from University modules) |  |

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| **Personal Development Plan** | | | | | |
| Student’s self-identified learning need | | Learning opportunities to meet | | Outcome to be demonstrated | PCF Domain to be met |
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| **Practical Arrangements** | | | | | |
| **Agency Health and Safety Declaration** | Placement Team have seen and audited this before placement commenced. | | | | |
| **Title to be used by**  **Student:** |  | | | | |
| **Work days:** |  | | | | |
| **Hours of work:** |  | | | | |
| **Lunch arrangements:** |  | | | | |
| **Procedure for notifying absence:** |  | | | | |
| **Arrangements study leave** |  | | | | |
| **Dress code:** |  | | | | |
| **Security and administrative arrangements** | Agency ID card arranged including no (if appropriate): | | | | |
| Key fob, key code or other access arrangements required: | | | | |
| Telephone: | | | | |
| Mail/post: | | | | |
| Seating arrangements: | | | | |
| Computer available: | | | | |
| Email available: | | | | |
| Computerised records system available: | | | | |
| **Agency IT policy** | Signature of student | | Date read | | |
| **Data protection policy** | Signature of student | | Date read | | |
| **Agency policy on use of social media** | Signature of student | | Date read | | |

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| **Travel Arrangements** | |
| **Student’s driving licence** | Date seen:  Note any issues: |
| **Student vehicle MOT certificate** | Date seen:  Note any issues |
| **Student’s car insurance** | Date seen:  Note any issues |
| **Car parking arrangements** |  |
| **Transportation of service users** | *Please identify any/the expectations of the student responsibilities in relation to this, e.g. frequency, distance, and the training and risk assessment processes employed in allocation.* |
| **Other transport availability** |  |
| **Arrangements for Reclaiming mileage expenses** |  |

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| **Equality Arrangements** | | | |
| **Does the student have a disability or particular learning need that should be considered** | Yes [ ] No [ ]  Please specify: | | |
| **If so, what reasonable adjustment should be considered or has been agreed** | Please specify: | | |
| **Does the student have any other needs (e.g. religious, ethnicity, cultural that should be considered)** | Yes [ ] No [ ]  Please specify: | | |
| **If so, what arrangements can be put in place or have been agreed** | Please specify: | | |
| **Does the student have any caring responsibilities that should be considered** | *Note: as defined by the Carers Services and Recognition Act 1995, Carers and Disabled Children Act 2000, and Carers (Equal Opportunities) Act 2004*  Yes [ ] No [ ]  Please specify: | | |
| **If so, what arrangements can be put into place or have been agreed** | Please specify: | | |
|  | | |
| **Induction Arrangements** | | | |
| **Date the Practice Educator viewed the Level 4 Readiness to Practice or Level 5 portfolio/PEd Report?** | |  | |
| **Other support arrangements e.g. a mentor** |  | | |
| **Visits to partner agencies/networks arranged** |  | | |
| **Shadowing of other personnel undertaken or arranged** |  | | |
| **Supervision contract completed** | Practice Educator Date: | Placement Supervisor (if applicable)  Date: | |
| **Expected workload:** |  | | |

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| **Key Practice Policies**  ***Please confirm that the following agency policies have been read and is understood by the student (signatures and dates to be added when done although the priority is for the Health and Safety and Lone working policies)*** | | | |
|  | Date read | Signature of student | Student Understanding confirmed by: |
| **Health and Safety policy** |  |  |  |
|
| **Lone and/or joint working** |  |  |  |
| **Information sharing** |  |  |  |
| **Equal Opportunities/ Equality and Diversity policy** |  |  |  |
| **Agency code of conduct** |  |  |  |
| **Agency complaints policy** |  |  |  |
| **Bullying and Harassment policy** |  |  |  |
| **Agency whistleblowing policy** |  |  |  |
| **Student support on whistleblowing.** | *Please indicate how the student can be supported to report poor practices through the whistleblowing policy.* | | |

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| **Confidentiality principles** |
| All parties to this learning agreement must always be aware of the confidentiality of information gained during the course of their respective duties which, in many cases, includes access to personal information relating to service users, carers and other professionals. It is required that all parties understand the important of treating this information in a discreet and confidential manner and attention is therefore drawn to the following:  The student must disclose if service users are family members or are known to them.  Students must not use any audio or visual equipment (e.g. camera, mobile phone, tablet, Dictaphone, data stick or tape recorder) without the written consent of everyone involved. ‘Everyone’ includes service users, carers, professionals and the team manager or agency responsible for the placement.  Information regarding service users and carers (including any service user feedback) must not be disclosed orally or in writing, including in email, to unauthorised persons.  Conversation relating to service users, carers, other professionals and those involved in this agreement should not take place in situations where they may be heard by passers-by i.e. in corridors, reception areas, lifts etc.  Written case records, paperwork and other documentation relating to service users and ‘owned’ by the agency should remain on their premises at all times. Copies must not be placed in any evidence log or portfolio that is taken off premises.  Personal disclosures by the student are to be kept between the parties **except** in relation to health, capability, fitness to practice or safeguarding concerns. Where concerns of risk or harm override the need to maintain confidentiality, action must be taken within agency and local safeguarding policies.  Documentation required for the portfolio will be fully anonymised in relation to all service users, other professionals or other agencies apart from the agency providing the placement and those of the training team.  Written records and correspondence relating to the placement must be kept secure at all times when not in use.  Personal copies of records, other than supervision notes documenting case decisions, relating to this placement must be destroyed within 6 months of the placement finishing.  Failure to comply with this requirement will result in suspension of the placement pending investigation or the portfolio being returned as a fail.  All concluded investigations have the potential to invoke Fitness to Practice procedures being followed. |

|  |
| --- |
| **Signatures**  In signing this Practice Learning Agreement, all parties are confirming:   * that there is no outstanding criminal conviction, charge, caution, safeguarding investigation or disciplinary issue, either in relation to the University or other place of employment or voluntary work, pending. * that they have read and understand the learning outcomes required by the placement * that they have read and understood their respective roles and responsibilities * that they have read and understand the procedures for dealing with disagreements, complaints and areas of conflict * that they have read and understand the procedures for dealing with concerns * that they have read and understand the procedures and policies for dealing with whistle-blowing, complaints, harassment and discrimination * that they are aware of and understand the confidentiality principles * that contact information for all individuals involved in this agreement will not be shared with other individual or agency (other than in situations covered by guidance in the placement handbook or local safeguarding arrangements) * that all signatures to this agreement will not use contact information provided for any purpose other than pertaining to the placement and the placement requirements. |

|  |  |
| --- | --- |
|  | |
| **Signatures** | |
| Student |  |
| Placement Supervisor |  |
| Practice Educator |  |
| Link Tutor |  |
| Date |  |

**Mid-point Review Meeting**

The mid-point meeting (MPR) is an enabling process and should be attended by the student, P.Ed, P.S (if there is one) and LT (Link Tutors will attend virtually). It should be held, other than in exceptional circumstances, during the weeks outlined in the key dates section of the module guide and take place in the placement. In exceptional circumstances it may take place at the University by mutual agreement. The meeting will be chaired by the LT.

**Preparation for the meeting should take place by discussing the form and sections on Mahara completed by the student, during a (three-way if there is a P.S) supervision session in advance of the meeting. The paperwork should be sent to the LT 2 days prior to the MPR meeting taking place.**

Students should prepare for the meeting by completing the **Summary of work undertaken since the placement agreement meeting** on the Mahara page. This section should include specific details about the number, type and range of cases, being specific about the context for the service user in relation to age and need (being mindful to keep this brief to ensure confidentiality) and the tasks undertaken. They should document their specific use of social work skills, theories, methods of intervention, legislation, policy and research, all appropriately referenced. **There is no need for this to make reference to the PCFs as your Personal Development Plan review will provide this evidence, which the student should copy and paste to the MPR.** This should be completed in sufficient time for the three-way meeting. The student will print this section of the Mahara page for this meeting.

It is important that the dates of all supervision and who undertook that supervision, using P.S or P.Ed, are recorded. Similarly, any health and safety issues that have arisen should be documented.

The **student** should complete the review of their initial personal development plan on the Midpoint Review form. They can copy and paste their original learning needs from the Placement Learning Agreement (first column only) into the first box entitled ‘Student self-identified learning need’ e.g. to prepare for and use supervision effectively. Within the column headed ‘Learning Opportunities Undertaken’ students should be specific about the task, e.g. attended supervision sessions with PS and PEd. In the column headed ‘Outcome achieved’ students should be specific about this, e.g. attend supervision prepared with previous notes, items for signature, items to contribute and the dates that this was achieved. In the final column this should indicate what PCFs have been met, e.g. PCF1, PCF6 (if reflection took place). The student will also need to present their PCF Mapping Tool at the review meeting.

At the midpoint key sources of evidence should be made available for discussion including Mahara portfolio reflective summary of work undertaken so far, details of the first direct observation of practice and the first (separate to the direct observation) feedback from individuals the student has worked with.

Where the P.S is a separate role they should provide brief comments on the student’s achievements, potentially highlighting areas of capability not identified by the student.

In both sections, the P.Ed and P.S should confirm or contest the capabilities claimed by the student, using the format (PCF1-9) and the P.Ed should indicate the level of progress made to date by indicating this on the relevant box.

Finally, all parties should identify any outstanding or further areas of development needed to help the student focus their attention leading into the final stages of the placement. This should lead to the development of an updated personal development plan.

Where the progress of the student is unsatisfactory the training team should consider what actions and timescales need to be taken by the student to improve their performance. This should be recorded as an informal plan (Stage 1) using the action plan form available on Moodle.

