



University of  
**Salford**  
MANCHESTER

**School of Health and Society**

# **Practice Learning: Final Placement Handbook**

**Postgraduate Diploma in  
Social Work (Step Up)**

2020/21

School of Health and Society

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## A Message from Social Work England

Social work students

Social work courses aim to ensure that students develop the skills and knowledge necessary to meet the professional standards by the time they complete the course. Although we do not regulate students, we do expect them to understand and work towards our professional standards in preparation for when they apply for registration. Students should make sure that during their course, including while they are on placement, they do not do anything that contravenes the professional standards or the policies and procedures of their course or placement provider.

The qualifying education and training standards are the standards against which we will assess and approve social work education and training courses. You can view and download our education and training standards on our website'.

<https://www.socialworkengland.org.uk/standards/education-and-training/> (Social Work England, 2019, see Appendix 1)

## COVID 19

### Acknowledging the challenging environment regarding C19

**The Partnership's position is that Students **will not be put** at risk and are protected, in the same way that Local Authorities do not put their own Social Workers at risk.**

As you are aware, we are working in unprecedented times with an often-changing environment. This handbook sets out the processes and procedures of the University and should be read and acted on in conjunction with any extra specific guidance from your Local Authority.

We are trying our best to give you an excellent placement experience and COVID 19 is likely to create a new working environment that we are all moving into hence everyone is getting accustomed to these arrangements. Final placement students will experience a placement with as much direct contact with service users, and other colleagues/professionals, as possible and experience the current way of working that social workers are having to undertake during this time.

**Where possible, the normal requirements for placement 2 will be adhered to. Our message is business as usual whilst also acknowledging that changes and challenges related to CV19 may occur.**

**We recognise that there are currently local lockdowns in place. If this should happen whilst you are on placement you must contact your Local Authority lead to establish what this means for your placement and make contact with your PE and PT. It may be necessary to revisit/revise the Learning Agreement.**

#### Contingency plans/changes

As the placement progresses, restrictions and situations may change. Therefore, workload and availability of worksites **will be continuously** be reviewed.

If the pandemic deteriorates and a national lock-down is reintroduced, further contingency plans will be made based on guidance from Public Health England.

Emergency meetings between the Step Up training Partnership will be convened asap if local/national guidance changes.

For Placement 2, placements should try to continue as much as possible. However contingency plans that have already been agreed for University of Salford SU Placement students (Spring 2020) between SW England and University of Salford, can be used should they be required. The Programme Leader, Helen Scholar, will advise on this.

Please note that this is a new way of working for everyone involved, and none of us has experience of approaching practice learning in this way. We hope that you will engage with the new placement models with openness and enthusiasm, and that together we can all

work to give the best possible opportunities to learn about practice in these highly unusual circumstances.

**The Partnership's position is that Students will not put at risk and are protected, in the same way that Local Authorities do not put their own Social Workers at risk.**

## Section 1 Introduction

This handbook is designed to act as a guide for students, Practice Educators, On-Site Supervisors and Tutors to the practice learning experience incorporated in the Postgraduate Diploma in Social Work (Step Up). This handbook is accessible on Blackboard – Social Work Practice 2: Children and Families, and in the Online Portfolio (PARE).

All students who are training to become registered social workers complete a total of 170 days in a practice setting, divided into 2 placements: a first placement of 70 days and a final placement of 100 days.

Assessment of students in practice will incorporate a range of evidence, including feedback from people with lived experience. All placements are identified and supported by the Local Authorities within the Regional Partnership. All placements are quality assured to ensure that they provide appropriate learning opportunities and allow students to demonstrate competence within the practice arena.

Placement components of the programme have been structured in line with requirements and guidance from Social Work England Professional Standards (SWEPS), Professional Capabilities Framework (PCF), now hosted by BASW, and the Quality Assurance Agency.

This handbook should be read in conjunction with the relevant programme handbook.

### Fitness to Practice

The University of Salford Fitness to Practice policy and procedure states the following:

#### Section 35.0 Notification to Placement Providers

35.1 **Schools** work closely with employers to find placements. A School may share, as appropriate, information about the student's professional and academic progress with those placement providers. If a student has received a sanction under this Procedure, this will be made known to potential placement providers who, at their own discretion, may refuse to accept particular students. Whilst the Schools will endeavour as far as possible to secure placements for all students who require them, a student who by their own professional misconduct and/or professional unsuitability incurs a sanction under this Procedure may jeopardize the ability of the School to help students find placements and therefore may also jeopardize their own ability to complete their programme.

## Section 2 Preparation for Placement

### Suitability

The University of Salford has a robust admissions process for entry to its social work programmes. All students must have an accepted enhanced Disclosure and Barring Service (DBS) check and an accepted occupational health assessment, with details approved by the Admissions Panel. Placements cannot start unless this process has been satisfactorily completed, the timing of this will be dependent on your programme.

**Agencies will request to see your copy of the DBS report**, and reserve the right to refuse a placement to any student who they deem to be unsuitable. **Students should ensure that they keep their own copy of the DBS report safe** as the law does not permit the University to keep a copy on file. Should you lose your DBS report you will be required to pay for a further check to take place and this may cause delay to the start of the placement. If your programme of study extends beyond the planned completion dates you may need to undertake a further check to ensure currency for the placement provider.

All students who interrupt study must complete a further occupational health assessment and DBS check prior to returning to the programme. Students are required to self-declare annually upon re-registration any offences or behaviour likely to bring the profession into disrepute. Any concerns raised will be considered under Fitness to Practise / Admissions procedures.

## Section 3 Placement Finding and Allocation

Students will undertake two placements during the Programme. The second placement is a 100 day placement which will take place in a children and families social work setting. This placement will begin on 21 September 2020 and end on 26 February 2021. **This period allows for and includes five study days and three days leave.** These days will need to be negotiated with your placement setting and your PE. Students are not required to be in placement 24 December until the 1 January, inclusive. Return to placement is 2 January 2021.

All placements are assessed as meeting professional regulatory body requirements and provide appropriate learning opportunities for the student to meet the SWE Professional Standards (SWEPS) and the Professional Capabilities Framework (BASW).

Local Authorities will take account of students' prior knowledge and experience and specific learning needs in identifying placements. Students are expected to accept the placement that is offered to them. A student may only reject an offer of a placement on the grounds that it is not accessible due to physical disability or that the placement is unable to make reasonable adjustments to meet learning support plans.

The programme is under no obligation to provide an alternative placement should a placement offer be refused, unless a student has mitigating circumstances that are approved by the University and Local Authority.

Occasionally, placements may be delayed due to circumstances beyond the control of the University. The University cannot be held responsible for potential loss of earnings, and students are required to keep the university and placement agency informed of any change of circumstances.

### The placement finding process

The process of placement finding involves:

- 1) Students will complete a Profile document to assist the Local Authority in identifying an appropriate placement. The Local Authority should be informed of any sensitive issues that may need to be taken into consideration when placements are being allocated, for example, if a family member is known to a particular service.
- 2) When a provisional placement has been arranged:
  - a. The placement agency invites the student to attend an informal visit to meet the Practice Educator or On-Site Supervisor. Where a student has a

Reasonable Adjustment Plan, it is the student's responsibility to have more detailed discussions with the agency during the informal meeting to ensure that any support requirements can be met within the placement.

- 3) It is the student's responsibility to co-ordinate a placement learning agreement meeting. This meeting must include the student, Practice Educator, On-Site Supervisor (if applicable) and Tutor. **Placements cannot start until this meeting has taken place with all parties present and a placement learning agreement has been completed. This meeting will take place online.**
- 4) Students and Practice Educators should ensure they have read the Practice Learning Handbook and accessed the correct documentation from Blackboard or from the online portfolio before attending the learning agreement meeting.

## **Roles and Responsibilities**

### **People with lived experience (PLE) formerly called service users.**

People with lived experience are a vital part of the practice learning process. Students and Practice Educators must be sensitive to potential disruption caused by students entering and exiting people with lived experiences' lives on a regular basis. Their views must be sought by students and Practice Educators throughout the placement to aid the student's learning and to inform the final assessment.

### **Tutor**

**The Tutor is the link between the University and the placement and will act as the first point of contact should any queries or difficulties arise during the placement and will provide advice and support to all parties as necessary.** The Tutor has responsibility for chairing the Placement Meetings.

The Tutor, following discussion with the Practice Educator, will provide formative assessment of one assignment submitted prior to the interim review and will provide tutorial support prior to final submission. The Tutor should be kept informed of the placement progress and they should be sent a sample of the record of supervision and reflective log prior to the interim review.

At the end of the placement it is the Tutor's role to assess the 2 assignments (Critical Reflection 1 & 2) submitted via Turnitin and uploaded to the portfolio and to allocate a mark, following discussion with the Practice Educator. **The tutor should ensure that all portfolio work is completed and assessed by the final day of the placement.**

## **Practice Educator**

All students will be supported and assessed in practice by an appropriately qualified **Practice Educator** (Practice Educator Professional Standards for Social Work). The Practice Educator will provide support for the student's learning, identify appropriate work to facilitate student development, teach and assess the student throughout the placement. **They will make the final assessment as to the student's capability at the end of placement and provide a report evidencing their judgement.**

## **Placements for Students with Disabilities**

The University is committed to ensuring that all students are given access to placement settings that meet their needs and provide them with appropriate learning opportunities. However, the safety of people with lived experience is paramount and must take priority over students' learning needs. It is the student's responsibility to ensure that your PE, OSS and PT are aware of and understand your disability.

Where a student discloses that s/he has a disability, the placement module leader will:

- Consult with the student (and where appropriate with the Disability Advisor) about the nature of the support/adjustments required in a placement setting
- Agree with the student how information concerning their disability should be shared with the placement staff.
- Where necessary, provide additional monitoring of the placement setting to ensure the adequacy of the adjustments/support provided.

Students are encouraged to provide a summary of the adjustments for their PE/OSS and Practice Tutor. Where students have a Reasonable Adjustments Plan, they should share this with the placement at the earliest opportunity, support requirements and adjustments can then be incorporated into the learning agreement at the initial placement meeting. This will be monitored by the Tutor throughout the placement.

If circumstances change during the placement the student should inform their Tutor and Practice Educator.

## Placement Process

### Preparation



Student attends scheduled information sessions

### Placement Application Form (PAF)



Student submits PAF. Once a potential placement is identified the form is sent to the organisation for consideration.

### Informal Meeting



Informal meeting between Student, Practice Educator/ On-site supervisor after which placement is confirmed.

### Learning Agreement Meeting



At which Learning Agreement is drawn up and date for commencement of placement agreed. This must be attended by the student, tutor, and practice educator. ***As the first placement has been virtual, wherever possible the previous PE will attend these meetings and gaps in learning, due to the circumstances of the first placement, will be discussed and noted at the meeting.***

### Placement commences



Induction Period  
Work allocated to Student  
Regular supervision (formal and informal)  
Direct Observation of Practice

### Interim Assessment Meeting



Mid way into placement. This must be attended by student, tutor, and practice educator

### Placement continues



Work allocated to student which supports any learning needs /gaps in learning opportunities identified in Interim review  
Regular supervision  
Direct Observations

### Portfolio to PE/Tutor



10 days before the end of placement the student must ensure that the online portfolio is completed so that it can be viewed by PE/Practice Tutor. Tutor to mark critical reflections and agree mark and assessment decision with PE

### Practice Educator Report/Final Assessment Report



Practice Educator Final Assessment Report is completed and shared with student and tutor via the online portfolio, by the end of the placement.

### **Final Meeting**



As the first meeting has been virtual, there will be a final meeting for this placement to identify any learning needs to take into the assessed and supported year in employment ASYE.

