****

***Fresh Thinking* *Informing Practice***

**MSc in Social Work**

***Practice Placement Handbook***

**Department of Social Work**

ROYAL HOLLOWAY, UNIVERSITY OF LONDON

C:\Users\Donna  Jones\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\TJXQ7BCB\dglxasset[1].aspx Please note…

All handbooks and Pan-London Common Paperwork relating to practice learning are all now in one convenient place on Royal Holloway’s Website for your reference

***To access these materials please go to*** [***www.rhul.ac.uk***](http://www.rhul.ac.uk) ***and click on the Social Work Department link under ‘Departments & Schools’ tab. Click on the ‘Practice Learning Information’ link in the left hand column.***

# Contents

|  |  |
| --- | --- |
|  | **Page** |
| [Department Contacts](#DeptContact) | **4** |
| [Introduction](#Introduction) | **5** |
| Programme Organisation and Practice Placement Planning  * [Glossary of Common Terms](#GlossaryofCommonTerms) * [Professional Capabilities Framework (PCF)](#PCF) * [HCPC Guidance on Conduct & Ethics for Students](#HCPCGuidanceConductEthics) * [HCPC Standards of Proficiency (SoPs)](#HCPCSoPs) * [Programme Organisation and Practice Placement Planning](#ProgOrgPPP) * [MSc Practice Placement Timetables](#MScPPTimetable) * [Practice Placement Housekeeping](#PPHousekeeping) * [Student Practice Placement Matching Process](#StudentPPMatchingProc) * [Employment Based Students](#EmpBasedStudents) | **6-26** |
| Roles and Responsibilities of Practice Placement Stakeholders  * [Practice Educator (On-site)](#PEOnSite) * [Practice Educator (Off-site)](#PEOffSite) * [On-Site Practice Supervisor](#OnSitePractSup) * [Academic Tutor](#AcadTutor) * [The Student](#TheStudent) * [Practice Placement Tutor](#PPTutor) | **26-30** |
| Practice Learning Curriculum Arrangements  * [Supervision](#Supervision) * [Involvement of Service Users & Carers](#InvolvSUC) * [Practice Learning Agreement (PLA)](#PLA) * [Notes and Guidance on the Direct Observation](#NotesGuidDirectObs) * [Notes and Guidance on Mid-Way Review Report](#NotesGuidMidwayRevRep) | **31-36** |
| Practice Placement Assessment  * [Reflective Practice](#ReflectivePract) * [Inter-Professional Practice - Critical Incident Analysis](#InterProfPractCriticIncidAnal) * [Practice Assessment Panel (PAP)](#PAP) | **36-40** |
| Practice Placement Procedures  * [Practice Placement Concerns Resolution Procedure](#PPConcernsResolutionProc) * [2](#SecondOpinionofPract)[nd](#SecondOpinionofPract) [Opinion of Practice](#SecondOpinionofPract) * [Interim Suitability Procedure](#ISP) * [Fitness To Practice Procedure](#FitnesstoPractProc) * [Complaints & Appeals Procedure](#ComplaintsAppealsProc) * [Public Interest Disclosure (Whistle-Blowing) Procedure](#PublicInterestDisclosure) | **41-54** |
| [**Quality Assurance in Practice Placements (QAPL)**](#QAPL)  [Outline of Process](#QAPLOutlineofProc) | **55-56** |

|  |  |
| --- | --- |
| Appendices | **57-152** |
| 1. [Suggested Supervision Records](#_SUGGESTED_SUPERVISION_RECORDS) 2. [Placement Learning Agreement](#_App_2:) 3. [Mid-way Practice Placement Portfolio Guidelines](#_App_3:) 4. [Final Practice Placement Portfolio Guidelines](#_App_4:) 5. [Index of Evidence Used for Student Assessment](#_App_5:) 6. [Degree in Social Work Direct Observation Template](#_App_6:) 7. [Service User and Carer Agreement Form](#_App_7:) 8. [Less Formal Direct Observations of Day to Day Practice on Placement: Additional Evidence](#_App_8:) 9. [Mid-way Report](#_App_9:) 10. [End of Placement Report](#_App_10:) 11. [Personal & Professional Development Plan – End of 1st Placement](#_App_11:) 12. [Personal & Professional Development Plan – End of 2nd Placement](#_App_12:) 13. [PCF Descriptors for both Placements](#_App_13:) 14. [Guidance on Holistic Assessments](#_App_14:) 15. [Quality Assurance in Practice Learning HEI Audit form– (QAPL](#_App_15:)) 16. [QAPL – Health, Safety/Insurance & Diversity Checklist](#_App_16:) 17. [QAPL – Student practice placement feedback form](#_App_17:) 18. [QAPL – Practice placement feedback form for practice educator and/or supervisor](#_App_18:) 19. [QAPL – HEI Action & Monitoring Plan](#_App_19:) 20. [QAPL – Action & Support Monitoring Plan – Agencies](#_App_20:) 21. [Practice Placement Tutor PAP Report](#_App_21:) 22. [2nd Opinion - Practice Educator’s Report](#_App_22:) 23. [Resolving Queries or Concerns (student flowchart)](#_App_23:) |  |

# Department Contacts

**Head of Department: Professor Tony Evans**

**Bedford Square: 0207 307 8600 Egham Campus: 01784 434 455**

|  |  |  |  |
| --- | --- | --- | --- |
| **Teaching Staff** | **DDL Number** | **Room** | **Email Address** |
| Stefan Brown | 01784 414321 | AS12 | [stefan.brown@rhul.ac.uk](mailto:stefan.brown@rhul.ac.uk) |
| Professor Tony Evans | 01784 414960 | AS16 | [tony.evans@rhul.ac.uk](mailto:Tony.evans@rhul.ac.uk) |
| Anna Gupta | 0207 443144 | AS1 | [anna.gupta@rhul.ac.uk](mailto:Anna.gupta@rhul.ac.uk) |
| Donna Jones  **Practice Learning & Development Manager** | 01784 414135 | AS15 | [donna.jones@rhul.ac.uk](mailto:donna.jones@rhul.ac.uk) |
| Dr Frank Keating | 01784 414964 | AS11 | [frank.keating@rhul.ac.uk](mailto:Frank.keating@rhul.ac.uk) |
| Kate Leonard | 0207 3078605 | Bedford Sq | [kate.leonard@rhul.ac.uk](mailto:kate.leonard@rhul.ac.uk) |
| Karl Mason |  |  | [Karl.mason@rhul.ac.uk](mailto:Karl.mason@rhul.ac.uk) |
| Louise O’Connor – **MSc Prog Director** | 01784 414965 | AS2 | [louise.oconnor@rhul.ac.uk](mailto:louise.oconnor@rhul.ac.uk) |
| Susan Skrobanski | 01784 414178 | AS13 | [sue.skrobanski@rhul.ac.uk](mailto:sue.skrobanski@rhul.ac.uk) |
| Alix Walton | 0207 3078606 | Bedford Sq | [alix.walton@rhul.ac.uk](mailto:alix.walton@rhul.ac.uk) |
| **Practice Placement Tutors** | **Contact Number** | Home Based | **Email Address** |
| Patricia Alexander | 07932 405159 |  | [patriciaalexander1962@hotmail.com](mailto:Patriciaalexander1962@hotmail.com) |
| Karen Budd | 07931 369041 |  | [karinbudd@hotmail.com](mailto:karinbudd@hotmail.com) |
| Ceppy Hosegood | 01344 872883 |  | [ceppy@tiscali.co.uk](mailto:ceppy@tiscali.co.uk) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Department Administrative Staff** | **Direct Telephone Number** | **Room** | **Email Address** |
| Liz Hudson  **Senior Faculty Admin** | 01784 443379 | AS9 | [l.hudson@rhul.ac.uk](mailto:l.hudson@rhul.ac.uk) |
| Lynn Walsh  **MSc Faculty Admin** | 01784 414134 | AS14 | [lynn.walsh@rhul.ac.uk](mailto:Lynn.walsh@rhul.ac.uk) |
| Catherine Reaney  **Placement  Co-ordinator** | 01784 276654 | AS15 | [catherine.reaney@rhul.ac.uk](mailto:Catherine.reaney@rhul.ac.uk) |
|  |  |  |  |

# INTRODUCTION

Royal Holloway’s MSc in Social Work programme is committed to providing a high quality and rigorous education for all students ensuring that those qualifying from RHUL demonstrate high professional standards which reflect core social work values.

RHUL’s programme meets The College of Social Work (TCSW) and Health & Care Professions Council (HCPC) Social Work training requirements, including the requirement to undertake 30 skills development days and 170 days assessed practice throughout the MSc programme of study.

There will be two assessed practice placements, 70 days in the 1st year and 100 days in the 2nd year.

This handbook will provide you with all the information you need to successfully practice assess and teach a RHUL social work student. However, if you do have any queries in relation to the practice learning & teaching role or about this handbook contact, in the first instance, the student’s Practice Placement Tutor. Alternatively, a member of the Practice Learning Team may be of assistance. All contact details can be found under ‘Department Contacts’ on previous page:

**Donna Jones**

**Practice Learning & Development Manager**

**Catherine Reaney**

**Practice Placement Co-ordinator**

*We hope you enjoy your practice placement experience with RHUL.*

**GLOSSARY OF COMMON TERMS**

**ASYE** [**Assessed & Supported Year in Employment**](http://www.skillsforcare.org.uk/socialwork/ASYE1WhatistheASYE/WhatisASYE.aspx)**.** Designed to help newly qualified social workers (NQSWs) to develop their skills, knowledge and capability and strengthen their professional confidence. It provides them with access to regular and focused support during their first year of employment. Many of the features of the ASYE build on the strengths of the former NQSW programmes for the children and families and for the adults' areas of social work. However, the ASYE is a common programme for all of social work, and is open to the private and voluntary sectors, as well as the statutory sector. It is based on the Professional Capabilities Framework (PCF) for social work and includes the possibility of certification by the College of Social Work.

**HEI Higher Education Institute.**

**HCPC** [**Health & Care Professions Council**](http://www.hpc-uk.org/)**.** The regulatory body for the following professions - arts therapists, biomedical scientists, chiropodists / podiatrists, clinical scientists, dietitians, hearing aid dispensers, occupational therapists, operating department practitioners, orthoptists, paramedics, physiotherapists, practitioner psychologists, prosthetists / orthotists, radiographers, **social workers in England** and speech and language therapists. The HCPC are responsible re registration of these professions, including oversight of Protection of Title. Standards of Proficiency (SOPs), Standards of Conduct, Performance and Ethics (SCP&Es), and Standards the Education and Training (SETs). – refer below re SOPs and SCP&E

**OSPE Off-Site Practice Educators.** A qualified and registered social worker employed through the agency or university social work programme to undertake the role of formally assessing the student against the Professional Capabilities Framework (PCF) to ensure they achieve the appropriate level of competence to progress or qualify. This person is not located in the same placement agency as the student, and so must work alongside the a designated person from the placement agency who is the On-site Practice Supervisor (OSPS)

**OSPS On-Site Practice Supervisor.** A person who is located in the same placement agency as the student who is designated to manage and supervise the day-to-day activity of the student and who contributes to the student’s learning and assessment.

**PCF** [**Professional Capability Framework**](http://www.basw.co.uk/resource/?id=1140)**.** The PCF developed by the Social Work Reform Board (SWRB) and owned by The College of Social Work (TCSW) provides a framework for the way in which social workers should think about and plan their careers and professional development. It will serve as a backdrop to both initial social work education and continuing professional development after qualification.

**PE Practice Educator.** A qualified and registered social worker who undertakes the role of formally assessing the student against the Professional Capabilities Framework (PCF) to ensure they achieve the appropriate level of competence to progress or qualify. This person is based at the placement agency and works alongside the student.

**PT Placement Tutor.** The person allocated by the University to each student for the duration of their placement. This person’s role is to support the student whilst on placement and ensure the placement is meeting both the student’s learning needs and the University programme requirements. Typically, the PT will visit the student on placement a minimum of 2 times to monitor progress and resolve any concerns should any arise.

**PEPS** [**Practice Educator Professional Standards**](http://www.tcsw.org.uk/uploadedFiles/TheCollege/_CollegeLibrary/Reform_resources/Practice-EducatorProfessional(edref11).pdf)**.** Established standards that set out the requirements at two stages, commensurate with the different levels of complexity and responsibility in teaching, assessing and supervising social work degree students. The standards are also relevant for those supporting and assessing Post Qualifying candidates, newly qualified social workers or others engaging in formal or informal learning and development activities.

**QAPL Quality Assurance in Practice Learning.** Quality Assurance benchmark and guidance on monitoring social work practice placements.

**SCP&E** [**Standards of Conduct, Performance and Ethics**](http://www.hpc-uk.org/aboutregistration/standards/standardsofconductperformanceandethics/)**.** The standards of conduct, performance and ethics play an important role in helping us make decisions about the character of the people who apply to our Register, and also in cases where we decide whether someone is fit to practise. They describe the behaviours that we expect registrants and prospective registrants (including students) to adhere to.

**SOP** [**Standards of Proficiency**](http://www.hpc-uk.org/aboutregistration/standards/standardsofproficiency/)**.** The standards of proficiency are the threshold standards for safe and effective practice in each of the professions we regulate. They play a crucial role in how someone becomes and remains registered. The standards outline what an individual must know, understand and be able to do when they enter the Register and begin practising their profession.

**ST Student.**

**SWRB** [**Social Work Reform Board**](http://www.education.gov.uk/swrb)**.** The Social Work Reform Board (SWRB) was set up to take forward the recommendations of the Social Work Task Force for the reform of social work. Reform is led by the social work sector itself. Employers of social workers, educators, regulators, service users, government and the social work profession itself have worked collaboratively to develop tools that will drive up standards of social work practice and improve services for children, adults and families.

**TCSW** [**The College of Social Work**](http://www.tcsw.org.uk/home/)**.** In 2009, the Social Work Task Force called for the creation of an independent organisation which would represent and support the social work profession. The College is led by and accountable to its members and exists to uphold the agreed professional standards and promote the profession and the benefits it brings to the general public, media and policy makers.

**PROFESSIONAL CAPABILITIES FRAMEWORK**

Students undertaking a placement will be assessed against the following Standards:

**TCSW Professional Capabilities Framework (PCF)**

**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.

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

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

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

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

1. **DIVERSITY - Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice**

Social workers understand that diversity characterises and shapes human experience and is critical to the formation of identity. Diversity is multi-dimensional and includes race, disability, class, economic status, age, sexuality, gender and transgender, faith and belief. Social workers appreciate that, as a consequence of difference, a person’s life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim, and are able to challenge appropriately.

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

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

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

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

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

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

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

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

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

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

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

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

For details of the requirements for each placement, please access the following website: [**http://www.tcsw.org.uk/home/**](http://www.tcsw.org.uk/home/)

**HCPC Guidance on Conduct and Ethics for Students**

Students will be expected to adhere to, evidence and address the guidance which can be accessed at the following website:

[**http://www.hpc-uk.org/assets/documents/10002C16Guidanceonconductandethicsforstudents.pdf**](http://www.hpc-uk.org/assets/documents/10002C16Guidanceonconductandethicsforstudents.pdf)

**Guidance on conduct and ethics for students**

1. **You should always act in the best interests of your service users.**

* You should respect a person’s right to have their interventions carried out by a professional and not a student.
* **You should not exploit or abuse your relationships with service users.**
* You should treat everyone equally.
* You should not do anything that you think will put someone in danger.
* If you are worried about a situation which might put someone at risk, you should speak to a member of the placement team or your education provider.

1. **You should respect the confidentiality of your service users.**

* You should keep information about service users confidential, and only use it for the purpose for which it was given, unless the information raises concerns about a situation where someone may be at risk.
* You should not knowingly give any personal or confidential information to anyone who is not entitled to access it.
* You should remove anything that could be used to identify a service user from confidential information which you use in your assessment.
* You should follow local policies or guidelines if you want to use information that may identify someone in your assessments.
* You should follow local policies or guidelines on confidentiality produced by your education provider or placement provider.

1. **You should keep high standards of personal conduct.**

* You should be aware that conduct outside of your programme may affect whether or not you are allowed to complete your programme or register with us.
* You should be polite with service users, your colleagues and the programme team.
* You should make sure that your personal appearance is appropriate for your placement environment.
* You should follow your education provider’s or placement provider’s policy on attendance.

1. **You should provide any important information about your conduct, competence or health to your education provider.**

* You should tell your education provider and placement provider about any existing health conditions or changes to your health which may put your service users or yourself at risk.
* You should tell your education provider if you are convicted of, or cautioned for, any offence.

1. **You should limit your study or stop studying if your performance or judgement is affected by your health.**

* You should get help from a doctor or an occupational health professional if you are worried about your health.
* You should be aware that you may put your service users or yourself at risk if your performance or judgement is affected by your health.

1. **You should keep your professional knowledge and skills up to date.**

* You are responsible for your own learning.
* You should think about and respond positively to feedback you are given.

1. **You should act within the limits of your knowledge and skills.**

* You should only carry out an unsupervised task if you feel that you have the appropriate knowledge and skills.
* You should make sure that you are appropriately supervised for any task that you are asked to carry out.
* You should ask for help when you need it.
* You should make sure that you do not claim that you have knowledge and skills which you do not.

1. **You should communicate effectively with service users and your education provider and placement providers.**

* You should take all reasonable steps to make sure that you can communicate appropriately and effectively with service users.
* You should communicate effectively and cooperate with colleagues to benefit service users.
* You should communicate effectively and cooperate with the programme team and placement team.
* Where appropriate, you should share your knowledge with colleagues.

1. **You should get informed consent to provide care or services (as far as possible).**

Informed consent is when someone has all the information they need, in a format they can understand, to make a decision about receiving care or services. You should do the following (so far as possible).

* You should make sure that before you carry out any intervention, the service user is aware that you are a student.
* You should make sure that the service user has given their permission for the intervention to be carried out by a student.
* You should explain the intervention you are planning to carry out.
* Before you carry out any intervention, you should explain any risks associated with it.
* You should follow your education provider’s or placement provider’s policy on consent.

1. **You should keep accurate records on service users.**

* You should make sure that any information you put in someone’s record is accurate and clear.
* You should protect information in records from being lost, damaged, accessed by someone without permission or tampered with.

1. **You should deal fairly and safely with the risks of infection.**

* You should make sure that you take all appropriate steps to deal with the risks of infection.
* You should follow your education provider’s, placement or provider’s policy on managing the risks of infection.