Where completed, a copy of the MPR form and any action plan should be forwarded to all parties within 5 working days. **Signatures should not be added until all members of the training team are happy with the content.** The P.S and P.Ed are responsible for monitoring and signing off the action plan once achieved. They should refer to the Placement in Difficulties guidance should actions not be achieved within the agreed timescales or the nature of any concerns being sufficient to warrant consideration of a Stage 2 meeting within 4 weeks of the midpoint.

Maintaining anonymity on the Midpoint Review form

* All names and signatures of those involved in the training team (student, P.Ed, P.S, and LT) should remain on the uploaded document.
* In descriptions of the work undertaken on Mahara and in completion of the form, both by yourself and by your P.S and P.Ed there should be no use of service users names, the names of any other professionals, or agencies that you have visited. They should be referred to as: the individual, the mother, the child, the district nurse, a community mental health team.

Where the form is agreed on the day it should be signed by all parties before the meeting closes. A PDF copy of the signed form should be circulated to all signatories electronically. The PDF should be uploaded to the relevant section of the portfolio on Mahara by the date of the Final Placement meeting. Where additions or adjustments to the form are required, the student should make the amendments, secure the signatures of the P.S (where there is one) and P.Ed and arrange to meet their LT during a study or recall day for signature. They should then follow the guidance for uploading.

**Item 5- Mid-point Review Meeting**

|  |  |
| --- | --- |
| **Student name** |  |
| **Days completed to date** |  |
| **Revisions to end date** |  |
| **Revisions to submission date** |  |

|  |  |
| --- | --- |
| **Dates of supervision since placement agreement meeting** (list all dates indicating in brackets whether this has been by P.S or P.Ed) |  |
| **Health and Safety incidents that may have arisen** (please ensure that any incidents are noted in relation to what they were, what the impact was and how they were addressed. These should cover both physical and mental health issues). |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Personal Development Plan Review** | | | |
| Student’s self-identified learning need | Learning opportunities undertaken | Outcome Achieved | PCF Domain met |
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| --- |
| **Practice Educator comments on progression and/or achievement of learning needs identified in the Placement Agreement, linked to PCFs and Professional Standards** |
|  |
| **Placement Supervisor comments** (if applicable) |
|  |

|  |  |  |
| --- | --- | --- |
| **Progress against the PCF (Practice Educator to complete)** | | |
| Has the PCF Mapping Tool been presented by the student at this meeting | Yes | No |
| Good progress [ ] | Satisfactory progress [ ] | Unsatisfactory progress [ ] |

|  |  |  |  |
| --- | --- | --- | --- |
| **Areas for further development** | | | |
| Identified learning need | Learning opportunities to meet | Outcome to be demonstrated | PCF Domain to be met |
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|  |  |  |  |
|  |  |  |  |

|  |  |
| --- | --- |
| **Signatures of those attending** | |
| Student |  |
| Placement Supervisor |  |
| Practice Educator |  |
| Link Tutor |  |
| Date |  |

**The Final Review Meeting**

The final review meeting (FRM) should be attended by the student, P.Ed, P.S (if there is one) and LT (LT’s will attend virtually). It will take place in the last two weeks of the placement and be held at the placement.

Preparation should take place by discussing the sections on Mahara **completed by the student** and the contents of the paperwork for this meeting, during a (three-way if there is a P.S) supervision session in advance of the meeting. The paperwork should be sent to the LT 2 days prior to the MPR meeting taking place.

Students should prepare for the meeting by completing the **Summary of learning and work undertaken since the mid-point review meeting** on the Final Placement meeting page on Mahara. This section should include specific details about the number, type and range of cases worked with since the Midpoint Review, being specific about the context for the individual, carer and/or young person and the tasks undertaken. They should document their specific use of social work skills, theories, methods of intervention, legislation, policy and research, all appropriately referenced. There is no need to reference these to the PCFs as your Personal Development Plan will provide this evidence. This should be completed in sufficient time for the three-way meeting. The student will also need to print this section off Mahara for this meeting and their PCF Mapping Tool will need to be presented.

Maintaining anonymity in the Final Review

* All names and signatures of those involved in the training team (student, P.Ed, P.S, and LT) should remain on the uploaded document.
* In descriptions of the work undertaken on Mahara and in completion of the form, both by yourself and by your P.S and P.Ed there should be no use of service users names, the names of any other professionals, or agencies that you have visited. They should be referred to as: the individual, the mother, the child, the district nurse, a community mental health team.

It is important that dates of **all** supervision **since the mid-point** and who undertook that supervision, using P.Ed or P.S, are recorded. Similarly, any health and safety issues that have arisen since that meeting should be documented.

The P.Ed will provide evidence, through completion of the personal development plan review, which should be copied and pasted on to the Final Review form, with specific dates of achievement of the learning. The P.Ed should make specific commentary relating back to the learning needs identified at the mid-point. The P.Ed should clearly indicate within their commentary how the evidence meets the PCF (which incorporates the Social Work England, Professional Standards).

This is also is the time where the P.Ed and P.S (if applicable) confirm that their report will indicate that the student has met the PCF’s at the appropriate level and it may be useful for the P.Ed to have a draft final report available for discussion.

The LT has to be satisfied that there are no outstanding elements of the assessment requirements e.g. a direct observation. Where there are any outstanding matters this should be noted together with anticipated completion dates.

The final element is a clear description of the student’s disengagement from the placement, i.e. what tasks remain for the student to complete, close or transfer cases and how this is being managed; how any outstanding TOIL or study leave will be taken, re, the handing in of keys or passes and other associated admin tasks.

This may also use this as an opportunity to review the quality of the placement as relevant to each member. The LT should ensure that everyone is aware of their responsibilities to complete the QAPL on-line survey, noting that the student should submit a copy of theirs within their on-line portfolio.

**Item 6 The Final Review Meeting**

|  |  |
| --- | --- |
| **Student name** |  |
| **Confirm placement end date** |  |
| **Confirm submission date** |  |

|  |  |
| --- | --- |
| **Dates of supervision since mid-point review meeting** (list all dates indicating in brackets whether this has been by P.S or P.Ed) |  |
| **Health and Safety incidents that may have arisen** (please ensure that any incidents are noted in relation to what they were, what the impact was and how they were addressed. These should cover both physical and mental health issues). |  |

|  |  |  |
| --- | --- | --- |
| **Action Plan Review (if applicable)** | | |
| **Have all actions within the action plan been achieved?** | Yes [ ] | No [ ] |
| **If no please document what is outstanding and the timescales for completion.** |  | |

|  |  |  |
| --- | --- | --- |
| **Direct Observation Review** | | |
| **Have all taken place?** | Yes [ ] | No [ ] |
| **If no please document what is outstanding and the timescales for completion.** |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Mid-point Personal Development Plan Review** | | | |
| Identified learning need | Learning opportunities undertaken | Outcome Achieved | PCF Domain met |
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|  |  |  |  |
| **Has the student presented the PCF Mapping Tool at this review meeting?** | | | |
| **Yes No** | | | |
| **Is the student on course to pass at the end of this placement** | | | |
| **Yes No** | | | |
| **Student disengagement from the placement, actions to be completed (***Please advise how the student will conclude this placement. For example, handover of work and IT equipment)* | | | |
|  | | | |
| **Students identified future learning needs** *(please bullet point)* | | | |
|  | | | |

|  |  |
| --- | --- |
| **Signatures of those attending** | |
| Student |  |
| Placement Supervisor |  |
| Practice Educator |  |
| Link Tutor |  |
| Date |  |

**Direct Observations of Practice**

There are many reasons why direct observations are necessary; protection of service users, maintenance of professional standards and gatekeeping entry to the profession. Observation and assessment of practice takes place throughout the placement on two levels, *naturalistic* and *planned*.

Both can be used to inform the overall assessment of a student’s capability but the latter is a purposeful way of gaining clarity on learning achievement; identifying new learning needs; recording progress towards professional capability and providing evidence that meets the placement assessment requirements.

## **Planned Observations**

Each student must be formally observed in practice on a minimum of **three occassions at Level 6**. It is a requirement to have one observation completed for discussion at the mid-point review meeting.

**All observations must be with individual/ individuals, young person/ young persons or carer/carers** including adults, children, young people, their parents, foster carers (prospective or approved) or adopters. All observations should be a minimum of 30 mins and preferably longer. To recognise future skills required by the Knowledge and Skills Statements for Child and Family Social Work and mapped against the PCF in the 2018 revision, if the placement involves working with children and young people, one of the observations **MUST** be with a child or young person.

**Considerations when planning direct observations**

There are a number of tasks undertaken by social workers which would provide valuable evidence as to the capability of students. These tasks include, but are not exhaustive to:

* responding verbally to duty desk or other telephone calls,
* chairing agency and multi-agency meetings,
* attending and presenting to court or panel forums,
* supporting and facilitating group work interventions.

However, the requirement that students are involved in communication with the individuals(s), carer(s) or family must be noted. Whilst the examples provided above provide useful opportunities for informal observations they should not be used for formal direct observations **unless** the situation requires the student to facilitate the voice of the service user being heard and responded to, e.g. a child in need meeting. The only other exception would be in situations where an urgent home visit to the service user is needed in response to a duty desk call and where there is evidence of the crisis intervention planning took place.

Due to ethical, confidentiality and accountability issues raised in court and quasi court forums (e.g. strategy meetings, case conference/safeguarding forums, mental health review tribunals, fostering panels, giving verbal evidence at court) formal direct observations are not permitted. Informal observations and feedback from others involved can be used to inform the final P.Ed report.

## 

## **Who undertakes a planned observation?**

The observation must be undertaken by the P.Ed on two occasions at both placements, but, at Level 6 only, one may be undertaken by the P.S. At Level 6 the final (3rd) observation must be undertaken by the P.Ed but flexibility exists as to whether the P.S undertakes the first or second.