### **Portfolio Submission**



The online portfolio will be completed by the end of the placement.  
The tutor will review the whole portfolio and complete the signing off sheet.

### **Quality Assurance/ Examination Board**

The Module Leader undertakes the quality assurance of portfolios and marks are presented to the examination board.

## **Section 4 Placement Structure**

This placement will be structured around three placement meetings:

### **The Learning Agreement meeting**

The student is responsible for organising the Learning Agreement Meeting. This must take place once the placement has been confirmed and before it starts.

The purpose of this meeting is to consider all aspects of the placement and to formalise these in an agreement, e.g. learning opportunities available, arrangements for supervision, any adjustments which need to be made etc. This meeting is led by the Tutor and includes the student, Practice Educator - see pro forma in the online portfolio and BB.

The learning agreement allows all parties to clarify their expectations and roles. It is essential that attention is paid to the completion of this form, which ensures that everyone has contact details and agreed arrangements for the remainder of the placement. Once completed, this establishes the agreed contract for the placement which all parties are expected to meet.

***As the first placement has been virtual, wherever possible the previous PE will attend these meetings and gaps in learning, due to the circumstances of the first***

***placement, will be discussed and noted at the meeting. See also section below that relates to CV19.***

As part of the learning agreement the following issues should be addressed:

- Risk assessments in place at the worksite, including working pattern i.e. home/office based etc, working hours expected, if the student has to check in and out via email for their working day.
- Covid-19 changes in policies and procedures that the student needs to be aware of
- Sickness reporting and Covid-19 symptoms
- Working from Home Policies and expectations of the student to undertake any working at home
- Situation of the PE & Student in regard to current working practice, health and safety and any risks
- Personal Protective Equipment expectations

### **Inductions**

As well as the usual inductions students receive the following needs to be incorporated into it:

- Current policies on working at home/office during Covid-19.
- Confidentiality policies regarding home working and protecting/sharing information
- Sickness reporting if concerns around Covid-19.
- Use of PPE equipment.

This form can be completed by the Tutor or student in the online portfolio, or in hard copy and then entered in the online portfolio, by the student. The Tutor will ensure that all details are correct and that all information, including CV19, has been covered. All parties must then sign off the agreement in the online portfolio within 1 week of the date of the meeting.

### **The Interim Review**

The interim review provides an opportunity to check that the placement is proceeding satisfactorily and in accordance with the placement agreement. It reviews positive progress but also allows any party to express concerns about the arrangements for the placement, availability of learning opportunities, levels of demonstrated student competence and to agree changes that will address any issues that arise.

The Practice Educator provides an assessment of the student's progress on placement to date.

The Tutor formally checks a sample supervision record, reflective log entry, and one direct observation record. Prior to the meeting the student has an opportunity to submit a copy of one assignment (critical reflection) to the Tutor and Practice Educator via email for formative assessment. At the meeting, the Practice Tutor and Practice Educator provide

written formative feedback on the submitted piece of work and the student then can amend this piece of work prior to the final submission.

The interim review form can be completed by the Tutor in the online portfolio, or in hard copy and then entered in the online portfolio, by the student. All parties must then sign off the agreement in the online portfolio within 1 week of the date of the meeting.

Where concerns are expressed about a student's progress on placement, their performance, the learning opportunities available or any other issue, **an action plan** should be developed at the interim placement meeting. A date will be set for an additional placement meeting 3 weeks later to review progress against the action plan. The Tutor should notify the Programme Leader and the placement Module Leader of the issues raised and the outcome. Notes of the Concerns meeting, Action Plan and Review meeting should be uploaded into the online portfolio by the tutor.

### **Final Placement meeting**

Because of the CV19 situation it has been agreed that a final placement meeting will be introduced for this placement to ensure that the 100 days is fully rounded off and that the student feels as supported as possible. In this meeting consideration will be given to any specific support needs that the student might have as they move into their ASYE. This placement should take place around 100 days and can be recorded in the notes section at the back of the student's PARE portfolio.

### **End of Placement**

The student must contribute to the online portfolio on a regular basis as the placement progresses and make weekly entries re hours / days for sign off by the Practice Educator. All student entries must be completed in the online portfolio and the two reflective assignments also submitted to Turnitin by the submission dates agreed at the Learning Agreement Meeting, (usually 2 weeks / 10 working days prior to the end of placement).

The Tutor will assess the two critical reflections (see section 8) and will liaise with the Practice Educator before providing feedback to the student via Turnitin.

The Practice Educator or Off-site Practice Educator and On-Site Supervisor will validate the work that the student has undertaken and the information about the agency's relevant policies and procedures.

The Practice Educator will assess the student's practice and write their report making a pass or fail recommendation using the designated pro forma within the online portfolio. The pro forma are also available on Blackboard. This should be completed two days prior to the end of placement so that it can be read by all parties and any queries raised for consideration

The Tutor must then complete the final mark sheet and sign off the placement portfolio as a Pass or Fail. This should be completed at the end of the placement.

## Section 5 Expectations on Placement

Placements take place in a variety of settings and with different services and groups of people with lived experiences. However, there are some essential principles that all students should adhere to whilst on placement.

In line with SWE Professional Standards and the Professional Capabilities Framework (BASW) you must adhere to the following essential principles whilst on placement:

### Attendance

Students must complete the total 100 days on their placement. The placement day will be 7 hours in length, excluding breaks. Students will need to be flexible and respectful of usual working patterns within the agency and may be required to work shifts, including evenings and weekends. Please note that, although placements may operate a 'time off in lieu' system, students cannot make up extra days by accruing hours over a period. Placements are for 100 days and **not** 700 hours. If on occasion you accrue more than 7 hours this should be taken as flexible time within that week. In general, students should not be regularly completing working days which are significantly longer than 7 hours and should not be completing nightshifts without the agreement of their tutor.

**Given the current situation students are expected to work flexibly and it is acknowledged that some of their working time will be at home. There is a continued expectation that a working day is 7 hours and some local authorities may require students to let them know when they start and finish work, when working at home.**

The detailed pattern of placement attendance will be determined at the learning agreement meeting and will incorporate the student's Reasonable Adjustments Plan. A record of attendance must be maintained within the online portfolio by the student and signed off regularly by the Practice Educator.

Up to 5 days' study leave may be taken during the placement to support student learning in placement and the development of practice assignments. This must be agreed in advance with the Practice Educator and must not interfere with required completion dates. **These days do not count as placement days.**

Any placement days missed (e.g. through illness) must be made up. You should notify your Practice Educator and Tutor. An absence of more than 7 calendar days will have an impact on your end date and will require presentation of a Fit to Work Note to the Practice Educator and a copy to the Placement Administration team.

Any interruptions to placement of 3-4 weeks or more must be referred to the Programme Leader. It may not be possible that a placement can be resumed following interruption this will need to be discussed with the PE and the Local Authority. Interruptions due to medical,

unplanned, or unforeseen circumstances will be considered at an additional placement meeting with the module leader and may be referred to the Programme Leader/Director.

Placements are designated as 100 days and cannot be extended. Competence must be demonstrated within the given time.

## **Behaviour**

Students should expect respect and consideration from agencies of their student status and in return be respectful, considerate, punctual, reliable, and accountable to the agency in accordance with the SWE Professional Standards.

As a student on placement you will spend time with people using the service. It is important that you consider the way you enter and exit from their lives and to the consequences of this for them and for you. **Your priority must be to put people with lived experiences' needs first** before your learning needs and assessment requirements.

As a team member you should familiarise yourself with the expectations of workers within the service and the agency policies and procedures. Should there be any areas of confusion or concern raise these with your Practice Educator/On-Site Supervisor. Should any issues arise that you are unable to resolve in this way you should discuss them with your Tutor.

## **Guidance on the use of Social Media**

Make sure you are aware of the agencies policies on the use of social media.

SWE also publish guidance which you should familiarise yourself with. See the 'technology' section in the SWE guidance.

<https://www.socialworkengland.org.uk/media/3074/professional-standards-guidance-designed-april-final.pdf>

Social Work England Professional Standard No 5 asks the profession to adhere to the following standard;

**As a Social Worker I will not;**

**5.6 Use technology, social media or other forms of electronic communication unlawfully, unethically, or in a way that brings the profession into disrepute.**

Some of tips to consider are:

- Think before you post. Assume that what you post could be shared and read by anyone, including your colleagues on placement, your next employer or the people with lived experience whom you support whilst on placement.

- Think about who can see what you share and manage your privacy settings accordingly. Remember that privacy settings cannot guarantee that something you post will not be publicly visible.
- Maintain appropriate professional boundaries if you communicate with colleagues, people with lived experience or carers.
- Do not post information which could identify a person with lived experience unless you have their and your placement agency's permission.
- When in doubt, get advice. Appropriate sources might include your Practice Educator or experienced colleagues. If you think something could be inappropriate or offensive, do not post it.

**N.B. Privacy settings can be reset by the social networking site to a default which may not be as stringent as personal settings, so it is important to check these regularly. (Social Work England, 2019)**

## **Confidentiality**

As students on placement in social work/community/healthcare agencies you will have access to a considerable amount of personal information relating to the people who use the service. It is expected that you will treat this information in a discreet and confidential manner.

### **Confidentiality is not the same as secrecy.**

Secrecy means that information that you are given will **not** be divulged to anyone else in any circumstances. Confidentiality means that the circumstances in which information may be shared is understood and all parties are aware of the people with whom it may be shared.

You will need to share information about the people with lived experience with whom you are working with your Practice Educator and possibly other colleagues in the agency. This is because they are accountable to the agency for the work that you are doing with the people with lived experience. You should be honest and open about this with people with lived experience. Information may also need to be shared elsewhere in the agency if there is clear evidence of danger to the people with lived experience, worker, or any other persons in the community.

### **Do not let people with lived experience think they can expect you to keep secrets.**

Most agencies have an open access to records policy that means that people with lived experience are entitled to see the records that are kept about them. You must record information accurately, which may mean checking the facts with the people with lived experience or anyone else who provides information.

You must also ascertain whether information given to you about a people with lived experience by a third party can be shared with the people with lived experience or not. This will affect where you record the information and what you do with it. This is also important as it demonstrates the requirement to understand legislation and agency policy and procedures in this area.

Any information regarding people with lived experience must not be disclosed in any way to unauthorised persons. You will need to check with your Practice Educator/On-Site Supervisor who is an authorised person in each case. You must check the authenticity of anyone, but particularly telephone enquiries, before disclosing any information. Ask for guidance on the agency policy for checking authenticity.

It is important that people with lived experience cannot be identified from anything that you write or say about them unless you have their express permission that has not been given under duress. This includes all assessment work and your reflective log. **In all written course work ensure that you specifically refer to the fact that you have changed the names of the agency and individuals and that you have consent from the people concerned to refer to the work that you have undertaken with them.**

### **Dress**

Students are expected to dress appropriately whilst on placement. Different settings may require different forms of dress, for example residential work, street youth work or court work. Some placements may require you to dress in a culturally appropriate way. Check policies and expectations with your Practice Educator/On-Site Supervisor. Your Tutor will be able to discuss this with you should any confusion/ disagreement arise.

### **Reflective Log**

Throughout the placement, students should complete a reflective log **on a daily basis** and this should be shared with the Practice Educator in supervision (see section 7 on Reflective Log for more details). The reflective log is a key learning tool for the student and may be requested by the University as additional evidence in respect of assessment of the placement.

### **Expected workload**

In Placement 2, the student needs to have as full a workload as possible from the PE and the team they are in. There is an expectation that the student will need to work from home for large portions of the time and therefore they will need appropriate IT equipment/mobile phone and clear instructions/guidance on what they need to achieve at home.

