



UNIVERSITY of  
**BRADFORD**

**FACULTY OF MANGEMENT, LAW AND SOCIAL  
SCIENCES**

**SCHOOL OF SOCIAL SCIENCES**

**Practice Learning Handbook**  
**BA (Hons) and MA Social Work**

2020-2021

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# 1. Introduction

The programme is built upon the following standards and requirements for social work training: Social Work England Professional Standards and Education and Training Standards, the DOH (Department of Health) Requirements for social work training, The Professional Capabilities Framework and the QAA (Quality Assurance Agency) benchmark statements for social work. The course has Social Work England approval and endorsement by The College of Social Work (TCSW), which has now transferred to the British Association of Social Work (BASW).

The Bradford Teaching Partnership was established in 2018 following a successful bid to the Department of Education. The Partnership consists of Bradford University, Bradford College and Bradford Council (Adult and Childrens Services). The overall aim is to promote, support and encourage effective, practice-based learning for both social work students and ongoing qualified social worker professional development through the provision of high quality work based placements and academic teaching. The Teaching Partnership is a collaborative relationship that involves all parties working together to deliver the best in social work education and social work provision for the population of Bradford.

General guidance and information on the university experience for all students can be found in the Programme Handbook.

## 1.1 *Contact Details*

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## 2. PCF Overview

The Professional Capabilities Framework (PCF) is the profession-owned backbone of social work education and professional development in England.

First devised in 2012, the PCF has been reviewed and refreshed through a process of extensive consultation during 2017 and 2018. This has been led by BASW in conjunction with Research in Practice. The review has preserved the best of the PCF and elements that consultation respondents considered to be most important and useful, while modernising, clarifying and developing key aspects.

The PCF is the profession-owned and profession-driven approach to social work education and advancement that has become well embedded since introduction in 2012. The introduction of Knowledge and Skills Statements for practice (particularly statutory practice) in children and adults services by the Department for Education and Department for Health and Social Care has created a need to support learners, educators and employers in understanding the relationship between the PCF and KSS.

Further information at <https://www.basw.co.uk/social-work-training/professional-capabilities-framework-pcf>



### 2.1 The Level descriptors and domains

On the new fan graphic, the level descriptors have been simplified to

- The four pre-qualifying levels
- Newly qualified social worker (ASYE)

- Social worker
- Experienced social worker
- Advanced social worker
- Strategic social worker

The PCF is not prescriptive about how job roles and titles match these levels. It is likely that roles and titles will become more diverse at more senior and/or advanced levels of practice.

This simplified graphic is accompanied by overarching descriptions of the types of role and a summary of the level of capability at each level. The following principles have been applied.

- Keep it simple!
- For qualified levels, include in the level descriptors role examples that are contemporary and keep them updated. Include the roles emerging from KSS.
- Ensure that non-statutory social workers can map their roles on to the levels e.g. from charity, private and independent/freelance contexts

## ***2.2 End of First Placement***

By the end of the first placement students should demonstrate effective use of knowledge and skills and commitment to core values in social work in a given setting, predominantly dealing with situations of lower complexity, with supervision and support. They will have started to demonstrate capacity to work with situations of greater complexity and where solutions and outcomes are uncertain or less clear-cut. They will have started to use specific social work models, skills and interventions and to have evaluated their impact.

### **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...

- recognise the role of the professional social worker in a range of contexts
- recognise the important role of supervision, and make an active contribution
- demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness
- with guidance take responsibility for managing my time and workload effectively
- am able to show awareness of personal and professional boundaries in all contexts and media
- with guidance, recognise my limitations, and how to seek advice
- recognise and seek to meet my own learning needs in response to practice experience

- show awareness of my own safety, health, well-being, self-care priorities and emotional resilience, and seek advice as necessary
- identify concerns about practice, procedures or ethos in the workplace and how they might be questioned and/or improved

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

## **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, community, life experiences and characteristics – and the intersection of such factors - and take account of these to understand their experiences
- with reference to current legislative requirements, I recognise personal and organisational discrimination and oppression, and identify ways in which they might be challenged by me and by service users and families.

- recognise and, with support, manage the impact on people of the power invested in my role.

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

#### **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...

- with guidance, apply research, theory, evidence and knowledge from social work and other relevant fields (e.g. sociology, social policy, psychology, health, human growth and development, technological and digital spheres, and from the experience of people who use services) to social work practice
- understand the legal and policy frameworks and guidance that inform and mandate social work practice, relevant to my placement setting
- understand forms of harm, their impact on people, and the implications for practice



- apply knowledge from a range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them
- value and take account of the expertise of service users and carers and other professionals in my practice and judgement

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

Social workers critically reflect on their practice, use analysis, apply professional judgement and reasoned discernment. We identify, evaluate and integrate multiple sources of knowledge and evidence. We continuously evaluate our impact and benefit to service users. We use supervision and other support to reflect on our work and sustain our practice and wellbeing. We apply our critical reflective skills to the 26 Updated 2 August 2018 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...

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

## **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....

- with guidance, use a range of verbal, non-verbal and written methods of communication relevant to the placement
- with guidance communicate information, advice, instruction and opinion to advocate, influence and persuade others
- demonstrate the ability to build and conclude compassionate and effective relationships appropriate to the placement setting
- with guidance, demonstrate a holistic approach to the identification of needs, circumstances, rights, strengths and risks

- identify and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate progress and outcomes
- with guidance, demonstrate the application of a planned and structured approach, informed by at least two relevant social work methods and models
- recognise the importance of community resources, groups and networks for individuals
- demonstrate skills in recording and report writing appropriate to the setting
- with guidance demonstrate skills in sharing information appropriately and respectfully
- demonstrate awareness of the impact of multiple factors, changing circumstances and uncertainty in people's lives
- with guidance understand the authority of the social work role · with guidance identify the factors that may create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including yourself
- with guidance identify appropriate responses to safeguard vulnerable people.