1. **You should behave honestly.**

* You should not pass off other people’s work as your own.
* You should make sure that you reference other people’s work appropriately.
* You should make sure that you truthfully and accurately fill in any documents.
* You should not let any improper financial reward influence the advice and services you provide, or the products you recommend.
* You should follow your education provider’s policies on ethics when carrying out research.

1. **You should make sure that your behaviour does not damage public confidence in your profession.**

* You should be aware that your behaviour may affect the trust that the public has in your profession.
* You should not do anything which might affect the trust that the public has in your profession.

**HCPC Standards of Proficiency (SoPS)**

The HCPC and The College of Social Work have mapped the Standards of Proficiency for Social Work in England (SOPs) against the PCF expectations for social work students at the end of their last placement. Whilst there are some differences in the way the standards and PCF are expressed, the overall expectations are the same. This mapping document can be found on

http://www.hpc-uk.org/publications/standards/index.asp?id=569

The HCPC, the regulator of qualified social workers, set out Standards of Proficiency for Social Workers in England. (SoPs). The Standards of Proficiency (SOPs) set out what a social worker in England should know, understand and be able to do when they complete their social work training so that they can register with the HCPC. They set out clear expectations of a social worker‘s knowledge and abilities when they start practicing for the first time. Students must demonstrate that they meet these standards by the end of their final placement.

**The current SoPs are reproduced below. Registrant social workers must:**

1. 1 Be able to practice safely and effectively within their scope of practice
   1. know the limits of their practice and when to seek advice or refer to another professional
   2. recognise the need to manage their own workload and resources and be able to practice  accordingly
   3. be able to undertake assessments of risk, need and capacity and respond appropriately
   4. be able to recognise and respond appropriately to unexpected situations and manage  uncertainty
   5. be able to recognise signs of harm, abuse and neglect and know how to respond appropriately
2. Be able to practice within the legal and ethical boundaries of their profession
   1. understand current legislation applicable to the work of their profession
   2. understand the need to promote the best interests of Service Users and Carers at all times
   3. understand the need to protect, safeguard and promote the wellbeing of children, young people and vulnerable adults
   4. understand the need to address practices which present a risk to or from Service Users and Carers, or others
   5. be able to manage competing or conflicting interests
   6. be able to exercise authority as a social worker within the appropriate legal and ethical frameworks
   7. understand the need to respect and uphold the rights, dignity, values and autonomy of every Service User and Carer
   8. recognise that relationships with Service Users and Carers should be based on respect and honesty
   9. recognise the power dynamics in relationships with Service Users and Carers and be able to manage those dynamics appropriately
   10. understand what is required of them by the Health and Care Professions Council
3. Be able to maintain fitness to practice
   1. understand the need to maintain high standards of personal and professional conduct
   2. understand the importance of maintaining their own health and wellbeing
   3. understand both the need to keep skills and knowledge up-to-date and the importance of career-long learning
   4. be able to establish and maintain personal and professional boundaries
   5. be able to manage the physical and emotional impact of their practice
4. Be able to practice as an autonomous professional, exercising their own professional judgement
   1. be able to assess a situation, determine its nature and severity and call upon the required knowledge and experience to deal with it
   2. be able to initiate resolution of issues and be able to exercise personal initiative
   3. recognise that they are personally responsible for, and must be able to justify, their decisions and recommendations
   4. be able to make informed judgements on complex issues using the information available
   5. be able to make and receive referrals appropriately
5. Be aware of the impact of culture, equality and diversity on practice
   1. be able to reflect on and take account of the impact of inequality, disadvantage and discrimination on those who use social work services and their communities
   2. understand the need to adapt practice to respond appropriately to different groups and individuals
   3. be aware of the impact of their own values on practice with different groups of Service Users and Carers
   4. understand the impact of different cultures and communities and how this affects the role of the social worker in supporting Service Users and Carers
6. Be able to practice in a non-discriminatory manner
   1. be able to work with others to promote social justice, equality and inclusion
   2. be able to use practice to challenge and address the impact of discrimination, disadvantage and oppression
7. Be able to maintain confidentiality
   1. be able to understand and explain the limits of confidentiality
   2. be able to recognise and respond appropriately to situations where it is necessary to share information to safeguard Service Users and Carers or others
8. Be able to communicate effectively
   1. be able to use interpersonal skills and appropriate forms of verbal and non-verbal communication with Service Users, Carers and others
   2. be able to demonstrate effective and appropriate skills in communicating advice, instruction, information and professional opinion to colleagues, Service Users and Carers
   3. understand the need to provide Service Users and Carers with the information necessary to enable them to make informed decisions or to understand the decisions made
   4. understand how communication skills affect the assessment of and engagement with Service Users and Carers
   5. understand how the means of communication should be modified to address and take account of a range of factors including age, capacity, learning ability and physical ability
   6. be aware of the characteristics and consequences of verbal and non-verbal communication and how this can be affected by a range of factors including age, culture, disability, ethnicity, gender, religious beliefs and socio-economic status
   7. understand the need to draw upon available resources and services to support Service Users and Carers communication, wherever possible
   8. be able to engage in inter-professional and inter-agency communication
   9. be able to listen actively to Service Users and Carers and others
   10. be able to prepare and present formal reports in line with applicable protocols and guidelines
9. Be able to work appropriately with others
   1. understand the need to build and sustain professional relationships with Service Users, Carers and colleagues as both an autonomous practitioner and collaboratively with others
   2. be able to work with Service Users and Carers to enable them to assess and make informed decisions about their needs, circumstances, risks, preferred options and resources
   3. be able to work with Service Users and Carers to promote individual growth, development and independence and to assist them to understand and exercise their rights
   4. be able to support Service Users and Carers rights to control their lives and make informed choices about the services they receive
   5. be able to support the development of networks, groups and communities to meet needs and outcomes
   6. be able to work in partnership with others, including those working in other agencies and roles
   7. be able to contribute effectively to work undertaken as part of a multi-disciplinary team
   8. recognise the contribution that Service Users and Carers own resources and strengths can bring to social work
   9. be able to work with resistance and conflict
   10. be able to understand the emotional dynamics of interactions with Service Users and Carers
10. Be able to maintain records appropriately
    1. be able to keep accurate, comprehensive and comprehensible records in accordance with applicable legislation, protocols and guidelines
    2. recognise the need to manage records and all other information in accordance with applicable legislation, protocols and guidelines
11. Be able to reflect on and review practice
    1. understand the value of critical reflection on practice and the need to record the outcome of such reflection appropriately
    2. recognise the value of supervision, case reviews and other methods of reflection and review
12. Be able to assure the quality of their practice
    1. be able to use supervision to support and enhance the quality of their social work practice
    2. be able to contribute to processes designed to evaluate service and individual outcomes
    3. be able to engage in evidence-informed practice, evaluate practice systematically and participate in audit procedures
13. Understand the key concepts of the knowledge base relevant to their profession
    1. recognise the roles of other professions, practitioners and organisations
    2. be aware of the different social and organisational contexts and settings within which social work operates
    3. be aware of changes in demography and culture and their impact on social work
    4. understand in relation to social work practice: social work theory; social work models and interventions; the development and application of relevant law and social policy; the development and application of social work and social work values; human growth and development across the lifespan and the impact of key developmental stages and transitions; the impact of injustice, social inequalities, policies and other issues which affect the demand for social work services; the relevance of psychological, environmental, sociological and physiological perspectives to understanding personal and social development and functioning; concepts of participation, advocacy and empowerment; and the relevance of sociological perspectives to understanding societal and structural influences on human behavior.
14. Be able to draw on appropriate knowledge and skills to inform practice
    1. be able to gather, analyse, critically evaluate and use information and knowledge to make recommendations or modify their practice
    2. be able to select and use appropriate assessment tools
    3. be able to prepare, implement, review, evaluate, revise and conclude plans to meet needs and circumstances in conjunction with Service Users and Carers
    4. be able to use social work methods, theories and models to achieve change and development and improve life opportunities
    5. be aware of a range of research methodologies
    6. recognise the value of research and analysis and be able to evaluate such evidence to inform their own practice
    7. be able to demonstrate a level of skill in the use of information technology appropriate to their practice
    8. be able to change their practice as needed to take account of new developments or changing contexts
15. Be able to establish and maintain a safe practice environment
    1. understand the need to maintain the safety of service users, carers and colleagues
    2. be aware of applicable health and safety legislation and any relevant safety policies and procedures in force at the workplace, such as incident reporting, and be able to act in accordance with these
    3. be able to work safely in challenging environments, including being able to take appropriate actions to manage environmental risk

**Based on the SOPS the following minimum achievements will apply through the 2 levels of placement:**

|  |  |  |
| --- | --- | --- |
| No | Standard of Proficiency (SOP)  End of 1st Placement | Standard of Proficiency (SOP)  Qualifying Level-In addition to those highlighted in left hand column |
| 1 | **Be able to practise safely and effectively within their scope of practice**  1.1;1.2;1.3 | 1.4;1.5 |
| 2 | **Be able to practice within the legal and ethical boundaries of their profession**  2.1;2.2;2.3;2.4;2.7;2.8;2.10 | 2.5;2.6;2.9 |
| 3 | **Be able to maintain fitness to practice**  3.1;3.2;3.3;3.4;3.5 |  |
| 4 | **Be able to practice as an autonomous professional, exercising their own professional judgement**  4.2;4.3;4.5 | 4.1;4.4 |
| 5 | **Be aware of the impact of culture, equality and diversity on practice**  5.1;5.2;5.3;5.4 |  |
| 6 | **Be able to practice in a non-discriminatory manner**  6.1 | 6.2 |
| 7 | **Be able to maintain confidentiality**  7.1; | 7.2 |
| 8 | **Be able to communicate effectively**  8.1;8.2;8.3;8.4;8.5;8.6;8.7;8.8;8.9 |  |
| 9 | **Be able to work appropriately with others**  9.1;9.2;9.3;9.4;9.8 | 9.5;9.6;9.7;9.9;9.10 |
| 10 | **Be able to maintain records appropriately**  10.2 | 10.1 |
| 11 | **Be able to reflect on and review practice**  11.1;11.2 |  |
| 12 | **Be able to assure the quality of their practice**  12.1 | 12.2;12.3 |
| 13 | **Understand the key concepts of the knowledge base relevant to their profession**  13.1;13.2;13.3;13.4 |  |
| 14 | **Be able to draw on appropriate knowledge and skills to inform practice**  14.2;14.4;14.7 | 14.1;14.3;14.5;14.6;14.9 |
| 15 | **Be able to establish and maintain a safe practice environment**  15.1;15.2 | 15.3 |

For Knowledge & Skills Statement (KSS) Adults please refer to <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/362491/knowledge_and_skills_for_adult_social_work_consultation.pdf>

For Key Knowledge & Skills (KKS) Children please refer to <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/338718/140730_Knowledge_and_skills_statement_final_version_AS_RH_Checked.pdf>

# PROGRAMME ORGANISATION AND PRACTICE PLACEMENT PLANNING

## BASIC GUIDELINES FOR PRACTICE PLACEMENTS

In order to ensure some continuity between students placed at different practice placement agencies, we have established some basic underlying principles in partnership with our stakeholder agencies that need to be adhered to in order to ensure quality and equality between practice placement agencies for social work students on the MSc Social Work programme at RHUL.

### Guidelines for Agencies

First and foremost a practice placement is about overseeing the **assessment and** **training of student social workers**; thus, it is our expectation that they will have the protected status of a social work student in training. They should **not** be considered as full time employees. It is the Department’s expectation that:

1. Students should be introduced into the agency via a structured induction period at the onset of the practice placement as set out in the Pan London Practice Learning Agreement.
2. Students complete a 7.5- 8-hour day in their practice placement agency. This should include one hour for lunch and, wherever possible taking into consideration the needs of the agency, ½ hour per day or ½ day per every 5 days on placement for reflection. Reflection should take place on-site as part of the placement. It is for the Practice Educator, student and tutor to negotiate a flexible pattern of working these hours if necessary. **The student cannot stipulate a pattern for themselves and must acknowledge that the needs of the agency and the service users are the priority.**
3. Students undertake approximately 5 pieces of work at any one time. This is to enable the student to produce a sufficient range of evidence with guidance from the Practice Educator, in order to meet programme requirements.

**Students undertaking their second practice placement are expected to work with more cases, of varying complexity, as deemed appropriate by their Practice Educator and in accordance with the needs of the agency.**

Generally work with one family, or one service user would account for one piece of work for a student. However, complex cases, involving, for instance, work with a complex and extended network, may count for more than one piece of work. Regular and frequent duty work could also count as more than one piece of work, as could a sustained and substantial piece of project work.

1. Royal Holloway requires that students receive regular supervision while on practice placement (no less than 1½ hours per week with an On-site Practice Educator, or 1½ hours a fortnight with an Off-site Practice Educator, with the Practice Supervisor providing workload supervision on alternate weeks of 1½ hours duration).
2. It is the Practice Educator’s responsibility to write and complete the mid-way and final reports.
3. There is the expectation that, unless a student’s practice is deemed to be dangerous (e.g. Putting service users or themselves at risk by their practice or breaching the HCPC Codes of Conduct, Performance and Ethics), agencies will continue, with support from RHUL, to offer structured learning opportunities to the student for the full 70/100 days. Further, it is expected that a student is given the opportunity of completing a minimum of 35/50 days continuous assessed practice learning at the placement agency before a Practice Educator would consider recommending a ‘fail’, and also that a Concerns Resolution Meeting and Action Plan have taken place and been reviewed.
4. Agencies cannot unilaterally extend a practice placement beyond the 70/100 days or terminate a practice placement before a Concerns Resolution Meeting has been convened and without consultation with the Practice Placement Tutor and Practice Learning & Development Manager.

### Guidelines for Students

**Students cannot turn down an offer of a practice placement** unless on the grounds that it is not accessible due to physical disability or inability for the placement to make reasonable adjustments to meet learning support needs which must be specified in the Placement Request Form and discussed with the Placement Unit.

However, 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 Practice Learning & Development Manager and MSc Exams & Assessment Officer.

1. Students must complete 70/100 days at their practice placement agency. The reflective ½ hour and lunch hour cannot be aggregated in such a way as to reduce the overall length of the practice placement.
2. The 70/100 day practice placement period should be continuous; **students should not arrange holidays during it**. Any days taken away from the practice placement – unless due to unforeseen circumstances - must be negotiated with the practice placement agency (Practice Educator and/or Practice Supervisor where applicable), all days taken away from the agency must be made up. Please note:
   * Persistent absences from the agency which interfere with the work allocated to the student and which impacts upon the continuation and/or completion of work with service users will prompt the need for a Concerns Resolution Meeting (please refer to this process within the handbook).
   * Absences of 10 continuous placement days or more which interfere with the work allocated to the student and upon the continuation and/or completion of work with service users, will prompt the need for a Concerns Resolution Meeting to establish the capacity of the student to continue in the placement or to develop an action plan outlining how outstanding learning opportunities can be undertaken and evidenced within remaining time scales.
3. A student must not take a unilateral decision to leave his/her practice placement without first following the programme procedures as outlined in this handbook. It is highly recommended that all students familiarise themselves with the procedures put in place to address areas of concern **Leaving the practice placement without following the programme procedures will result in an automatic fail and the appropriate Suitability and/or ‘Fitness for Practice’ procedures instigated.**

## MSc PRACTICE PLACEMENT TIMETABLE

### MSc Practice Placements One & Two

*Placements will have start dates from the beginning of September (****MSc year 2****) and the beginning of January* ***(MSc year 1****).*

***MSc year 1 will attend placement 4 days per week***

***MSc year 2 will attend placement 3 days per week***

*Please note that students will be sitting exams during April or May (dates still to be confirmed by the University of London Exams Office). Students should notify placement agencies of the exam dates as soon as they are able. From April students should be able to attend placement for 5 days / week.*

*A detailed breakdown of the practice placement days are contained within the practice placement timetable which will be sent to students and Practice Educators.*

### Practice Placements

All students are required to adhere to the HCPC Standards of conduct, Performance and Ethics

<https://www.hpc-uk.org/assets/documents/10002367FINALcopyofSCPEJuly2008.pdf>

**Breaches of the Standards are a serious matter that can lead to a student’s studies being terminated.**

The aims of the practice placements are to enable students to practice and develop their social work skills under the supervision of a Practice Educator (this term includes “Enabling Learning” candidates), and to integrate their knowledge base and values. The practice placements will also provide the opportunity for students to demonstrate that they have met the Professional Capabilities Framework to the appropriate standard.

The MSc Social Work programme at RHUL is generic and in order to fulfil TCSW and HCPC requirements, the two 70/100 day practice placements must give students experience of:

* Statutory social work tasks involving legal interventions
* Providing services to at least two different service user groups
* Gaining experience in at least two different settings

Students may have a particular interest in a specific service user group or setting, and wherever possible these will be taken into consideration within the requirements as stipulated by The College of Social Work**. However there is no guarantee that a student will be placed within their preferred practice placement agency or service user group.**

As such practice placements for all students will aim to:

* Ensure that each student’s practice is rigorously assessed to the appropriate level against the PCF and meet the requirements for social work training as outlined by TCSW and the HCPC.
* Develop the professional identity of social work students, which is underpinned by a commitment to social work values and the professional codes of practice.
* Facilitate an awareness of oppression and diversity and enable students to develop strategies to combat oppression.
* Ensure that the teaching of theoretical knowledge, skills and values is based on their application in practice. Enable students both to learn to become accountable, reflective and self-critical and integrate knowledge from research and theory to underpin their practice competence.

The above aims are to be met by the following learning strategies:

* Encouraging students to develop a critical appreciation of social work knowledge, values and practice in an integrated manner.
* Developing the range of practice learning opportunities on the programme to support skills development and through the provision of assessed practice placements within a range of social care/work agencies.
* Developing the student’s practice competence in a progressive manner which is rigorously assessed against the national occupational standards.
* Developing a varied range of teaching and learning experiences.
* Providing appropriate learning resources and student support for students with various learning needs.

## PRACTICE PLACEMENT HOUSEKEEPING

### Liability Insurance

Students are covered by RHUL’s basic cover, for personal and public liability. However, whilst undertaking their practice placement the student will be included in the practice placement agency’s own employer’s liability insurance, in the same way that employees and volunteers are included.

Please note that the insurance cover is only applicable during official practice placement dates. It is therefore essential that any changes to those dates for individual students (for example due to illness) this is communicated clearly to the Practice Placement Tutor and Practice Learning Co-ordinator and a written amendment is made to reflect this within the Practice Learning Agreement. Hence, the Practice Learning Agreement must be seen as a flexible document to be revisited throughout the practice placement.