The feedback from the placement service areas has been that ample opportunities and work can be identified for Placement 2 students, without the need for any additional academic work like placement 1. However, to ensure the students do have a wide variety

and enough work to meet the requirements, the students could also be asked to undertake the following:

- Take and formally write up supervision minutes.
- Weekly reflection on supervision/work completed.
- Weekly/fortnightly task of identifying a theory in practice and producing a theory table, explaining the theory and when it would be used.
- Take minutes at any visit/meeting they attend and write up for the Social Worker.
- Research tasks around certain interventions or legislation within the service area.

Other examples of the direct practice Placement 2 students will require:

- Specific case studies to be discussed with students, on one (or more) element of social work legislation or intervention. An example of this has already been provided during the Step-Up placement;
  - Providing students with a real life case example
  - Providing literature and the legislation principles for the student to read and implement into the case
  - Group supervision to discuss and explore how legislation relates to practice
  - Students completed a critical reflection of their learning as evidence  
(This activity can be done virtually or face to face)
- Undertake assessments (appropriately supported) either virtual or face/face
- Shadow/take minutes/write up virtual meetings e.g. CIN meeting, core group, PEP, LAC reviews
- Shadow/take minutes/write up virtual home visits
- Shadow/take minutes/write up face to face visits (with appropriate PPE provided if student is not in a vulnerable category)
- Attend virtual team meetings and away days
- Attend service events (virtual/face/face)
- Attend virtual training e.g. Signs of Safety, in-house training
- Make telephone calls to service users (with appropriate supervision)
- Look at cases on systems and use in case discussions
- Talk to social workers in the team about their cases
- Track the progress of cases whilst on placement
- Undertake pieces of work on cases such as chronologies, direct work
- Attend virtual group supervision

**Please also see Appendix 3 of the handbook.**

### **Placement Evaluation**

It is an expectation of developing professional practice that students contribute to the placement evaluation process. All students are required to complete the electronic evaluation form at the end of their placement. This will not be shared with the placement agency until the assessment process has been completed. Comments made will be shared

with all parties to the placement once the placement has ended. Students should upload a receipt for their completed evaluation form into the online portfolio. A link to the evaluation form is included in the online portfolio in PARE.

The information completed will help the University and stakeholders continue to develop the quality of practice environments for social work students.

### **Other Responsibilities**

**Sickness & Covid- 19 Concern – please read this in conjunction with the C19 section at the beginning of the handbook**

**It is also the responsibility of the student to follow the local updates from the service area they are on placement in.**

**As a student you are responsible for making sure that contact your Local Authority lead if there is a local lock down.**

**If you feel that a situation is unsafe, due to C19, immediately make your Local Authority lead, an onsite manager or OSS aware.**

Should any student develop any possible symptoms of Covid-19, they should isolate immediately and request a test from the NHS 111 service. They should inform their PE and tutor and remain isolated until the test results are returned.

If the student becomes too unwell to continue with the placement work, a meeting between the students, PE & Tutor needs to be arranged when appropriate, to discuss the placement implications.

For PE's with potential Covid-19 symptoms, they should follow the Covid-19 sickness procedures in their own service area. Inform the student and take any meetings onto virtual platforms whilst isolating.

For all other illnesses, the general sickness procedures for the placement area and the university should be followed.

This advice is corrected as of August 2020. If there are any changes to sickness/illness reporting and any other changes to 'working during the pandemic' it will be necessary to incorporate this later. We will be following the guidance issues by Public Health England – the most up to date information and guidance can be found here

<https://www.gov.uk/government/collections/coronavirus-covid-19-list-of-guidance>

### **Personal Protective Equipment (PPE)**

It is the responsibility of the Service area, where the student is placed, to provide adequate PPE, which is available to all current employees. As a minimum, the following items should be available:

- Face masks
- Anti-bacterial hand sanitizer
- Gloves

Please be aware different settings may have additional items they require students to wear, this should be discussed as part of the learning agreement.

The PE/OSS should inform the student of when and how to obtain PPE. It is the student's responsibility to ensure they obtain the necessary PPE for the situation they are working in.

### **Equipment – including IT and mobiles etc**

It is the responsibility of the service area the student is placed in, to provide appropriate IT equipment, mobile phones and any other equipment necessary for the placement or for working at home. The student should be granted access to service area systems so they can work from home whilst on placement.

It is the student's responsibility to inform the PE at the earliest possible point if they require any additional support or equipment due to learning needs for this to be explored.

The Placement Co-ordinator for each service area, need to confirm in advance if any students require additional support for IT systems or other equipment.

Any student that is loaned equipment for placement needs to be fully aware of the organisation's policies around confidentiality, security and use of the equipment, issues such as damage or lost/stolen equipment must be reported to the PE immediately or the Placement Co-ordinator if PE is not available. Further information regarding policies should be covered in the Induction.

All equipment loaned by the student, should be returned at the end of placement prior to the completion of the PE report.

If this is not possible or necessary, then access should be provided on a regular basis for the student to safely access a worksite, to use computer systems, access training etc.

### **Home working (including safe home working & confidentiality)**

There will be an expectation of some home working during placement. To ensure that this is safe for all students and they understand the different practice issues for working at home, they must read the working from home policy from their placement area in advance of placement – inductions should also include working from home discussions.

Students must have a nominated person i.e. (PE/Team Manager etc) that they can regularly contact to discuss any issues with. If the PE/OSS is unavailable another person must be identified for the student.

Further amendments to the student's induction will need to be considered, including home working policies and issues around confidentiality. For example,

- clear guidance on emailing from work/personal email accounts.
- Clear guidance on checking your home environment to ensure minimum risk to breaches of confidentiality, i.e. who is in your home, not leaving your computer open unattended.
- Maintain professionalism whilst at home, still attending meetings timely and with appropriate surroundings and minimal distractions.

The Learning Agreement Meeting should cover the expectation of the student for working at home and ensure necessary policies and procedures have been shared.

## **Section 6 Supervision**

As a university we must ensure that your placement has the relevant support that is conducive to a positive learning environment.

SWE's Qualifying Education and Training Standards 2020 Guidance, (Standard 2) states

'the learning environment must provide education and training opportunities that enable students to develop their skills and knowledge across all areas of social work, gain required experience in practice settings and meet the professional standards in supportive, supervised and safe settings'.

Standard 2.3 states that we need to 'ensure that while on placements, students have appropriate induction, supervision, support, access to resources and a realistic workload'.

A core component of any practice placement is the supervision provided to promote a student's learning about professional practice.

SWE's Professional Standards Guidance April 2020 states:

Supervision describes the support and guidance social workers access to critically reflect on and improve their practice. It is aimed at supporting social workers to consider their own values and judgements and provides a means for exploring a social worker's practice, including ethical dilemmas, cultural issues and decision making. Supervision can look different in different workplaces and settings but should be relevant to the social workers role and take account of the development frameworks that they may be working with. (Links to Standard 4.2 SWE Professional Standards).

Students are supervised by a Practice Educator, either from within the placement, or from outside when an Off-Site Practice Educator will work with an On-Site Supervisor working within the placement agency.

SWEs Practice Placements Guidance 2020 states:

Students must be supervised appropriately during their placement to ensure the safety of people with lived experience of social work and their own safety. The Practice educator should determine the degree of social work supervision required, particularly if a student requires any special arrangements for their supervision or needs a greater amount of supervision than is generally provided.

Practice Educators are expected to provide at least one hour of supervision for every 5 placement days. Supervision sessions provide the forum to discuss a student's on-going work; and to promote the integration of theory into practice, and the preparation of assessment tasks for inclusion in the portfolio. During supervision, students should receive formal feedback about their progress. Any issues or concerns should initially be raised within the supervision forum but if unresolved a Concerns Meeting can be called by any party.

Throughout the placement, a key element of discussion in supervision will be professional values and ethics. Students should be aware of and always adhere to the guidance within the SWE Professional Standards and the domains of the PCF.

Where there is an off-site Practice Educator and On-Site Supervisor, responsibilities and assessment will be shared and there will be some joint, three-way supervision sessions to ensure clarity of roles, teaching, and assessment. The Off-Site Practice Educator will provide fortnightly supervision (i.e. once every 10 placement days) on issues related to social work theory and practice and assist the student with the development of their portfolio. The On-Site Supervisor will give additional supervision on issues related to working within the agency, which includes managerial responsibility for the student within the agency. The specific arrangements will be discussed and agreed at the Learning Agreement Meeting. A written record of all supervision must be kept, and copies held by the student and Practice Educator (or Off-Site Practice Educator and On-Site Supervisor). Supervision notes may be requested by the University to assist in the resolution of disputes about the quality of the placement or the student's work.

Throughout the placement, the Practice Educators will discuss values and attitudes. They will seek to see evidence of a well-integrated value base throughout all aspects of the student's work and this will inform the overall assessment.

The student is expected to be proactive within supervision. This includes being prepared to discuss current workload, providing evidence towards the PCF and SWE Professional

Standards and actively engaging in the process of reflection. Supervision is a crucial part of Social Work practice and students have a responsibility to ask for supervision if it is not occurring on a regular basis. If supervision does not take place the student should also raise this as an issue with their Tutor.

## Section 7 Reflective Log

Throughout the placement, students are required to keep a reflective log on a daily basis, and this should be discussed with the Practice Educator in supervision. The log should enable the student and Practice Educator to identify the development of the student's professional skills and abilities combined with the application and integration of professional values and ethics. Students should focus on significant learning experiences. It is important to monitor such experiences and development because impressions often fade, and the immediacy of learning can be lost. The log will reflect the process of change and professional development and will assist students to complete the written tasks for the portfolio. The log is designed to enable students to measure their professional development along a range of dimensions and to explore the application of theory and research in practice, and skill development.

The record should be shared with the Practice Educator prior to each supervision session.

The reflective log is a key learning tool for the student and may be requested by the University as additional evidence of the student's capability.

One suggested format for the Reflective Log:

Name:		
Date:		
Number of days completed on placement:		
Description of events	Analysis	Action Plan/Learning Outcomes
What did you DO? SEE? HEAR? How were you INVOLVED? What did you FEEL? What did other people do People with lived experience, staff, other significant people?	What did you THINK about the things you have recorded? What theories or social policy impacts on these events and helps you to understand them? What IMPACT did you have on the events? What went well today?	What do you want to learn more about as a result of these events and your analysis? What would you do differently another time? What are you going to DO?
Identify links to the PCF domains and SWE Professional Standards:		

Additional formats are available, please discuss with your tutor and Practice Educator.

## Section 8 Assessment

The Practice Educator will recommend that the student passes or fails the practice element of the placement based upon their assessment of the student's progress throughout the placement. The Practice Educator will make a holistic assessment of practice based upon the Professional Capabilities Framework, and the SWE Professional Standards using their professional judgement. Evidence must be drawn from a range of sources.

The ongoing assessment should be discussed with the student throughout supervision and prior to the final placement meeting. The Practice Educator will assess and validate the work in the portfolio and write their report. The Practice Educator's report must clearly identify evidence of the student's progression in relation to the PCF.

The Practice Educator's assessment should be based on the student's:

- direct work with people with lived experience and colleagues
- professional conduct;
- adherence to agency policy and procedure;
- written work and record keeping within the agency;
- written work in the portfolio including the Analysis of Feedback from people with lived experience.

The Tutor is responsible for assessing the 2 Critical Reflections within the portfolio and recommending a mark following consultation with the Practice Educators. If any of the pieces of work in the portfolio are marked at a recommended mark of less than 50% (for MA students) then the student cannot pass this assessment. The Tutor will provide feedback to the student.

A student cannot pass the Professional Capabilities Module unless practice and written evidence are assessed as being satisfactory and providing sufficient evidence towards the PCF and SWE Professional Standards, adherence to the social work value base, and integration of theory in practice.