**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...

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

**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...

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

## **2.3 *End of last placement/completion of qualifying course***

By the end of qualifying programmes newly qualified social workers will have demonstrated capabilities in applying social work approaches with a range of service user groups, the ability to undertake a range of tasks and social work interventions at a foundation level and evidenced the capacity to work effectively with more complex situations. They may have deepened specific skills in one or more social work field. They should be able to work with appropriate autonomy, whilst recognising that final decisions will often rest with their supervisor or other senior authority. They will seek appropriate support, supervision and be ready to pursue continuing professional development. These capabilities will have been demonstrated through the last (or latter parts of their) placement together with the final assessment of other work in the qualifying programme

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

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

- demonstrate a critical understanding of research methods
- value and take account of the knowledge and expertise of service users and carers and other professionals
- develop knowledge and understanding of the opportunities and risks of online communications, virtual environments and social media in social work

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

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

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

## ***2.4 Relationship to the Knowledge and Skills Statements (KSS)***

The PCF is the profession-owned and profession-driven approach to social work education and advancement that has become well embedded since introduction in 2012. The introduction of Knowledge and Skills Statements for practice (particularly statutory practice) in children and adults services by the Department for Education and

Department for Health and Social Care has created a need to support learners, educators and employers in understanding the relationship between the PCF and KSS.

In March 2018 the two Chief Social Workers and the British Association of Social Workers (BASW) issued a joint statement on the relationship between the KSS and the PCF. This showed a commitment by all parties to recognise both the overarching framework of the PCF and the specific policy and practice guidance of the KSS, and how they can work together.

It states: 'Launched in 2012, the PCF is the overarching framework for social work in England, from pre-qualifying to strategic levels, across all practice areas. BASW now hosts the PCF on behalf of the profession. The KSS have been developed by the Chief Social Workers to set out what is expected of qualified social workers in specific practice settings and roles. Both the PCF and the KSS have been developed by the profession through extensive engagement with social workers at all levels, representative bodies, and the public'

The KSS set out what a social worker should know, and be able to do, in specific practice settings, in specific roles and at different levels of seniority. The KSS map onto the Practice domains of the PCF (Knowledge, Critical Reflection and Analysis, Interventions and Skills) and should help guide everyday practice.

'Together, the PCF and KSS provide the foundation for social work education and practice in England at qualifying and post-qualifying levels and are used to inform recruitment, workforce development, performance appraisal and career progression.'

The integrity of the PCF as a framework for developing capabilities across all domains has been maintained in this refresh while referencing the KSS in the specific practice domains of Knowledge, Critical Reflection and Analysis, and Skills and Interventions.

### **3. Practice Learning Information**

All social work students have to complete and pass a minimum of 170 days assessed placement and 30 Readiness for Social Work Practice skills days. Placements include half a day a week study time. Some teaching will run concurrently with the placement. This does not count towards Practice Learning days (Appendix 1)

Students must demonstrate an ability to work within the Social Work England Professional Standards.

Placements usually take place within a 30-mile radius of the University but can occasionally take place outside of this.

The pressure on placements is such that a Practice Learning opportunity will be offered on the basis of its capacity to provide opportunities to meet the PCF requirements, not whether it reflects a particular interest or is within a particular geographic area. Students must be prepared to accept a placement on the basis of their identified

learning needs included in placement application/final report. **If students are offered and reject one or more placements that are deemed to meet their learning needs, or are rejected from two or more placements, they will be required to meet with the Programme Director.**

### ***3.1 Length of Practice Learning (Placement)***

First Practice Learning 70 days

Second Practice Learning 100 days

#### **B.A.**

The first Practice Learning is in Year 2 to start no earlier than mid-January

The second Practice Learning is in Year 3 to start no earlier than end of November

#### **M.A.**

The first Practice Learning is in Year 1 to start no earlier than mid-May

The second Practice Learning is in Year 2 to start no earlier than mid-January

Students will be given an *approximate* start date for placements.

**The Practice Learning opportunity will not begin before these dates, but may begin later.**

### ***3.2 Practice Learning Day***

Placements are full-time. Students are expected to be available as a minimum Monday – Friday 9 a.m. to 5 p.m. (not including travel time) Any change to this must be discussed with the practice learning tutor.

On some placements there may be opportunities to work at other times.

Students are expected to work the **normal hours** of their Practice Learning Agency

*NB You **MUST** calculate Practice Learning days using the Practice Learning log (Appendix 15) to ensure that you complete the full number of days and to estimate both mid-point and final dates. The log must be countersigned by your workplace supervisor or on site practice educator and included in your evidence file.*

### ***3.3 Annual Leave***

Students may take up to 5 days (first placement) and 10 days (second placement) annual leave during the course of their placement, by arrangement with their Practice Educator and Workplace Supervisor. These days do **not** count towards Practice Learning days. Leave cannot be taken after the placement has ended.

### ***3.4 Christmas and New Year***

Between the Christmas and New Year holidays the university is normally closed. Provided the Agency is open, students may choose whether or not to take this time off. If time off is taken this does not count towards annual leave.

If students do choose to work this period it should be agreed with their Practice Educator and Practice Learning tutor to ensure that there is sufficient support available.

### **3.5 Study Days**

**Study leave counts towards Practice Learning days.**

Students on Practice Learning need to develop underpinning knowledge of theories, research, policies and procedures relevant to social work practice and need to do so in parallel to gaining day-to-day experience. They also need to engage in critical reflection and in analysis and evaluation of their practice and the practice of others. Hence, it is expected that all students will spend some of their Practice Learning hours on relevant reading, research and reflection and that their doing so will be facilitated by Practice Learning agencies and practice educators. Such activities are an essential part of the placement.

Relevant activities will include writing learning journals, relevant reading and items for their evidence file, as well as activities linked to placement. Exactly where, when and how they do so is a matter for individual negotiation between students, practice educators and (where relevant) workplace supervisors.

Students are entitled to take half a day (maximum 4 hours) a week study leave which can be taken as one day a fortnight but not accumulated over a longer period. Study leave may be allocated at a certain day/time according to teaching timetables.