Whilst direct observations form part of the learning process, this is also a formative assessment point with a clear decision made on whether the student’s performance is considered to be satisfactory or unsatisfactory, measured against expected standards of performance for the stage of their professional development detailed in the relevant level of the PCF.

Where a student’s performance is considered unsatisfactory in a direct observation, a further additional opportunity should be arranged. Where this is the case, the third (Level 5) or fourth (Level 6) must be undertaken by the P.Ed. Where a student is considered to have performed unsatisfactorily in two consecutive direct observations a training team meeting under Stage 2 of the Placements in Difficulties/Failing Students Guidance should be arranged.

Primarily, the contact must be to benefit the service user(s) and only secondly it is to be used to observe the student in practice.

The written, signed informed consent of the Individual, Carer, Young Person, Family or Group must be gained before the direct observation takes place. This should include clarity on how confidentiality issues will be addressed, both within the observation and within the portfolio. The student should ensure that the person is aware that the report will be placed in an on-line portfolio and may be seen by P.Eds, LTs, members of the PAP, members of the Module Board of Examiners and the External Examiner. All of these individuals are bound by professional codes of confidentiality.

Consideration should be given to ethical and legal issues where a Individual, Carer, Young Person, Family or Group may have difficulties in making an informed decision to participate. Due regard to the Mental Capacity Act (2005) should be made. In particular that capacity is decision-specific and therefore best practice guidance, e.g. best methods in communication, best time of day, best location, assistance from someone known to the service user, preparatory help, information and guidance to participate in and make the decision, must be followed. Students must ensure that they have covered the following:

* Asked themselves ‘what is the actual decision in hand?’
* Identified what information relevant to the decision is required and recorded this.
* Asked the Individual, Carer, Young Person, Family or Group that question in an appropriate manner and recorded the response.
* Explained which aspect(s) the person is unable to understand, retain use or weigh (*noting that it is not always necessary that every element is understood but that the salient factors are (MCA Guidance Note, 39 Essex Street*)).

Signed Individual, Carer, Young Person, Family or Group consent forms **must not be included in the portfolio**; they should be kept by the P.Ed or on the individuals records where required and provided if requested.

Justification as to why an observation is taking place in the ‘best interests’ of the individual who has been assessed as lacking capacity to make the decision must be made explicit.

Material should not be used where the consent of the individual has been sought and refused.

## **Planning an observation**

In order for the observation to be constructive and reduce any anxiety, it is essential that planning for the direct observations is discussed during supervision. Not only should this consider diversity within the practice being observed but should address the core principles for ensuring a safe direct observation, e.g. if and when the observer should step in, and one in which learning takes place. Consideration as to how and when verbal and written feedback will be provided to the student should be clarified.

Obtaining individual, young person and/ or carer feedback is an important aspect of planning for a direct observation. The student and P.Ed should select their planned observations carefully to ensure that individuals, young people and/ or carers Action are willing to provide this feedback.

**However ALL names (individuals/carers, any other individuals, agency,) within the students writing on Mahara (see below) and the observers direct observation report must not be used. Pseudonyms or initials should not be used to avoid the risk of using the true name inadvertently and therefore breaching confidentiality.**

Reference should simply be made to ‘the individual, child, mother etc.’, the carer’ or ‘the nurse’. Whilst it is permissible to talk about the age, gender and ethnicity of the service user and an indication of their need, e.g. Learning Disability and general diagnosis, in order that the student can apply relevant theory and knowledge, any specific identifying facts should be removed: e.g. that a person has a particular job, such as being a vicar, or feature, that the family has red-headed triplets, that may easily identify them should not be used.

## **Undertaking the observation**

The student will complete Part A and Part B sections in the Direct Observation section on Mahara in preparation for their direct observations, printing these off for discussion with the observer.

Part B should provide information about the individual, carer or young person and the context of their situation e.g. they live at home, or are in a residential or nursing home. The student should evidence applicable legislation and policy (national and local) governing their role and responsibility.

In the preparation, planning and objectives section the student should provide an explanation of their chosen model of assessment or method of intervention supported by theory, research and literature. This should be properly referenced (e.g. Trevithick, 2012). They should provide a clear explanation of the purpose, objectives/aims/goals and sought outcomes they intend to achieve. The student should be explicit about the skills and values they will use to demonstrate anti-oppressive practice to the observer. ***Students should clearly indicate within this commentary which PCFs (by using the format PCF1 etc.) they will be intending to demonstrate.***

Prior to the observation taking place, the observer should discuss with and establish the student’s verbal understanding of their plan in order that the student can develop their ability to justify their professional judgement and decision making. The student should print off their written work to inform this discussion. The observer should also determine the level of ‘reflection for action’ undertaken by the student to ensure that the intervention is informed by earlier informal or formal feedback (e.g. previous direct observation, supervision discussions,) and identified development needs.

## **Completing the Direct Observation Form**

The observer is responsible for completing Part C of this form.

Individual, Carer, Young Person, Family or Group feedback should be gained by the observer on completion of the observation. The observer should recognise that there will inevitably be some limitations to the feedback received but try to be creative in how this is gathered.

Questions the observer might want to ask the Individual, carer or young person are listed below:

Did you understand what to expect?

Has the student always been on time or let you know if they were going to be late?

Do you feel they listened to you?

Did you feel that they understood your point of view?

Do you feel that they acted on your suggestions?

Did they provide sufficient information to help you make a decision?

Did they help you to understand the options/choices available to you or how you could take more control of the situation?

Did they provide you with feedback?

Using the Direct Observation form the observer should confirm, or contest, that the student has demonstrated the knowledge, skills and values outlined in the plan and record any others that they observed to a satisfactory standard. The observer should also comment on whether the student achieved their objectives/aims/goals and confirm what PCFs were demonstrated and how.

Whilst it is important that the feedback includes what has been done well, areas for further development should also be identified.

Once completed, an electronic copy should be provided to the student within five days of the observation taking place. During the next supervision session or at a time agreed there should be an opportunity for the content to be discussed. Following the discussion the student should then be provided with a signed hard copy.

A PDF copy of the signed form should be uploaded to the relevant section of the portfolio on Mahara within two weeks of the observation taking place to allow for the student to complete their critical reflection.

**Direct Observations**

During the course of this placement a minimum of **3 observations** of your practice must take place involving you undertaking direct work **with Individuals, Carers or young person.** You need to pass 3 observations. The named Practice Educator should undertake at least two of these direct observations. The Placement Supervisor may be is able to undertake the other direct observation.

**Process for Direct Observations**

**Stage 1: Agreed Observation Event:** Direct Observations should be jointly planned in supervision beforehand. You and the Observer should ensure that the Individual(s),Carer(s) or Young Person and any other people who will be involved in the proposed piece of practice are aware that the observation is taking place, understand the reason for the observation and **consent** for the observation to take place.

**Stage 2: Written Observation Plan (500 words):** Prior to the Direct Observation taking place you should prepare a **written plan** for the Observer (a reflection before action) to include:

* Context of the piece of practice (case summary).
* A **clear statement** that the Individual(s), Carer(s), Young Person(s) or other professional(s) have been clearly advised about the observation and that they have given their consent.
* Activities to be undertaken by you.
* Identification of the main social work theories/methods to be used.
* Explanation of the policies and legislation underpinning the intervention.
* Consideration of how you will address issues of anti-discriminatory and anti-oppressive practice in this observation.
* Professional Capabilities Framework Domains to be achieved.

This Plan **MUST** be submitted to the Observer at least 5 working days before each Direct Observation is undertaken.

**Stage 3**: **Direct** **Observation of Practice:** The Direct Observation takes place with an Individual, Carer or family. The Observer is present to assess your practice with the Individual, Carer, Young Person or family.

**Stage 4: Verbal Feedback:** The Observer must provide you with briefverbal feedback as soon as possible after the Direct Observation. This verbal feedback must include whether or not you have passed the Direct Observation.

**Stage 5: Written Feedback:** The Observer must comment on the quality and standard of your practice (including identification of the level and type of knowledge, skills and values demonstrated). This should include comments on strengths observed and relevant areas for development, and include confirmation of whether you have passed the Direct Observation and all the PCF capabilities you have actually achieved.

The Observer’s report should be typed up as soon as possible after the Direct Observation and shared with you. This must be done before any further Direct Observations take place.

**Stage 6: Student Reflection on observer feedback:** You should reflect on your experience of the assessment process and the outcome of the intervention, including the quality of your preparation and written plan. You should comment on your response to the verbal and written feedback received from your Observer, Individual, Carer, Young Person, Family or Group. You must identify learning that you will take forward to your next Direct Observation. Please refer to a Model of Reflection to support your discussion (1000 words +10%)

**Referencing for Direct Observations:** You are expected to makereference to relevant theory, law, policy, research or other literature as part of your Direct Observation plans and/or reflections. You should reference your work following the Harvard System of Referencing.

**IMPORTANT: your plans and the Observer’s reports should not include the actual names or addresses of Service Users/Carers or other professionals/agencies.**

If any serious concerns have emerged about the piece of practice observed, the Observer/Practice Educator/Practice Supervisor should bring these to your attention as soon as possible, record them in their report and consult with the Link Tutor with a view to completing a formal action plan if necessary.