Placement assignments will go through the usual moderation process and marks will be presented to the Examination Board. Where assignments within the portfolio have failed the Examination Board can offer a resubmission opportunity.

Where the student has failed the practice component, reports (including a statement from the student) will be considered at Moderation / Practice advisory Panel.

## **Portfolio of Evidence**

Students are required to complete the online portfolio (PARE).

### **Guidance for Students to help complete the Portfolio**

- Start work on your portfolio early and make regular entries
- Ensure that you and your Practice Educator/Off-site Practice Educator have discussed the assessment tasks early in the placement.
- Maintain an on-going discussion about these tasks with your Practice Educator/Off-site Practice Educator and seek advice from your Tutor.
- Choose pieces of work that will provide the best evidence of your competence in each of the selected areas.
- Provide a range of evidence across the academic assignments to illustrate your practice.
- Make sure that you understand and are aware of the domains within the PCF and the SWE Professional Standards and gather evidence of these as you progress through placement.
- Be concise. Social workers often have to write short reports that contain all the relevant information.
- The portfolio must contain reference to published materials about social work theory and research.
- Ensure all work contains evidence of your ability to evaluate outcomes and reflect on your work, especially your ability to learn from your mistakes.

### **Confidentiality**

The portfolio and each piece of work must include a statement that clarifies that the names and other identifying features of all people with lived experience, staff, establishments, services and agencies have been changed. Any reference to the name of the agency or service should only be in the proforma placement meeting forms and Practice Educator's report. You should ensure you make consistent use of the same abbreviations when referring to people with lived experience within your portfolio.

### **Setting the Scene**

Your portfolio should contain a brief description of the placement setting, type of agency, work carried out, geographical location (urban, rural etc), type of local community etc. **(250 words)**

### **Direct Observations**

The Practice Educator should formally observe the student's practice of direct work with people with lived experience on a minimum of three occasions for the final placement (100 days).

The aim of these direct observations is to provide a formal, planned and recorded assessment of the student's practice. In addition, these observations provide an excellent teaching tool and source of feedback about the development of professional competence for the student. It is essential that any people with lived experience involved in the observed practice give their consent to being part of an observed piece of practice. They must be invited to provide their comments about the student's practice following the direct observation. We recognise that CV19 may make this more difficult to do and if it is not possible to get feedback this should be noted.

**Formal observations must be of the student working directly with people with lived experience.** Presentations to team meetings and other events may provide useful informal observations that contribute to learning and assessment and can be referred to in the Practice Educator report but cannot stand as one of the required direct observations. Co-working and joint working (in which the Practice Educator/ On-Site Supervisor/colleague are fully involved) also provide useful learning and assessment opportunities but do not count as direct observations in which the student carries sole, uninterrupted responsibility for the intervention.

Whilst students and PEs should aim for three pieces of observed work, it is possible that due to the CV19 situation some of this work may be undertaken on line and there is some flexibility regarding who may observe the work, if a PE is not based in the same office as a student then it is permissible for two direct observations of work to be undertaken by others.

One formal observation should take place before the interim review and the completed entry in the online portfolio should be available prior to the meeting. Student and practice educator must sign off the document within the portfolio. This will contribute to the interim assessment of progress.

### **Planning and Preparation**

Planning is an essential element of a useful direct observation. However well prepared, students may feel apprehensive or nervous about the direct observation and it is therefore advisable to wait until they have gained some confidence in the placement setting before the first direct observation takes place

It may help students to overcome anxieties if they identify the work that will be observed and the skills and knowledge on which they would particularly like feedback.

Students should complete their sections of the direct observation pro forma within the online portfolio in advance of the observation so that Practice Educators can consider this prior to the observation. Planning around this is usually discussed in supervision.

## **Gaining Consent from People with Lived Experience for an Observation**

It is essential to obtain consent from people with lived experience before carrying out a direct observation of work with them. The student should be proactive in this process and provide evidence of their actions within the report.

With good planning this can be an opportunity to empower people with lived experience, stress the importance of people with lived experience's involvement in educating new professionals and seek their full involvement in the session and feedback of their experience where possible.

The student should actively identify issues of values, ethics and confidentiality and how these are to be addressed. It is essential to adhere to the relevant domains of the PCF and the SWE Professional Standards.

## **Feedback to Students**

The Practice Educator/Off-site Practice Educator/On-Site Supervisor should discuss the intervention and seek the student's own assessment of their performance. Students frequently learn most from identifying themselves where they can improve.

Feedback from the Practice Educator should be clear, giving examples of positive skills and values and identifying learning and developmental issues. Allow time for immediate, informal feedback as soon as the observation is completed. Then the observer should complete the formal feedback within the online portfolio as soon as possible. This should be discussed in supervision to develop learning and provide an opportunity for the student to record their own comments whilst the situation is still fresh in their mind.

Ensure that people with lived experience have the opportunity to provide feedback and that this is done in a meaningful and the most appropriate way. It may be helpful to offer the opportunity for people with lived experience to provide their views in writing after the event if they prefer.

## **Guidance for using the Direct Observation Report**

### **Preparation for the direct observation of practice:**

- The student and observer should plan the direct observation and agree objectives and assessment criteria for the observation (what do they want to achieve in the intervention and there any specific capabilities, identified as areas for development or concern, they would like the observer to focus on and provide feedback). The student should complete boxes 1 and 2 of the form in the online portfolio in advance of the observed session and the observer must ensure that they have accessed this prior to the observation. The observation should not proceed if this has not been undertaken.

- Wherever possible the people with lived experience involved should be asked if they are willing to be part of the process. If they agree, it is the responsibility of the observer and the student to ensure that the person/people with lived experience are given the opportunity to comment on the student's capabilities, and/or for people with lived experience to be given feedback about the student and assessor's own assessment. Not all people with lived experience will be able to or want to be involved in the process; others will be willing to contribute and be part of the assessment process. The observer and candidate will need to plan how this is managed using their knowledge of, and relationship with, the people with lived experience wherever possible to ensure that this is comfortable for all concerned. Best practice is that feedback from people with lived experience should be obtained unless there are exceptional reasons why this cannot be the case. (Adapted from 'Assessing practice at qualifying level for social work using the PCF')
- Student and observer should agree and clarify the role of the observer during the intervention: how will they be introduced, under what circumstances, if any, will they intervene.
- The observation should be planned to allow time for immediate feedback to be given to the student.
- The student has the opportunity to reflect and comment on the observer's report in the pro forma in the online portfolio

## **1 Planning for Intervention**

*Questions you might want to think about:*

- How did you prepare for this intervention?
- What is your purpose, role and responsibility?
- What are your personal learning objectives?
- What are the agency objectives?

## **2 Brief description of the intervention**

*Questions you might want to think about:*

- What happened, what was achieved?
- Describe your role and the action of others.

## **3 Reflections on the observed practice**

*Questions you might want to think about:*

- How did the theories and knowledge you identified work in practice?

- What went well?
- How did you know it had gone well?
- Were the outcomes achieved?
- What action do you need to take next in this intervention?
- How did you feel generally and about being observed?
- What key points have you learnt from this experience?
- Were there any surprises for you in this observation?
- Did the intervention go as you expected?
- What aspects of the interview are you pleased?
- Were there any aspects you found difficult?

**You must comment on how you have used theory/research to inform your practice**

#### **4 Critical reflection and professional development**

*Questions you might want to think about:*

- Bearing in mind the capabilities and level descriptors, have you identified or confirmed any specific areas for further development? (cross reference to capability statements if required)
- How do you intend to address these areas of development?
- What support do you require?

## Placement Assignments

During your final placement you are required to complete two critical reflections. These are submitted via Turnitin and uploaded to the online portfolio and are assessed pieces of work, marked by the practice tutor.

Although you do not need to make direct reference to the PCF domains within your 'Critical Reflection on Practice' and the 'Critical Reflection on Personal and Professional Development' they will be used to inform your Practice Educator's assessment of your practice.

Practice Educators will provide advice and guidance on the plans for completing the work. In particular they will discuss the relevance of theory that the student presents in supervision. Practice Educators should not generally read drafts of work until the portfolio is complete. This is to ensure that the student is not tempted to cross the boundary between seeking advice and quoting the Practice Educator's own views.

**However, students are given the opportunity to submit a copy of one piece of work prior to the interim review. They will receive formative feedback from the Practice Educator and tutor and will have the opportunity to amend this piece of work prior to final submission.**

## Critical Reflection on Practice (Risk)

(3000 words)

*Title: A critically reflective analysis of a piece of work involving the assessment and management of risk.*

This assignment requires you to analyse a piece of work that you have undertaken on placement in the context of the assessment and management of risk. This assignment should demonstrate your ability to critically reflect on and evaluate your practice.

Guidance:

- Briefly describe the background and context for the piece of work, and the reasons for the service user's involvement with the organisation.
- Critically analyse the nature of risk and the approaches to risk assessment and management in your area of social work practice, with reference to theory and research.
- Discuss how risk was managed and assessed in this case.
- Critically analyse your use of professional judgement, autonomy and application of social work ethics and values.

Critically analyse how you made use of reflection and reflective practice in this case, for example, the use of different reflective models, reflective journals, supervision, consultation, peer support. Marking Criteria:

The assignment will be assessed at L7 and against the following outcomes, and should demonstrate:

- Critical understanding of the assessment and management of risk in social work.
- Critical understanding of values and ethics in social work.
- Critical understanding of the role of reflection in supporting professional practice and development.
- Ability to support your discussion with academic literature and research.
- Ability to write according to programme requirements with respect to structure, grammar, spelling, punctuation and referencing.

### **Critical Reflection on Professional Development**

(3000 words)

Title: *A critical reflection on my development as a social worker.*

This assignment requires you to reflect on your understanding of the role and identity of professional social workers, and on your own professional development. Drawing on an example from your final placement, you should consider the distinctive purpose, practice and knowledge base of social work and the contribution social work makes to multi-disciplinary and inter-professional working.

Guidance:

- Briefly describe your final placement setting and the role of qualified social workers in this context.
- Provide a brief summary of how your understanding of the role and identity of social work has changed and developed since the beginning of the programme.
- With reference to academic literature, and legal and policy frameworks and guidance (e.g. PCF; KSS; HCPC SOPS), critically reflect upon the skills, knowledge and values required by social workers.
- Describe an example of multi-disciplinary or inter-professional working in which you have been involved during your placement.
- Critically analyse this example, identifying the skills and knowledge required for effective partnership working, and the challenges and enablers, with reference to theory and research
- Identify your on-going learning and development needs, and your career plans and ambitions for the future.

Marking Criteria:

The assignment will be assessed at L7 and against the following outcomes, and should demonstrate:

- Critical understanding of the characteristics of professional social work in England.
- Critical understanding of effective partnership working and the inter-agency, multi-disciplinary and inter-professional dimensions of practice.
- Ability to reflect upon personal and professional development and to plan future development.
- Ability to support your discussion with academic literature and research.
- Ability to write according to programme requirements with respect to structure, grammar, spelling, punctuation and referencing.

### **Submission of the Portfolio**

The student should make regular entries throughout the placement to keep the online portfolio up to date. All parties to the placement will have access to the portfolio as it develops and the Practice Educator must sign off the attendance/ timesheet each week. The whole portfolio must be completed, and the 2 Critical Reflections also submitted in Turnitin, on the dates agreed at the interim Meeting. This is usually 2 weeks prior to the end of placement and may be altered with the tutor's agreement if the placement end date changes. **Please note that this submission date stands as a formal submission date as per any other module assessment. Usual penalties will apply to late/ non submissions. Students should apply for a PMC if they feel that there are mitigating circumstances which have delayed submission.**

The Practice Tutor will assess the 2 Critical Reflections and will liaise with the Practice Educator before providing feedback to the student via Turnitin. This should be done by the end of the placement.