Where students have a Learner Support Profile and need additional time either for study or to meet their study coach, this will be negotiated with the placement provider and practice learning tutor. Although this can be arranged during the placement day it cannot be counted as placement time if over and above study time.

### **3.6 Attendance and Sickness**

Attendance at the placement is compulsory. Students are expected to attend unless there is a good reason not to, as they would in the workplace. Any days missed have to be made up.

Students are also expected to meet a minimum of 80% attendance at university. If attendance drops below 80% then this could raise concerns about your fitness to practice.

Students who continually fail to attend lectures without good cause may be asked to withdraw from the programme. Poor attendance may also lead to the risk of losing any funding you receive. Students are required to inform their module tutors and relevant administrative member of staff of any absences. It is vital that students do attend and prepare for lectures to develop their knowledge and understanding of social work. It is also an expectation that you participate in sessions and contribute to the academic community.

## **Sickness**

Students should follow the normal sickness reporting procedures of their placement agency (this will be confirmed at the Learning Agreement Meeting) and ensure that their Practice Educator and Work Place Supervisor know they are sick.

If absent for more than 5 days they should submit a medical certificate to the Agency and to the University placement admin team.

### **3.7 Behaviour**

Students are expected to behave professionally at all times and adhere to the Policies, Procedures and Codes of Conduct of the Agency and the University. Please see Expectations of Conduct and Behaviour document.

Where a concern is raised about a student's behaviour whilst they are on placement the person raising the concern should follow the University of Bradford Fitness to Practice policy.

As a student social worker, the Social Work England professional standards should govern students conduct and at no time, whether in or out of the work setting, should students behave in a way that calls into question their suitability to work in social work/social care.

### **3.8 Confidentiality/Anonymity**

Confidentiality is essential at all times. Students must ensure that they understand and adhere to the Agency's Confidentiality Policy. You must ensure that service users and staff cannot be identified in written work. All documents should be anonymised before being included in your evidence file. Where possible and with Practice Educator agreement, signpost your Practice Educator to work products rather than print out. A confidentiality statement should be included which explains how you have maintained service user confidentiality and is adhered to at all times. If alternative names are being used eg in Learning Journals, this should be clearly stated in your confidentiality statement.

No document should be added to your evidence file unless it is anonymised. Breach of confidentiality and anonymity policies could result in the placement being terminated and a Fail recommendation recorded.

### **3.9 Social Media (Facebook, Twitter etc)**

- Students should think very carefully about what material is shared on social media sites. Infringement of this guidance will result in action under either the University's Student Disciplinary Regulations or Fitness to Practice Procedures; we also expect students to follow agency policies on use of social media.

The following are examples;

- Inappropriate use of Facebook/Twitter and other social media, revealing personal information that is incompatible with the professional social work role
- Contacting or enabling contact with service users through Facebook, text, Twitter etc (unless expressly permitted by the agency)
- Discussing placements on any social media site.

### **3.10 Dress Code**

Students should dress appropriately for the Agency they are placed with and the tasks they will be undertaking. Ask about the Agency's dress code at the initial meeting.

### **3.11 DBS (Disclosure and Barring Service)**

Prior to commencing training, all students will complete a DBS. Students will be required to share their printed form with Placement Admin. This will be checked against their 'declaration form' to ensure that they have declared any offence/issue. The student must also show their copy of the DBS document to placement agencies when making their informal placement visit. Students must retain their certificate for the duration of the course as they will need this for both placements. Students whose DBS circumstances change must discuss with Programme Leads for consideration of their suitability to continue on the course.

Students will also be required to complete a re-declaration as part of the readiness to practice interview. During the course students are expected to inform their PAT (Personal Academic Tutor) of any change in their circumstances immediately as set out in the declaration statements.

### **3.12 Learner Support**

The University of Bradford has a central Disability Service whose role is to provide support and guidance to students who might be experiencing barriers because of a disability, mental health challenge, ongoing health-related difficulty, autism or specific learning difficulty (e.g. dyslexia).

The Disability Service aims to promote equal access to all aspects of university life and we have over 1000 students who access our Service. Even if you do not think of yourself as 'a disabled person' you might be eligible for support. To find out more about the support available, please contact the Disability Service directly.

To register with the Disability Service, you will be asked to provide evidence from your doctor or specialist, or provide an Educational Psychologist report. A Disability Adviser will then discuss your individual support requirements and make recommendations for any adjustments to support your academic studies and placement learning. Your Adviser will produce a document called a Learner Support Profile (LSP). With your consent, this document is shared with staff in your academic programme area to advise them what reasonable adjustments you might need to support your learning.

### **Placement Support**

If you need adjustments on your programme, you might also need or benefit from adjustments when you are out on placement. Once you have a Learner Support Profile the Practice Learning Tutor will complete a Placement Support Agreement (PSA) with you and the Practice Educator. This is to ensure that everyone is clear about the impact that your impairment might have in a practical situation and that any support you need to enable you to succeed on your placement is in place. Your PSA will be agreed at the time of the Learning Agreement meeting.

In most circumstances it is ultimately your decision whether you choose to share information with your placement, however students are strongly advised to accept any support offered. This support can take some time to be put in place so we would advise students to inform us of this as soon as possible.

### **Disabled Students Allowance (DSA)**

You may also be able to apply for funding such as Disabled Students' Allowances (DSAs) which pay for support such as specialist equipment and educational support workers (e.g. 1:1 study skill support or mentoring). The Disability Service can give you more information about this funding and help you to apply.

### **Study skills support**

Some disabled students are recommended 1:1 support from a Study Coach or Study Mentor. Study Coaches are able to arrange to meet with you on a regular basis. They can provide support while you are out on placement providing you are able to arrange to meet at a time of day that does not impact on your placement hours.