The practice placement timetable does not have any contingency days, therefore if a student is away from the practice placement for any reason other than legitimate and timetabled academic activities, those days must be made up to ensure the student undertakes a minimum of either 70 or 100 days.

### Risk Assessments

Primary responsibility for the management of the health and safety for a student while on the placement lies with the placement provider (under section .1 of the Health and Safety at Work Act 1974). The student will be treated as equivalent to one of their own employees in relation to health and safety matters.

The student has responsibilities to follow instructions and act sensibly to protect their own health and safety and that of others (as set out in Sections 7 and 8 of the health and Safety at Work Act 1974)

It is extremely important that students be made aware of the Health & Safety regulations, including risk assessment (lone working policy etc) of the practice placement agency within which they are placed. This should form part of the induction at the beginning of the practice placement.

Students should not knowingly be placed in situations of danger, and it is the practice placement agency’s responsibility to ensure that the student has a thorough induction on the safe working procedures that are in place within the agency. Students are not trained in restraint techniques and must not be involved in the restraining of any service user.

Students are responsible for their own car insurance for business use and to transport service users. If students transport service users without the necessary insurance, they invalidate their cover should they be involved in an accident. Many students may not be able to use their cars for transporting service users, and this issue needs to be discussed at the interview stage so that a student can make the necessary arrangements.

### Disclosure and Barring Service (formerly CRB) Requirements

Students on social work programmes are required to have undertaken:

# enhanced checks by the Disclosure and Barring Service (DBS)

# a health check, usually by means of a self-declaration, but with an additional statement from a GP or consultant where necessary.

Social work is exempted from certain provisions of the Rehabilitation of Offenders Act 1974, and information about all previous convictions must be provided. A conviction does not automatically debar a student and the programme will seek further information about the circumstances to make an informed and considered judgement about a candidate's suitability in such instances.

The Royal Holloway social work programmes wish to preserve entry to a wide range of people from diverse backgrounds and do not wish to automatically exclude students who have a criminal or disciplinary record, or have previously experienced poor health, or have had contact with social service departments. We recognise that in many instances, there is no simple criterion of suitability and thus, each case will be assessed individually.

Students are required to make a declaration regarding their personal circumstances and previous experience at the point of application, at interview and once enrolled on the programme at the beginning of each academic year during their training (HCPC Standards of Conduct, Performance and Ethics, point 4).

Students are required to make self-declarations regarding:

# Criminal Convictions and Legal Records

# Disciplinary Record, Unprofessional Conduct and Notifiable Listings

# Personal Health and Circumstances

**Students are not required to make a declaration about health problems that do not impinge upon their capacity to study or practice, or that in the normal course of social work duties, would not present a risk to others**

**Please Note:**

Failure to disclose relevant information which is subsequently discovered could result in referral to Royal Holloway’s Interim Suitability Panel or Fitness to Practice Panel and possible exclusion from training

**STUDENT PRACTICE PLACEMENT MATCHING PROCESS**

STUDENT PRACTICE PLACEMENT REQUEST FORM

WITH PRACTICE LEARNING TEAM (PLT)

*(Practice learning team take into consideration the details on the form, particularly previous experience and stated learning needs in order to begin the matching process)*

REASONS

PLT CONTACT SUITABLE POTENTIAL PRACTICE LEARNING AGENCY

STUDENT PRACTICE PLACEMENT REQUEST FORM IS SENT TO POTENTIAL PRACTICE LEARNING AGENCY

|  |  |
| --- | --- |
| PPT INFORM STUDENT THAT THEIR DETAILS HAVE BEEN FORWARDED TO POTENTIAL AGENCY | AGENCY CONTACTS STUDENT DIRECTLY TO ARRANGE AN  INFORMAL INTERVIEW |

INFORMAL INTERVIEW

TAKES PLACE

*(It is at this point that issues such as agency and student expectations can be clarified,*

*and potential learning opportunities explored)*

|  |  |
| --- | --- |
| AGENCY ACCEPTS STUDENT AND CONFIRMS PRACTICE LEARNING OPPORTUNITY | AGENCY REJECTS STUDENT  WITH REASONS GIVEN  TO PLT |

PLT GENERATES CONFIRMATION DOCUMENTATION TO ALL PARTIES

or

PLT NEGOTIATES A CONTRACT FOR STUDENTS WHO HAVE SOURCED

THEIR OWN PLACEMENT

PRACTICE PLACEMENT STARTS ON AGREED DATE

*(In preparing for the practice placement to begin, the agency is responsible*

*for ensuring that a structured induction package is in place and that the team*

*are aware of the student starting)*

## EMPLOYMENT BASED STUDENTS

Employment based students will be allocated practice placements, and also be supported in their practice placements, by their employing agency or organisation.

The agency placement co-ordinator is the key person with regards the organisation and allocation of these practice placement in conjunction with the RHUL Practice Learning Team. A RHUL Practice Placement Tutor will be allocated to visit at the beginning of the practice placement and at the interim stage – thus also providing guidance and support. This is the same procedure as all students, and employment based students will receive the same support, guidance and documentation as the rest of their peers.

We advise that students **do not** have practice placements in their original team/ place of work to allow for a broad range of learning over the course of their programme of study.

***It is also important to note that it is the current requirement that students have experience of practice placements that include working with at least two different service user groups and within at least different settings.***

# ROLES AND RESPONSIBILITIES OF PRACTICE PLACEMENT STAKEHOLDERS

## Practice Educator (On-site):

Is a qualified and registered social worker who holds or is working towards an award linked to the teaching of social work practice (Practice Teaching Award / Enabling Learning of Others)

Is familiar with the MSc programme requirements and structure

Has responsibility for co-ordinating the entire student learning experience on placement

Draws up a structured induction programme

Draws up Pan London Practice Learning Agreement together with the student

Liaises with the student’s visiting Practice Placement Tutor, the student (and Practice Supervisor if appropriate)

Offers weekly supervision sessions of at least one and half hours duration helping the student to:

* Discuss and identify evidence of demonstrating the National Occupational Standards
* Review progress and reflect on learning
* Link theory to practice
* Transfer learning from one setting to another
* Develop anti-oppressive and anti-discriminatory practice
* Develop skills in reflective practice
* Learn the importance of and develop the ability to work within agency policy and procedures, and relevant legislation

Gathers evidence of the student’s competence using a variety of sources

Ensures that the work is appropriate to ‘student status’

Ensures that 3 direct observations of the student’s practice have been completed, one of which may be undertaken by another professional

Ensures that 3 pieces of Service User feedback have been completed

Ensures that there is a completed feedback from another professional

Is responsible for completion of the interim and final placement reports – has ultimate responsibility for assessing the student’s competence and recommending whether or not the student has passed the practice placement

Be familiar with the university processes available if things go wrong or if there are concerns

Where there is no on-site Practice Educator at the agency, this role is undertaken by an Off-site Practice Educator. The day-to-day responsibility for the student and the supervision, accountability, line management and responsibility for work is undertaken by a Practice Supervisor.

## Off-site Practice Educator:

Is a qualified and registered social worker who holds or is working towards an award linked to the teaching of social work practice (Practice Teaching Award / Enabling Learning of Others)

Is familiar with the MSc programme requirements and structure

Has responsibility for co-ordinating the entire student learning experience on placement

Draws up Pan London Practice Learning Agreement together with the student

Offers a minimum fortnightly supervision sessions of at least 1½ hours duration with the student at which knowledge, values and skills are discussed and evidence gathered against the Professional Capabilities Framework (please refer to the bullet points under ‘Practice Educator (On-site)’).These sessions need not all occur at the placement site, although there is an expectation that the majority will

Meets with the student plus Practice Supervisor and Practice Placement Tutor to review placement progress and collate evidence

Acquaints themselves with the practice placement agency, the learning opportunities available and relevant policies

Offers advice and guidance about the allocation of work to the student, in order to address the student’s learning needs

Ensures that the work is appropriate to ‘student status’

Gathers evidence of the student’s capabilities using a variety of sources

Ensures that the work is appropriate to ‘student status’

Ensures that either 2 or 3 direct observations of the student’s practice have been completed depending on which practice placement is being completed, one of which may be undertaken by another professional

Ensures that 3 pieces of Service User feedback have been completed

Ensures that there is a completed feedback from another professional

Is responsible for completion of the interim and final placement reports – has ultimate responsibility for assessing the student’s competence and recommending whether or not the student has passed the practice placement

Be familiar with the university processes available if things go wrong or if there are concerns

## On-Site Practice Supervisor:

May or may not hold a social work qualification, but will be an experienced member of staff within the agency who will have responsibility for the day-to-day work of the student within the practice setting

Supports the Off-site Practice Educator in drawing up a structured Induction Programme

Allocates work to the student, within an appropriate line management structure. The student is accountable to the Practice Supervisor for activities and work undertaken within the agency

Offers regular, mainly casework-related, supervision to the student. The Practice Supervisor should keep supervision records, which should be made available to the Practice Educator to contribute towards the assessment of the student

Holds responsibility for identifying specific learning opportunities in discussion with the student and Practice Educator

Is familiar with the MSc programme requirements and structure

Contributes to the teaching and assessment of the student in negotiation with the Practice Educator

Contributes to the meetings involving the Practice Educator, student and visiting Practice Placement Tutor

Provides assessment evidence (written and verbal) about elements of the student’s practice. Will complete a ‘Feedback From Professional’ pro-forma

May undertake one of the three required direct observations (a format is provided for guidance and should be used for the written feedback. See Appendices).

Be familiar with the processes available if things go wrong or if there are concerns

## Academic Tutor:

Is responsible for supporting the student’s overall academic and welfare needs

Should be the student’s first port of call for all matters relating to the programme and for their support needs, and may also be called upon for additional support in relation to practice placement issues

Will meet with their tutees early on in the year and then at regular intervals

Will set aside two hours per week when they will be available to meet with students; their office hours will be displayed on their doors

Will be informed by the Practice Learning Team of any significant problems with the students’ practice placement

Should notify Practice Learning Team and the relevant Practice Placement Tutor of any significant problems that might affect a student’s practice placement

## The Student:

It is the responsibility of the student to:

Attend the practice placement punctually as stated in the Pan London Practice Learning Agreement and to complete a total of either 70 or 100 days attendance per practice placement

Adhere to the policies and procedures of the agency

Accept responsibility and to be accountable as a member of the agency

Attend supervision sessions punctually

Prepare for supervision sessions and submit work / evidence to the Practice Educator as agreed in the Pan London Practice Learning Agreement

Take responsibility for identifying her/his own learning needs using supervision sessions to assist in this process

Use supervision sessions constructively to develop learning and to reflect on and evaluate performance

Ensure confidentiality is not breached and that the service user group remains anonymous

Prepare service users/carers for direct observations and inform them about the role of the Practice Educator

Inform their Practice Educator and placement tutor immediately of any problems or difficulties that he/she may be experiencing that may impact on their responsibilities to the agency or their learning within the placement setting

If a student has concerns about any aspect of their practice placement they should talk with the Practice Educator in the first instance. If the issue is not resolved at this stage, the student or Practice Educator should liaise with the practice placement tutor and their Agency Practice Learning Co-ordinator, if applicable

Be familiar with the processes available if things go wrong or if there are concerns

## Practice Placement Tutor

It is the responsibility of the Practice Placement Tutor to:

## To be familiar with RHUL’s policies/procedures and the HCPC [Standards of Conduct, Performance and Ethics](http://www.hpc-uk.org/aboutregistration/standards/standardsofconductperformanceandethics/) for Social Workers.

Make two visits to the practice placement at the Practice Learning Agreement stage and Interim stage

Quality Assure the practice placement experience, ensure that the practice placement provides suitable learning opportunities for the student and meets programme requirements

Advise and support the Practice Educator throughout the practice placement if necessary

Provide ongoing support to placement tutee by phone and email where necessary

Provide additional visits should difficulties arise that cannot be resolved by student and Practice Educator or by phone or email consultation

Quality assure Interim Portfolios and ensure they follow Interim Portfolio Submission Guidelines

Be familiar with the processes available if things go wrong or if there are concerns

Liaise regularly with the Practice Learning & Development Manager regarding any on-going concerns regarding a practice placement and/or student

# Practice Learning Curriculum Arrangements

## SUPERVISION

## Students can expect to receive regular, formal supervision on the following basis:

* On-Site Practice Educator: 1½ hours weekly
* Off-Site Practice Educator: 1½ hours fortnightly with Practice Supervisor providing 1½ hours of case load supervision fortnightly

Whilst on-going informal supervision is recognised as important and valuable to the student’s learning, this must not replace formal, structured supervision session.

## INVOLVING SERVICE USERS AND CARERS

Service user and carer involvement should be discussed between the Practice Educator, Practice Supervisor (where applicable) and the student. Discussions with service users and carers should include:

1. exploration of any concerns about receiving a service from students and complaints procedure
2. information about practice placement requirements, the role of service users and carers and what they can expect from the student
3. refer to university handbook for any prepared information to distribute to service users and carers and any copies of forms to use as part of the practice placement

## PRACTICE LEARNING AGREEMENT (PLA)

The basis for successful adult learning is the principle of empowerment. Adults benefit from being empowered by, and through, the educational process.

In the practice placement context this in reflected by an honest and open relationship with their Practice Educator. The practice learning agreement (PLA) forms the basis for this relationship and will set out all the process and content details of the practice placement to which all stakeholders in the practice placement (student, Practice Educator, Practice Supervisor and Practice Placement Tutor) will sign up.

One of the purposes of the PLA process and agreement is to minimise the inevitable power imbalance between student and Practice Educator.

It is expected that the student will make an active contribution to writing the PLA, particularly in relation to the sections ‘Brief Profile of Student’ and ‘Student’s Learning Needs’. The Practice Educator and Practice Supervisor (where applicable) are responsible for ensuring all other sections pertaining to practical arrangements and the identification of potential learning opportunities in order to meet the Key Roles are completed.

## NOTES and GUIDANCE on the Direct Observation

1. The recommended minimum number of direct observations for placements is at least **two observations for the first placement (70 days)** and **three observations for the final placement (100 days)** (The College of Social Work (2012) *Assessing Practice using the Professional Capabilities Framework Guidance*.)
2. **At RHUL the requirement is two direct observations for first placement (70 days) and 3 Direct Observations for final placement (100) days.**
3. At least one observation should be completed by the Mid Way Review point.
4. Direct observations will normally be undertaken by the designated Practice Educator in order to ensure holistic and progressive assessment of capability against the PCF. In certain circumstances, one direct observation may be undertaken by a practice supervisor who is working towards the stage 1 learning outcomes (excluding A5 and C11) and who is supported by their line manager and Practice Educator (PEPS, p.3). On the final placement, practice supervisors undertaking direct observations must be also be registered social workers. An observation template is provided for additional placement direct observations by other professionals following this guidance. These observations should be considered as additional to the recommended minimum number of formal observations noted above.

* The student should then complete **Section One** of the Direct Observation form and discuss this with the PE/supervisor before the planned observation

1. Preparation for the direct observation of practice
   1. The student and the Practice Educator 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 Practice Educator to focus on and provide feedback). (*See discussion questions in section 4.6 below*.)
   2. Wherever possible the **service user(s)/carer** involved should be asked if they are willing to be part of the process. The student should discuss the Direct Observation with the **service user or carer**, explain the role of the Practice Educator and assessment procedure, and discuss confidentiality. The student should **obtain permission** for the Practice Educator’s presence, in an atmosphere that will allow the user or carer to decline if desired. If they agree, it is the responsibility of the Practice Educator and the student to ensure that the service user/carer is given the opportunity to comment on the student’s capabilities, and/or for the service user to be given feedback about the student and Practice Educator’s own assessment. Not all service users 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 Practice Educator and student will need to plan how this is managed using their knowledge of or/and relationship with the service user wherever possible to ensure that this is comfortable for all concerned (Adapted from ‘*Assessing practice at qualifying level for social work using the PCF*’). The student should then arrange time / date / venue with the service user and the Practice Educator.
   3. The student and the Practice Educator should agree and clarify the role of the Practice Educator during the intervention: how will they be introduced, under what circumstances, if any, will they intervene.
   4. The student and Practice Educator should agree what happens after the observation – how and when will feedback be given, what reports/documents need to be completed by the student and the Practice Educator and by when.
   5. The student should complete and share **boxes 1 and 2 of the Student form** **(section 1)** with the Practice Educator as part of the preparation for the observed session and prior to the planned Direct Observation.
   6. *Questions which may be useful for the student and practice educator to discuss prior to the observation are:*

* What is the nature of the session to be observed? (e.g. home visit, office visit, group work session, meeting at day centre, etc.)
* What is the purpose of the session?
* What is the student’s role and responsibility?
* How has the student prepared for this intervention?
* What does the student hope to achieve in this session? What are the goals?
* What social work theories, models and methods of working with individuals, families, carers, groups and communities does the student expect to inform his/her practice?
* How does the student plan to apply social work ethical principles and values and anti-discriminatory and anti-oppressive principles in practice? What values issues are likely to be involved in this observation?
* Are there any issues of disability or impairment which need to be taken into account in planning the observation?
* What outcomes or objectives do you want to achieve? (These can be linked to areas for development identified in reviews, supervision or previous observations).
* Considering Professional Capabilities Framework holistically, are there any domains the student would particularly like feedback on from the Practice Educator?
* Has the service user (or others involved) given permission for the Direct Observation?

1. After the Direct Observation
   1. Immediately following the session the Practice Educator should give the student the opportunity to reflect briefly on the session and his/her performance and give immediate short constructive feedback
   2. The student should then complete boxes 3 and 4 in preparation for the next supervision session.

**Box 3: Brief description of the intervention:** *Questions the student might want to think about include:* What happened, what was achieved? Describe your role and the action of others.

**Box 4: Reflections on the observed practice:** *Questions the student might want to think about include:* What went well? How did I know it went 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?

* 1. The Practice Educator should start to prepare their holistic assessment of the observation in preparation for the next supervision session/ practice tutorial which should be convened within five working days.
  2. Supervision session/ Practice tutorial to review direct observation. The Practice Educator and Student discuss their evaluation of the direct observation session and identify areas for future development by the student. To assist the process of reflection, it can be helpful for the Practice Educator to ask the student to identify any Surprises, Learning, Satisfaction or Dissatisfactions, which they may have with any part of the process, planning, observation session or feedback session. [[1]](#footnote-1) The Practice Educator must tell the student if this was deemed to be a direct observation demonstrating capable performance. The Action Plan following the direct observation should be agreed.
  3. The Practice Educator must provide the final written feedback of the observation using the format provided within 3 working days following the supervision session and give this to the student.
  4. **The Student must complete boxes 5 and 6 after reading the Practice Educator’s report** within 2 working days and give this to the Practice Educator

**Box 5. Critical reflection and professional development:** *Questions the student might want to think about include:* Bearing in mind the PCF domains and level descriptor, 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?