The Practice Educator (or Off-site Practice Educator and On-Site Supervisor) will validate the work that the student has undertaken and the information about the agency's relevant policies and procedures.

The Practice Educator will make an assessment of the students practice and write their report making a pass or fail recommendation, in the proforma within the online portfolio. The student and Tutor should access this report prior to the end of placement and enter their own comments.

Once all is completed, the tutor must sign off the final portfolio by completing the form within the online portfolio, incorporating the marks and final recommendation re Pass/Fail.

All portfolios will be reviewed under the moderation process and further information may be requested as required prior to ratification by the examination board.

### **The Examination Board**

The examination board has responsibility for all formal assessments of students, including taking pass or fail decisions in relation to all students and taking decisions on the further

progress of failed, referred or deferred students etc. It is constituted according to University requirements.

### **The Practice Advisory Panel (PAP)**

The Practice Advisory Panel provides advice to the University on matters related to practice learning. The panel meets during the academic year to monitor the standards and consistency of practice learning; practice assessment arrangements and considers specific issues in relation to students as necessary. The Panel is convened by the Head of Social Work. See Appendix 5.

## Section 9 Issues or Concerns on Placement

Placement is usually a challenging and enjoyable learning experience for both student and Practice Educator. However, in a very small number of cases concerns may arise during the course of a placement. If any party should have a concern, they should raise this immediately. Delay in the hope that the problem will resolve itself often leads to an escalation of issues and does not give any party an opportunity to make changes. In the first instance, students and Practice Educators should discuss concerns together. Tutors and the Module and course lead (Lynda Shentall and Helen Scholar) are available for additional support.

In the case of any concern, parties should:

- identify and share the concern/s
- agree and record an action plan to outline targets, responsibilities and required support
- set a review date
- formally review and record the outcomes

Where a concern is considered by the Practice Educator as relatively minor or manageable, the above process can be followed within the placement. It is not necessary to involve the tutor in a meeting but **the Tutor should be kept informed and sent a copy of the action plan and the review with outcomes.**

Where concerns are significant or ongoing, **a concerns meeting must** be held, to include the student, Practice Educator, Tutor and, where appropriate, the Module or Course lead.

Whilst taking into account the safety of people with lived experience and agency accountability, a concerns meeting must offer the chance of an action plan which is **recorded and reviewed** formally, in order to give the student every chance of improving their practice. During the remaining time left on placement regular reference to the detail of the action plan must occur so that all parties are aware of the progress or response required towards the agreed outcomes. In accordance with fair assessment principles, a student should receive clear indications of whether they are on track to pass the placement or not.

Wherever possible, placements should continue until the 100 days have been completed, as agreed in the Learning Agreement Meeting. Exceptionally, at a concerns meeting a decision may be taken that the placement cannot continue. A placement can only be withdrawn where the Practice Educator / Agency feel that a fail recommendation or a referral under Fitness to Practise procedures is required. Even where a fail recommendation seems likely before the end of the placement the preference is for the placement to continue for the full 100 days where possible. **A placement must not be withdrawn without a concerns meeting being held.**

In all cases reasons for withdrawal of placement should be fully discussed and a written record circulated to all parties. Subsequently the Practice Educator must provide a Practice Educator Report in the usual format with their assessment and recommending a fail or referral under Fitness to Practice. The student can also provide a reflective statement to offer their perspective on the experience and assessment.

The Practice Tutor should submit all minutes and reports to the Module lead or the Course lead in their absence.

The process should be supported and monitored by the Tutor with the support and advice from the Module / Course lead. Both are available to provide informal advice to students, Practice Educators and Tutors through telephone or email contact. It is important to inform the Module / Course lead of any concerns meetings. Students can access further support from their Tutor and the Student Union. You can access further support for your wellbeing through Ask Us Wellbeing & Counselling service <https://www.salford.ac.uk/askus/our-services/wellbeing-and-counselling> .

The evidence relating to all failed/ incomplete placements will be considered at the Practice Advisory Panel (PAP) Reports are required from the Practice Educator, Tutor and student to facilitate this process and advise the Exam Board.

Social work involves promoting and protecting the welfare of individuals and the wider community. In their training for the social work profession, students are required to attain the highest standards in their practice, underpinned by relevant theory and to demonstrate commitment to the social work value base. The assessment of practice learning is therefore key. If students do not attain the required standards within their practice, they cannot pass the practice component of the programme and cannot, therefore, be awarded the professional qualification.

Where the student completes the placement period and the Practice Educator has evidence that the student, despite being provided with appropriate opportunities to demonstrate competence, is not yet demonstrating satisfactory progress, the Practice Educator must consider recommending a fail. The Practice Educator should use the usual range of evidence, the portfolio documentation, to provide narrative to evidence the decision made.

Where PAP/Exam Board recommends that a student is offered another placement opportunity it is usual practice to repeat the full number of placement days and reports from the first attempt at placement, together with a statement from the student, will be sent to the next prospective setting.

This is to ensure clarity around learning needs and that the student can be properly supported in their second attempt at placement. Where appropriate, the moderation meeting/PAP may recommend the student undertake some preparation for practice work in

order that they are best prepared for the second opportunity. This may also help in the production of the student statement and updating of the application form to help secure an appropriate placement. Whilst every effort will be made to secure a second attempt, the timescales involved cannot be guaranteed.

## **Section 10            Quality Assurance**

### **Identifying and Monitoring Appropriate Placements**

All placements are quality assured to ensure they provide appropriate learning opportunities for students to develop their professional practice in relation to the PCF and SWE Standards and provide a positive, supportive learning environment for students. All placements meet the criteria as defined by SWE. A register of appropriate placements is maintained in the Placements Unit.

All placements are visited before use by a practice learning module leader to assess suitability, learning opportunities and any development needs for the agency. This will also ensure the Practice Placement setting is a safe and supportive environment for the student.

The University uses the QAPL tools to record and manage the data collected via audit and evaluation.

### **QAPL – Quality Assurance for Practice Learning**

Quality assurance is undertaken via 3 monitoring tools—one audit form and two evaluation questionnaires. The audit form is completed by the University and agency representative to assess / review the suitability of a practice learning setting.

Once in use, two questionnaires, one for Practice Educators and one for students (completed at the end of placement), assist the University and agencies in monitoring and evaluating the quality of the practice placement. Additional information is also provided by Tutors, Students, Practice Educators and Module Leaders on an informal basis following visits to the placement setting.

### **Placement Audit**

Before a practice placement is used an audit visit takes place by the module leader in order to check, be satisfied with and record the following on the QAPL audit form:

1. The range and type of placements which are likely to be available in the immediate setting and any other placements linked to the workplace.
2. The specific learning and range of work opportunities available.
3. Confirmation that the agency is committed to the values expressed in the PCF and SWE Standards.

4. The complexity and type of work available and the level of student attainment necessary to participate in it.
5. The experience, training, qualifications and registration status of designated Practice Educators involved in the student's learning and information about anyone else who will normally contribute to a student's learning, assessment and support.
6. The capacity of other workplace team members to contribute to student learning.
7. Information about access and facilities to meet a range of student needs, including scope for reasonable adjustment.
8. Health and safety policy and procedures.
9. Any arrangements for financial resourcing of the provision, including students' travel costs while on agency business (student travel costs to and from placement are included within the bursary).
10. Any other key policies and procedures and any other information impacting on potential students and their suitability.
11. Any updating that is necessary to ensure currency of information and confidence in the continuing suitability of the setting.

## **Placement Evaluation**

The evaluation process of the practice placement provides the opportunity for:

1. Each student to offer honest and safe feedback once the final assessment decision has been made.
2. The Practice Educator and/or any other key participant to offer feedback on their experience of managing the practice placement.
3. A process whereby the University may confirm the continuing suitability of the practice placement for future students or identify any necessary development work.
4. A process for collecting and collating feedback data from each particular practice placement in order to provide for an overall evaluation of practice learning provision.

The link to the placement evaluation survey can be found in the online portfolio. Once completed, you should then upload the receipt into your portfolio, which evidences you have completed the survey.

Evaluation reports are produced in line with the University's regulations.

Placement information is reviewed on a regular basis and considered alongside evaluation information as to suitability for continued use. Where concerns are raised, placement settings are re-visited by the module leader to discuss these issues raised and plan how these might be addressed. Any training needs will also be identified. If serious concerns are

raised, the placement will not be used again unless measures are taken to address these and the agency is happy to work with the university to improve the quality of the experience for students.

**From here will be hyper links to reduce the size of the document – this is still to be done**

## **Appendices**

Appendix 1 Social Work England Professional Standards (SWEPS)

Appendix 2 The Professional Capability Framework (PCF)

Appendix 3 Blended placement activity checklist, mapped to the PCF

Appendix 4 Mapping of the PCF against the SoPs

Appendix 5 Whistle-blowing

Appendix 6 Practice Advisory Panel (PAP) Terms of Reference

## Appendix 1 Social Work England Professional Standards

Responsibility for the regulation of social work was assumed by Social Work England (SWE) from the Health Care Professions Council in November 2019. They have developed a set of professional and education and training standards which set out the requirements that they expect social workers and social work courses to meet.

The SWE Professional Standards are the threshold standards necessary for safe and effective social work practice. They are specific to the social work profession and apply to all registered social workers in all roles and settings. The professional standards set out what a social worker in England must know, understand and be able to do after completing their social work education or training.

“Social work courses aim to ensure that students develop the skills and knowledge necessary to meet the professional standards by the time they complete the course. Although we do not regulate students, we do expect them to understand and work towards our professional standards in preparation for when they apply for registration. Students should make sure that during their course, including while they are on placement, they do not do anything that contravenes the professional standards or the policies and procedures of their course or placement provider”.

### SWE Professional Standards Guidance April 2020

The SWE Professional Standards can be found at:

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

The SWE Professional Standards Guidance which accompanies the Professional Standards can be found at:

[https://www.socialworkengland.org.uk/media/3074/professional-standards-guidance-designed\\_april-final.pdf](https://www.socialworkengland.org.uk/media/3074/professional-standards-guidance-designed_april-final.pdf)

### SWE Professional Standards

#### **Standard 1: Promote the rights, strengths and wellbeing of people, families and communities.**

As a social worker, I will:

1.1 Value each person as an individual, recognising their strengths and abilities.

1.2 Respect and promote the human rights, views, wishes and feelings of the people I work with, balancing rights and risks and enabling access to advice, advocacy, support and services.

1.3 Work in partnership with people to promote their wellbeing and achieve best outcomes, recognising them as experts in their own lives.

1.4 Value the importance of family and community systems and work in partnership with people to identify and harness the assets of those systems.

1.5 Recognise differences across diverse communities and challenge the impact of disadvantage and discrimination on people and their families and communities.

1.6 Promote social justice, helping to confront and resolve issues of inequality and inclusion.

1.7 Recognise and use responsibly, the power and authority I have when working with people, ensuring that my interventions are always necessary, the least intrusive, proportionate, and in people's best interests.

## **Standard 2: Establish and maintain the trust and confidence of people**

As a social worker, I will:

2.1 Be open, honest, reliable and fair.

2.2 Respect and maintain people's dignity and privacy.

2.3 Maintain professional relationships with people and ensure that they understand the role of a social worker in their lives.

2.4 Practise in ways that demonstrate empathy, perseverance, authority, professional confidence and capability, working with people to enable full participation in discussions and decision making.