Students with Specific Learning Difficulties (SpLDs), such as dyslexia, dyspraxia and/or dyscalculia, make up about 60% of the total number of disabled students at the University of Bradford. Many are identified for the first time following our screening process. All new students are offered the opportunity to complete a **Screening Questionnaire** to see if any difficulties with learning might be associated with a SpLD such as dyslexia, dyspraxia and/or dyscalculia. This initial screening questionnaire is part of the University's pre-enrolment process, and can also be accessed through e:Vision (on the Learner Support tab of your Student Bio Page). Screening and assessment for Specific Learning Difficulties can take 2-3 months to complete and, therefore, the Disability Service strongly encourages you to engage with the screening process as early as possible in your academic studies.

The Disability Service is based in Student Central - Learning Mall, Level 0 (near the J.B. Priestley Library)

Telephone: 01274 233739

Email: [disabilities@bradford.ac.uk](mailto:disabilities@bradford.ac.uk)

Website: <http://www.bradford.ac.uk/disability>

### ***3.13 Counselling***

Counselling is available throughout the year in Student Central at the University and is free to all students and staff who work or study at the University of Bradford and Bradford College. It provides an opportunity to talk confidentially and in private with a trained counsellor about anything that is causing you concern. Drop In services are available at various locations during term time.

Contact details:

Level 01, Union Mall, Student Central, University of Bradford, Telephone: 01274 235750, Mobile Phone: 07749820070 (Text or voice messages can be left. These will be answered as soon as possible when the service is open).

Email: [counselling@bradford.ac.uk](mailto:counselling@bradford.ac.uk)

## **4. Placement Process**

The following flow chart gives an outline of the process which students and Practice Educators will follow prior to and throughout placement



#### Readiness for Practice

- Student must meet readiness for practice requirements

#### Placement Application

- Practice Learning Team and Careers deliver 'briefing session' - all students must attend
- Students submit application electronically by agreed date.

#### Placement matching

- Applications are reviewed by Practice Learning team and any feedback is offered to students, via university email account.
- Practice Learning Team identify placement and make initial contact.

#### Informal Meeting

- Meeting/interview at agency between student and PE/WPS (where applicable) after which placement is confirmed.
- Student, PL Tutor, PE and WPS arrange a date for Learning Agreement meeting

#### Learning Agreement

- Learning Agreement is drawn up and date for commencement of placement agreed. This must be attended by the student, Practice Learning tutor, Practice Educator, and Work Place Supervisor (where applicable). PL Tutor to return final copy, agreed by all parties, to Placement Admin Support.

#### Placement Commences

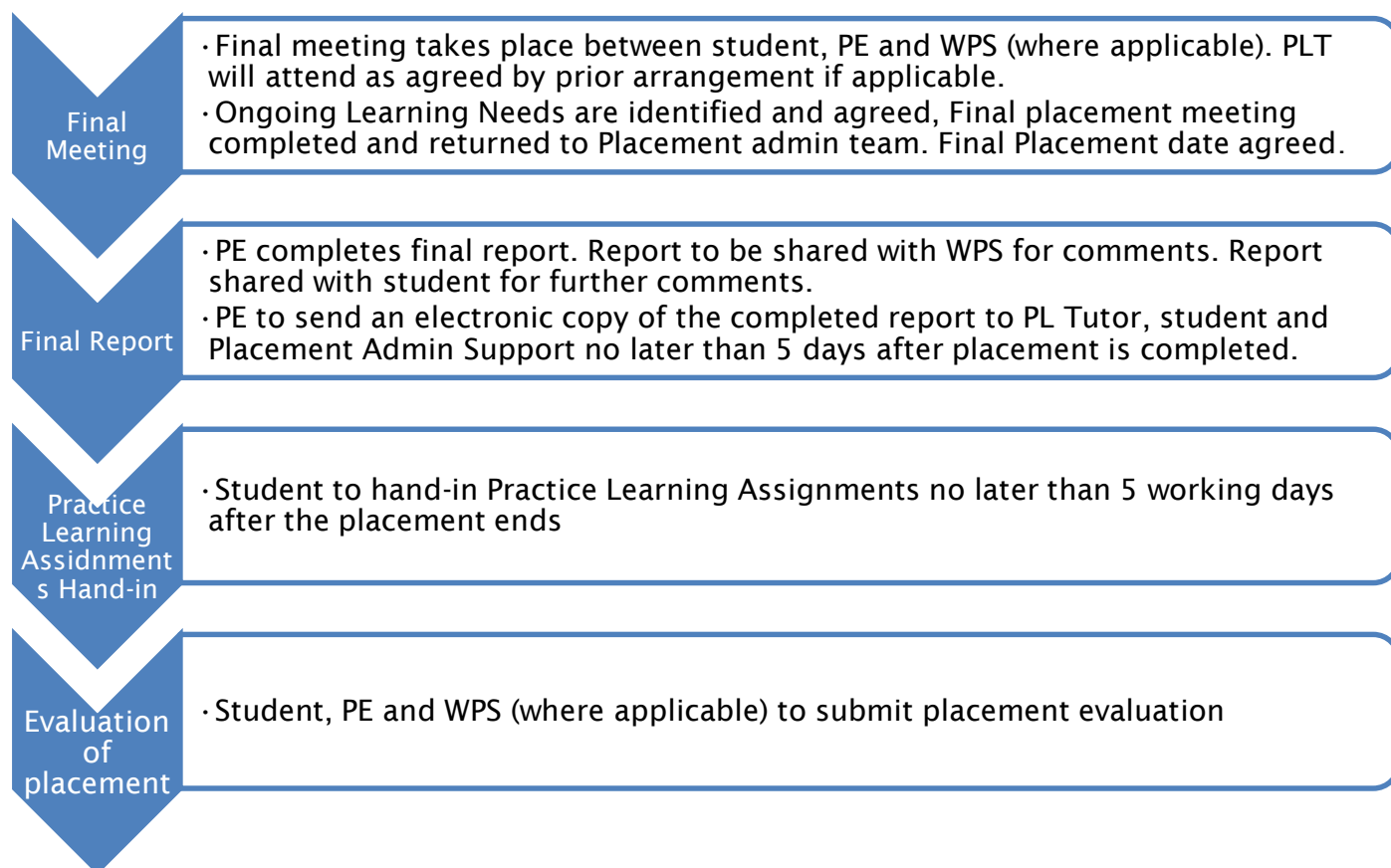
- Induction takes place and a copy of induction plan is available to student.
- Work allocated to student. Observations of practice. Regular supervision, formal and informal