Item 7 Direct Observations of Practice

**Part A: (to be completed by the student)**

|  |  |
| --- | --- |
| Observation Number:  (Please indicate 1, 2 or 3) |  |
| Date(s) of Observation: |  |
| Name and title of Observer: |  |
| What practice activity is being observed? |  |
| Individual(s) or group being worked with. For example, Child/ Individual, Carer *A, B, C or the Mother, Father, Doctor, Group* (anonymised) |  |

**Part B: Observation Plan (to be completed by the Student):**

|  |
| --- |
| Explain the context of the piece of practice (250 words +10%). |
|  |
| Explain how consent was obtained for this observation (not included in the word count) |
|  |
| **Word count for the below sections is 500 words + 10% overall** |
| Identify the activities to be undertaken and the objectives to be achieved |
|  |
| Relevant social work theory, models and research to inform the practice being undertaken. |
|  |
| Explanation of the policy and legislation underpinning the purpose of the intervention |
|  |
| The Student must include their considerations of anti-discriminatory and anti-oppressive practice in this observation. |
|  |
| Professional Capabilities Framework capabilities the Student plans to achieve (not included in the word count). |
|  |
| Reference List |
|  |

**Part C: Observer Report (to be completed by the Observer):**

|  |
| --- |
| Comment on how well the Student planned and prepared for their practice. |
|  |
| Comment on the knowledge, skills and values demonstrated by the Student. |
|  |
| Individual, Carer or Young Person feedback |
|  |
| Recommendation: |
| Satisfactory or unsatisfactory (please delete as appropriate) |
| Did the Student achieve their objectives and pass the observation? Please comment on:Specific strengths demonstrated.  * Areas for development. * Professional Capabilities Framework Domains and Social Work England (2019) Professional Standards evidenced. |
|  |
| **Name of Observer: Observer’s Signature:** Date: |

**Part D: Student Reflection (1000 words +10%) (to be completed by the Student):**

|  |
| --- |
| Critically reflect on your learning from the direct observation of feedback you have received. You should refer to a model of reflection to support this section.  **Reference List:** |

**Item 8 - Student Reflections on Feedback** *(500 words +10%)*

Feedback takes place throughout the placement and not just in relation to direct observations. It is an essential part of social work practice and a requirement of the Social Work England (2019) Professional Standards to;

***4.1*** *Incorporate feedback from a range of sources, including from people with lived experience of my social work practice.*

***4.2 Use*** *supervision and feedback to critically reflect on, and identify my learning needs.*

Feedback needs to be constructive and include positive feedback, i.e. feedback that affirms the student's practice and is encouraging and motivating. Constructive feedback can also include ‘challenging’ feedback which highlights less successful aspects of the observed practice or which identifies areas for change and further learning. To be helpful, feedback needs to have an appropriate balance between the positive and the challenging and to refer to specifics and offer alternatives. Please note the below **does not include** the feedback gathered by your Practice Educator and/or Placement Supervisor as part of your Direct Observations of Practice.

This 500-word reflection can be a collective summary of all 5 pieces of feedback and/or you can select individual pieces to reflect on in more depth. This will need to include key areas of the learning you have gained from the feedback, areas you need to develop for the future practice and how you plan to achieve this. Your reflections will need to be clearly referenced.

It is requested that the feedback is constructed of:

* 3 pieces of feedback from an individual, carer or young person you worked with (these will need to be 3 separate individuals and fully anonymised)
* 2 pieces of feedback from professionals you have worked with outside of your immediate team (these will need to be from 2 separate professionals and fully anonymised)

**Professional Capabilities Framework Mapping Tool- Final Practice Placement - Item 9**

**PCF mapping tool**

**End of Final Placement Level**

|  |  |  |
| --- | --- | --- |
| Descriptor | What has been done? | Where can the evidence be found? |
| **Domain 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.* | | |
| I am able to meet the requirements of the professional regulator. |  |  |
| I am able to explain the role of a social worker in a range of contexts and uphold the reputation of the profession |  |  |
| I understand that social work is an international profession with a global definition |  |  |
| I demonstrate an effective and active use of supervision for accountability, professional reflection and development |  |  |
| I demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness |  |  |
| I take responsibility for managing my time and workload effectively, and begin to prioritise my activities, including supervision time |  |  |
| I 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. |  |  |
| I recognise and maintain personal and professional boundaries in all contexts and media |  |  |
| I recognise my professional strengths and limitations and how to seek advice |  |  |
| I demonstrate a commitment to my continuing learning and development |  |  |
| I, with support, take steps to manage and promote safety, health, well-being, self-care and emotional resilience |  |  |
| I 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 |  |  |

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| Descriptor | What has been done? | Where can the evidence be found? |
| **Domain 2: 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 service. 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.* | | |
| I understand and apply the profession’s ethical principles and legislation, taking account of these in reaching decisions |  |  |
| I recognise and, with support, explore and manage the impact of own values on professional practice |  |  |
| I manage situations of potentially conflicting or competing values, and, with guidance, recognise, reflect on, and work with integrity with ethical dilemmas |  |  |
| I 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 |  |  |
| I recognise and promote individual’s rights to autonomy and self-determination |  |  |
| I 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. |  |  |

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| Descriptor | What has been done? | Where can the evidence be found? |
| **Domain 3: Diversity and Equality**  Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice.  *Social workers understand that diversity characterises and shapes human experience and is critical to the formation of identity. Diversity is multi-dimensional and includes race, disability, class, economic status, age, sexuality, gender (including transgender), faith and belief, and the intersection of these and other characteristics. We understand that because of difference and perception of difference, a person’s life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim. We identify this and promote equality.* | | |
| I 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 |  |  |
| I, with reference to current legislative requirements, 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 |  |  |
| I recognise and manage the impact on people of the power invested in my role in accordance with our Code of Ethics |  |  |

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| Descriptor | What has been done? | Where can the evidence be found? |
| **Domain 4: Rights, Justice and Economic Wellbeing**  Advance human rights and promote social justice and economic wellbeing  *Social workers recognise and promote the fundamental principles of human rights, social justice and economic wellbeing enshrined in national and international laws, conventions and policies. These principles underpin our practice and we use statutory and case law effectively in our work. We understand and address the effects of oppression, discrimination and poverty. Wherever possible we work in partnership with people using services, their carers and families, to challenge inequality and injustice, and promote strengths, agency, hope and self determination.* | | |
| I understand, identify and apply in practice the principles of human rights, social justice, inclusion and equality |  |  |
| I 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 |  |  |
| I 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 |  |  |
| I 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 |  |  |
| I recognise the value of- and aid access to- independent advocacy |  |  |
| I demonstrate skills and approaches to practice that promote strengths, agency, hope and self-determination in people using services, carers, families and communities. |  |  |

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| Descriptor | What has been done? | Where can the evidence be found? |
| **Domain 5: Knowledge**  Develop and apply relevant knowledge from social work practice and research, social sciences, law, other professional and relevant fields, and from the experience of people using services.  *We develop our professional knowledge through 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.* | | |
| I demonstrate a critical understanding of the application to social work research, theory and evidence and knowledge from social work and other relevant fields (eg sociology, social policy, psychology, technological and digital spheres, and health and human development and from the experience of people who use services) |  |  |
| I 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 adult’s and children’s social work. |  |  |
| I demonstrate and apply to practice a working knowledge of human growth and development throughout the life course |  |  |
| I 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. |  |  |
| I understand the value of systematic 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 |  |  |
| I acknowledge the centrality in relationships for people and the key concepts of attachment, separation, loss, change and resilience |  |  |
| I 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. |  |  |
| I 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 |  |  |
| I demonstrate a critical understanding of social welfare policy, its evolution, implementation, and impact on people, social work, other professions and inter-agency working |  |  |
| I recognise the contribution, and begin to make use, of research and evidence to inform practice |  |  |
| I demonstrate a critical understanding of research methods |  |  |
| I value and take account of the knowledge and expertise of service users and carers and other professionals |  |  |
| I develop knowledge and understanding of the opportunities and risks of online communications, virtual environments and social media in social work. |  |  |
| Any other evidence for PCF5: | | |

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| Descriptor | What has been done? | Where can the evidence be found? |
| **Domain 6: Critical Reflection and Analysis**  Apply critical reflection and analysis to inform and provide a rationale for professional decision making  *Social workers critically reflect on their practice, use analysis, apply professional judgement and reasoned discernment. We identify, evaluate and integrate multiple sources of knowledge and evidence. We continuously evaluate our impact and benefit to service users. We use supervision and other support to reflect on our work and sustain our practice and wellbeing. We apply our critical reflective skills to the context and conditions under which we practice. Our reflection enables us to challenge ourselves and others, and maintain our professional curiosity, creativity and self-awareness.* | | |
| I apply imagination, creativity and curiosity to practice |  |  |
| I inform decision making through the identification and gathering of information from multiple sources, actively seeking new sources |  |  |
| I, with support, rigorously question and evaluate the reliability and validity of information from different sources |  |  |
| I demonstrate a capacity for logical, systematic, critical and reflective reasoning and apply the theories and techniques of reflective practice. |  |  |
| I know how to formulate, test, evaluate and review hypotheses in response to information available at the time and apply in practice. |  |  |
| I begin to formulate and make explicit, evidence-informed judgements and justifiable decisions |  |  |