2.5 Actively listen to understand people, using a range of appropriate communication methods to build relationships.

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

2.7 Consider where conflicts of interest may arise, declare conflicts as early as possible and agree a course of action.

### **Standard 3: Be accountable for the quality of my practice and the decisions I make**

As a social worker, I will:

3.1 Work within legal and ethical frameworks, using my professional authority and judgement appropriately.

3.2 Use information from a range of appropriate sources, including supervision, to inform assessments, to analyse risk, and to make a professional decision.

3.3 Apply my knowledge and skills to address the social care needs of individuals and their families commonly arising from physical and mental ill health, disability, substance misuse, abuse or neglect, to enhance quality of life and wellbeing.

3.4 Recognise the risk indicators of different forms of abuse and neglect and their impact on people, their families and their support networks.

3.5 Hold different explanations in mind and use evidence to inform my decisions.

3.6 Draw on the knowledge and skills of workers from my own and other professions and work in collaboration, particularly in integrated teams, holding onto and promoting my social work identity.

3.7 Recognise where there may be bias in decision making and address issues that arise from ethical dilemmas, conflicting information, or differing professional decisions.

3.8 Clarify where the accountability lies for delegated work and fulfil that responsibility when it lies with me.

3.9 Make sure that relevant colleagues and agencies are informed about identified risks and the outcomes and implications of assessments and decisions I make.

3.10 Establish and maintain skills in information and communication technology and adapt my practice to new ways of working, as appropriate.

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

3.12 Use my assessment skills to respond quickly to dangerous situations and take any necessary protective action.

3.13 Provide, or support people to access advice and services tailored to meet their needs, based on evidence, negotiating and challenging other professionals and organisations, as required.

3.14 Assess the influence of cultural and social factors over people and the effect of loss, change and uncertainty in the development of resilience.

3.15 Recognise and respond to behaviour that may indicate resistance to change, ambivalent or selective cooperation with services, and recognise when there is a need for immediate action.

#### **Standard 4: Maintain my continuing professional development.**

As a social worker, I will:

- 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 and in accordance with Social Work England's guidance on continuing professional development.
- 4.8 Reflect on my own values and challenge the impact they have on my practice

#### **Standard 5: Act safely, respectfully and with professional integrity.**

As a social worker, I will not:

- 5.1 Abuse, neglect, discriminate, exploit or harm anyone, or condone this by others.
- 5.2 Behave in a way that would bring into question my suitability to work as a social worker while at work, or outside of work.
- 5.3 Falsify records or condone this by others.
- 5.4 Ask for, or accept any money, gifts or hospitality which may affect or appear to affect my professional judgement.
- 5.5 Treat someone differently because they've raised a complaint.
- 5.6 Use technology, social media or other forms of electronic communication unlawfully, unethically, or in a way that brings the profession into disrepute.

## **Standard 6: Promote ethical practice and report concerns.**

As a social worker, I will:

6.1 Report allegations of harm and challenge and report exploitation and any dangerous, abusive or discriminatory behaviour or practice.

6.2 Reflect on my working environment and where necessary challenge practices, systems and processes to uphold Social Work England's professional standards.

6.3 Inform people of the right to complain and provide them with the support to do it, and record and act on concerns raised to me.

6.4 Take appropriate action when a professional's practice may be impaired.

6.5 Raise concerns about organisational wrongdoing and cultures of inappropriate and unsafe practice.

6.6 Declare to the appropriate authority and Social Work England anything that might affect my ability to do my job competently or may affect my fitness to practise, or if I am subject to criminal proceedings or a regulatory finding is made against me, anywhere in the world.

6.7 Cooperate with any investigations by my employer, Social Work England, or another agency, into my fitness to practise or the fitness to practise of others.

## Appendix 2 Professional Capabilities Framework

The Professional Capabilities Framework (PCF) is an overarching professional standards framework, originally developed by the Social Work Reform Board, and now managed and delivered by the British Association of Social Workers (BASW). The PCF has been reviewed and refreshed in 2018.

The PCF:

- Sets out consistent expectations of social workers at every stage in their career
- Provides a backdrop to both initial social work education and continuing professional development after qualification
- Informs the design and implementation of the national career structure
- Gives social workers a framework around which to plan their careers and professional development.

Further guidance on using the refreshed PCF can be found here: [P](#)

### **Domains within the PCF**

The Professional Capabilities Framework has nine domains (or areas) within it. For each one, there is a main statement and an elaboration. Then at each level within the PCF, detailed capabilities have been developed explaining how social workers should expect to evidence that area in practice.

The nine capabilities should be seen as interdependent, not separate. As they interact in professional practice, so there are overlaps between the capabilities within the domains, and many issues will be relevant to more than one domain. Understanding of what a social worker does will only be complete by taking into account all nine capabilities.

Professionals and their practice will be assessed 'holistically', by which we mean that throughout their careers, social work students and practitioners need to demonstrate integration of all aspects of learning, and provide a sufficiency of evidence across all nine domains.

## **End of Last Placement /Completion**

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

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

I...

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

## 2. VALUES AND ETHICS – Apply social work ethical principles and values to guide professional practices

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

I...

- understand and apply the profession's ethical principles (as defined in the Code of Ethics (LINK)) and legislation, taking account of these in reaching decisions
- recognise and, with support, explore and manage the impact of own values on professional practice
- manage situations of potentially conflicting or competing values, and, with guidance, recognise, reflect on, and work with integrity with ethical dilemmas
- demonstrate respectful partnership work with people with lived experience and carers, eliciting and respecting their needs and views, and promoting their participation in decision-making wherever possible
- recognise and promote individual's rights to autonomy and self-determination

- promote and protect the privacy and confidentiality of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing.

### **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
- with reference to current legislative requirements, I recognise personal and organisational discrimination and oppression and, with guidance, I make use of a range of approaches to challenge them, working in partnership with people using services, carers, families and/or communities where possible
- recognise and manage the impact on people of the power invested in my role in accordance with our [Code of Ethics](#)

### **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

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

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

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

I...

- demonstrate a critical understanding of the application to social work of research, theory, 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)
- demonstrate a critical understanding of the legal and policy frameworks and guidance that inform and mandate social work practice, recognising the scope for professional judgement and its importance to ethical practice. This may include Knowledge and Skills statements in adults and children's social work.
- demonstrate and apply to practice a working knowledge of human growth and development throughout the life course

- recognise the short and long-term impact of psychological, socio-economic, environmental and physiological factors on people's lives, taking into account age and development, and how this informs practice
- understand the value of systemic approaches and how they can be used to understand and work with the person in their environment, social context and relationships, and inform social work practice
- Acknowledge the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience
- Understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to practice
- Demonstrate a critical knowledge of the range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them
- Demonstrate a critical understanding of social welfare policy, its evolution, implementation and impact on people, social work, other professions, and inter-agency working
- Recognise the contribution, and begin to make use, of research and evidence to inform practice
- Demonstrate a critical understanding of research methods
- Value and take account of the knowledge and expertise of people with lived experience and carers and other professionals.
- Develop knowledge and understanding of the opportunities and risks of online communications, virtual environments and social media in social work

## **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 people with lived experience. We use supervision and other support to reflect on our work and sustain our practice and wellbeing. We apply our critical reflective skills to the context and conditions under which we practise. Our reflection enables us to challenge ourselves and others, and maintain our professional curiosity, creativity and self-awareness.

I...

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

**7. SKILLS AND INTERVENTIONS - Use judgement, knowledge and authority to intervene with individuals, families and communities to promote independence, provide support, prevent harm and enable progress**

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

I...

- identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples age, comprehension and culture
- am able to communicate information, advice, instruction and professional opinion to advocate, influence and persuade
- demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships
- demonstrate a holistic approach to the identification of needs, circumstances, rights, strengths and risks
- select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with people with lived experience

- use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence and to prevent harm
- understand and can apply knowledge, skills and interventions in accordance with organisational and national policy while maintaining professional, evidence informed critical perspectives
- recognise how the development of community resources, groups and networks enhance outcomes for individuals and understand social work's role in promoting this
- maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgement and organisational responsibilities
- demonstrate skills in sharing information appropriately and respectfully
- recognise complexity, multiple factors, changing circumstances and uncertainty in people's lives, to be able to prioritise your intervention
- understand the authority of the social work role and begin to use this appropriately as an accountable professional
- recognise the factors that create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including yourself, and contribute to the assessment and management of risk
- with support, identify appropriate responses to safeguard vulnerable people and promote their well being.

**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
- understand the roles and responsibilities of social workers in a range of organisations, lines of accountability and the boundaries of professional autonomy and discretion

- understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and practice
- am able to work within an organisation's remit and contribute to its evaluation and development
- understand and respect the role of others within the organisation and work effectively with them
- take responsibility for your role and impact within teams and be able to contribute positively to effective team working
- understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working.

## **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
- recognise the value of - and contribute to supporting - the learning and development of others.
- begin to contribute to collective/collaborative professional leadership
- recognise own ongoing responsibility to seek, plan and undertake continuing professional development throughout my career.
- recognise the significant opportunities and risks of online communications, virtual environments and social media use in social work

The PCF Domains for end of last placement/completion can be found at:  
<https://www.basw.co.uk/system/files/resources/pcf-last-placement.pdf>

The PCF fan graphic can be found here:  
<https://www.basw.co.uk/resources/professional-capabilities-framework-pcf-2018-graphic>

# Final Placement (Blended)Appendix 3

The table below was developed by the teaching partnership (moving on NYCC will provide and develop the below to fit our organisation).

Actions to consider	PCF 1	PCF 2	PCF 3	PCF 4	PCF 5	PCF 6	PCF 7	PCF 8	PCF 9
<p>Student to read case file and familiarise themselves with the case. Whilst doing this Student to up-date / create a chronology. Student to skype/zoom into a CP/CIN Meeting and take and write up the minutes. All information to be uploaded onto the system and shared with professionals and the family in accordance with practice standards.</p> <p>PE/allocated Social Worker to check and 'sign off' minutes.</p> <p>Student to then write a reflective account of the meeting, incorporating PCF's, Social Work theories and interventions.</p> <p>*Allocated SW always skype/zoom into meeting.</p>	✓				✓		✓	✓	
<p>Student to read case file and familiarise themselves with the case. Whilst doing this Student to up-date the chronology. Student to skype into Core Group/CIN Meeting and <b>Chair this meeting</b>. When confident to, Student to take and write the minutes and uploaded these onto the system (once checked by PE/allocated Social Worker), share with professionals and family in accordance with practice standards.</p> <p>Student to then write a <b>reflective account</b> of the meeting, incorporating PCF's, Social Work theories and interventions.</p>	✓	✓	✓	✓	✓	✓	✓	✓	✓

<p>*Allocated SW always to skype / zoom into meeting.</p>		✓	✓	✓		✓				
<p>Student to support allocated Social Worker/ PE in collecting information needed to complete/ update a <b>Single Assessment</b>.</p> <p>Student to then write a <b>reflective account</b> of the assessment process, incorporating PCF's, Social Work theories and interventions.</p>	✓				✓		✓	✓	✓	
<p>Student to support allocated Social Worker to collect information needed so to inform a <b>Section 47</b> and input this information onto LA system. Student to skype into <b>Strategy Discussion</b> if appropriate.</p> <p>Student to then write a <b>reflective account</b> of the Section 47 process, incorporating PCF's, Social Work theories and interventions.</p>	✓				✓		✓	✓	✓	
<p>Student to undertaken <b>direct work with children and young people</b> via telephone calls/ Skype/zoom.</p> <p>PE/ allocated Social Worker to support Student in undertaking this piece of work and to <b>seek feedback</b> from the child/ young person.</p> <p>Student to then write a <b>reflective account</b> of the direct work that they have undertaken, incorporating PCF's, Social Work theories and interventions.</p>	✓				✓		✓			