#### Mid-Point Review

- Assessment is sent to all parties prior to the review meeting
- Mid-Point review meeting to be attended by student, Practice Learning Tutor, PE and WPS. Practice Learning Tutor completes review. Once agreed by all parties copy to Placement Admin Support

#### Evidence Folder to PE

- 10 working days before the end of placement the student gives the completed Evidence file to the PE, containing a minimum of 3 pieces of evidence for each PCF Domain. Direct Observations, all Learning Journals and all supervision notes to be included.



## ***4.1 Readiness for Practice***

Students must meet the readiness for practice requirements before starting their first placement.

## ***4.2 Practice Learning Briefing Session***

Students are expected to attend the mandatory Practice Learning Briefing Session with the Practice Learning Team and Careers and Employability Services, prior to the deadline of handing in their first placement application. During this session we will discuss the application expectations and give an overview of the matching process.

If you are unable to attend, further discussion is required with the Practice Learning Team.

## ***4.3 Practice Learning Application***

The Practice Learning application form asks students to provide information of their previous related experience and identify their learning needs in relation to the PCF. For students undertaking their first Practice Learning this includes the student's reflections regarding their learning needs. For students undertaking their second Practice Learning, the Practice Learning application includes the learning needs identified with their previous practice educator, as well as the student's own understanding of their ongoing learning needs. Students should accurately include details of whether they are

a car driver and should include information on whether they have business insurance. This should be clarified as to whether the insurance includes travel to the work place and for any work related journeys, or carrying colleagues and service users. It is important to confirm this detail with your insurance company.

#### ***4.4 Practice Learning Matching***

Once the applications are received by the Practice Learning Team these are reviewed. Any feedback on the applications is returned to the student's University of Bradford email account by the Practice Learning Team. Students are asked not to make arrangements for their own placements. Please discuss with the practice learning team.

The Practice Learning Team makes contact with the placement.

#### ***4.5 Informal Meeting***

Once a possible placement is identified, contact will be made between all parties to arrange an informal visit/interview. This is an opportunity for the student to visit the potential placement and to discuss the learning needs of the student. Whilst this is not always a formal interview, it is helpful for the student to be prepared before attending this meeting and to have done some research on the agency and the work that they do. The student **must** show their copy of the DBS certificate to the placement agencies when making their informal visit.

Once the placement is agreed, the student should notify their Practice Learning Tutor. If a decision is not reached at that meeting, the student and agency need to contact the Practice Learning Team.

Practice educators may request a copy of an academic piece of work. Final year students will provide their final report from previous placement.

#### ***4.6 Learning Agreement***

The Learning Agreement is a formal meeting between the student, practice educator, workplace supervisor (where applicable) and the practice learning tutor.

The Learning Agreement (Appendix 2) sets out a clear framework for the placement, taking into account the learning opportunities that are available and the learning needs of the student. The agreement identifies the responsibilities of each participant, clarifies the methods of assessment of the student and agrees arrangements for supervision.

It is an important function of this meeting to clarify for the Practice Educator any Learner Support needs that the student may have and agreed strategies for managing these needs. The Placement Support Agreement (PSA) will be used to record the relevant information (Appendix 3).

Matters such as whether the student's car insurance covers them for any work related journeys, or carrying colleagues and service users should be discussed and noted at the Practice Learning agreement meeting. It is important to confirm this detail with your insurance company. Documentary evidence of this should also be shown to the workplace.

Responsibility for arranging the meeting rests with the student and the practice learning tutor. The practice learning tutor will type up the learning agreement and ensures all parties receive an email copy as soon after the Learning Agreement meeting as possible. Acceptance of the email version by all parties denotes agreement of its contents. If you find any discrepancies, please let the tutor know. Once agreement is reached, the Practice Learning Tutor will give a copy to Placement Admin Support. This serves as a working document throughout the placement.

#### ***4.7 Placement Commences***

Once the placement starts, a planned induction programme involving colleagues and outside agencies is an essential way of helping the student develop an understanding of the organisation and its responsibilities, as well as meeting the people they will be working with during the course of the placement.

#### ***4.8 Mid Point Assessment and Review***

A second meeting takes place at the midway stage of the placement. This meeting will focus on a review and any revisions that need to be made to the learning agreement in the light of the student's progress.

Students must share the placement evidence file with the Practice Learning Tutor to inform the review process.

The practice learning tutor will record and circulate mid-point review notes (Appendix 4) to the student and practice educator. The report should outline the student's progress in relation to the PL1/2 assignments and highlight issues for attention in the second part of the placement.

Acceptance of the email version by all parties denotes agreement of its contents. If you find any discrepancies, please let the tutor know. Once agreement is reached the Practice Learning Tutor will give a copy to Placement Admin Support. This serves as a working document throughout the placement and accompanies the Midpoint Assessment report to the Practice Evaluation Panel.

#### ***4.9 Placement Evidence File to Practice Educator***

Evidence to support the practice educator's assessment of the student's competence should be contained within a placement evidence file which the student is required to compile. This should be made available to the practice educator throughout the placement.

The placement evidence file should include three pieces of evidence for each of the PCF domains. There should be 3 sources of evidence which relate to 3 different examples of direct practice.

#### ***4.10 Final Meeting***

The final meeting will always include the student, practice educator and workplace supervisor (where applicable). The practice learning tutor will attend the Final Meeting where difficulties/concerns have been encountered on placement.