**Box 6. Comments and reflections on the feedback given by the Practice Educator.** The Student should reflect and comment on the Practice Educator’s Direct Observation report.

* 1. The student must file the copy of the Direct Observation feedback in the portfolio. The Practice Educator and student both retain a copy of the feedback for their own records

## NOTES and GUIDANCE on the Mid-way Review Report

1. **Overview**

Approximately halfway through the placement those involved in drawing up the Learning Agreement should meet again to review the student’s progress on the placement. This will normally be the student, the Practice Educator, the Student’s Tutor and, if applicable, the Practice Supervisor.

The Practice Educator will be responsible for completing the Mid-way Report using from evidence and other forms of progressive assessment in order to make an holistic assessment of the student’s progress to date on the placement

1. **Process prior to the midway review**

* The Practice Educator and the Student will prepare for the Review in supervision sessions prior to the meeting.
* The Student will present their evidence to the Practice Educator when requested to assist in the preparation of the report.
* The Practice Educator will prepare a draft report and provide this to the student at least one week before the Mid-way review date.
* The student will then complete Section 2: Student’s comments on assessment by 3 days before the review is scheduled to take place and return this to the Practice Educator.
* The Practice Educator will email the final draft version to all parties at least 2 days prior to the review.

1. **Review Meeting**

It is suggested that all parties discuss the report and agree any changes. Particular attention needs to be given to the Action Plan for the second part of the placement. This should be recorded in draft form at the meeting and the report should be signed by all parties.

1. **After the Review Meeting**

The Practice Educator will type the action plan and any changes to the report agreed at the meeting within 3 days. The student and the Practice Educator should sign the final version (plus the Practice Supervisor, if applicable). This final version should then be sent to the tutor for signing and returning within 2 weeks of the meeting, all parties retaining a copy for future reference. The student should record the Report in their Record of Evidence.

Should any party to the agreement have concerns about the placement or the student’s performance following this meeting, they should request a further meeting at the earliest opportunity to share those concerns and seek a resolution.

## REFLECTIVE PRACTICE

It is recommended that student’s log their learning and progress from the start of their practice placement experience. If they do not, things that bemused them at the start may have become second nature by the end and they may underestimate the ‘distance’ they have ‘travelled’ during their practice placement.

## MSc year 1: 70 day placement

Student’s will be required to write 3 Reflective Learning Commentaries of 1000-1500 per commentary each covering 3 domains of the PCF**. Students must clearly state which 3 PCF domains are covered by each Reflective Learning Commentary at the beginning of each.**

One Reflective Commentary is required at the Mid-way stage and the final two by the end of the placement. Students must make Reflective Commentaries available to their Practice Educators as they are completed as they are a valuable source of evidence and are often used to form the basis of discussion during supervision sessions. Each Reflective Commentary must be focussed upon the student’s learning and development on placement, and as a guide could include the following areas:

* The relevant legislation, policies, social work theories and interventions that have informed work. Make appropriate references.
* Integration of social work values;
* What did they do well? Was there anything that surprised / shocked them?
* What might they do differently in future?
* What have they learned (about themselves, the service user group, about the team / organisation in which they have been placed theories/methods of intervention, policy and procedures);

REMEMBER -

* The reflective commentary is about **the learning and development of the individual student** in relation to the PCF domains, not primarily about the cases / work.
* Students should be honest; and not undersell their achievements, but good critical appraisal of gaps and ‘mistakes’ is a powerful demonstration of learning. Be clear about how they could improve their practice in the future.

## MSc year 2: 100 day placement

In the second year students will be required to attend critical reflection seminars at the university. These are aimed at developing students’ skills in critically reflecting on their practice and integrating theory and practice. In these seminars students will be required to present a critical incident.

For the practice learning portfolio in the second year, students will be required to write 3 critical incident analyses. Each of these critical incident analyses needs to be between 1000-1500 words and draw on the Fook and Gardner (2007) model practiced in the seminars. **Students are also required to identify links to the domains outlined in the PCF in their analysis.**

One critical incident analysis is required at the Mid-way stage and the final two by the end of the placement. Students must make their critical incident analysis write up available to their Practice Educators as they are completed as they can be a valuable source of evidence and are often used to form the basis of discussion during supervision sessions.

## INTER-PROFESSIONAL PRACTICE – Critical Incident Analysis

1. Brief account of the incident and why this incident was critical for you
2. Stage 1: Identifying our hidden theories or assumptions, particularly as they relate to power:
   * What are my implicit assumptions and how do they differ from my explicit ones?
   * How do I influence what I see? How does what I am looking for influence what I find?
   * What categories have I constructed – do binaries exist?
   * What are some other perspectives?
   * What beliefs did I have about power – mine and others?
   * How do I participate in power?
   * What are the connections between my personal experience and my social context?
   * How may you have acted differently if there was something different about the situation? (person of different gender, their role was different)?
3. Stage 2: Learning from experience by considering questions such as:

* What was/were my main assumption/s (from Stage 1, although these might have changed after further reflection)?
* How does my thinking need to change (as a result of becoming aware of these assumptions)?
* How does my practice need to change as a result of this changed thinking? (What might I do differently if I found myself in the same situation (as my critical incident) again?)
* How would I label my new “theory of practice” (guideline/principle for action)?

Fook, J. and Gardner, F. (2007) *Practicising Critical Reflection: A resource Handbook.* Maidenhead: Open University Press

## PRACTICE ASSESSMENT PANEL (PAP)

### Constitution of the Practice Assessment Panel

The Practice Assessment Panel is constituted as a sub-committee of the Board of Examiners, to whom it will report directly. It will have the delegated responsibility to make recommendations on all matters relating to the assessment of practice learning, including where placements have been failed or terminated. The final decisions in all such cases will formally rest with the Board of Examiners.

### Purposes of the Practice Assessment Panel

The Practice Assessment Panel (PAP) will perform two vital functions in the context of the social work course. These are as follows:

1. As an integral part of the quality assurance process for practice learning.
2. To enable the programme to come to a decision about courses of action to be followed in cases where an element of practice learning is either failed or terminated.

### The Functions of the Practice Assessment Panel

1. All practice placement Portfolios with a Fail recommendation will be scrutinised by two PAP members. Recommendations will then be made to the Examinations Board.
2. All practice placements which have ended in suspension / early termination will be scrutinised by two PAP members. A recommendation will then be made to the Examinations Board.
3. All those who have been involved in a placement which has resulted in a Fail recommendation, or one which has resulted in an early termination, must provide PAP with a report. This includes the Practice Educator, the student, and the 2nd Opinion Practice Educator. The specific and individual circumstances will be considered in each case. The student’s report is in the format of a detailed reflective account, outlining:

* their perspective of the practice placement, how their own role may have contributed to the placement breakdown
* the learning gained from the practice placement
* how they would do things differently in a similar situation.

1. The outcome of the above first scenario could be

### The Fail recommendation is upheld with referral to Interim Suitability Panel

* + 1. The Fail recommendation is upheld and if of a sufficiently serious nature is referred to the Fitness to Practice Procedures

### The Fail recommendation is upheld, but a repeat placement opportunity is recommended. This will have financial implications for the student. Further advice will be given by academic tutor if this option is recommended by PAP.

### The Fail recommendation is not upheld.

1. Other Portfolios will be monitored by PAP members to ensure that both students and Practice Educators are supplying sufficient range and quality of evidence to support the recommendations being made.

The PAP will also monitor whether the quality of learning opportunities is of a sufficient standard. It will also seek to ensure that the ethos of the programme is being mirrored in practice settings; that the issues of diversity and equality are being incorporated and that service users are being involved in the assessment of the student’s practice competence.

If any panel member has any doubts about the quality and rigour of any of the above, the Portfolio will be considered by a further panel member.

1. Portfolios will only be considered by panel members who have had no active involvement with the placement.
2. Feedback of quality of practice placement portfolios will be sent to student, Practice Educator and 2nd Opinion Practice Educator where applicable. Progression outcomes from PAP will be shared appropriately with practice placement agencies and Practice Learning Co-ordinators within our partnership employer agencies.

### Membership of PAP

Independent Chair

PAP members include: (Programme Directors, Practice Learning & Development Manager, Agency Practice Learning Co-ordinators, Service Users, Practice Educators, Practice Placement Tutors, Academic Tutors).

### PAPs are held four times a year in: January April May July

Extra-ordinary PAPs may be convened outside of these dates to consider individual portfolios where appropriate.

### Consequences of Failure

* If the student passes the academic work required as part of practice placement 1 & 2, but fails the practice placement component, **subject to the circumstances surrounding the ‘Fail’ recommendation and scrutiny at a PAP** they may be required to repeat the practice placement and complete the academic work linked to this repeated practice placement. Students will have the opportunity to be offered one repeat opportunity only at each level **subject to the circumstances leading to a ‘Fail’ recommendation and further scrutiny at a PAP. A ‘Fail’ recommendation may also lead to a referral to the Interim Suitability and/or ‘Fitness for Practice’ procedure and possible failure of the programme.**
* If the student passes the practice placement, but fails the academic work, they have one final chance to resubmit the academic work.
* Practice placements are not extended beyond the 70 or 100 days unless there are exceptional circumstances and without the specific agreement of the Practice Learning & Development Manager.
* Students are required to complete the full 70 and 100-day requirement for each practice placement. At the point of qualification the student must have completed at least 200 days (30 days Skills Development plus 170 days in placement) gaining required experiences and learning in practice settings (Department of Health (2002): Introduction to the Requirements for Social Work Training). **Any absences must be made up.**

In line with RHUL’s academic appeal procedures, students are unable to appeal the decision made by the PAP, but are able to appeal on any of the grounds as laid out in the Appeal Procedure which can be found in this handbook under ‘Appeals’.

**PRACTICE PLACEMENTS PROCEDURES**

## Practice Placement Concerns Resolution Procedure

**It is recognised that practice assessing is a partnership between Practice Educator and student, and on this basis all difficulties or concerns should be shared openly and honestly by both parties at the earliest opportunity.**

**Difficulties and/or concerns arising from the practice placement should, wherever possible, be clarified and resolved informally**.

**In the first instance Practice Educators should raise any concerns directly with the student, and students who experience difficulties or have concerns should first raise them with their Practice Educator.**

It is the responsibility of the Practice Educator from the outset to ensure that the student has the opportunity to provide on-going evidence of their development of competence, and as a result the student should be made aware of the Practice Educator’s assessment as early on in the placement as possible.

However, where there are on-going concerns that the:

1. Student is failing to meet a satisfactory level of competence, the Practice Educator must give a clear indication to the student and Practice Placement Tutor of where they need to demonstrate evidence of progress within an agreed timescale, and adhering to an Action Plan. This may take place at the Interim meeting or at a separate meeting requested by the Practice Educator, student or Practice Placement Tutor.
2. Students who continue to demonstrate an unsatisfactory level of competence within the agreed timescale, should be advised by the Practice Educator of the possibility that they may not pass the practice placement, and a Concerns Resolution Meeting convened.
3. Practice placement Agency, Practice Educator or Practice Placement Tutor are persistently failing to provide the appropriate level of support, learning opportunities or supervision sessions, a Concerns Resolution Meeting can be convened.
4. This consultation could be at the Interim meeting or at a separate meeting. However, all parties need to be aware of all the available information at that time. All parties need to be clear about how the practice placement is to proceed from that point in terms of how the student will demonstrate evidence of progress and competence in the Key Roles. Also, how the placement agency and Practice Educator or placement tutor will ensure an appropriate level of support to the student.
5. The Practice Learning & Development Manager should be informed if the concern relates to any of the stakeholders.

It is hoped that concerns can be satisfactorily resolved at this stage, and the practice placement continued for the full 70 or 100 days.

If an undue disruption to the practice placement has occurred as a result of the documented concerns then an extension of the practice placement can be negotiated between the Practice Educator, Practice Placement Tutor and Practice Learning & Development Manager to afford the student the opportunity of providing evidence of his/her ability to demonstrate competence in the PCF at the appropriate level. This extension must be made explicit within the interim or final reports and a clear explanation given.

Continued failure of the student to meet a satisfactory level of competence in the areas previously highlighted will result in (depending on the issues presented):

* FAIL recommendation from the Practice Educator and a 2nd opinion Practice Educator identified to gather information about the situation and compile a report, either agreeing or disagreeing with the original recommendation

or

* TERMINATION of practice placement process being invoked

or

* INTERIM SUITABILITY process being invoked

or

* FITNESS FOR PRACTICE process being invoked

Continued and persistent failure of the practice placement Agency and/or Practice Educator to provide appropriate levels of support, learning opportunities, supervision sessions with the effect that the student is unable to provide the evidence of his/her competence in the Key Roles will result in:

* TERMINATION of practice placement process being invoked and the working relationship with the practice placement agency and/or Practice Educator being reviewed

Continued and persistent failure of the Practice Placement Tutor to provide appropriate levels of support as stated in their job descriptions will result in:

* REPLACEMENT of Practice Placement Tutor and a review of their contract for further work with RHULs social work programme

Those parties attending the Concerns Resolution Meeting should include the following:

Student; Practice Educator; Practice Placement Tutor, a senior member of staff from the practice placement agency if applicable. The Practice Learning & Development Manager may also be asked to attend if deemed appropriate by the Practice Educator and Practice Placement Tutor.

The Concerns Resolution Meeting should address the following points:

* Specific areas of concern
* Attempts to resolve concerns informally
* Practice Educator’s intended recommendation at point of meeting
* Specific reasons for the Practice Educator’s recommendation
* Implications for the student of the Practice Educator recommendation
* Action Plan & timescales for improvements to be made
* The procedure for seeking a Second Opinion of Practice should that be necessary
* Contributions from the student on any of the above points
* Any other relevant points regarding the continuance or cessation of the practice placement

1. It is normally expected that students continue to complete their practice placement irrespective of the Practice Educator’s assessment. Continuing in the placement may provide the external 2nd Opinion Practice Educator to observe the student in practice if this was deemed appropriate to the individual circumstances. However, where a student may be found to be harmful to service users or colleagues, or difficulties are manifested of a sufficiently serious or intractable nature, then a cessation of the practice learning opportunity can be negotiated with immediate effect if necessary.
2. **Students cannot unilaterally decide to terminate a practice placement without following the correct procedure as outlined in this handbook. This will result in an automatic FAIL and either the Interim Suitability or ‘Fitness for Practice’ procedures instigated.**
3. **Agencies should not unilaterally decide to terminate a practice placement without following the correct procedures as outlined in this handbook. Further, it is expected that a student is given the opportunity of completing a minimum of 35 or 50 days (depending on whether it is a 70 or 100 day placement) continuous assessed practice learning at the placement agency before a Practice Educator would consider recommending a ‘fail’, and also that a Concerns Resolution Meeting and Action Plan have taken place and been reviewed**

The process to be followed, as a brief guide is as follows:

1. Be clear about the nature of the concerns (*e.g. Do they relate to issues of time keeping, record keeping, attitude to learning, attitude towards service users/carers or staff members, absenteeism, inability to grasp or adhere to agency processes/procedures etc*)

**↓**

1. Be clear about how the concerns have tried to be addressed *(e.g. Discussion with student, clarifying agency expectations, setting specific tasks within agreed timescale, specific training, discussions and/or extra meetings with Practice Placement Tutor, etc.)*

**↓**

1. If the situation has not been resolved as a result of the above actions, call a **Concerns Resolution Meeting.** *(The Practice Learning & Development Manager will be available to offer support and guidance to the practice placement Agency throughout this process, if required.)*

**↓**

1. Student and Practice Educator and/or Practice Supervisor, plus Practice Placement Tutor discuss the concerns, and agree how the concerns can be satisfactorily resolved. Discuss ways the student can proceed forward. (*e.g. Agree specific, time limited Action Plan to be reviewed at a time agreed at the meeting)*

**Situation Resolved**

**Situation Persists**

1. Subject to the nature of the concerns, the Practice Educator and/or Practice Supervisor may wish to end the practice placement, **although wherever possible the programme would expect the practice placement to continue beyond 35 or 50 days.** However, at this stage, whether the student is to continue or not, a **2nd Opinion of Practice** could be identified. The Practice Educator would write a report in the recommended format and make a clear recommendation of the student’s practice within it. *(e.g. PASS or FAIL)*

**↓**

1. 2nd Opinion Practice Educator discusses issues thoroughly with student, Practice Educator and/or Practice Supervisor. This person should also have access to written material relating to the practice placement. The 2nd opinion Practice Educator is able to ask the student to produce extra pieces of work where appropriate. The 2nd Opinion Practice Educator may complete their work whether the student is in situ at the placement agency or not. (*e.g Supervision notes, minutes of relevant meetings, work summaries, reflective commentaries etc.)*

**↓**

1. The 2nd Opinion Practice Educator writes a report in the recommended format based upon information gathered, and makes a clear recommendation - which may agree or disagree with the original recommendation

**↓**

1. Both reports are presented at the next available Practice Assessment Panel. The Practice Educator may be required to attend the Practice Assessment Panel and/or Examination Board. Please note that students are not expected to attend the Practice Assessment Panel. It is the Examination Board that makes the final decision regarding whether the student has PASSED or FAILED

**Students, there are financial implications, as well as implications for your progression on the programme if you fail a placement or if your placement is terminated. You will be liable to pay for the whole module if you are required to repeat your placement and may not be able to progress with the rest of your cohort. Please ensure you follow the procedures outlined in this handbook and seek advice from your placement tutor and academic 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.**

**2nd OPINION OF PRACTICE**

Assessment of the student’s performance by an external second Practice Educator will be used where the students practice is likely to be on the margins or lead to a fail decision. **A 2nd Opinion of Practice will not be instigated if two weeks or less of a placement has been completed unless there has been a serious breach of the HCPC Standards of Conduct, Performance and Ethics.**

Where appropriate the second opinion Practice Educator may be asked to attend the examination board to give evidence to assist in the boards decision making. Students are not asked to attend the Practice Assessment Panel or Examination Board.