<p>Utilising technology undertaken <b>non-statutory CIN/ CP welfare checks</b> via video calls ensuring that the children are spoken to on their own and that home conditions are checked.</p> <p>Student to then write a <b>reflective account</b> of the direct work that they have undertaken, incorporating PCF's, Social Work theories and interventions.</p>	✓				✓	✓	✓	✓	
<p><b>Shadowing Court Proceedings and Legal Gateway</b> – so to understand processes, such as timescales. Student with support to write formal reports/ assessments.</p> <p>Student to then write a <b>reflective account</b> of the direct work that they have undertaken, incorporating PCF's, Social Work theories and interventions.</p>	✓				✓	✓	✓	✓	
<p><b>Risk and Vulnerabilities</b> – Student to support allocated Social Worker with assessing risk and offering contactless support.</p> <p>Student to then write a <b>reflective account</b> of the direct work that they have undertaken, incorporating PCF's, Social Work theories and interventions.</p>	✓				✓	✓	✓	✓	
<b>WORKING FROM HOME WITHOUT INPUT FROM SOCIAL WORK TEAMS</b>									
<p>Create a <b>Coronavirus Lockdown Activity Pack</b> for Social Workers to use with service users: for example, online gym and sporting activities and more.</p> <p>Create resources to help children and young people stay safe online during lockdown.</p>				✓	✓		✓		✓

<p>Working remotely with fellow Students in creating a <b>COVID-19 Student Guide/ Induction Pack</b> which can be shared with Student's who are due to commence placement in in the next academic year.</p>	✓			✓	✓		✓	✓	✓
<p><b>Map local and community assets and resources</b> where service users can get support in meeting their needs. Share this with service users, Social Workers and voluntary organisations.</p>	✓	✓		✓	✓		✓		✓
<p><b>Reflective account of the impact of COVID-19</b> both personally and professionally.</p>						✓		✓	✓
<p><b>Research Practice Educator Tools</b> that are used by Practice Educator with Students and create a summary of these tools and the top 5 tools that you as a Student would find useful if your Practice Educator was to use these.</p>					✓	✓	✓		

## Appendix 4

# Mapping of the End of Last Placement / Completion PCF Domains 2018 against the SWE Professional Standards 2020

<p><b>1. PROFESSIONALISM – Identify and behave as a professional social worker, committed to professional development</b></p> <p>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</p>	
I .....	
End of last placement/completion	SWE Professional Standards
<ul style="list-style-type: none"> <li>am able to meet the requirements of the professional regulator</li> </ul>	All Standards 1 - 6
<ul style="list-style-type: none"> <li>am able to explain the role of the social worker in a range of contexts and uphold the reputation of the profession</li> </ul>	1.7 2.3, 2.6, 2.7 3.6, 3.8, 3.13 4.6 5.3, 5.4, 5.5, 5.6, 6.3, 6.4, 6.5
<ul style="list-style-type: none"> <li>understand that social work is an international profession with a global definition</li> </ul>	6.6
<ul style="list-style-type: none"> <li>demonstrate an effective and active use of supervision for accountability, professional reflection and development</li> </ul>	2.7 3.2, 3.8, 3.15 4.1, 4.2, 4.4, 4.5, 4.6, 4.8 6.1, 6.2, 6.4, 6.5
<ul style="list-style-type: none"> <li>demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness</li> </ul>	1.7 All of Standard 2 3.1, 3.5, 3.12

	5.3, 5.4, 5.5, 5.6 6.4, 6.5, 6.6, 6.7
<ul style="list-style-type: none"> <li>take responsibility for managing my time and workload effectively, and begin to prioritise my activities including ensuring supervision time</li> </ul>	3.2, 3.8, 4.2
<ul style="list-style-type: none"> <li>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</li> </ul>	1.3 2.3, 2.4 3.6 4.1, 4.2, 4.6, 4.8 5.2, 5.3, 5.4, 5.5
<ul style="list-style-type: none"> <li>recognise and maintain personal and professional boundaries in all contexts and media</li> </ul>	2.3, 2.4, 2.7 3.10 4.8 5.2, 5.4, 5.5 6.4, 6.5, 6.6, 6.7
<ul style="list-style-type: none"> <li>recognise my professional strengths and limitations and how to seek advice</li> </ul>	3.6 4.2, 4.6
<ul style="list-style-type: none"> <li>demonstrate a commitment to my continuing learning and development</li> </ul>	3.10 4.1, 4.2, 4.5, 4.6, 4.8
<ul style="list-style-type: none"> <li>with support, take steps to manage and promote own safety, health, wellbeing, self-care and emotional resilience</li> </ul>	2.7 4.2 6.6
<ul style="list-style-type: none"> <li>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.</li> </ul>	2.1, 2.7 3.6, 3.7, 4.5 5.3, 5.4, 5.5 All of Standard 6

## 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 services. We promote human rights and social justice. We develop and maintain our understanding of the value base of our profession throughout our career, its ethical standards and relevant law.

I .....

End of last placement/completion	SWE Professional Standards
<ul style="list-style-type: none"> <li>understand and apply the profession's ethical principles (as defined in the Code of Ethics) and legislation, taking account of these in reaching decisions</li> </ul>	1.1, 1.6, 1.7 2.1, 2.2, 2.3, 2.4 3.1 4.8 All of Standard 5 6.3, 6.4, 6.5
<ul style="list-style-type: none"> <li>recognise and, with support, explore and manage the impact of my own values on professional practice</li> </ul>	1.7 2.1, 2.7 3.7 4.1, 4.2, 4.8 6.2
<ul style="list-style-type: none"> <li>manage situations of potentially conflicting or competing values, and, with guidance, recognise, reflect on, and work with integrity with ethical dilemmas</li> </ul>	1.2, 1.5, 1.6, 1.7 2.1, 2.4, 2.6, 2.7 3.1, 3.5, 3.7, 3.8 4.5, 4.8 All of Standard 6
<ul style="list-style-type: none"> <li>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</li> </ul>	1.1, 1.2, 1.3, 1.7 2.2, 2.3, 2.4, 2.5 3.11, 3.15 4.1 6.3
<ul style="list-style-type: none"> <li>recognise and promote individual's rights to autonomy and self-determination</li> </ul>	1.1, 1.2, 1.3, 1.6, 1.7 2.3, 2.4 3.1 4.8 6.3

### 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

- promote and protect the privacy and confidentiality of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing

1.1, 1.2, 1.3, 1.4  
2.2, 2.3, 2.4, 2.6, 2.7  
3.1  
4.8  
6.1, 6.2, 6.4, 6.5

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End of last placement/completion	SWE Professional Standards
<ul style="list-style-type: none"> <li>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</li> </ul>	1.1, 1.3, 1.4, 1.5, 1.6 2.5 3.3, 3.4, 3.5, 3.14, 3.15 4.3, 4.4, 4.4, 4.8
<ul style="list-style-type: none"> <li>with reference to current legislative requirements, I recognise personal and organisational discrimination and oppression, and, with guidance, I make use of a range of approaches to challenge them, working in partnership with people using services, carers, families and/or communities where possible</li> </ul>	1.2, 1.6 2.4, 2.6, 2.7 3.1, 3.4 4.3, 4.4, 4.5, 4.8 6.1, 6.2, 6.3, 6.4, 6.5
<ul style="list-style-type: none"> <li>recognise and manage the impact on people of the power invested in my role in accordance with our <a href="#">Code of Ethics</a>.</li> </ul>	1.7 2.3, 2.4, 2.6, 2.7 3.1, 3.8 4.8 5.1, 5.2, 5.4, 5.5 6.1, 6.2, 6.3, 6.4, 6.5

**C WELLBEING – Ad**

Social workers recognise and uphold the rights enshrined in national and international law, statutory and case law. Wherever possible, workers challenge injustice, and promote

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**End**

- understand, identify and promote human rights,

- understand how laws can constrain people and how they are used to protect

- work within the framework of equalities legislation with absolute respect for individual needs and preferences

- recognise the importance of promoting enhanced opportunities for people using health services

- recognise the advocacy

- demonstrate strengths, age using services

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

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

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End of last placement/completion	SWE Professional Standards
<ul style="list-style-type: none"> <li>demonstrate a critical understanding of the application to social work of research, theory, evidence and knowledge from social work and other relevant fields (eg sociology, social policy, psychology, health and human development, technological and digital spheres, and from the experience of people who use services)</li> </ul>	3.2, 3.3, 3.4, 3.5, 3.10, 3.14, 3.15 4.3, 4.4
<ul style="list-style-type: none"> <li>demonstrate a critical understanding of the legal and policy frameworks and guidance that inform and mandate social work practice, recognising the scope for professional judgement and its importance to ethical practice. This may include Knowledge and Skills statements in adults and children’s social work.</li> </ul>	2.6 3.1, 3.2, 3.3, 3.4, 3.11 4.3, 4.4 5.4 6.2 6.4, 6.5, 6.6, 6.7
<ul style="list-style-type: none"> <li>demonstrate and apply to practice a working knowledge of human growth and development throughout the life course</li> </ul>	3.2, 3.3, 3.4, 3.5, 3.14 4.3, 4.4
<ul style="list-style-type: none"> <li>recognise the short and long-term impact of psychological,</li> </ul>	1.5

socio-economic, environmental and physiological factors on people's lives, taking into account age and development, and how this informs practice	3.2, 3.3, 3.4, 3.5, 3.14, 3.15 4.3, 4.4, 4.8
<ul style="list-style-type: none"> <li>understand the value of systemic approaches and how they can be used to understand and work with the person in their environment, social context and relationships, and inform social work practice</li> </ul>	1.4, 1.5, 1.7 2.4 3.2, 3.3, 3.5, 3.6, 3.14, 3.15 4.3, 4.4, 4.8
<ul style="list-style-type: none"> <li>acknowledge the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience</li> </ul>	1.4, 1.5 3.3, 3.4, 3.5, 3.14 4.3, 4.4, 4.8
<ul style="list-style-type: none"> <li>understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance</li> </ul>	1.7 3.3, 3.4, 3.5, 3.9, 3.12, 3.14 4.3, 4.4, 4.8 5.1, 5.5, 5.6 6.1, 6.2, 6.3, 6.4, 6.5
<ul style="list-style-type: none"> <li>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</li> </ul>	2.5 3.2, 3.3, 3.5, 3.12, 3.15 4.3, 4.4
<ul style="list-style-type: none"> <li>demonstrate a critical understanding of social welfare policy, its evolution, implementation and impact on people, social work, other professions, and inter- agency working</li> </ul>	3.3, 3.4, 3.13 4.3, 4.4
<ul style="list-style-type: none"> <li>recognise the contribution, and begin to make use, of research and evidence to inform practice</li> </ul>	3.2, 3.3, 3.5, 3.15 4.3, 4.4
<ul style="list-style-type: none"> <li>demonstrate a critical understanding of research methods</li> </ul>	3.10 4.3
<ul style="list-style-type: none"> <li>value and take account of the knowledge and expertise of service users and carers and other professionals</li> </ul>	1.2, 1.3 3.2, 3.5, 3.6 4.5, 4.6, 4.8

<ul style="list-style-type: none"><li>• develop knowledge and understanding of the opportunities and risks of online communications, virtual environments and social media in social work.</li></ul>	3.3, 3.4, 3.8, 3.9, 3.10, 3.12 4.3, 4.4, 4.5, 4.6 5.6 6.5, 6.7
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**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 people with lived experience. We use supervision and other support to reflect on our work and sustain our practice and wellbeing. We apply our critical reflective skills to the context and conditions under which we practise. Our reflection enables us to challenge ourselves and others, and maintain our professional curiosity, creativity and self-awareness.