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| Descriptor | What has been done? | Where can the evidence be found? |
| **Domain 7: Skills and Interventions**  Use judgement, knowledge and authority to intervene with individuals, families and communities to promote independence, provide support, prevent harm and enable progress.  *Social workers engage with individuals, families and communities, working alongside people to determine their needs and wishes, and what action may be helpful. We build productive working relationships and communicate effectively. Using our professional judgement, we employ appropriate interventions, promoting self-determination, support, protection and positive change. We develop and maintain skills relevant to our roles. We understand and take account of power differentials and use our authority appropriately. We evaluate our practice and its impact and how we improve outcomes for those we work with.* | | |
| I identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with people’s age, comprehension and culture |  |  |
| I am able to communicate information, advice, instruction and professional opinion to advocate, influence and persuade |  |  |
| I demonstrate an ability to engage with people, and build, manage and sustain and conclude compassionate and effective relationships |  |  |
| I demonstrate a holistic approach to the identification of needs, circumstance, rights, strengths and risks |  |  |
| I 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 |  |  |
| I use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence and to prevent harm |  |  |
| I understand and can apply knowledge, skills and interventions in accordance with organisational and national policy while maintaining professional evidence informed critical perspectives |  |  |
| I recognise how the development of community resources, groups and networks enhance outcomes for individuals and understand social work’s role in promoting this |  |  |
| I maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgement and organisational responsibilities |  |  |
| I demonstrate skills in sharing information appropriately and respectfully |  |  |
| I recognise complexity, multiple factors, changing circumstances and uncertainty in people’s lives, to be able to prioritise intervention |  |  |
| I understand the authority of the social work role and begin to use this appropriately as an accountable professional |  |  |
| I recognise the factors that create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including myself and contribute to the assessment and management of risk |  |  |
| I, with support, identify appropriate responses to safeguard vulnerable people and promote their wellbeing |  |  |

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| Descriptor | What has been done? | Where can the evidence be found? |
| **Domain 8: Contexts and Organisations**  Engage with, inform, and adapt to changing organisational contexts, and the social and policy environments that shape practice. Operate effectively within and contribute to the development of organisations and services, including multi-agency and inter-professional settings.  *Social workers are informed about and pro-actively respond to the challenges and opportunities that come from changing social, policy and work contexts. We fulfil this responsibility in accordance with our professional values and ethics, as individual and collective professionals and as members of the organisations in which we work. We collaborate, inform and are informed by our work with other social workers, other professions, individuals and communities* | | |
| I recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts |  |  |
| I understand the roles and responsibilities of social workers in a range of organisations, lines of accountability and the boundaries of professional autonomy and discretion. |  |  |
| I understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and practice |  |  |
| I am able to work within an organisations’s remit and contribute to its evaluation and development |  |  |
| I understand and respect the role of others within the organisation and work effectively with them |  |  |
| I take responsibility for my role and impact within teams and am able to contribute positively to effective team working |  |  |
| I understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working |  |  |

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| Descriptor | What has been done? | Where can the evidence be found? |
| **Domain 9: Professional Leadership**  Promote the profession and good social work practice. Take responsibility for the professional learning and development of others. Develop personal influence and be part of the collective leadership and impact of the profession  *We develop and show our leadership, individually and collectively, through promoting social work’s purpose, practices and impact. We achieve this through diverse activities which may include: advancing practice; supervising; educating others; research; evaluation; using innovation and creativity; writing; using social media positively; being active in professional networks and bodies; contributing to policy; taking formal leadership/ management roles. We promote organisational contexts conducive to good practice and learning. We work in partnership with people who use services and stakeholders in developing our leadership and aims for the profession* | | |
| I recognise the importance of, and begin to demonstrate, professional leadership as a social worker, promoting our professional purpose, practice and impact |  |  |
| I recognise the value of- and contribute to supporting- the learning and development of others |  |  |
| I begin to collective/collaborative professional leadership |  |  |
| I recognise own ongoing responsibility to seek, plan and undertake continuing professional development throughout my career |  |  |
| I recognise the significant opportunities and risks of online communications, virtual environments and social media use in social work. |  |  |
| Any other evidence for PCF9: | | |

# **The Practice Educator Report**

There are a number of stages that need to occur in the production of this report; planning; gathering the evidence; weighing the evidence; and producing the report (Walker, Crawford and Parker, 2008, p. 89). Whilst it is the student’s responsibility to provide the evidence, it is the responsibility of the P.Ed to ensure that the evidence meets the following criteria, as proposed by Walker, Crawford and Parker (2008).

|  |  |
| --- | --- |
| **Is the evidence clear?** | Is it clearly the student’s own work or is it a true and fair representation of the student’s achievement? Can it be understood by others? |
| **Is the evidence valid?** | Does the evidence reflect agency practice, policy and procedure? |
| **Is the evidence sufficient?** | Is the evidence of sufficient depth and has it been seen frequently enough? |
| **Is the evidence relevant?** | Does it actually demonstrate the capability claimed in full, in part or not at all? |
| **Is the evidence supportive of social work values?** | Does it reflect anti-oppressive and anti-discriminatory practice and promote a values based approach? |
| **Is the evidence reliable?** | Does it, when taken together with other evidence, build a consistent picture? |

The report comprises the following:

A summary of supporting evidence from records of work undertaken, supervision notes, direct observations, feedback from service users, colleagues etc. **This does not have to include all of the content of records taken at the mid-point and final review meetings but should contain those that have been specifically used in the completion of the final report**. **This should, however, be sufficiently robust and broad to include evidence from paperwork utilised by the agency, e.g. recordings, letters, assessments, risk assessments, reports.**

It should be noted that the student must pass each domain; it is not possible for them to fail in one and pass overall. Writing specifically to each domain allows the P.Ed to identify, in detail, the student’s achievement against each domain at the relevant PCF level, whilst recognising that achievement in one domain will mean achievement in others. They should be able to draw on a wider range of evidence and every attempt should be made to do this to avoid repetition and duplication. The individual domains also provide the opportunity to write specifically about the skills, knowledge (use of theory, methods of interventions, tools, legislation, policy, and research), ethics and values that the student demonstrated.

Practice Educators are asked to review a copy of the Analysis of Practice to confirm hat it is a true and accurate reflection of the work and learning that the student has undertaken.

Holistic assessment should provide a robust source of evidence that demonstrates the student’s growth, achievement and acknowledges the interplay between the exercise of practice skills and use of practice knowledge to develop professional judgement and decision making. This is an opportunity to comment on the student’s progression throughout the placement commencing from the learning needs identified in the placement agreement, drawing on strengths. The report can make reference to the student’s commitment to upholding Professional Standards set by Social Work England and should conclude with an evaluation of where the student is against the PCF level descriptor.

This requires a professional judgement to be made about the quality of the student’s practice, integrating and synthesizing information and evidence from a range of perspectives and sources. For example; this could involve you drawing on your observations (naturalistic and planned), the observations of other professionals, feedback from service users and carers, working to agreed criteria and standards, sharing good ideas and working to the evidence base, values and ethics of the profession.

The final element is an analysis of future learning and development needs that the student takes forward into their final/completion placement or Assessed and Supported Year in Employment. P.Ed’s are recommended to review the domains within the PCF at these levels (as appropriate) to assist in the identification of these. These are available at <https://www.basw.co.uk/professional-development/professional-capabilities-framework-pcf>

Once completed, an electronic copy should be provided to the student no less than two days prior to the end of the placement. This provides an opportunity for the content to be discussed with the student. A signed hard copy must be available to the student by the last day of the placement for copying to PDF format and uploading on to the relevant section of the portfolio on Mahara.

## **Item 10 -Practice Educator Report**

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| --- | --- |
| **Student Name and No.** |  |

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| --- | --- |
| **Sources of evidence used** | |
|  | Dates |
| Supervision record |  |
| Direct formal observation of the student’s practice |  |
| Reflections on Direct Observations |  |
| Informal observation |  |
| Student work products (assessments, recording, letters, referrals, emails, reports) |  |
| Feedback from Individuals, Carers, Young People, Families, Groups |  |
| Feedback from colleagues and other professionals |  |
| Formal or informal training, CPD or e-learning |  |
| Reflective journal |  |
| Other (e.g. critical incident analysis, team presentations, chairing meetings) |  |

**During the final report please also make reference to how the student has met Social Work England (2019) Professional Standards.**