* Students should familiarise themselves with the 2nd Opinion process at the beginning of their practice placement.
* The possibility that a student may be marginal or failing can be acknowledged at any time during the practice placement if there is sufficient evidence to support this. However, it is the expectation of the social work programme that on-going support and structured learning opportunities are afforded the student until at least the interim stage of the practice placement before a ‘Fail’ recommendation is considered and the appropriate procedures followed.

The second opinion Practice Educator will be external will have no current involvement with the practice placement environment or the student. They will also have proven experience of practice assessing and be a qualified social worker.

The second opinion Practice Educator will require adequate time for evidence gathering and the writing of a comprehensive report using the RHUL 2nd Opinion report template.

The 2nd Opinion Practice Educator will clarify how they intend to gather their evidence in order to compile their report. This should address the following:

Talk to the student

Talk to the Practice Educator

Observe the students practice (if applicable)

Speak with other team members/clients (where necessary)

* There is a pro-forma report format for all 2nd Opinion work undertaken. Please see appendices.

The report of the second opinion Practice Educator will be shared with the student, the Practice Educator, and the tutor and will be made available, with the report of the first Practice Educator to the Practice Assessment Panel, who can give informal feedback to the Assessment Board, which on the basis of the two reports and the Panel’s feedback will make the final decision.

It may be required for both Practice Educators to attend the Examination Board. Both Practice Educators reports will be seen by external Educators as part of the task of considering all marginal or failing students.

In the event of a disagreement between the two Practice Educators a decision will have to be made at the PAP and ratified by the Examination Board.

## INTERIM SUITABILITY PANEL (ISP)

**N.B. The Interim Suitability policy and The Fitness to Practice are being revised August 2015. You will be provided with the new policies as soon as they are available.**

Purpose: this is an Investigatory Panel which has been set up to provide further information in cases where doubts have been raised as to a student’s suitability for Social Work.

Membership:

* Senior Academic (Head of Department or Programme Director) – to act as Chair of Panel
* External Agency representative
* Academic member of staff from Social Work department (independent – not related to student’s case).
* Service user/ carer steering group representative

Terms of Reference:

* To meet the requirements of HCPC Guidance on conduct and ethics for students (2012)
* To uphold the HCPC standard of education and training (2012) requirement to have a process in place throughout the programme for dealing with concerns about students’ profession-related conduct
* To make preliminary enquiries into concerns raised about a student’s possible Fitness to Practice
* To agree a schedule of remedial action with the student & a timeframe for review (where appropriate)
* In serious cases, to refer a case to a Fitness to Practice Panel

Where does this fit into the Department’s current processes such as Practice Assessment Panels, Fitness to Practice Procedures?

The interim suitability panel provides a semi-formal setting where concerns raised about potential Fitness to Practice issues can be raised, prior to formally referring any cases to a Fitness to Practice Panel.

Concerns can be raised in many ways and at many stages of a student’s study life. Examples include: - at a Practice Assessment Panel:

* from a DBS check
* from a student – e.g. declaration to Head of Department of a criminal conviction
* student’s tutor or Practice Educator is concerned that student is experiencing serious personal and/or academic difficulties
* student’s conduct raises concern e.g. poor attendance, plagiarism, academic dishonesty, oppressive or discriminatory behaviour or behaviour in conflict with HCPC Guidance on conduct and ethics for students (2012)

If a Practice Educator or Placement Tutor has concerns of a nature that would call into question a student’s suitability to practice they must, in the first instance, bring it to the attention of either the placement tutor or the Practice Learning & Development Manager, with supporting evidence of the concern and any attempts to address it. The student’s academic tutor will also be informed of any concerns.

**The ISP can be instigated at any time during the 70/100 day practice placement.**

It is our view that not all instances would merit immediate referral to a Fitness to Practice Panel, and so we have established an *Interim Suitability Panel* to investigate concerns. It is anticipated that some concerns might be subsequently found to be unmerited, or that issues raised could be addressed without recourse to a Fitness to Practice Panel. This would mean that only the most serious cases would need to be referred to a Fitness to Practice Panel.

Process

* Students will be given at least seven days notice of an ISP.
* HCPC are alerted that an ISP is taking place regarding this student via an ‘*early alert letter’*.
* Students can arrange to be accompanied by a friend (member of the College) or by a Student’s Union Representative if they wish.
* Students will be given a formal report of the meeting, and if they feel the notes do not accurately reflect the discussions held in any way, they may submit their own version.
* HCPC are advised of the outcome.
* All records go on student’s file.

# FITNESS TO PRACTICE PROCEDURE

**N.B. The Interim Suitability policy and The Fitness to Practice are being revised August 2015. You will be provided with the new policies as soon as they are available.**

## Scope of the procedures

1. These procedures apply to students registered on programmes which lead to the award of a professional qualification in one of the regulated health or social care professions.
2. Under the terms of accreditation of such programmes by the professional bodies, the College has a responsibility to assess the fitness of students to interact with service users, and their suitability for a demanding and responsible career as a health professional, and to take appropriate action in respect of that assessment.
3. The College discharges this responsibility in part through its procedures for the selection and screening of applicants. The present procedures, however, treat questions of fitness to practise which may arise after a student has been admitted, and which cannot be addressed appropriately through the normal assessment arrangements for the programme.
4. These procedures cease to apply after the award of the professional qualification has been made to the student. Any concerns which are raised with the College about the fitness of one of its graduates to practise in his/her profession will be referred to the professional body.

Situations under which the procedures may be invoked

1. It is in the public interest to safeguard the well being of service users. To this end, students registered on programmes which are encompassed by these procedures must ensure that their behaviour in the practice setting, on campus or in other public environments, is at all times seen to be commensurate with that of somebody who is fit to assume the responsibilities of a health professional.
2. Without prejudice to the generality of the above statement, concerns over a student's fitness to practise may include any behaviour which:
3. could be damaging or dangerous to other people, including service users, programme providers and other students;
4. creates an unacceptable risk for him/herself, or for others;
5. shows a serious or persistent failure to follow recognised codes of conduct in the profession.
6. Concerns must be presented in writing. Concerns which are raised anonymously, or by somebody without a professional relationship with the student, will only be investigated at the discretion of the Programme Director. Any concerns that are of a serious nature (e.g. involving abuse) will be investigated.

Preliminary investigation and action in light of concern

1. Any concern over a student's fitness to practise should be raised immediately with the Programme Director, or an appropriate nominee, who will first either satisfy him/herself that a reasonable attempt has been made to resolve the matter informally, or will make arrangements for this to be done, normally within five working days.
2. If the matter cannot be resolved informally, the Programme Director will determine an appropriate and constructive way in which to conduct a preliminary investigation, such as through meetings and written or verbal correspondence. S/he will provide the student with details of the allegation(s) and any supporting evidence, and an opportunity to respond in person and in writing. The Programme Director will also inform the student if it is decided to suspend, postpone or place other limitations on his/her attendance on placement in order to safeguard service users while the matter is investigated.
3. If as a result of the preliminary investigation it is decided that the concern is unjustified, the matter will be regarded as closed, and the student and all those party to the investigation will be informed accordingly in writing. Any suspended placement will be resumed forthwith, or if this is not possible or appropriate, an alternative placement will be arranged.
4. If as a result of the preliminary investigation it is decided that the concern is justified, but it would be unwarranted to seek to terminate the student's training as a health professional, the student will be notified in writing of clear targets for change, together with specific criteria against which his/her achievement will be measured, and an appropriate deadline. The student may also be asked to interrupt his/her training for an agreed period of time. Any suspended placement will otherwise be resumed forthwith, or if this is not possible or appropriate, an alternative placement will be arranged.
5. If as a result of the preliminary investigation it is decided that the concern is justified and it is warranted to seek to terminate the student's training as a health professional, the matter will be referred to a formal review panel. The student will be notified of this decision in writing, and his/her attendance on placement will be suspended in order to safeguard service users until the decision of the review panel is known.

Referral to the formal review panel

1. The recommendation to terminate a student's training as a health professional will be considered by a formal review panel comprising:
2. in the Chair, a senior member of the academic staff of the College who is responsible for training health professionals in a discipline other than that of the student;
3. a member of the profession from outside the College who has experience of training students whilst on placement;
4. another member of the academic staff of the College who is responsible for training health professionals in the same or a different discipline to that of the student;
5. a service user who is involved in the programme(s) at the College.
6. The Faculty Registrar, or a nominee, will act as secretary to the panel.
7. The panel will hold a hearing, following the procedures set out in the Guidelines on the Conduct of Academic Disciplinary Hearings (Fitness to Practise).
8. If the review panel decides that the student's training should be terminated, the outcome will be conveyed in writing to the student, the professional body and the Chair of the Sub-board of Examiners, who in turn will recommend to the College Board of Examiners either that the student's registration with the College must be terminated for failing to satisfy the requirements to proceed on the programme, or that the student must be required to transfer onto an alternative programme at the College which does not lead to a professional qualification, provided such an appropriate alternative exists. The student will be notified of the right to appeal under the terms set out below.
9. If the review panel decides that the student's training should not be terminated, the outcome will be conveyed in writing to the student and the Programme Director, who will then determine, in consultation with relevant parties, an appropriate way for the student to resume the programme.
10. Where the review panel decides not to terminate the student's training, but nonetheless agrees that there are concerns which must be addressed, it may recommend clear targets for change on the part of the student, together with specific criteria against which his/her achievement will be measured, and an appropriate deadline. Failure to meet these targets may result in termination of a student’s training. The student may also be asked to interrupt his/her training for an agreed period of time.

Appeals

1. A student whose training is terminated by the review panel may appeal against the decision on any of the following grounds:
2. there is fresh evidence to be taken into account which the student could not, for valid reasons, have divulged at the time of the original hearing and which casts reasonable doubt on the reliability of the decision to terminate the student's training;
3. there is evidence that the procedures set out in this document were not followed in such a way which casts reasonable doubt on the reliability of the decision to terminate the student's training;
4. the panel's decision was contrary to natural justice given the evidence available to it at the time.
5. Appeals must be submitted in writing to the Head of Academic Development within two weeks of the date on which notification of the panel's decision was sent. Once an appeal is lodged, the student's registration on the programme will be provisionally reinstated pending the outcome of the appeal, but the appellant will not be permitted to attend any placement.
6. The Head of Academic Development, or a nominee, will consider any appeal in the first instance to determine whether it satisfies the grounds set out in 19 above. If it is decided that there are sufficient grounds for appeal, the Head of Academic Development will arrange for the appeal to be considered by an appeal panel, which will be convened and will operate as set out in 13-15 above, but with the panel members and secretary selected from people who were not involved in the original hearing. If however it is decided that there are not sufficient grounds for appeal, the Head of Academic Development will notify the student and the Programme Director in writing that the appeal has been dismissed and will rescind the student's provisional registration on the programme.
7. If the appeal panel upholds the decision to terminate the student's training, the outcome will be conveyed in writing to the student and the Programme Director, and the student's provisional registration on the programme will be rescinded.
8. If the appeal panel decides that the student's training should not have been terminated, the Principal will reinstate the student's registration on the programme on a substantive basis. The outcome will be conveyed in writing to the student, the professional body and the Programme Director, who will then determine, in consultation with relevant parties, an appropriate way for the student to resume the programme.
9. Where the appeal panel decides that the student's training should not have been terminated, but nonetheless agrees that there are concerns which must be addressed, it may recommend clear targets for change on the part of the student, together with specific criteria against which his/her achievement will be measured, and an appropriate deadline. The student may also be asked to interrupt his/her training for an agreed period of time.

Revised Sept. 2009.

## COMPLAINTS AND APPEALS PROCEDURE

**Complaints Procedures** provide a vehicle for addressing any area of student concern.

**Appeals** are a means of challenging academic and professional judgements, generally on limited grounds.

1. COMPLAINTS PROCEDURES

Student attention is drawn to the fact that there is a College Complaints Procedure for Students appertaining to all areas of teaching and assessment. Full details of procedures and relevant forms can be found at Appendix 5, in the College Regulations, College Student Handbook or accessed via the College Website at [*http://www.rhul.ac.uk/For-Students/complaints.html*](http://www.rhul.ac.uk/For-Students/complaints.html) .

Complaints regarding quality and range of learning opportunities, teaching and assessment

The MSc Programme follows College procedures for dealing with complaints. (see [*www.rhul.ac.uk*](http://www.rhul.ac.uk))

The following information is concerned **only** with the Practice Placement.

1. The Procedures for dealing with individual complaints related to the Practice Placement is as follows:

Written records must be kept of all stages of the procedures.

In the first instance students are encouraged, with appropriate support from their Practice Placement Tutor, to raise issues of concern with their Practice Educator within ten days of the cause for complaint.

If this proves unsuccessful, the student should inform their Practice Placement Tutor of the need for a three-way meeting within seven days of the Practice Educator / student meeting. The Practice Learning & Development Manager and the student’s departmental academic tutor should be informed at this stage.

When complaints are raised and resolved, a letter confirming this should be sent by the Practice Placement Tutor to the Practice Educator, and a copy given to the student and Head of Department.

If this meeting fails to resolve the problems or if the complaint concerns the competence of the Practice Educator or if the agency is unable to provide the student with appropriate learning, then a Concerns Resolution Meeting will be requested.

When complaints are raised and resolved, a letter confirming this should be sent by the Practice Placement Tutor to the Practice Educator, and a copy given to the student and Head of Department.

If matters are not satisfactorily resolved, the student, Practice Educator / agency and Practice Placement Tutor will be asked to complete a report detailing the complaint, and, where appropriate, steps taken to resolve it. These written records will be presented to the Practice Assessment Panel, who will make a recommendation to the Examinations Board.

1. The procedures for dealing with complaints regarding direct experiences of racism, sexism, homophobia or other forms of discrimination or harassment related to the practice placement is as follows:

In the first instance students should notify their Practice Placement Tutor and seek advice about proceeding within ten days of the initial cause for complaint. If the complaint concerns a member of staff other than the Practice Educator, the student should notify the Practice Educator with the expectation that he / she will take the matter up with the person concerned and his / her line manager. In the case of a complaint against a Practice Educator, the Practice Placement Tutor will assess with the student whether or not the student should first raise the matter with the Practice Educator. If this is agreed and the final outcome is not satisfactory to the student, the Practice Placement Tutor will arrange a three-way visit within seven days of the initial Practice Educator meeting and take responsibility for drawing the Practice Educator’s attention to the College policies in this regard and endeavoring to resolve the problem.

If, following a three-way meeting the problem persists, the Practice Placement Tutor will take the matter up with the appropriate person in the agency i.e. the Practice Educator’s line manager or training officer, with a view to relocating the student. A letter detailing the complaints and steps taken to resolve the problems, including the Practice Educator’s response, will be sent to the agency (copies to the Practice Educator and the student) and the matter will be drawn to the attention of the Practice Assessment Panel.

In the event of the agency failing to respond appropriately a student’s complaint about the agency, the Practice Assessment Panel will be notified.

Written records must be kept of all stages of the above procedures.

1. APPEALS PROCEDURES

Student attention is drawn to the fact that there is a College Appeals Procedure for Students, appertaining to assessment, awards and programme registration. Full details of procedures and relevant forms can be found at Appendix 5, in the College Regulations, College Student Handbook or accessed via the College Website at [*www.rhul.ac.uk*](http://www.rhul.ac.uk).

The procedures outlined in this appendix refer only to complaints and appeals connected with practice placements. All other complaints would be dealt through this College Appeals Procedure.

## PUBLIC INTEREST DISCLOSURE (WHISTLE-BLOWING) PROCEDURE

1. Introduction

This Procedure relates to the Public Interest Disclosure Act 1998, which provides legal protection to staff and students raising genuine public interest concerns. Examples of public interest concerns are: unlawful conduct, financial malpractice, and abuse of children or vulnerable adults, dangers posed to service users, the public or the environment. Personnel matters and issues of personal grievance do not come under public interest concerns. Organisations have separate complaints, harassment and disciplinary policies and procedures for such situations.

The Act lays down a framework procedure from which public welfare organisations have developed their own policies and procedures. Royal Holloway College has such a procedure but the purpose of this document is to provide a framework and to help students be aware of procedures, in order to access help in the College. Procedures aim to provide a supportive environment for students to express genuine concerns, with undertakings that students raising concerns will be protected and that matters will be investigated at an appropriate level of seniority. If students have a concern, they are encouraged to raise that concern rather than do nothing, whether out of lack of proof, a sense of personal vulnerability or loyalty to colleagues.

1. Procedure

Any student who has a concern, whether to do with the College or an agency, in which s/he has a practice placement, should report his / her concerns to the Head of Department (HoD) in the first instance.

The HoD will advise the student about the situation and help determine whether it is a matter for the Public Interest Disclosure Procedure. If this is thought to be appropriate, the HoD will advise the student to prepare a statement about the concern but it is not the role of the HoD to draft the statement.

The HoD will forward the statement for action through the University Procedures.

The University will then carry forward the concern on behalf of the student.

If this is a matter for an agency, the University would normally expect the agency to investigate the concern through its own procedures on behalf of the University and to report back on the outcome.

Where an agency has no relevant procedures, it will be required to put in place, as part of the contract with the University, appropriate procedures to investigate concerns and protect the anonymity of the student.

At the end of any investigation, the University will provide a report to the HoD outlining any follow up action that is to be taken.

Note

All statutory organisations are required to have a whistle-blowing policy and procedure. This does not apply to all organisations in the voluntary or private sectors. However, the same statutory protection and procedural principles apply in these sectors

1. Issues to consider in relation to public interest concerns

You are encouraged to report concerns and discouraged from attempting to investigate concerns prior to reporting them. There are special rules about gathering evidence and attempts to investigate by you may damage evidence that could have been used in disciplinary or criminal proceedings. Although you should not investigate a concern, the allegation should be specific enough to demonstrate to the person contacted that there are sufficient grounds for the concern. It is preferable, although not a requirement, that the concerns are conveyed in writing, with as much detail and contextual information as possible.

The concerns will be investigated and tested out. This process is not the same as expressing doubts about the good faith with which the allegations were made. As the source of the allegation, your confidentiality will be protected although a signed statement by you may be required as a part of the evidence supporting any action taken against others

Anonymous allegations will be investigated but they are less powerful and are more difficult to investigate. The investigation following an anonymous allegation will take account of: the seriousness of the issues raised the credibility of the concern and the likelihood of confirming the allegation from an attributable source.