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End of last placement/completion	SWE Professional Standards
<ul style="list-style-type: none"> <li>• apply imagination, creativity and curiosity to practice</li> </ul>	2.4, 2.5 3.6 4.1, 4.2, 4.3, 4.4, 4.8
<ul style="list-style-type: none"> <li>• inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources</li> </ul>	2.4 3.2, 3.3, 3.5, 3.6, 3.7, 3.11 4.3, 4.4
<ul style="list-style-type: none"> <li>• with support, rigorously question and evaluate the reliability and validity of information from different sources</li> </ul>	3.2, 3.5, 3.6, 3.7 4.2, 4.5
<ul style="list-style-type: none"> <li>• demonstrate a capacity for logical, systematic, critical and reflective reasoning and apply the theories and techniques of reflective practice</li> </ul>	3.2, 3.3, 3.5, 3.7, 3.15 4.3, 4.3, 4.5, 4.6
<ul style="list-style-type: none"> <li>• know how to formulate, test, evaluate, and review hypotheses in response to information available at the time and apply in</li> </ul>	3.2, 3.3, 3.5, 3.7 4.3

practice	
<ul style="list-style-type: none"><li>begin to formulate and make explicit, evidence-informed judgements and justifiable decisions.</li></ul>	2.1, 2.3, 2.4 3.2, 3.3, 3.4, 3.5, 3.7, 3.9, 3.11, 3.14, 3.15 4.2, 4.3

**7. SKILLS AND INTERVENTIONS - Use judgement, knowledge and authority to intervene with individuals, families and communities to promote independence, provide support, prevent harm and enable progress**

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

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End of last placement/completion	SWE Professional Standards
<ul style="list-style-type: none"> <li>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</li> </ul>	1.1 2.5 3.10, 3.14 4.3, 4.4
<ul style="list-style-type: none"> <li>am able to communicate information, advice, instruction and professional opinion to advocate, influence and persuade</li> </ul>	2.1, 2.3, 2.5 3.7, 3.13, 3.15 5.2 6.3
<ul style="list-style-type: none"> <li>demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships</li> </ul>	1.1, 1.2, 1.3 2.3, 2.4, 2.5 3.3, 3.13, 3.15
<ul style="list-style-type: none"> <li>demonstrate a holistic approach to the identification of needs, circumstances, rights, strengths and risks</li> </ul>	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.4, 2.5 3.2, 3.3, 3.4, 3.7, 3.9, 3.14 4.8
<ul style="list-style-type: none"> <li>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</li> </ul>	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.4, 2.5 3.1, 3.2, 3.3, 3.4, 3.7, 3.9, 3.12, 3.13, 3.14 4.3, 4.4, 4.8 5.1, 5.5

	6.1
<ul style="list-style-type: none"> <li>use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence and to prevent harm</li> </ul>	1.6, 1.7 3.5, 3.7, 3.12, 3.14 4.3, 4.4, 4.6 5.1, 5.5 6.1, 6.4, 6.5, 6.6, 6.7
<ul style="list-style-type: none"> <li>understand and can apply knowledge, skills and interventions in accordance with organisational and national policy while maintaining professional, evidence informed critical perspectives</li> </ul>	2.4, 2.6 3.1, 3.5, 3.7, 3.15 4.3, 4.4, 4.5, 4.6 6.3
<ul style="list-style-type: none"> <li>recognise how the development of community resources, groups and networks enhance outcomes for individuals and understand social work's role in promoting this</li> </ul>	1.4, 3.3, 3.6, 3.13
<ul style="list-style-type: none"> <li>maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgement and organisational responsibilities</li> </ul>	2.2, 2.6, 2.7 3.2, 3.10, 3.11 4.3, 4.4, 4.6 5.2, 5.3
<ul style="list-style-type: none"> <li>demonstrate skills in sharing information appropriately and respectfully</li> </ul>	2.6 3.7, 3.10, 3.11 4.3, 4.4, 4.5 5.2
<ul style="list-style-type: none"> <li>recognise complexity, multiple factors, changing circumstances and uncertainty in people's lives, to be able to prioritise my intervention</li> </ul>	1.7 3.3, 3.4, 3.5, 3.7, 3.11, 3.12, 3.14, 3.15
<ul style="list-style-type: none"> <li>understand the authority of the social work role and begin to use this appropriately as an accountable professional</li> </ul>	1.7 2.3, 2.7 3.1, 3.8, 3.9, 3.12, 3.13, 3.15 4.8 5.1, 5.2, 5.4, 5.6 6.2, 6.3, 6.4, 6.5

<ul style="list-style-type: none"> <li>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</li> </ul>	<p>2.3, 2.7  3.3, 3.4, 3.5, 3.7, 3.9, 3.12, 3.14  4.3, 4.4  5.1, 5.2, 5.5  6.1, 6.2, 6.4, 6.5, 6.6, 6.7</p>
<ul style="list-style-type: none"> <li>with support, identify appropriate responses to safeguard vulnerable people and promote their wellbeing.</li> </ul>	<p>2.1, 2.5, 2.6, 2.7  3.3, 3.4, 3.5, 3.6, 3.7, 3.9, 3.12, 3.13, 3.14, 3.15  4.3, 4.4, 4.8  5.1, 5.2, 5.3, 5.4, 5.5  All of Standard 6</p>

**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.

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End of last placement/completion	SWE Professional Standards
<ul style="list-style-type: none"> <li>recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts</li> </ul>	1.5, 1.6 2.7 3.1, 3.5, 3.6, 3.10, 3.13, 3.14 4.3, 4.4, 4.5, 4.6 5.1, 5.2 6.3, 6.7
<ul style="list-style-type: none"> <li>understand the roles and responsibilities of social workers in a range of organisations, lines of accountability and the boundaries of professional autonomy and discretion</li> </ul>	1.7 2.3, 2.6 3.1, 3.6, 3.7, 3.8, 3.9, 3.11, 3.12, 3.13, 3.15 4.3, 4.4, 4.5 5.1 6.1, 6.4, 6.5, 6.7
<ul style="list-style-type: none"> <li>am able to work within an organisation's remit and contribute to its evaluation and development</li> </ul>	2.6 3.6, 3.8 4.2, 4.5 6.2, 6.3, 6.5, 6.7
<ul style="list-style-type: none"> <li>understand and respect the role of others within the organisation and work effectively with them</li> </ul>	3.2, 3.3, 3.6, 3.8, 3.9, 3.13 4.5, 4.8, 5.1, 5.5
<ul style="list-style-type: none"> <li>take responsibility for your role and impact within teams and</li> </ul>	3.8, 3.9

be able to contribute positively to effective team working	4.2, 4.5, 4.6, 4.8 5.1, 5.5
<ul style="list-style-type: none"> <li>understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working.</li> </ul>	2.6 3.2, 3.4, 3.5, 3.6, 3.7, 3.8, 3.13 3.5

## 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.

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End of last placement/completion	SWE Professional Standards
<ul style="list-style-type: none"> <li>recognise the importance of, and begin to demonstrate, professional leadership as a social worker, promoting our professional purpose, practice and impact</li> </ul>	2.1, 2.6 3.6, 3.9, 3.13 4.5, 4.6 6.3, 6.4, 6.5, 6.7
<ul style="list-style-type: none"> <li>recognise the value of - and contribute to supporting - the learning and development of others</li> </ul>	2.3 3.6, 3.8, 3.9, 3.10 4.5 6.2, 6.4, 6.5, 6.7
<ul style="list-style-type: none"> <li>begin to contribute to collective/collaborative professional leadership</li> </ul>	3.10 4.5
<ul style="list-style-type: none"> <li>recognise own ongoing responsibility to seek, plan and</li> </ul>	3.10

<p>undertake continuing professional development throughout my career</p>	<p>4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8 5.2</p>
<ul style="list-style-type: none"> <li>• recognise the significant opportunities and risks of online communications, virtual environments and social media use in social work.</li> </ul>	<p>3.10 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8 5.2, 5.6 6.2, 6.4, 6.5, 6.6, 6.7</p>

## Appendix 5

### Whistle-blowing (Public Interest Disclosure)

#### Policy for social work students on work placements

##### Introduction

The University recognises that students on placements have a duty to report dangerous, abusive, discriminatory or exploitative behaviour and practice that sits outside their immediate learning activity. It also recognises the relative powerlessness and vulnerability of students who may well be undergoing a process of assessment by work-based staff during their placement. The University takes seriously its duty of care for students and regards as important that students are able to voice their concerns and that their interests are safeguarded as far as possible.

The University also recognises that where a concern unrelated to the learning experience is raised about an external body the University's own powers to investigate may be limited both by practical consideration and legal constraint. Accordingly, where an incident results in whistle-blowing outside the institutional and academic context of learning the following procedure shall apply:

##### Procedure

A student wishing to report a matter should in the first instance report their concerns to the Programme Leader. The Programme Leader will advise the student on the preparation of a statement setting out the issues ('Statement of Issue') and of the procedure that will be followed. This advice shall include advising the student on the possible limits placed on any investigations as a result of protecting anonymity. It is **not** the role of the Programme Leader to draft the Statement of Issue or to counsel for or against its submission. It is however appropriate for the Programme Leader to advise the student in circumstances where the alleged incident is in fact part of normal practice such that the evidence identifies no malpractice (e.g. misinterpretation of legal methods of constraint in appropriate circumstances:

- a) The Statement of Issue will be submitted by the Programme Leader to the Registrar and Secretary on behalf of the student. This action will not imply any endorsement or support for the allegation by the Programme Leader.
- b) The student's name will be disclosed to the Registrar and Secretary. The Registrar and Secretary will forward the Statement of Issue to a named person at the organisation concerned requesting that the matter be investigated. The identity of the student will only be disclosed by the Registrar and Secretary with the express written permission of the student.
- c) All organisations accepting students on placements must identify an appropriate contact person for the purposes set out above, who is competent to implement an appropriate internal investigation. Normally this will be via the organisation own established whistle-blowing process. Where no such process currently exists, the placement organisation will be required to put in place an appropriate process, which will be specified in an annex to their agreement with the University. This will set out the circumstances in which such a procedure might be invoked, and confirm the rights on anonymity and freedom from discrimination for the student submitting a Statement of Issue.
- d) On conclusion of the investigation by the organisation concerned a report setting out the findings will be submitted by the organisation to the Registrar and Secretary, who will forward the finding to the Programme Leader and student.

## Appendix 6



University of  
**Salford**  
MANCHESTER

### Practice Advisory Panel (PAP)

#### Terms of Reference

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PAP membership to include:

Head of Discipline for Social Work

Programme Leaders

Practice Education Lead

Representative from Practice Learning Team

Placement Administrator

1. The panel will meet at the University of Salford.
2. Extra ordinary meetings of PAP can be called in between scheduled meetings as required.
3. The purpose of PAP is to monitor the standards and consistency of placement and practice assessment arrangements and to advise re future developments for the social work programmes
  - Advise on the sufficiency and quality of placement provision
  - Advise on the training and support needs of Practice Educators.
  - Consider reports of student progress across the year, including pass and fail rates, referrals to fitness to practice procedures
  - Monitor the progress through the programmes of particular populations of students, identifying trends, difficulties and concerns.
  - Identify areas for development and improvement
  - Support the University's Fitness for Practise process

## References

**Professional Capabilities Framework 2019 BASW**

## **Social Work England Professional Standards November 2019**

Social Work England, (2019). Professional Standards Guidance, Last updated 31 July 2019,

[https://www.socialworkengland.org.uk/media/1529/professional\\_standards\\_guidance\\_final.pdf](https://www.socialworkengland.org.uk/media/1529/professional_standards_guidance_final.pdf) accessed 25.03.2020

Social Work England Practice Placements Guidance February 2020

Social Work England Qualifying Education and Training Standards 2020