This meeting will review the student's learning needs, and review and reflect upon the arrangements for the placement, identifying successes and areas for development. If a PSA is in place then Part B and Part C must be reviewed at this meeting. **Arrangements for the completion and submission of the final report and Practice Learning Assignments should be clarified at this meeting.** The meeting should also be used to discuss and confirm the student's on-going learning needs, either in relation to the next Practice Learning opportunity or in relation to practice as a newly qualified social worker.

**A copy of the Final Meeting (Appendix 6), and where applicable the PSA (Appendix 3) should be sent to Placement Admin Support**

#### ***4.11 Final Report***

PE prepares final report based on evidence presented in the file by the student. The final report should reference 3 pieces of evidence for each domain, PE shares the Final Report with the student and WPS and mentor (where applicable) for comments. PE is responsible for submitting the completed final report no more than 5 days after placement has ended. An electronic copy is necessary, and must come from the PE email account for verification. The student University email account and WPS email account must be included in the email

#### ***4.12 Practice Learning Assignments – Submitted on Canvas***

Assignments are submitted to the University of Bradford five working days after the last day of placement following normal academic process.

#### ***4.13 Evaluation of Placement***

All placements are monitored and evaluated by the Practice Learning Team, Practice Evaluation Panel, and Programme Management Board through the examination of the placement reports. Students and practice educators are required to complete an

evaluation form at the end of each placement Appendix 19 and submitted to University at [FSS-placements@bradford.ac.uk](mailto:FSS-placements@bradford.ac.uk)

#### **4.14 Moderation**

The Practice Evaluation Panel moderates the final reports.

### **5. Assessment**

#### **PRACTICE EDUCATOR RECOMMENDATIONS**

A **PASS** judgement means that the student is judged by the Practice Educator to have made sufficient progress in relation to all of the 9 domains.

#### **FAILING TO MEET THE REQUIREMENTS**

Where there are any doubts about ability to progress in any of the PCF domains, the practice educator should consider the following factors:

- Did the placement offer the opportunity to demonstrate the ability to progress in the PCF domains but the student did not take advantage of the opportunity? If so, this would suggest a fail outcome and clear evidence should be given of the opportunities given but not used.
- Are any of the student's attitudes or practices in active conflict with the eventual competence level expected (e.g. an anti-intellectualism that opposes the use of research findings in practice). If so, this would suggest a fail verdict.
- Does the student fail to demonstrate a commitment to learning in relation to the PCF domains? If so, this would suggest a fail outcome.

Failing to meet the requirements means that for a variety of reasons the student has failed to provide evidence in relation to one or more of the domains. The Practice Educator's assessment should outline and evaluate the reasons for this and should include an evidence based judgement as to whether the student has the ability to make the required progress. The assessment in the form of a final report with student's comments will be presented to Practice Evaluation Panel [PEP] with the student's evidence file and all other supporting documentation i.e. any additional meetings, action plans and chronology provided by tutor. Three members of PEP will read the reports and make a decision as to whether the fail is upheld and if so, what should happen next.

Whilst on placement, students are continually assessed against the PCF requirements. Where students are experiencing difficulties there are a number of support options in place. We will endeavour to provide support in order that the student has every opportunity to meet the requirements-

1. Concerns meeting/Action Planning

2. Extension - a student will only be considered for an extension to placement in exceptional circumstances. An extension must be agreed by the Practice Evaluation Panel.

If having used the actions above a student still does not meet the requirements, then the 'failure to meet the placement requirements' policy will be followed, as below-

Meeting with Student, PLT, PE, WPS (PAT and Student Services if appropriate) **Final report completed by PE** informs the basis for recommendation



Recommendation to PEP



PEP decision on 'next steps'

- Usually the Vice Chair is responsible for informing all parties involved of the outcome and giving support information where necessary.
- Agreement regarding PL assignments and hand in dates to be reached.

The panel may request further information from PE or Student in order to clarify.

### **Termination of placement**

There may be situations where the placement is disrupted and/or may be terminated as a result of a student's personal circumstances or internal agency changes before the required number of days has been completed. It is expected that the concerns process will be followed prior to termination where possible, and in all cases a final report must be submitted.

### **Repeat Placements**

The opportunity to repeat a placement will only be granted in exceptional circumstances. In the event that the Practice Evaluation Panel concludes that there is sufficient evidence to suggest that another practice learning opportunity should be offered to the student, the return to placement process will be followed.

In the event of a return to placement, the process below will be followed and the PEP will inform all parties of the final decision.

The repeat placement will follow the placement matching process and guidance in the social work placement handbook.

## PEP recommendations following placement ending



**Return to placement planning meeting (LSP to be considered) Appendix 20**

(Student, PLT, plus if applicable PAT, Student Services/PE)



Tasks and Timeframes set where applicable



**New Application form is completed by student \***

(It may be that this may happen before the return to placement meeting)

\*The Placement application will reflect the previous placement experience and include the learning needs identified and difficulties that arose. In some circumstances a reflective statement about how the student will prepare for the new placement can be requested.

### **Fees and Progression**

There are financial implications, as well as implications for progression on the programme, for students whose placement breaks down. Students are usually offered one placement opportunity at each level (subject to satisfactory progression). Students who fail a placement will be considered by the PEP, who may offer, at their discretion, the opportunity of a repeat placement. Students who have failed a placement and are offered the opportunity of a repeat placement will be liable to pay for the whole module and will not be able to progress with the rest of their cohort. Students who have a placement terminated may not be liable for fees depending on the circumstances of the termination. Please ensure you follow the procedures outlined in this handbook and seek advice from your tutor straight away if there are concerns raised about your placement. It is strongly advised that you carefully consider and discuss with the relevant parties any concerns raised about your practice in order to work towards resolving them.

The onus is upon the student to demonstrate competence and to contribute to the final report in both assessed periods of practice.

### **5.1 Practice Learning Evidence File**

Evidence to support the Practice Educator's assessment of the student's competence should be contained within a Practice Learning (PL) evidence file which the student is required to compile. This should be made available to the Practice Educator throughout



the placement. It is a working tool and should begin as soon as the placement begins and will develop as the placement continues.