A false allegation made in good faith will not lead to any action against you. An allegation that proves to have been made maliciously or frivolously will lead to your withdrawal from the practice setting and is likely to lead to action under the University Code of Student Behaviour. The Interim Suitability and/or Fitness to Practice Procedures may also be instigated. You may be confident that your position will be protected if you make any disclosure of public interest concern in good faith, regardless of whether or not, upon investigation, the disclosure is proven.

1. Advice

Advice is available for any person who has a concern. It is possible to seek advice from trade unions or professional associations, the HCPC or the charity Public Concern at Work (Tel: 020-7404-6609). This charity offers independent advice on whether a concern is valid and how to take the matter forward. These bodies may be contacted at any point for advice.

## QUALITY ASSURANCE IN PRACTICE LEARNING (QAPL)

The HCPC guidance relating to practice placements (SET 5) places responsibility on universities to ensure that students can expect high quality placements and sets out requirements about how universities must maintain a thorough and effective systems for approving, managing and monitoring placements.

The College of Social Work has also published criteria which set out the professional requirements for practice learning and a revised version (with Skills for Care) of *Quality Assurance in Practice Learning (QAPL): The Social Work practice learning quality assurance benchmark statement, with supporting evaluation tools* Second edition (2012)

For further details and a copy of the benchmark statement and evaluation tools please go to:

<http://www.skillsforcare.org.uk/qapl/>

## The quality assurance process is as follows:

1. An initial visit is made by the Practice Learning & Development Manager (PL&DM) to any potential new placement site that has been identified
2. An Agency Audit (app. 15) together with a Health, Safety & Diversity Checklist (app. 16) is completed to determine whether the agency is
   * 1. Suitable to offer a practice placement
     2. Suitable for a 70 or 100 day placement
3. Off-Site Practice Educator’s and Practice Educator’s in small voluntary/private agencies are required to submit current copies of CV, evidence of Social Work qualification, evidence of Practice Education qualification as well as evidence of HCPC registration and current practice education/development activities– all of which are held in electronic format – before being approved to Practice Educate a RHUL student
4. Once placement commences, every student is allocated a Placement Tutor who monitors both the progress of the student as well as ensuring the placement continues to meet the HCPC and TCSW quality requirements for placements.
5. Placement Tutor’s visit the placement agency a minimum of twice – once near the beginning to review the Practice Learning Agreement and again at Mid-way stage to review the progress of the student.
6. Placement Tutor’s complete a Placement Tutor PAP Report (app.21), giving an outline of both ‘Satisfactory Progress’ and ‘Concerns About Progress’ for each of their placement tutees. Where concerns have been identified, these are discussed at PAP and where appropriate Action Points are agreed for the Placement Tutor to take forward. The action points are reviewed with the PL&DM following the agreed timeframe or at the next available PAP – whichever is most expedient.
7. Following the placement both student and Practice Educator are required to complete the QAPL evaluation forms via an electronic link (app. 17 & 18)
8. Data from the completed forms are collated into a summary report and core themes shared at DB/Steering Board/Stakeholders meeting, following which an Action Plan is agreed to address emerging issues and review progress (app.19)
9. Emerging issues relating to placements with Partner Employer agencies are shared with that agency’s placement co-ordinator, following which and Action Plan is agreed to address emerging issues and review progress (app.20)
10. Emerging issues relating to voluntary/private agencies or OSPE are shared individually, following which an Action Plan is agreed to address emerging issues and review progress (app. 20).
11. Where necessary a fresh Agency Audit form and Health, Safety & Diversity Checklist are completed to determine if the agency continues to be suitable to offer a practice placement.

**APPENDICES**

## App 1:

## SUGGESTED SUPERVISION RECORDS

|  |
| --- |
| **Student: Practice Educator:**  **Date**: |
| **Agenda:** |
| **Review of Previous Session:** |
| **Discussion of Issues:** |
| **Anti-Discriminatory/Anti-oppressive Practice//Values & Ethics Demonstrated:** |
| **Theory to Practice demonstrated:** |
| **PCF/ SOPS- Demonstrated:** |
| **AOB:** |
| **Review of sessions:** |
| **Action before Next Session:** |
| **Objectives for Next Session:** |
| **Signatures**  **Student:**  **Practice Educator: Date** |

## Y:\Reference Docs\RHUL_Master_logo_CMYK (2).JPGApp 2:

**Placement Learning Agreement**

**Total number of placement days: 70 days / 100 days** *(delete as applicable)*

**This learning agreement is intended to record relevant agreements and arrangements. It should be completed within the first few weeks of placement commencing so that it may form the focus of a Learning Agreement Meeting. The document may be revised and updated throughout the placement to reflect any changing priorities or emerging issues.**

**SECTION 1: CONTACT DETAILS**

|  |  |
| --- | --- |
| **STUDENT:** | **Name:**  **Degree**: MSc  **Contact number(s):**  **Email:**  **Student’s University number:**  **DBS (previously CRB) number and date of issue:**  Emergency Contact Name and Number: |
| **AGENCY NAME:** |  |
| **AGENCY ADDRESS:** |  |
| **PRACTICE EDUCATOR:** | **Name:**  **Contact number(s):**  **E-mail**:  **Onsite: [ ] or Offsite: [ ]**  **Days of work:**  **Social work registration number:** |
| **PRACTICE**  **SUPERVISOR:**  **(on-site)** | **Name:**  **Contact number(s):**  **Email:**  **Days of work:** |
| **UNIVERSITY PLACEMENT TUTOR:** | **Name:**  **Contact number(s):**  **Email:** |
| **ACADEMIC TUTOR:**  ***(if applicable)*** | **Name:**  **Contact number(s):**  **Email:** |
| **ALTERNATIVE PRACTICE EDUCATOR or PRACTICE SUPERVISOR** (in case of prolonged absence) | **Name:**  **Contact number(s):**  **Email:** |
| **Where the student is an existing employee, please clarify change in role and responsibilities** |  |
| **Please state if there are any prior personal or professional relationships or conflicts of interest between any parties involved in this placement.**  **If YES, please state details.** | Yes [ ] No [ ] |

**SECTION 2: BRIEF DESCRIPTION / PROFILE OF AGENCY (*To be completed by student*)**

|  |
| --- |
| *Key services provided, target service user profile(s), community profile, main funding sources, staffing profile. Include any statutory/legal interventions, multi-agency and inter-professional opportunities.* |

**SECTION 3: INDUCTION CHECKLIST AND PRACTICAL ARRANGEMENTS**

Practice Educator/Practice Supervisor should ensure that the following checklists are completed before the learning agreement meeting takes place.

|  |  |
| --- | --- |
| **ITEM** | **Detail of agreements made** |
| 1. Please state the title to be used by students (*Student Social Worker*, or *Social Work Student* or *Social Worker in Training*) |  |
| 1. Seating arrangements for student (hot-desking / own space etc.) |  |
| 1. Dress code requirements: |  |
| 1. Access to administrative support, office equipment: |  |
| 1. Arrangements for student to attend staff meetings: |  |
| 1. Procedure for notifying of any and all absences: |  |
| 1. Arrangements for incorporating exam / revision leave / return to university days / study days: (if applicable) |  |
| 1. Human Resources procedures e.g. agency ID card / email account / car usage / travel reimbursement: |  |
| 1. Are there any specific vaccinations advised or required? Detail arrangements: |  |
| 1. Please list any other organisational induction requirements: |  |
| **INDUCTION TASKS** | **Date Completed and Details if needed** |
| 1. The student has received an induction timetable. |  |
| 1. The student has been introduced to all staff with whom s/he will be working with during the placement. |  |
| 1. The role of the agency has been adequately explained to the student, and the student has been shown where / how to access the relevant agency policies and procedures and has been given time to read these. |  |
| 1. The role and position of the student within the agency has been sufficiently explained to the staff group. |  |
| 1. The student understands the roles of the practice educator and practice supervisor. |  |
| 1. The student has had opportunity to meet with a service user(s) to learn about the experience of the service. |  |
| 1. The learning needs of the student have been explored and agreed. |  |
| 1. Support and supervision arrangements have been identified with all parties. |  |
| 1. Visits to partner agencies/networks or other relevant organisations have been undertaken or arranged. |  |
| 1. Opportunities for undertaking shadowing / direct observations of relevant personnel and attending relevant meetings have been organised. |  |
| 1. The on-site and off-site practice educator have seen a copy of the students previous End of First Placement Report *(Where applicable).* |  |
| 1. Agency Requirements, Policies and Procedures.*Please list all key policies and procedures to be followed (e.g. Health & Safety, Violence to Staff, Equal Opportunities, Confidentiality, Data security, Service User and Carers’ access to records, Lone Working Policy etc.).* |  |

|  |  |
| --- | --- |
| **IT (please tick as necessary where completed)** |  |
| Availability of computers |  |
| IT system explained |  |
| Expectations of computer use explained? |  |
| Date of computer training |  |

|  |  |
| --- | --- |
| **Familiarisation within agency:** |  |
| Location of toilet facilities |  |
| Location of break-out areas, canteen, staff-room (if applicable) |  |
| Tea/coffee and lunch arrangements |  |
| How to answer telephone, make external calls, transfer calls etc. |  |
| Mail/post arrangements |  |
| Car-parking |  |

|  |  |  |
| --- | --- | --- |
| **STUDENT DOCUMENTATION** | | |
| Has the Practice Educator been provided with a copy of the Student’s Placement Application and most recent Personal and Professional Development Plan (PPDP)? | | Yes [ ] No [ ] |
| Has the Practice Educator been provided with a copy of the Student’s First Placement Portfolio (*if this is a second or repeat placement*)? | | Yes [ ] No [ ] N/A [ ] |
| **PLACEMENT HOURS** | | |
| **Please record normal working hours student is expected to attend:** *[Note: Students are expected to work a normal agency working day (i.e. 7.5 – 8 hour day including 1 hour lunch break) and are not expected to work at home unless authorised by the manager, Practice Educator and HEI)* | | |
| **Normal agency working hours start-time** |  | |
| **Normal agency working hours end-time** |  | |
| **Specify days of week on placement** |  | |
| **Please also detail any additional arrangements for lunch breaks, flexibility arrangements, time off in lieu, reporting of sick leave or any other absences.** | | |
| **Reflective Learning**  It is essential that students on placements are allowed **a minimum** of the equivalent of 0.5 hours per placement day or up to half a day per 5 days on placement. This protected reflection time is for self-directed learning and reflection related to placement learning. The use of this time should be subject to negotiation and agreement in practice tutorials/ supervision and should take place on-site as part of the placement**.** **Please detail below how ‘reflective learning time’ is to be organised, recorded, evidenced, shared and discussed with Practice Educator.** | | |

**SECTION 4: AWARENESS OF POLICIES and PROCEDURES**

| **Please indicate that the Student and Practice Educator/Practice Supervisor have read and understand the relevant University procedures as outlined in the Module/Placement Handbook.** | |
| --- | --- |
| **Procedures for dealing with general Concerns/Disagreements/Complaints/Areas of Conflict** | Read and discussed? [ ] |
| **Procedures for dealing with Concerns about the Student’s Progress** | Read and discussed? [ ] |
| **Roles and Responsibilities of Student, Practice Educator, Practice Supervisor (where appropriate), University Placement Tutor** | Read and discussed? [ ] |
| **The relevant University role statements as outlined in the Module/Placement Handbook** | Read and discussed? [ ] |
| **Agency and University Policies on Whistle-Blowing/Complaints/Harassment/Disciplinary Procedures/Confidentiality Procedures.** | The student and Practice Educator / Practice Supervisor have identified, discussed, and understood the relevant **organisational** **and University** policies and procedures.  Identified and discussed? [ ] |
| **SAFETY**  The Practice Educator/Agency will ensure that the student’s safety is considered at all times. The student’s concerns about any issue of safety in their work will always be taken seriously and appropriately addressed. | |
| Has the agency ensured that the student is fully aware of the agency’s policy and practice in relation to conducting work safety (e.g. position of panic buttons, logging in and out on visits, circumstances in which joint visits should be undertaken etc.). | Yes [ ] No [ ] |

|  |  |
| --- | --- |
| **INSURANCE & PLACEMENT RELATED TRAVEL**  The student will be insured by the agency whilst on the agency premises and for work undertaken on behalf of the agency.Students pay for their travel to and from the placement however, it is expected that the practice learning organisation will pay for students to travel on all agency business. If a student is using their personal vehicle on placement, it is the student’s responsibility to ensure that their car is fully insured for such purposes, i.e. both social and business use. Where students are required to use a car whilst working for the agency, a business use certificate of insurance at the relevant level of cover must be shown to the HR/Practice Educator and/or to an appropriate manager. | |
| Is the student required to use a car whilst on placement? | Yes [ ] No [ ] |
| Will the student be required to transport service users or carers? | Yes [ ] No [ ] |
| Have the student’s car insurance details been seen by the Practice Educator and/or Practice Supervisor? | Yes [ ] No [ ] |
| How will the student be reimbursed for mileage/car parking/public transport? (if appropriate – provide details below) | |
|  | |

**SECTION 5: EQUALITY ARRANGEMENTS**

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

|  |  |
| --- | --- |
| **Does the student consider that he or she has any disability or specific needs that need to be taken into consideration during this placement?** | Yes [ ] No [ ] |
| *If yes*, reasonable adjustments should be considered where appropriate. Please detail below any specific arrangements to be made. If this includes the use of electronic equipment to record any meeting or conversation with service users, carers and/or placement personnel (on-site or off-site), please specify arrangements for obtaining consent of relevant parties and secure storage of this material). Note if permission is given to use university recommended or provided learning support software and arrangements for return of equipment and removal of software/data provided by agency | |
|  | |
| **Specify when these arrangements will be reviewed** *(e.g. at Mid-Point Review, at the point of any changes in the placement)* |  |

**SECTION 6: WORKING TOGETHER**

|  |  |
| --- | --- |
| **The Practice Educator, Practice Supervisor (*if applicable*) and Student have had initial discussions about working relationships covering the power relationship and their approach to working with difference** | Yes [ ] No [ ] |
| Please detail below how these relationships will be discussed, managed and reviewed on the placement. | |
|  | |

**SECTION 7: STUDENT CONFIDENTIALITY STATEMENT**

As a student, I must always be aware of the confidentiality of information gained during the course of my duties which, in many cases, includes access to personal information relating to service users and carers. It is expected that I understand the importance of treating information in a discreet and confidential manner. I understand that:

1. Written and digital records and correspondence must be kept securely at all times when not in use. Any confidential material which is being discarded must be disposed of using agency confidential waste procedures. Students should not take any agency confidential material to their homes or the university.
2. Agency documentation **must not** be submitted as appendices to the Final Assessment Report or in the Placement Portfolio. **During the placement students will gather sensitive information, and it is essential that all identifying features of service users and carers, including names, addresses and dates of birth, are anonymised in the portfolio. Portfolios that are not fully anonymised will be returned as a fail or, depending on circumstances, for amending prior to being reviewed by the Practice Assessment Panel**.
3. Information regarding service users and carers (including any service-user feedback/evaluation) must not be disclosed either orally or in writing to unauthorised persons. It is particularly important that the authenticity of telephone enquirers should be checked.
4. Conversation relating to confidential matters affecting service users and carers should not take place in situations where they may be heard by passers-by e.g. in corridors, reception areas or lifts.
5. The same confidentiality must also be preserved in dealing with matters relating to departmental personnel.
6. There may be occasions where the issues of risk override the need to maintain service users and carers’ confidentiality e.g. child protection. However any action taken will need to be within the framework described above and agency confidentiality policy must be followed.
7. Confidentiality applies to both written, tape recording and information stored on all forms of electronic devices.
8. I must not use electronic equipment used for video, photographic or audio recording to record any meeting or conversation with service users, carers or placement personnel (on-site or off-site) without the express permission and consent of all parties and my practice educator. If such permission is given, this data remains the property of the agency and must be securely stored.
9. I must adhere professional standards in relation to use of social media.
10. I must not use private or university emails to conduct placement related work unless this is agreed by the agency.
11. I must act at all times in accordance with the HCPC ‘Guidance on Conduct and Ethics for Students’.

|  |  |
| --- | --- |
| **As a student I confirm that I have read and understand the agency’s confidentiality policy and that I have read, understand and will adhere to placement confidentiality requirements** | *Student Signature and Date* |

**SECTION 8: STUDENT’S SELF-IDENTIFIED SPECIFIC LEARNING NEEDS IN RELATION TO THIS PLACEMENT SETTING**

**[This section is to be completed by the student for discussion with the Practice Educator]**

The student will have identified their learning needs at this stage in their professional development in both their **Placement Application** and their **Personal and Professional Development Plan**.

This section should be used to identify specific and additional learning needs in relation to this placement setting. Learning needs should be mapped to the ‘Professional Capabilities Framework’ (TCSW) and ‘Guidance on Conduct and Ethics for Students’(HCPC*)* using the coding below.

|  |  |  |
| --- | --- | --- |
| **PCFTS** PCF Threshold Statement for End of First Placement / End of Final Placement | | |
| 1. Professionalism 2. Values & Ethics 3. Diversity 4. Rights, Justice & Economic Wellbeing 5. Knowledge | 1. Critical Reflection & Analysis 2. Intervention & Skills 3. Contexts & Organisations 4. Professional Leadership | HCPC ‘Guidance on Conduct and Ethics for Students’ (**HCPC Guidance**) |

|  |
| --- |
| Self-identified specific learning needs for this placement On this placement the student would like the opportunity to develop: |
|  |

**SECTION 9: LEARNING OPPORTUNITIES TO BE PROVIDED BY THE PLACEMENT to enable the student to meet the relevant level of the Professional Capabilities Framework**

**[This section is to be completed by the Practice Educator.** It outlinesthe range of learning opportunities available in the placement setting and negotiated with the student to take into account his or her identified learning needs**]**.

|  |  |
| --- | --- |
| Placement Learning Opportunities On this placement the student will have the opportunity to: | **PCF DOMAINS**  While it is expected placement learning opportunities will address holistically all PCF domains, Practice Educators should identify domains which may be particularly addressed by this learning opportunity |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| *Add rows as required* |  |
| **Additional Learning Opportunities and Support Available For Students**  Please record any additional learning opportunities and/or support that the student may access on placement (e.g. Access to training, student groups). | |
|  | |

|  |
| --- |
| ***Note****.* Final placement students should have had opportunity to work in two different settings with two user groups before they qualify. They should also have had experience of statutory requirements and legal interventions and inter professional work. University Placement Tutors should check that these requirements can be fulfilled for final year students before proceeding with the placement. |

**SECTION 10: SUPERVISION ARRANGEMENTS**

It is expected that students will be provided with one and a half hours supervision each week. Where there are a number of students in a placement and group supervision is offered it is important that students are also provided with individual sessions as per the HEI’s requirements.