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| **PCF 1 Professionalism** (link to Social Work England, 2019 Professional Standards) |
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| **PCF 2 Values and ethics** (link to Social Work England, 2019 Professional Standards) |
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| **PCF 3 Diversity and Equality** (link to Social Work England, 2019 Professional Standards) |
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| **PCF 4 Rights, justice and economic wellbeing** (link to Social Work England, 2019 Professional Standards) |
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| **PCF 5 Knowledge** (link to Social Work England, 2019 Professional Standards) |
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| **PCF 6 Critical reflection and analysis** (link to Social Work England, 2019 Professional Standards) |
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| **PCF 7 Intervention and skills (**link to Social Work England, 2019 Professional Standards) |
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| **PCF 8 Contexts and organisations** (link to Social Work England, 2019 Professional Standards) |
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| **PCF 9 Professional leadership** (link to Social Work England, 2019 Professional Standards) |
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| **Placement Supervisor comments** |
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| **Practice Educator Holistic Assessment** |
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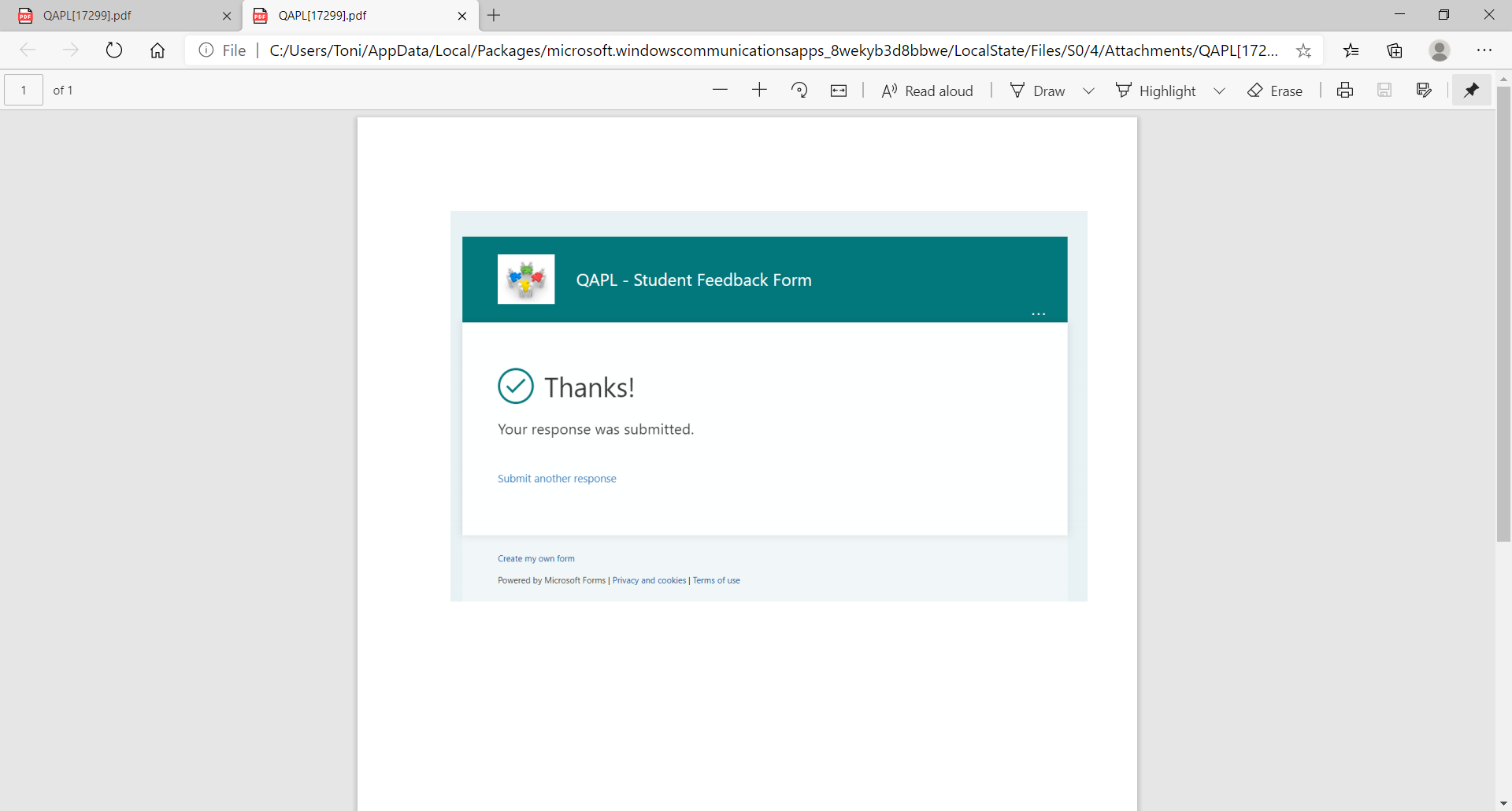
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| **Areas for future development** (refer to the Final/Completion or ASYE PCF domains) |
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| --- | --- |
| **Professional judgement** | Pass [ ] Fail [ ] |

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| --- | --- |
| **Placement Supervisor signature** |  |
| **Practice Educator signature** |  |
| **Date** |  |

**Item 11 QAPL**

Towards the end of the placement Students, Placement Supervisors and Practice Educators will be sent a link to the electronic QAPL form. Students will need to complete the questions, submit the form and ensure they save a copy of the receipt (screen shot) to upload into Mahara as evidence of its completion.



**Item 12 Student and Practice Educator Final Check List.**

Please note that any missing items from your portfolio may result in you having to resubmit your portfolio or repeat this SW6001 placement module.

|  |  |  |
| --- | --- | --- |
| Item Number |  | Completed (Please mark with ‘X’ to confirm the below are included within this portfolio, add any comments here if there are any omissions) |
| 1 | Student Declaration |  |
| 2 | Attendance Sheet |  |
| 3 | Placement Profile |  |
| 4 | Placement Learning Agreement (Including statement of confidentiality) |  |
| 5 | Midpoint Review Meeting |  |
| 6 | Final Review Meeting |  |
| 7 | Direct Observation 1  Direct Observation 2 |  |
| 8 | Student reflection on Feedback |  |
| 9 | Professional Capabilities Mapping Tool |  |
| 10 | Practice Educator Report |  |
| 11 | QAPL (students will be provided with an electronic link to complete this towards the end of the placement) |  |
| 12 | Student and Practice Educator Final Check list |  |

# **PLACEMENT IN DIFFICULTIES FLOWCHART**

**Personal Administrative Relational Performance**

If concerns resolved placement continues

If concerns not resolved move to Stage 2

**Conduct or**

**DBS**

If placement still viable

Action plan initiated

If placement not viable

Move to Stage 4

If action plan successfully completed placement continues

If action plan not completed Stage 4 implemented

**Safeguarding**

**Personal and Professional**

Resumption of placement subject to satisfactory outcome of safeguarding investigation

New placement

Other University

Procedures

## **Stage One – Difficulties Meeting**

A stage one meeting between the student, P.S and P.Ed should always take place where there has been a change in personnel involved in supporting the placement and there are no other concerns. This meeting should focus on reviewing the Practice Learning Agreement and the evidence collated to date. An informal action plan may be used to ensure that all are aware of the actions and outcomes required and by whom to ensure that the placement completes successfully.

A stage one meeting to address any capability or conduct concern will normally be a supervision meeting between the student and the P.S or P.Ed. There may be a need to hold a three way supervision but due consideration should be given to the power dynamics and emotions that this may invoke. The person(s) raising the concern(s) should have clear evidence to support their area(s) of concern.

The following questions should be considered (Finch, 2017, p.72):

1. Are the expected standards (organisational or professional) set and clearly documented?
2. Does the practitioner (student or P.S/P.Ed) understand the standards?
3. In what ways are the standards not being met?
4. What are the reasons for the standards not being met?

Any conversation needs to be **courageous** (Beddoe and Davys, 2015 adapted and cited in Finch, 2017, p. 71**)** recognizing that**:**

* conversations are associated with some sort of emotion;
* participants may feel ashamed, apprehensive, uncomfortable, angry and embarrassed;
* conversations may become conflicted, by introducing different ideas, values or behaviours;
* conversations may cause conflict and hurt;
* conversations may have an impact on relationships.

An informal action plan should be agreed making clear the actions and outcomes required by the student and/or P.S or P.Ed including dates for completion. These should be recorded on supervision or separate notes. Every effort should then be made to provide the learning opportunities to achieve them. Subsequent supervision sessions must note the outcomes, improvement or non-improvement. If improvement is achieved and sustained, no further action is required.

## **Stage Two - Concerns Meeting**

If there has been a change in personnel supporting the student and there are connected concerns about student capability or conduct, **or** the difficulties relating to the concern(s) addressed under stage one continue, **or** the concerns have escalated, these must be communicated to the LT. Anyone (the student, P.S or P.Ed) can request a concerns meeting. The LT should liaise with all involved to convene the meeting, normally within 7 working days of notification. All members of the training team will attend. The LT will chair the meeting, retaining neutrality about the evidence to be submitted.

The individual raising the concern will provide a written report outlining the concern and the steps taken to date. Those attending the meeting will consider the report and the student will have a right to respond.

If it is considered that the student is not meeting the expected professional capabilities and standards set by BASW and Social Work England and the consensus is that, whilst there may be significant problems, there are no immediate concerns about the viability of the placement, a SMART (specific, measurable, achievable, relevant and timely) action plan (available on Moodle) will be drawn up with clear expectations and outcomes assigned to the respective individuals. **The student must be advised that non achievement of the action plan may result in the ending of the placement and/or a fail recommendation**. The action plan will be agreed prior to the meeting ending and a hard copy, together with a written record of the meeting, sent to all concerned within two working days by the LT. It is the responsibility of the P.Ed to document and record achievement against the action plan. A date for Stage 3 Review will be set for 4 weeks later.

In some circumstances a placement may be deemed non-viable. Examples of this include where there is a lack of or inappropriate learning opportunities; poor quality placement supervision or practice education; prolonged sickness or absence of any party; a significant breakdown in communication or relationships between the student and the P.S or P.Ed and where oppression has occurred. If, after reviewing the evidence, it is agreed by all that the placement has become non-viable the placement will be ended. The LT should move to Stage 4 Termination.

## **Stage Three - Review Meeting**

This meeting will be held to review the student’s progress 4 weeks after the stage 2 meeting. The MT may attend the meeting in addition if considered necessary. If invited they can chair the meeting, which can take one of two forms. These are:

1. Actions successfully completed

Where the concerns were about student capability and/or conduct the agenda for the meeting should provide the student with the opportunity to evidence they have made clear and significant progress against the agreed action plan outcomes. The P.Ed will confirm, or otherwise, the evidence against each action on the plan. Where the judgement of the P.Ed is that the student has met the requirements of the action plan the meeting will be chaired by the LT, who will take notes. In the event that a Mid-point Review meeting has been delayed due to the Stage 3 meeting this should be held immediately after the Stage 3 Review Meeting.

1. Actions not successfully completed.

Where the judgement of the P.Ed is that the student has not met the requirements of the action plan they must provide sufficient evidence **using the Practice Educators Final Report** as far as possible to confirm their recommendation that the student will FAIL the placement. The P.Ed The student shall have the right to respond.

If it is considered by all that the student is not meeting the relevant level of the PCF and SWE (2019) Professional Standards, the meeting with move to Stage 4. **It should be noted that** t**he placement cannot be extended where the student is not meeting the level of capability or conduct required.** The LT will provide a written record of the stage 3 meeting within 2 working days.