Students should ensure that their file is available for reference at the mid-point review meeting accompanied by an index which indicates where it is thought that there is evidence for each particular domain. At the mid-point in the placement it is expected that there will be at least one piece of evidence for each of the domains. Students should report to the mid-point review the extent to which they think that the documents collected, to date, will provide relevant evidence for them.

Practice Educators will need access to the file throughout the placement and are expected to refer to it in their interim and final reports. In some circumstances, personal tutors, assignment markers, members of the Practice Evaluation Panel and external examiners may need to access a student's practice learning evidence file. **Students must, therefore, ensure that all documents are fully anonymised in line with the guidance given.**

By the end of the placement, students should have collected three varied pieces of evidence that show that they have met each of the 9 domains.

At a mutually agreed point towards the end of placement, the student should give their practice learning evidence file to their Practice Educator accompanied by an index which indicates where in the documents they think there is evidence for each domain. The same document may provide evidence for more than one domain, but students must cite at least THREE pieces of evidence for each domain. The completed evidence file must include all formal observations, reflective learning journals and supervision notes at the back of the file.

It is the responsibility of the student to identify and submit evidence of their ability to meet all the domain requirements.

PEP will also request sight of your evidence file when moderating the Practice Educator's final student report if there are doubts about the evidence and when there are conflicting views. When the Practice Educator has indicated that you have failed to meet the requirements, PEP will require to see the evidence file.

## ***5.2 Confidentiality/Anonymity***

All placement-related documents must protect the identity of service users and carers, specific agencies, specific establishments, staff members and colleagues. The evidence file must include a Statement of Confidentiality which confirms that students have respected the rights of service users to confidentiality and maintained the confidentiality of agencies throughout. The statement should identify how confidentiality has been ensured (e.g. by stating whether substitute names or letters have been used).

These documents include:

- The Practice Learning Assignments.
- The Evidence File.

**The following guidelines should be adhered to in all cases:-**

- Original documents should never be included. Photocopies of documents should only be included after they have been rigorously checked to ensure anonymity etc.
- Students should anonymise documents before putting them in their file of evidence and should agree with their practice educator, at the beginning of the placement, a consistent system which will be used for referring to service users both by the practice educator in their reports and by students in their file of evidence.
- Real names should never be included; this applies to both people and places.
- Actual dates of birth should never be included (ages may sometimes be relevant, but need not always be exact.)
- Case reference numbers should never be included.
- When false names are used, there should always be an explicit declaration, in each document, that they are false.
- All agency documentation is effectively anonymised to remove the names of staff. (In place of names you may use the person's job title as a means of identification).
- Students and practice educators should agree a consistent system for identifying service users at the start of a piece of work, and use this in all relevant documents.
- Using correction fluids e.g. Tippex or markers to obliterate names etc. is not sufficient as correction fluids can be scraped off, and 'tippexed' documents held up to the light usually reveal what is written or typed underneath. Documents treated in this way should always be re-photocopied and the 'tippexed' copy destroyed.
- The 'find and replace' facility within 'Word' will allow students and practice educators to anonymise word-processed documents.
- Students must also follow agency procedures regarding confidentiality and the security of both electronic and paper documents. Copies of documents not yet anonymised for inclusion in the file of evidence must be kept secure and should never be removed from the agency.

All Practice Learning Assignments and Evidence Files must include a statement of confidentiality.

### **5.3 *Reflective Learning Journals***

Students will be required to produce a minimum of one reflective learning journal per week. This is an important learning tool and a significant source of evidence for practice educators in their assessment of developing practice. At the Learning Agreement Meeting Students and Practice Educators will need to agree a system for sending journals to the Practice Educator and for feedback/discussion via supervision. The learning journal must be shared with their practice educator to demonstrate developing awareness. Students should ensure that they give adequate consideration to the impact of self and of their own and service users' gender, ethnicity, culture, language, sexuality, abilities and age in all of their work and understanding of social work values, reflection in practice, research, social work theories and methods, recognition of and ways of dealing with discrimination and oppression and personal feelings of joy, stress, etc. arising from their work on placement. A range of models and approaches to keeping a learning journal will be introduced in the Practice Learning Module. Students may wish to discuss these with their practice educator and

to consider which of these may be most appropriate for them to use, providing references where necessary.

## **5.4 Direct Observations**

During the course of the placement a minimum of 3 direct observations of the student's practice must take place. At least two of these should be undertaken by the practice educator. One observation may be undertaken by another suitably experienced colleague. At least one direct observation should have been completed before the mid-way review.

Direct observations should be jointly planned in supervision prior to the event, and the student should prepare a written plan (Appendix 9), which should include identification of objectives and of the social work method(s) they expect to use. At least two observations should be of the student's direct practice with service users and/ or carers. Others may include events such as student presentations to colleagues and contributing to meetings.

The practice educator should provide the student with verbal feedback as soon as possible after the observation. The Practice Educator might ask the student to write a self-evaluation/reflection before providing their own written report to the student. This can be a useful way to assess whether or not the student has identified their own points of learning.

The Practice Educator should complete the direct observation form (Appendix 10) as soon as possible after the event and share this with the student. This must be done before any further direct observations take place.

## **5.5 Supervision**

Supervision/practice teaching sessions should take place once every 5 placement days (minimum). They should not be cancelled, only re-arranged when necessary. They should be a minimum of one and a half hours. This should take place at an appropriate venue. If student and PE are struggling to find appropriate space, University can be contacted to provide a room.

The learning agreement form provides a suggested checklist of items to be considered during supervision sessions. Practice Educators and Workplace Supervisors are encouraged to develop their own pro-forma for supervision based on this checklist. This ensures that essential elements of supervision are routinely addressed, enables both the student and practice educator to identify their expectations and endorses a clear process for agreement as to the frequency, duration and agenda of the sessions.