The Practice Educator (On-site and/or Off-Site) will keep a written record of the supervision sessions indicating the issues that arose, decisions reached, action to be taken and by whom. These documents must be signed at the end of each supervision session by student and Practice Educator. Should any dispute arise tutors may require copies of these documents for clarity and assessment purposes.

|  |
| --- |
| **Please detail below specific supervision arrangements for this placement** |
|  |

**SECTION 11: ASSESSMENT METHODS**

Practice educators are required to use a range of assessment methods and sources of evidence on which to base their assessment of the student’s developing capability. These may include:

* Direct formal observation of the student’s practice (required)

# Evidence of reflective learning

* Practice documents (case recording, letters, referrals, emails etc.)
* Feedback from people who use services and/or carers (required)
* Feedback from colleagues and other professionals with whom the student has had contact, including the practice supervisor where applicable
* Practice learning sessions/ supervision notes

|  |
| --- |
| **Please detail below any additional assessment methods to be used on this placement** (including arrangements for joint Practice Educator/University assessment of student’s reflective work, *if applicable*) |
|  |

**SECTION 12: SIGNIFICANT DATES**

**Placement Dates**

|  |  |  |  |
| --- | --- | --- | --- |
| Start Date |  | Proposed End Date |  |

**Key Dates**

|  |  |
| --- | --- |
| Practice Learning Agreement Meeting |  |
| Mid Way Review Meeting |  |
| Any final / additional assessment meeting |  |
| Planned University Recall Days |  |
| Planned Leave Dates |  |

**Submission Dates**

|  |  |
| --- | --- |
| Practice Learning Agreement to be forwarded to University Placement Tutor |  |
| Student to submit midway evidence to all relevant parties. |  |
| Student to submit Portfolio to Practice Educator |  |
| Practice Educator’s Final Report to be provided to Student |  |
| Student to submit Portfolio to University |  |

**SECTION 13: STUDENT VERIFICATION OF STATUS**

|  |  |
| --- | --- |
| I confirm that there have been no changes to my Disclosure and Barring Service (DBS) status (i.e. I have no criminal convictions, charges or disciplinary issues pending) since starting the social work degree programme. | |
| I have not been subject to any adult-safeguarding or child-protection investigations/enquiries. | |
| I have told the University, the placement provider and the Practice Educator about any existing health conditions in order for an assessment to be made as to whether this may put service users and carers or myself at risk in this placement setting. | |
| I confirm that neither I nor any of my immediate family members nor anyone with whom I have an intimate relationship have been or are receiving a service from the placement agency. | |
| I understand that I must inform the University, the placement provider and the Practice Educator immediately if my status changes in any of the areas listed above. | |
| **There are changes to my status which I need to report now** | Yes [ ] No [ ] |
| **Student’s signature and date** |  |

**SIGN–OFF OF LEARNING AGREEMENT**

|  |  |  |
| --- | --- | --- |
|  | **Signature** | **Date** |
| **Student:** |  |  |
| **Practice Educator:** |  |  |
| **Practice Supervisor:**  ***(if applicable)*** |  |  |
| **University Tutor:** |  |  |

|  |
| --- |
| **Note: All Universities using this form agree to not changing any of the substantive content. Changes to the format and content of this form may only be done with agreement of all parties via the agreed Change Control Process.** |

## App 3:

## MID-WAY PRACTICE PLACEMENT PORTFOLIO GUIDELINES

The primary task of the mid-way meeting is to discuss the development and progress of the student as making *Good Progress, Adequate Progress or if Progress is Raising Concerns* by reviewing the progressive holistic assessment of the practice educator at this point in the placement.

It is suggested that all parties discuss the report and agree any changes – particular attention being given to the Action Plan for the second part of the placement.

The Practice Learning & Development Manager and the appropriate Practice Assessment Panel are advised about the progress of the placement.

**HAVE YOU ENSURED THAT:**

* **The Mid-way portfolio is presented** in a soft backed ring binder.
* **1 fully completed Mid-way portfolio is submitted to the Placement Tutor only.** (This will be quality assured and not retained by the Placement Tutor but returned to you).
* **All the elements are in the following order with each section clearly differentiated by card dividers or coloured sheets. DO NOT INCLUDE ADDITIONAL DOCUMENTS FROM AGENCY:**
  + Portfolio Front Page
  + Contents Page
  + Index of Evidence Used for Student Assessment Chart
  + Pan London Practice Placement Learning Agreement
  + Mid-way Report
  + 1 Direct Observation Feedback form
  + 1 Service User Feedback sheet
  + 1 Feedback From Other Professional (incl Practice Supervisor if appl) Template
  + 1 Reflective Commentary (1st Placement) / 1 Critical Incident Analysis (2nd Placement)
  + Personal/Professional Development Plan (at appropriate 1st or 2nd year level)

****

***Fresh Thinking* *Informing Practice***

**PORTFOLIO FRONT SHEET**

**MID-WAY**

|  |  |
| --- | --- |
| **Student:** |  |
| **Degree** | MA / MSc / MSW / BA / BSc  *(delete as appropriate)* |
| **Practice Educator:** |  |
| **Name of Placement / Agency:** |  |
| **Practice supervisor: *(if applicable)*** |  |
| **University Placement Tutor:** |  |
| **Placement Level:** | First Placement (Mid-way)  Final Placement (Mid-way)  *(delete as appropriate)* |
| **Start Date of Placement:** |  |
| **End Date of Placement:** |  |
| **Number of Days of Placement:** |  |
| **Date of Mid-Way Meeting:** |  |
| **Recommendation of Practice Educator:** | GOOD PROGRESS  ADEQUATE PROGRESS  PROGRESS RAISING CONCERNS  *(delete as appropriate)* |

**This document should be read in conjunction with the University Practice Placement Guide**

**Confidentiality**

In the course of each placement the student will gather potentially sensitive information, and it is essential therefore that all identifying features of service users and carers, including names, addresses and dates of birth, are fully anonymised in the portfolio. Guidance on confidentiality will be given in the preparation for placement sessions provided in the University. Students are strongly advised to check all work in the portfolio carefully as any breaches of confidentiality will incur very serious penalties. Students are referred to the HCPC ‘*Guidance on Conduct and Ethics for Students’*, particularly Point 2 (p.9). Students must exercise great care in deleting or obscuring details that may identify service users or carers. Students must ensure that it is not possible for anyone to read these details. This confidentiality statement must be signed and included in the portfolio in relation to both practice placements. Portfolios must be stored carefully and securely at all times.

**Confidentiality Statement**

To protect the privacy and interests of those concerned, care has been taken to erase all names of service users and their families and carers. Other forms of identification, including parts or all of addresses, particular establishments, teams and agencies, and full dates of birth have also been erased. Individual cases can still be distinguished by the use of letters or numbers *(e.g. Case A or Case 1)* instead of names.

|  |  |
| --- | --- |
| **Name of Student:** | …………………………………………………………………………. |
| **Signed:** | …………………………………………………………………………. |
| **Date:** | …………………………………………………………………………. |

**Disclosure and Barring Service Disclosure Statement**

This is to certify that the University has undertaken a full DBS (previously CRB) check at enhanced level on the student named below.

In the case of this particular student, the check was clear, or there were no disclosures sufficient to warrant dismissal from the programme.

The results of the check are, therefore, satisfactory and the individual was judged suitable for professional social work training.

The Data Protection Act (1998) prevents the university from keeping copies of the DBS check for more than a limited period of time, but the student named below has been advised to keep their own copy and make this available to the placement agency, if required.

The student named below confirms that there have been no further cautions or convictions subsequent to the receipt of the DBS disclosure and that the student is not currently subject to any criminal investigation.

|  |  |
| --- | --- |
| **Name of Student:** | …………………………………………………………………………. |
| **Signed:** | …………………………………………………………………………. |
| **Date:** | …………………………………………………………………………. |

**CONTENTS PAGE**

**Please ensure you confirm by ticking, that each section has been included in your interim practice placement portfolio and in the order of this contents page. DO NOT INCLUDE ADDITIONAL DOCUMENTS FROM AGENCY**

|  |  |
| --- | --- |
| **PORTFOLIO ELEMENT** | **PLEASE TICK** |
| Front Page |  |
| Statement of Confidentiality & DBS Statement  *Both Signed* |  |
| Contents Page |  |
| Index of Evidence Used for Student Assessment Chart |  |
| Practice Learning Agreement |  |
| Mid-Way Report |  |
| 1 Direct Observation Feedback |  |
| 1 Service User & Carer Feedback |  |
| 1 Feedback from other Professional |  |
| 1 Reflective Commentary |  |
| Personal & Professional Development Plan  *Signed by Practice Educator, Student & Placement Tutor* |  |
| ***I have ensured that all the above documents are signed where appropriate and no additional documents from agency have been included*** |  |

## App 4:

## FINAL PRACTICE PLACEMENT PORTFOLIO GUIDELINES

*Students are required to submit their placement portfolios by the agreed date notified in the Practice Learning Agreement. If there is a change to the date of submission students will need to request an extension by submitting an extension request form. The request should be submitted to Donna Jones, Practice Learning & Development Manager. The rules regarding requests for extensions for other academic work apply. Please see handbook for further details.*

**HAVE YOU ENSURED THAT:**

* **The portfolio is securely comb/spiral bound** (not a hard or soft backed ring binder or lever arch file as storage space is very limited and will not be accepted). Machines are available in the Computer Centre to bind work at a small cost.
* **1 fully completed and bound portfolio is submitted only.** (Please ensure you retain a full copy of the portfolio, should anything happen to the original).
* **All the elements are in the following order with each section clearly differentiated DO NOT INCLUDE ADDITIONAL DOCUMENTS FROM AGENCY OTHER THAN WHAT IS LISTED BELOW:**
  + Portfolio Front Page Template
  + Contents Page
  + Pan London Practice Placement Learning Agreement
  + Index of Evidence Used for Student Assessment Chart
  + Practice Placement Mid-way Report
  + Practice Placement Final Report
  + 2 Direct Observations (**1st Placement requirement only**) / 3 Direct Observations **(Final Placement requirement only)**
  + A minimum of 3 Service User Feedback sheets
  + Minimum of 2 Feedback From Other Professionals (incl Practice Supervisor if appl) Template
  + 3 Reflective Commentaries **(1st placement requirement only)** or 3 Critical Incident Analysis **(Final Placement Requirement Only)** write ups
  + Personal/Professional Development Plan
  + Practice Learning Evaluation (QAPL)

****

**PORTFOLIO FRONT SHEET**

**FINAL**

|  |  |
| --- | --- |
| **Student:** |  |
| **Degree:** | MA / MSc / MSW / BA / BSc  *(delete as appropriate)* |
| **Practice Educator:** |  |
| **Name of Placement / Agency:** |  |
| **Practice supervisor: *(if applicable)*** |  |
| **University Placement Tutor:** |  |
| **Placement Level:** | First Placement/ Repeat First Placement  Final Placement/ Repeat Final Placement  *(delete as appropriate)* |
| **Start Date of Placement:** |  |
| **End Date of Placement:** |  |
| **Number of Days of Placement:** |  |
| **Date of Portfolio Submission:** |  |
| **Recommendation of Practice Educator:** | PASS  FAIL  *(delete as appropriate)* |

**Professional Capabilities Framework**

The purpose of the portfolio is to allow the student to demonstrate that, by the end of the placement, they are able to practise capably and have achieved the standards set out in the Professional Capabilities Framework (PCF) for Social Work at the required level for the placement undertaken (PCF End of First Placement / PCF End of Final Placement levels). The relevant level must be demonstrated to achieve a Pass for the placement.

The Professional Capabilities Framework are outcome statements developed by the College of Social Work (http://www.tcsw.org.uk/pcf.aspx) that set out what a student social worker must know, understand and be able to do in order to progress and complete the level. At final placement level, they are also what employers require of newly qualified social workers on entering employment and commencing the Assessed and Supported Year in Employment (ASYE). The Professional Capabilities Framework forms the basis of the assessment in both practice placements.

All portfolio items completed by the student must be typed. Items completed by the practice educator, practice supervisor or the university tutor may be hand written, with the exception of the Direct Observations and the Final Placement Report. Each portfolio item provides students with the opportunity to demonstrate capability in specific areas of work.

The portfolio is designed to be a working document used regularly throughout the placement by the student and the practice educator to set out and review learning outcomes for the placement, to record assessments and to review progress and achievement in line with the principles of progressive assessment. At the end of the placement, the portfolio will be submitted for assessment.

Students are required to keep a copy of all portfolio contents. It is advised that students do this incrementally as each placement progresses. It is the student’s responsibility to ensure that the portfolio is completed and she/he is expected to be pro-active in presenting evidence for assessment.

Evidence for assessment will include:

* Critical Reflection of Learning on Placement
* Three capable direct observations of practice
* Three pieces of service user or carer feedback
* Colleague feedback
* Mid-point review report
* Practice Educator’s report
* Practice Supervisor’s report (*if applicable)*
* Student’s response to practice educator’s report

**HCPC Standards of Proficiency & Guidance on Conduct and Ethics for Students**

The HCPC’s ‘*Standards of Proficiency for Social Workers in England’* set out what a social worker in England should know, understand and be able to do when they complete their social work training so that they can register with the HCPC. The HCPC and the College of Social Work have mapped the standards against the PCF expectations for social work students at the end of their last placement. Whilst there are some differences in the way the standards and PCF are expressed, the overall expectations are the same. HCPC ‘*Guidance on Conduct and Ethics for Students’* sets out expectations and provides guidance to students about how they should conduct themselves and acts as a baseline set of expectations for student conduct both on placement and at the university.

**This document should be read in conjunction with the University Practice Placement Guide**

**Confidentiality**

In the course of each placement the student will gather potentially sensitive information, and it is essential therefore that all identifying features of service users and carers, including names, addresses and dates of birth, are fully anonymised in the portfolio. Guidance on confidentiality will be given in the preparation for placement sessions provided in the University. Students are strongly advised to check all work in the portfolio carefully as any breaches of confidentiality will incur very serious penalties. Students are referred to the HCPC ‘*Guidance on Conduct and Ethics for Students’*, particularly Point 2 (p.9). Students must exercise great care in deleting or obscuring details that may identify service users or carers. Students must ensure that it is not possible for anyone to read these details. This confidentiality statement must be signed and included in the portfolio in relation to both practice placements. Portfolios must be stored carefully and securely at all times.

**Confidentiality Statement**

To protect the privacy and interests of those concerned, care has been taken to erase all names of service users and their families and carers. Other forms of identification, including parts or all of addresses, particular establishments, teams and agencies, and full dates of birth have also been erased. Individual cases can still be distinguished by the use of letters or numbers *(e.g. Case A or Case 1)* instead of names.

|  |  |
| --- | --- |
| **Name of Student:** | …………………………………………………………………………. |
| **Signed:** | …………………………………………………………………………. |
| **Date:** | …………………………………………………………………………. |

**Disclosure and Barring Service Disclosure Statement**

This is to certify that the University has undertaken a full DBS (previously CRB) check at enhanced level on the student named below.

In the case of this particular student, the check was clear, or there were no disclosures sufficient to warrant dismissal from the programme.

The results of the check are, therefore, satisfactory and the individual was judged suitable for professional social work training.

The Data Protection Act (1998) prevents the university from keeping copies of the DBS check for more than a limited period of time, but the student named below has been advised to keep their own copy and make this available to the placement agency, if required.

The student named below confirms that there have been no further cautions or convictions subsequent to the receipt of the DBS disclosure and that the student is not currently subject to any criminal investigation.

|  |  |
| --- | --- |
| **Name of Student:** | …………………………………………………………………………. |
| **Signed:** | …………………………………………………………………………. |
| **Date:** | …………………………………………………………………………. |

**CONTENTS PAGE**

**FINAL PORTFOLIO**

**Please ensure you confirm by ticking, that each section has been included in your interim practice placement portfolio and in the order of this contents page. DO NOT INCLUDE ADDITIONAL DOCUMENTS**

|  |  |
| --- | --- |
| **PORTFOLIO ELEMENT** | **PLEASE TICK** |
| Front Page |  |
| Statement of Confidentiality & DBS Statement  *Both Signed* |  |
| Contents Page |  |
| Index of Evidence Used for Student Assessment Chart |  |
| Practice Learning Agreement |  |
| Mid-Way Report |  |
| Final Report |  |
| 2 Direct Observation Feedback **(1st Placement Only)**  3 Direct Observation Feedback **(Final Placement Only)** |  |
| 3 Service User & Carer Feedback |  |
| Minimum of 2 Feedback from other Professionals |  |
| 3 Reflective Commentary **(1st Placement Only)**  3 Critical Incident Analysis **(Final Placement Only)** |  |
| Personal & Professional Development Plan (at appropriate end of 1st placement or end of final placement level)  *Signed by Practice Educator, Student & Placement Tutor* |  |
| ***I have ensured that all the above documents are signed where appropriate and no additional documents from agency have been included*** |  |

## App 5:

**Index of Evidence Used for Student Assessment**

The student in collaboration with the Practice Educator will keep an index of evidence used for assessment of the student’s practice. The evidence gathered should be quality evidence and agreed between the Practice Educator and student. Reference should be made to how the carefully selected evidence relates to the PCF domains or the HCPC Standards of Proficiency **(final year students only).**This index should be kept up-to-date throughout the placement. Reference numbers will be used in the mid-way and final report to refer to specific pieces of evidence.

**List of standard abbreviations**

|  |  |  |  |
| --- | --- | --- | --- |
| Direct Observations | DO | Practice Learning Agreement | PLA |
| Service User and Carer Feedback | SUCF | Mid Way Report | MR |
| Supervision Note | SUP | Final Report | FR |
| Case Recording | CR | Interview | INT |
| Refection/ Critical Reflection | REF | Feedback from other Professional | FOP |
| Team Meeting | TM |  |  |

***Please add other abbreviations used in the portfolio to this list***

| **Reference**  **Number** | **Description of Evidence** | **Date of evidence** | **PE to initial that s/he has read evidence** | **Date read by PE** |
| --- | --- | --- | --- | --- |
| e.g. DO1 | Direct Observation 1 Group Work – Subject ‘Maintaining A Healthy Lifestyle’  PCFs: 1,2,4 & 7 SOPs: 4.2, 4.3, 2.2, 1.1 & 7.13 | 10/1/16 |  |  |
| e.g.SUCF2 | Service User Feedback 2  PCFs: 1,2,3,6,7.2 SOPs:1,2,5,8,9 | 10/1/16 |  |  |
| e.g. SUP3 | Supervision note 3 showing critical reflection  PCFs: 1,2,5,6,7  SOPs: 2.10, 3, 3.1, 3.4, 4.4, 4.5, 4.1 & 11 | 14/3/16 |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

## App 6:

**Degree in Social Work Direct Observation Template**

This form is intended for electronic completion.