## **Stage Four – Ending Placement**

The MT should discuss and secure an agreed date of leaving, based on a plan of what the student needs to complete to ensure a smooth handover of casework and hand in any equipment. The student should collect all the placement paperwork completed to date (signed attendance record, any direct observation(s) and other paperwork, any feedback received. The P.S should ensure that the student transfers any cases appropriately and returns agency equipment (key fobs etc.) The P.Ed is responsible for providing their completed and signed final report to support their professional judgement of the student’s unsatisfactory performance to date. The LT will provide a written record of the stage 4 meeting within 2 working days. The student will submit their portfolio at the due date unless an alternative placement can be secured within a short timeframe.

## Securing an alternative placement

**Non-viable placements of termination based on health grounds**

In these instances, every effort will be made to support the student to complete their practice placement experience within the allocated time scale. This is to enable the student to meet the deadlines for the submission of work in preparation for the Module Board of Examiners and Award Board processes.

This will be dependent on the availability of an alternative placement and the length of placement needed, although in many cases placements will need to start again. Where an alternative is not immediately available, a meeting will be arranged between the student, UPC, MT and CL to identify an appropriate timescale to enable the student to progress at the earliest opportunity within the academic time-tabling. This **may** not be until the following academic year and may result in the student only completing one module in that academic year due to progression requirements. In this instance students will need to contact Helpzone for advice and information on the financial impact.

**Stage 3/4 Review and Ending meetings**

Where a Stage 3 meeting has decided that the student has not demonstrated capability there is no entitlement to an immediate alternative placement.

The MT and LT will meet with the student separately, to agree the completion, as far as can be achieved, and submission of the assessment tasks for the module (e.g. analysis of practice and portfolio). Where it is not possible for the student to complete an analysis of practice it will be for the LT and MT to decide if the student has to produce a piece of academic work, up to 1500 words, which requires them to reflect on their learning and experience. This reflection should be submitted as the assessment 001. This work will be read and will receive feedback in accordance with University and module processes but will not meet the learning outcome or word limits for the module and will therefore receive a mark within the F grade 0-29.

The MT will arrange for submission of the portfolio for reading and marking and taking the outcomes to the PAP. The portfolio will receive a grade of UF and the student will fail the module. The normal academic regulation requirements for retaking modules will apply unless action is taken as detailed below.

## **Immediate suspensions of placement due to conduct, DBS or other safeguarding matters.**

There is no entitlement to an immediate alternative placement until investigations into conduct, DBS or safeguarding matters have been completed. It is important that a trusted member of staff, usually the student’s PT (unless they are the MT or CL) maintains contact with the student to offer guidance and signposting to other areas of support within the University as required.

The MT will advise the CL who will then meet with the ASL to review whether follow-up action under the Fitness to Practice (2016) procedures should be invoked. The procedures can be found on the Student Charter pages at

<http://www.glos.ac.uk/life/pages/student-charter.aspx>

It is not possible within this guidance to pre-empt any outcome from the implementation of any University procedures.

## **Action Plan**

This form should be used when there are any matters outstanding from any supervision, formal training team meetings (Placement Agreement, Mid-point Review, additional or Final) to clearly document what issues or concerns that need to be resolved to support or improve the student’s performance, who is responsible and the timescales for completion. The form can be used informally but must be used when any concerns are being addressed at Stage 1 and beyond of the procedure outlined in Part 4 of the handbook. A copy should be placed in the student’s portfolio alongside the placement meeting.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Matter of concern** | **Required action** | **Responsible person** | **Timescale** | **Signatures** | **Date** | **Outcome achieved** | **Date achieved** | **Confirmed** |
| *e.g. Health and Safety briefing not completed* | *Health and Safety briefing to be provided* | *P.S* | *Within 1 week* | *Student and P.S* | *02/02/18* | *Student understands and works to agency policy.* | *7/03/18* | *P.Ed Signature* |
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# **Complaints whilst on placement**

The definition of a complaint is ‘an expression of dissatisfaction’.

Whilst a student is on placement they are encouraged to use the staged processes outlined above for dealing with any complaints informally in the first instance.

Where this is not possible it will be generally be the case that the agency complaints policy is used **unless** the complaint involves a member of staff of the University. The University has a complaints procedure with regard to academic and administrative matters. Further information is available at:

<http://www.glos.ac.uk/governance/pages/appeals-and-complaints.aspx>

Where the complaint involves another student of the University there may be a need to consider the best policy (University or agency) to apply depending on the nature on the complaint.

## **Harassment and Bullying whilst on placement**

Notwithstanding that placements are generally rewarding with supportive practice educators, there are times when bullying or harassment may occur. Students may be unsure whether the way they are being treated is acceptable.

The Arbitration and Conciliation Service (ACAS) (2014, p.1) state:

‘These terms are used interchangeably by most people, and many definitions include bullying as a form of harassment’.

Harassment, according to the Equality Act 2010, is unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.

Bullying may be characterised as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means intended to undermine, humiliate, denigrate or injure the recipient.

Bullying or harassment may be by an individual against an individual (perhaps by someone in a position of authority such as a manager or supervisor) or involve groups of people. It may be obvious or it may be insidious. Whatever form it takes, it is unwarranted and unwelcome to the individual.’

University support is in place for students who feel that they are not being treated in an equitable way through the student policy for Bullying and Harassment within the Student Charter available at <http://www.glos.ac.uk/life/pages/student-charter.aspx>

The University strongly encourage students to raise their concerns formally, however, some students may choose not to do so. In order that such students receive support a confidential source of support is available at the National Bullying Helpline Tel: 0845 22 55 787. Hours of opening are Monday to Friday 10am - 4pm; Saturdays 10am - 2pm. Further information is available at <http://www.nationalbullyinghelpline.co.uk>

However, due to the nature of professional placements the following guidance and process will also apply. All placements are expected to have bullying and harassment policies in place and the programme considers that students are entitled to have similar access to internal processes as any employee facing the same circumstances

Whilst a student is on placement it will be generally be the case that the agency policy is used **unless** the allegations involves a member of staff of the University. Where the allegation involves another student of the University there may be a need to consider the best policy (University or agency) to apply depending on the nature on the allegation.

Some examples of placement related bullying scenarios include:

* Shouting at people
* Persistently picking on people in front of others, or in private including within supervision sessions
* Making the same person the regular butt of jokes or work related comments
* Setting a student up to fail by unrealistically overloading them with work or setting impossible expectations
* Making threats or comments about failing the student without foundation
* Deliberately undermining a competent student by constant criticism
* Excluding the student from team meetings or activities for no valid reason
* Changing work responsibilities unreasonably or without justification and/or not providing clear guidelines or altering guidelines without warning
* Preventing progression by intentionally delaying, withholding or blocking learning opportunities (e.g. access to relevant training, allocation of work)
* Spreading malicious rumours, or insulting someone by word or behaviour (particularly on the grounds of age, race, sex, disability, sexual orientation and religion or belief)
* Making unwelcome sexual advances – touching, standing too close, the display of offensive materials, asking for sexual favours, making decisions on the basis of sexual advances being accepted or rejected.
* Use of technology to conduct any of the above (e.g. emails, mobile phones, social media).

Any behaviour of this nature can have a significant impact on the student’s academic achievement, social, physical and mental well-being. However, it is recognised that taking action to resolve the bullying is dependent on the individual; some may be able to cope with the level of self-doubt, anxiety and stress that results from such behaviours. Others may not but find it difficult to decide when their situation is bad enough to take action.

If any event if a student considers that they are being bullied or are a witness to someone being bullied they should keep a record of the event(s). This should include what happened, the date and time, the names of any witnesses and how they felt. Any relevant evidence should be collated.

This should be discussed with the LT in the first instance. All conversations will be treated as confidential and the LT will adopt empowerment approaches to encourage the student to take personal action in the first instance. This will generally be:

1. to give you confidence to speak to the person you feel is bullying you or to send them a memo or email if confronting them face to face is too challenging
2. to utilise the agency bullying and harassment policy.
3. to consult professional standards and codes of conduct
4. to help you identify any mediation sources within the agency to attempt to reach an agreement on ways to resolve the difficulties
5. to seek medical guidance in the event of symptoms of stress and/or anxiety.

Your PT will also be available for pastoral support e.g. to support you to access other resources within the University.

Where the student feels unable to address the matter themselves and the situation is sufficiently concerning the LT should seek the student’s permission to raise the matter with the MT including use of the evidence provided by the student.

## **Whistleblowing whilst on placement**

Whistleblowing is the name used when someone raises genuine and legitimate concerns about something which may fall below established standards of practice, be contrary to agency policy, amount to unethical or improper conduct or be unlawful **and** raises this with someone who has the ability to influence **or** authority to take action about the concern.

The Public Interest Disclosure Act 1998 (PIDA) provides a framework for the promotion and protection of public interest whistleblowing. The act of whistleblowing is officially called “making a disclosure in the public interest”. According to [www.gov.uk](http://www.gov.uk) “in the public interest” indicates that someone’s health and safety is in danger, there may be damage to the environment, a criminal offence is taking place, a company is not obeying the law or there is a covering up of a wrongdoing. These are called ‘qualifying disclosures’. Those making a qualifying disclosure are eligible for protection if they truly think that what they are reporting is true, they are telling the right person and they believe the disclosure is in the public interest.

The University has in place formal whistleblowing policies and procedures:

for staff available at:

<https://infonet.glos.ac.uk/departments/hr/policies/disciplinaryprocedures/Documents/6.4%20Whistleblowing%20Procedures.pdf>

for students available at:

<http://www.glos.ac.uk/docs/download/key/student-whistleblowing-procedures.pdf>

Both policies give clear examples on the nature of genuine and legitimate concerns. These do not prevent the use of other applicable policies, e.g. Complaints, Grievance or Harassment policies or Student Code of Conduct.