There are a variety of situations where group supervision or shared practice teaching sessions may have a helpful role during a placement e.g. where there are several students in one agency; where an off -site practice educator is working with students in different agencies; where links are made between students in related placement settings. **This should be seen as additional to the required minimum requirement for weekly 1:1 time.**

Written notes of the session must always be prepared, shared and signed. They should be recorded in a separate file, kept by the practice educator with the student retaining a copy for their placement evidence file.

Where there is an off-site Practice Educator and Workplace Supervisor, the learning agreement will agree how supervision notes will be shared between the three parties. They will also be at least three meetings with student, PE and WPS during the course of the placement, and ideally at least one by mid point.

## **5.6 *Mid Point Assessment and Review***

A review meeting of the student's progress is required at the midpoint of each assessed practice placement. This is to be undertaken by the Practice Educator, Work Place Supervisor (if applicable), Practice Learning Tutor and the student at a three/four-way meeting (the Midpoint Review).

Using Appendix 4 Practice Educator, Work Place Supervisor will be required to complete a short assessment of the student's overall capability and progress, within which ongoing learning needs for the second half of the placement should be identified. The student will comment on the assessment and provide a reflection on the journey so far.

The purpose of the review is to consider progress and further work required to meet the student's learning and assessment needs. The review should address marginal performance and risk of failure, and make recommendations for consideration by the PEP if these concerns exist.

The Practice Learning Tutor will record, agree and circulate notes from the mid-point assessment and review to the student and practice educator.

## **5.7 *Final Report***

The practice educator is required to complete a final report (Appendix 7) on the student's work to be handed into the university on the 5<sup>th</sup> working day after placement ends unless negotiated with the Practice Learning Team.

## **5.8 *Assessment Panels and Moderation***

### **The Practice Evaluation Panel**

The Practice Evaluation Panel meets regularly throughout the year.

It is composed of:

- Workforce development officers
- Practice Educators
- Members of the Practice Learning Team
- Programme Directors of the BA and MA Social Work Programmes
- University personal academic tutors

The Chair is elected from amongst the practice educators, normally for a period of 2 years.

The PEP plays a central role in the quality assurance of practice learning, by ensuring that practice placements contribute appropriately to the curriculum, as prescribed by Social Work England standards for social work and the QAA subject benchmark statement, and are provided in accordance with policies and procedures of the programme.

In summary, the PEP will:

Ensure the existence of robust quality assurance procedures for:

- Monitoring the selection, approval and allocation of placements.
- Collecting feedback about practice placements from all stakeholders, including service users and students.
- Evaluating the quality of practice placements to ensure that the learning opportunities provided have been appropriate and sufficient.
- Moderation of and providing feedback to Practice Educators on their reports.
- Ensuring that, in all situations where concerns are being expressed about a student's progress in the placement and in all situations where a student has failed to meet the requirements, a clear and appropriate action plan has been agreed.
- Contributing to review of procedures for dealing with complaints about practice placements and ensuring that all parties are aware of and can make use of them.
- Providing an annual evaluation report to the Programme Management Board.
- Where concerns are raised about a Practice Educator meeting the required Practice Educator Standards, recommendations to be made for ongoing training, development and the continuing relationship with the University of Bradford.

### **Moderation of reports and feedback to Practice Educators**

Members of the PEP will moderate and provide feedback on final practice reports from Practice Educators.

Where there is doubt about whether the evidence provided is sufficient to support whatever recommendation made, this will be discussed by the panel and a decision will be made what further action should be taken. In all situations where concerns have been expressed about a student's progress in the placement, the PEP will review reports to ensure that they clearly identify which aspects of particular Standards of Proficiency in conjunction with the Professional Capabilities Framework are causing concern and the proposed action plan to ensure that it maximises the student's opportunities to successfully address the relevant issues. Where a final report indicates that a student has failed to meet the requirements, three members of PEP will read the report.

The PEP will read a student's evidence file when necessary as part of the moderation process. This will always be required when a Practice Educator's report is indicating that a student is failing/has failed to meet the requirements. Students are responsible for ensuring that their evidence file is available to the PEP, if required, and fully anonymised in line with guidance detailed in the placement handbook.

## **6. Concerns during Practice Learning**

Concerns may arise on placement for a number of reasons. For example, there could be concerns around the availability of learning opportunities, the supervision process, or concerns around students' progress/performance.

### **Stage 1**

Most concerns can be resolved through open and honest discussion between PE, WPS and the student. It is important that issues are raised at the earliest opportunity so that they can be addressed promptly and effectively.

### **Stage 2**

When issues can't be resolved in this way the student, PE, WPS, are required to request a meeting with the Practice Learning Tutor to discuss the concerns, examine the steps already taken to resolve such, and agree a way forward. This meeting could result in an Action Plan (Appendix 5) being drawn up, or the placement being terminated.

### **Concerns meeting**

- Prior to the meeting all parties should gather evidence to highlight concerns from different sources e.g. feedback from colleagues and service users, report writing, supervision, learning journals etc.
- The Practice Learning Tutor will be responsible for recording the meeting, which may include using the Action Plan template if appropriate, which should be submitted to PEP for moderation.
- A review meeting will be arranged.

At any stage it is recognised that there are some circumstances when a placement needs to suspend a student due to serious concerns regarding their conduct, or where circumstances beyond the student's control means that the placement needs to halt. If this is the case, the placement agency should contact the Practice Learning Tutor as soon as possible to discuss concerns. Depending on the nature of the severity of the concerns, action under the University's Student Disciplinary Regulations or Fitness to Practise procedures may be required.

### **6.1 Complaints and Dissatisfaction**

General guidance on the support available can be found in the Student Handbook, which is available online via <http://www.bradford.ac.uk/new-students/> and at <http://www.bradford.ac.uk/information-services/>.

Agency policies and procedures should be followed in the event of a complaint, where appropriate.

Support will be available from the Practice Learning Team in all matters of complaints and dissatisfaction.

## **7. Additional Information**

The information provided within this handbook should be used in conjunction with the information provided in the Programme Handbook and other reference points available from the University website.