Students and staff should seek guidance regarding the most appropriate procedure to use. Sources of guidance for use of the University whistleblowing policy include:

* Student Helpzone
* Student’s Union
* PT
* LT (if on placement)
* Human Resources.
* University Secretary

Useful information can also be found on Public Concern at Work website. This whistleblowing charity provides independent and confidential advice to workers who are unsure whether or how to raise a public interest concern. <http://www.pcaw.co.uk/>

Whilst there may be cross-over between University and regulatory body policies, the programme is required to have robust processes in place to manage the reporting and investigation of malpractice and/or unprofessional conduct. Whilst a student is on placement it will be generally be the case that the agency whistleblowing policy is used **unless** the initiating incident involves a member of staff of the University. Where the initiating incident involves a student of the University there may be a need to consider the best policy (University or agency) to apply depending on the nature on the incident

The programme expects students to adhere to the underpinning principle that if they are asked to do something that they know is not right then students should not do it. The task should be refused together with their reasons. It further expects those raising a concern, or making a disclosure in the public interest, to adhere to guidance in this handbook, maintaining confidentiality at all times other than with those investigating the matter.

Whilst concerns can be raised anonymously they may be more difficult to deal with effectively and any subsequent investigation may be impeded. The programme will take all steps to maintain the confidentiality of those raising concerns or making disclosures in the public interest as far as is consistent with progressing and resolving the concern. Where a concern has been raised, initially investigated but progress is impeded without breaching confidentiality, the permission of the individual who raised the concern will be sought before disclosing details to support further investigation. Where the individual maintains their right to confidentiality, no further investigation will be made unless the matter is considered sufficiently serious.

There are, however, circumstances where confidentiality cannot be guaranteed, for example in disciplinary, safeguarding, legal or police investigations. In these situations, discussion will take place with the individual and they will be provided with support and advice about the procedures involved.

## **Initiating events**

The programme fosters a culture of openness, encouraging the raising of concerns informally at the earliest opportunity to enable these to be resolved, wherever possible, without recourse to more formal procedures. Notwithstanding this, the programme is committed to investigating all disclosures. It is acknowledged that University policies give clear examples that may lead to whistleblowing. The following provides more contexts to placement areas where concerns may be raised or qualifying disclosures made. These include, but may not be exhaustive to:

1. Where a service user or carer indicates that they are unhappy about their care, treatment or the service being provided.
2. Where a student observes poor practice or inappropriate conduct delivered by placement employees.
3. Where a student observes poor practice delivered by or inappropriate conduct of a student from another organisation.
4. Where a student observes poor practice delivered by or inappropriate conduct of a fellow University of Gloucestershire student.
5. Where a placement provider reports serious poor practice by or inappropriate conduct of a student.

**Initiating events 1, 2 and 3**

* If a student has a concern they should first discuss this with their P.S and may choose to see support from the placement manager informally. Notes should be taken of the nature of the concerns raised including the date and time of relevant events and names of any other witnesses, the agreed action to be taken and, in due course, the outcomes of these actions. However students are cautioned to seek guidance before submitting any written statement that they are asked to provide by any agency. If the concerns have been resolved, no further action is required.
* If a student feels unable to discuss the matter as outlined above they should discuss and/or raise the matter with the MT or, in their absence, the CL.
* The MT/CL should compile a short briefing about the incident/matter and discuss this with the student. Where agreed, the MT will arrange to meet with the placement manager and student to discuss the concern. A note of this meeting will be taken.
* Where a student considers that the concerns raised above have not been addressed or their concern is sufficiently serious to warrant a qualifying disclosure in the public interest without recourse to the placement manager they should adhere to the placement provider’s policy. In addition they should inform the MT, or CL in their absence, in writing marked “Strictly Private and Confidential”. The information should contain a note of their concerns, how this meets the criteria for a qualifying disclosure and summarises their intended action.
* The MT and CL will, after reviewing the placement provider agency policy, give consideration as to whether the placement should be ‘paused’ to allow for any investigation to be taken. The MT will notify the student, placement manager and others involved in supporting the student of the decision.
* They will also consider the level and type of support to be provided to the student. This will be kept under review pending outcomes from any subsequent investigation.

**Initiating event 4**

* If a student has a concern related to another student’s practice or conduct they should discuss the matter with their P.S and may choose to seek the support of the placement manager. Notes should be taken of the nature of the concerns raised including the date and time of relevant events and names of any other witnesses, the agreed action to be taken and, in due course, the outcomes of these actions. However students are cautioned to seek guidance before submitting any written statement that they are asked to provide by any agency. If the concerns have been resolved, no further action is required.
* If a student feels unable to discuss the matter as outlined above they should discuss the matter with the MT or, in their absence, the CL. The MT/CL should prepare a briefing note and discuss this together to consider the evidence and the seriousness of the situation. Where agreed, the MT should take the lead on initiating any contact with the student at the centre of the concern, involving other personnel as appropriate and required to assist the enquiries.
* The MT will produce a report and meet with the CL to discuss whether the concern is proven and determine whether the concerns can be remedied and are not causing any risk to service users. If this is the case the student may be set clear targets and specific criteria, e.g. timescales, on which to evidence a change in their conduct. An action plan will be sent to the student with a date set for a review of progress. Once this meeting has taken place the MT will meet with the CL to consider whether change has taken place and can be sustained.
* Where the MT and CL consider that the required change has not taken place or that the concerns are not remediable or are very grave, they should consider and invoke other University procedures.

**Initiating event 5**

* Having received written notification of a concern including the date and time of relevant events and names of any witnesses that is not remedial through the normal placement processes of additional meetings and the setting of action plans, the MT shall meet with the CL to assess the evidence for the concerns and the seriousness of the situation. If a placement has not already been paused or suspended, the MT and CL will consider whether this should be the case whilst the matter is investigated. In all cases this action is taken as a precautionary measure to protect the student and is without prejudice to any final outcome. The MT shall be responsible for notifying all involved in providing and supporting the placement that it has been paused or suspended if that is the outcome.
* The CL will meet with the ASL and/or Head of School to consider the nature of the concerns and whether there is a need to invoke other University processes, e.g. Fitness to Practice or Fitness to Study to investigate the concerns. Processes from there will be in line with those policies.

## **Guidance for students**

In the event that a student wishes to raise a formal whistleblowing, complaint or allegation they are strongly recommended to arrange a meeting with the MT or CL. The MT or CL will provide information and guidance on the process including:

* The possible consequences of making a formal whistleblowing allegation or bullying and harassment complaint including that the organisation will wish to interview the student as part of their own process in investigating the concern raised and that the student should make themselves available for this
* The requirement for a written statement (see below)
* Advise of the limitations of any investigation should the student seek to remain anonymous.
* Advise the student to seek and gain Student Union representation
* Ensure that the student is informed on potential impact on subsequent ability to complete the programme of study (see below), gain the required qualification or register with a regulatory body.

The CL or MT will make a record of this conversation. They will arrange to meet with the CL, MT, UPC and ASL to make a decision on whether to withdraw the student from the placement concerned. The decision taken will be communicated to all involved by the ASL.

The student must provide a written statement within two working days in the event of formally raising their concern or complaint. The statement will need to be clear and objective, and include the full details of the conduct and essential information as to date, time and location of the event, who was involved, the conduct observed, the names of any witnesses to the incident(s) noting that their agreement should be sought before doing so, the impact the conduct had on them, their work and their studies, attempts made to resolve the problem informally and formally and include all supportive information and evidence. It is advantageous if the student sign the statement. Support in writing the statement should be provided by a Student Union representative.

The statement should be submitted to the placement provider and a copy sent to the ASL (it is strongly recommended that the latter is the case).

The placement provider organisation will conduct an investigation under their own policies but permission to interview the student must be sought from the ASL/CL or Head of School in their absence. Where a student is an employee of a placement provider (e.g. a seconded student) the employing organisation’s policy should be used and the permission of the student’s line manager sought.

## **Investigation outcomes**

Following completion of their investigation the ASL or CL, as appropriate, will be notified as to the outcomes of any investigation as follows, subject to any legal or confidential constraint, to all persons involved.

* The concern is not proven and the matter is closed.
* The investigation cannot be concluded in full and the matter is closed.
* There is cause for concern about the student’s practice and an explanation is provided as to how this falls short of professional practice. An informal warning is given.
* There is cause and limited evidence for concern about the student’s practice and an explanation is provided as to how this falls short of professional practice. A formal warning is given.
* There is evidence which substantiates the concern and other University procedures are being invoked.

Within the boundaries of confidentiality, the outcomes and any key learning will be shared with all stakeholders.

## **On-going study**

Those who raise a whistleblowing or bullying and harassment concern that is lawful, without malice, is not for personal gain, is in the public interest and they themselves respect the confidential nature of an investigation, will not be subject to any victimisation or further action under any University policy where investigation concludes that it is unproven.

Similarly, the subject of a concern will not be subject to victimisation or subject to any other University policy in the event that it is proved that a concern result in an unproven or false outcome.

However, it should be noted that raising a mischievous, malevolent or vexatious allegation may be regarded as a serious offence that requires the implementation of other appropriate policies and procedures.

In addition, in exceptional circumstances, it may be considered that continuation of the placement may be detrimental to the student and others involved. In these circumstances the placement will be ended in line with Stage 4 processes (see p71). This may also lead to consideration of the suitability of the learning environment provided by the placement for future student placements.

## **Monitoring complaints**

The ASL and CL will keep a record of all whistleblowing concerns, bullying and harassment and other complaints raised and addressed and will provide regular anonymised reports to the Programme Management Committee and Head of School.

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