The answer spaces will expand to accommodate text.

|  |  |  |
| --- | --- | --- |
| **First Observation** | **Second Observation** | **Third Observation** |
|  |  |  |

*Please indicate*

|  |  |
| --- | --- |
| **Name of Student:** |  |
| **First Placement / Final Placement:** |  |
| **Name of Practice Educator:** or name and role of person undertaking the observation |  |
| **Date & setting of observation:** |  |

**SECTION 1 – STUDENT to complete before the direct observation**

|  |
| --- |
| **1. Brief background to observed contact between yourself and the service user**  *(200 words approximately)* |
|  |

|  |
| --- |
| **2. Planning for intervention:** What the student hopes to achieve and demonstrate.  *(200 words approximately)* |
|  |

**SECTION 2 – STUDENT to complete shortly after the direct observation**

|  |
| --- |
| **3. Brief description of the actual intervention:** Did the student meet their objectives for the intervention? *(200 words approximately)* |
|  |

|  |
| --- |
| **4. Reflections on the observed practice** with reference to the relevant PCF threshold level statement and domains and HCPC Guidance *(300 words approximately)* |
|  |

**The Student should now pass this form to the Practice Educator to complete**

**SECTION 3 – PRACTICE EDUCATOR to complete after the direct observation**

Please provide information to support your assessment of the direct observation

|  |
| --- |
| **Holistic assessment of the Student’s capability demonstrated in the direct observation of practice (up to 300 words)** |
|  |

**Additional Comments in relation to the PCF domains** where relevant. **You are not required to make a comment against each domain**. You should address domains relevant for this observation and identify strengths and any areas for development/concern

|  |
| --- |
| **Domain 1 Professionalism** |
|  |

|  |
| --- |
| **Domain 2 Values and ethics: apply social work ethical principles and values to guide professional practice** |
|  |

|  |
| --- |
| **Domain 3 Diversity: recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice** |
|  |

|  |
| --- |
| **Domain 4 Rights, justice and economic wellbeing: advance human rights and promote social justice and economic well-being** |
|  |

|  |
| --- |
| **Domain 5 Knowledge: apply knowledge of social sciences, law and social work practice theory** |
|  |
| **Domain 6 Critical reflection and analysis: apply critical reflection and analysis to inform and provide a rationale for professional decision-making** |
|  |

|  |
| --- |
| **Domain 7 Intervention and skills: use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse** |
|  |

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

|  |
| --- |
| **Domain 9 Professional leadership: take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management** |
|  |

|  |
| --- |
| **Summary and comments on Service user/ Carer’s feedback** (if applicable) |
|  |

**The Practice Educator should now pass this form to the student to complete**

**SECTION 4 – STUDENT to complete after reading the Practice Educator’s feedback**

|  |
| --- |
| **Using the feedback from your Practice Educator, critically reflect on your practice and professional development needs** *(300 words approximately)* |
|  |

**SECTION 5 – ACTION PLAN following discussion in supervision**

|  |
| --- |
| **Action plan** (if applicable) **to be agreed following discussion with Practice Educator.** Have areas of development/learning needs been identified? What action needs to be taken to address these? Are they any other outstanding issues? |
|  |

**SIGN OFF OF COMPLETION**

|  |  |  |
| --- | --- | --- |
|  | **Signature** | **Date** |
| **STUDENT:** |  |  |
| **PRACTICE EDUCATOR:** |  |  |

## App 7:

## Service User and Carer Agreement Form

For Service Users / Carers / Personal Assistants to take part in the Assessment Process for Social Work Degree Students on Practice Placement

(To be completed by the Practice Educator / Practice Supervisor with the identified Service User / Carer / Personal Assistant)

|  |  |
| --- | --- |
| Name of Student |  |
| Placement Setting |  |
| Name of Practice Educator / Practice Supervisor |  |

The student or the Practice Educator has told me about taking part in assessing a social work student on placement, and I understand what I am being asked to be involved with. I am aware that I do not have to give any feedback, but my comments may help a student learn and develop to become a good social worker.

I am aware that I will not be named or identified in the student’s assessment report. This form will not be included in the student’s Placement Reports. If I change my mind at a later stage I will let the student or Practice Educator / Practice Supervisor know and it will not affect the service I get from the agency in any way.

To ensure your confidentiality please do not sign this form – simply initial it.

Initials:

Date:

## SERVICE USER / CARER FEEDBACK FORM

|  |  |
| --- | --- |
| Name of Student |  |
| Placement Setting |  |
| Name of Practice Supervisor *(if applicable)* |  |

The student / Practice Educator / supervisor will help you complete this form if you ask them to do so. We understand that forms can take time, but would appreciate as much detail as possible, as well as ‘yes’ or ‘no’.

Did the student social worker:

|  |
| --- |
| **Say who they were and explain what they were there to do? Yes / No**  **Can you tell us how they managed this?** |
| **Listen to you and give you time to talk about the things you wanted to say? Yes / No**  **Please tell us a little about how this happened.** |
| **Make sure you understood what was being said? Yes / No**  **Could you tell us how the student managed this?** |

Initials:

Date:

To ensure your confidentiality please do not sign this form – simply initial it.

THANK YOU FOR COMPLETING THIS FORM

## App 8:

**Less Formal Direct Observations of Day to Day Practice on Placement: Additional Evidence**

This template can be used for less formal observations of day-to-day practice. These observations may be undertaken by non-social work professionals and practitioners and include a range of settings, for example, multi-professional team meetings, case conferences or joint visits. In these cases, the observer completing the template may not necessarily be a registered social worker. The observer will still need to have a basic understanding of what is required of a student social worker at the expected level of practice and should be given the PCF level descriptor before the observation

**Section 1**

**Observer to complete after the direct observation**

|  |  |
| --- | --- |
| **Name of Student** |  |
| **Name & role of observer** |  |
| **Date & setting of observation** |  |

|  |
| --- |
| **Holistic assessment of the student’s capability based on this observation**  *Please comment on the student’s capability, taking into account the level descriptor* |
| ***By the end of the first placemen****t* students should demonstrate effective use of knowledge, skills and commitment to core values in Social Work in a given setting in predominantly less complex situations, with supervision and support. They will have demonstrated capacity to work with people and situations where there may not be simple clear-cut solutions. |
| ***By the end of last placement***student social workers should have demonstrated the knowledge, skills and values to work with a range of user groups, and the ability to undertake a range of tasks at a foundation level, the capacity to work with more complex situations; they should be able to work more autonomously, whilst recognising that the final decision will still rest with their supervisor; they will seek appropriate support and supervision. |
| ***Comments*** |

**Observer’s signature:**

**Date:**

**Section 2**

**Student Social Worker to complete after the direct observation**

**Complete 1 and 2 after reading the observer’s report**

|  |
| --- |
| **1. Critical reflection and professional development** *see guidance note 7* |
|  |

|  |
| --- |
| **2. Comments and reflections on the feedback given by the observer** |
|  |

**Student should give form to Practice Educator and discuss in next supervision session/ practice tutorial**

**Section 3**

|  |
| --- |
| **4. Practice Educator’s Comments on the feedback given and student’s reflection** |
|  |

|  |
| --- |
| **5. Any further comments by student and action plan resulting from this informal observation** |
|  |

**Student’s signature & Practice Educator’s signature**

**Date:**

## App 9:

**MID-WAY REPORT**

**SECTION 1: Summary of progress to date**

* 1. **Placement details**

|  |  |
| --- | --- |
| **Student** |  |
| **Programme** | MSc |
| **Practice Educator** |  |
| **Placement** | First Placement / Final Placement  (*delete as appropriate)* |
| **Practice supervisor** *(if applicable)* |  |
| **Team name/Agency** |  |
| **Start date of placement** |  |
| **Days completed on placement at the point of the review** |  |
| **End date of placement** |  |
| **University Placement Tutor** |  |

* 1. **SUMMARY RECOMMENDATION: progressive holistic assessment at this point in the placement**

|  |  |  |
| --- | --- | --- |
| ***Progressive holistic assessment against the PCF at this point in the placement*** | **Satisfactory Progress** | **Progress raising concerns**  *This is addressed in the Action Plan in Section 4* |

* 1. **SUMMARY of Any Issues or Circumstances taken into account in this recommendation**

|  |  |  |
| --- | --- | --- |
| **Issue** | ***Brief description (max 150 words each)[[2]](#footnote-2)*** detailing if and how these issues have been resolved | ***Additional information?*** |
| **Placement** e.g. workload, PE and/or organisational factors etc. |  | *YES/NO* |
| **Student** e.g. health, personal circumstances, disability etc. |  | *YES/NO* |
| **Other** (e.g. HEI) |  | *YES/NO* |

* 1. **IMPLEMENTATION OF THE PRACTICE LEARNING AGREEMENT: Learning Opportunities**

|  |  |
| --- | --- |
| 1. Has the Practice Learning Agreement been completed/signed | Yes/No  Date signed: |
| 1. Have weekly supervision/ practice tutorials taken place? | Provide dates of supervision meetings:  *Provide explanation if frequency of meetings not as expected.* |
| 1. Have the learning opportunities outlined in the PLA materialised? | Yes/No  *Please comment below if the answer is no* |
| 1. Have any reasonable adjustments made at the start of the placement been reviewed? Are they still reasonable/adequate? | Yes/No  *Please comment below* |
| **Comments:** *E.g. Are there any issues or problems arising from what was recorded in the Practice Learning Agreement? If so, how will they be resolved? Have these been discussed with the student? Indicate the student’s view.* | |

* 1. **IMPLEMENTATION OF THE PRACTICE LEARNING AGREEMENT: Assessment**

***Please attach the Index of Evidence Used for Student Assessment***

|  |  |
| --- | --- |
| **Has at least one formal Direct Observation taken place?** | **[Yes] [No]** |
| **Has feedback from at least one Service User / Carer been obtained?** | **[Yes] [No]** |

* 1. **SUMMARY OF WORK UNDERTAKEN TO DATE (a factual list of tasks and learning undertaken).** To be completed by student and confirmed by Practice Educator

|  |
| --- |
|  |

**SECTION 2: COMMENTS BY THE PRACTICE SUPERVISOR (if applicable) on the student’s progress**

|  |
| --- |
|  |

**SECTION 3: MID-WAY ASSESSMENT REPORT:** To be completed by Practice Educator

|  |
| --- |
| **A. HOLISTIC ASSESSMENT** |
| ***Please note:*** Practice Educators may find it helpful to complete Section 3 before undertaking this section. Consider student’s **progression** from the beginning to the mid-point of the placement. |
| ***PCF threshold level descriptors***  ***By the end of the first placement***students should demonstrate effective use of knowledge, skills and commitment to core values in social work in a given setting in predominantly less complex situations, with supervision and support. They will have demonstrated capacity to work with people and situations where there may not be simple clear-cut solutions.  ***By the end of qualifying programmes, demonstrated in the context of the last placement*** newly qualified social workers should have demonstrated the knowledge, skills and values to work with a range of user groups, and the ability to undertake a range of tasks at a foundation level, the capacity to work with more complex situations; they should be able to work more autonomously, whilst recognising that the final decision will still rest with their supervisor; they will seek appropriate support and supervision.  **Please provide an overall judgement of the student’s professional capability at this point in the placement with reference to the level descriptor for this placement, taking into account and making reference to:**   1. Progressive assessment of the candidate’s capability during the placement with reference to the relevant PCF Threshold Level for the placement 2. Capability across all nine domains of the PCF 3. The HCPC Guidance on Conduct and Ethics for Students 4. Any factors that may have affected the student’s progress during the placement   **Link your comments to examples of evidence presented over the course of the placement*.* Cross reference your assessment to the Evidence number in the Index of Evidence Grid and, if appropriate, information provided in Section 2B to support the overall assessment.**  ***(Guideline: 300 words)*** |

|  |  |
| --- | --- |
| **Feedback on overall capability** | **Cross reference**  **Index of Evidence**  **number** |
|  |  |

| **B. SUMMARY PROGRESSIVE ASSESSMENT of each PCF domain** | | | |
| --- | --- | --- | --- |
| **PCF DOMAIN** | **No evidence of capability** | **Some evidence**  **of capability** | **Satisfactory evidence**  **of capability at this point in the placement** |
| 1. **Professionalism** |  |  |  |
| 1. **Values and Ethics** |  |  |  |
| 1. **Diversity** |  |  |  |
| 1. **Rights, Justice & Economic Wellbeing** |  |  |  |
| 1. **Knowledge** |  |  |  |
| 1. **Critical Reflection & Analysis** |  |  |  |
| 1. **Intervention and Skills** |  |  |  |
| 1. **Contexts and Organisations** |  |  |  |
| 1. **Professional Leadership** |  |  |  |

|  |
| --- |
| Please provide additional information to support your assessment. You may wish to comment and cross reference to relevant evidence to highlight a student’s strengths, progress or areas for development in a particular domain. This will be essential if the student is not progressing satisfactorily in one or more of the domains, or you have other specific concerns. |
| **Additional Information** |

|  |
| --- |
| **C. SUMMARY of STUDENT’S FUTURE LEARNING NEEDS on THIS PLACEMENT** |
| **Assessment of student’s future learning needs/priorities on this placement** (*Guideline: 200 words)* |
|  |

**SECTION 4: AGREED ACTION PLAN for the remainder of the placement**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Agreed Action Plan Following The Midway Assessment for all students**  Have areas of development/learning needs been identified? Areas and interests to be developed? What action needs to be taken to address these? Are there any other outstanding issues? Detail specifically actions to be taken. The action plan should be developed, discussed and agreed at the mid way review. | | | | |
| **Action to be taken** | **By whom?** | **By when?** | **Review date** | **By whom?** |
| **1.** |  |  |  |  |
| **2.** |  |  |  |  |
| **3.** |  |  |  |  |
| **4.** |  |  |  |  |
| *Add rows as needed* |  |  |  |  |

**SECTION 5: STUDENT’S COMMENTS ON MID-WAY ASSESSMENT REPORT**

|  |  |
| --- | --- |
| **Student’s comments on Mid-Way Assessment Report** (Guideline: 300 words) | |
|  | |
| I have now reviewed and updated my **Personal and Professional Development Plan** and shared this with my Practice Educator and Tutor | [Yes] [No]  *If no – insert date by which this will be completed* |

**SECTION 6: UNIVERSITY TUTOR’S COMMENTS**

|  |
| --- |
| **University Placement Tutor’s comments on the assessment**  *(Guideline: 200 words)* |
|  |

**SIGNATURES OF ALL PARTIES**

|  |  |  |
| --- | --- | --- |
|  | **Signature** | **Date** |
| **Student** |  |  |
| **Practice Educator** |  |  |
| **Practice supervisor**  *(if applicable)* |  |  |
| **University Placement Tutor** |  |  |

## App 10:

**END OF PLACEMENT REPORT**

**Holistic Assessment of Student by Practice Educator using the Professional Capabilities Framework**

**SECTION 1: SUMMARY OF ASSESSMENT AND SUPPORTING EVIDENCE**

* 1. **Placement details**

|  |  |
| --- | --- |
| **Student** |  |
| **Programme** | MSc |
| **Practice Educator** |  |
| **Practice supervisor (if applicable)** |  |
| **Placement details**  **(delete as applicable)** | First placement  Last placement |
| **Team name/Agency** |  |
| **Dates of placement** | Start Date:  End Date:  Number of Days on Placement: |
| **University Placement Tutor** |  |

* 1. **FINAL ASSESSMENT FOR THIS PLACEMENT**

*(See Section 3 for holistic assessment report)*

|  |  |  |
| --- | --- | --- |
| **Recommendation** | ***Pass*** | ***Fail*** |
| **FINAL PLACEMENT ONLY**  **If making a PASS Recommendation** | I confirm that the student named above has met the required HCPC Standards of Proficiency for Social Workers in England Yes / No  I confirm that the student named above has followed the HCPC Guidance on Conduct and Ethics for Students Yes / No | |
| **Practice Educator’s signature** |  | |
| **Student’s signature** |  | |
| **University Placement Tutor’s signature** |  | |
| **Date** |  | |

* 1. **Summary of any issues or circumstances taken into account in this recommendation**

|  |  |  |
| --- | --- | --- |
| ***Issue*** | **Brief description (max 150 words each)[[3]](#footnote-3)** | ***Additional information?*** |
| **Placement** e.g. workload, PE and/or organisational factors |  | *YES/NO* |
| **Student** e.g. health, personal circumstances, disability etc. |  | *YES/NO* |
| **Other** (e.g. HEI) |  | *YES/NO* |

* 1. **Summary of documentation and assessments taken into account in this recommendation**

|  |  |
| --- | --- |
| **Assessment** | **Date** |
| Previous practice assessment report[[4]](#footnote-4) |  |
| Learning agreement |  |
| Mid Way Report/ Interim reviews |  |
| The Action Plan completed at the Mid-Way Report stage and subsequent progress in relation to this Action Plan |  |
| Practice supervisor’s report/feedback[[5]](#footnote-5) |  |
| Personal and Professional Development Plan |  |

* 1. **Confirmation of types of evidence used to support this recommendation**

**Please attach the Index of Evidence Used for Student Assessment**

| ***Type of evidence*** | ***Yes/No*** |
| --- | --- |
| Direct Observations of student |  |
| Service User and Carer feedback |  |
| Critical reflection of practice |  |
| Extracts from supervision notes |  |
| Student work products |  |
| Feedback from other professionals |  |
| ***(Add lines as required)*** |  |

* 1. **Summary Of Work Undertaken On Placement (a factual list of tasks and learning undertaken).** To be completed by student and confirmed by Practice Educator.

|  |
| --- |
|  |

**SECTION 2: Practice Supervisor’s Report (if applicable)**

|  |
| --- |
| **Holistic assessment of the student’s capability**  *Please comment on the student’s capability, taking into account the level descriptor and the nine domains* |
| ***By the end of the first placemen****t* students should demonstrate effective use of knowledge, skills and commitment to core values in Social Work in a given setting in predominantly less complex situations, with supervision and support. They will have demonstrated capacity to work with people and situations where there may not be simple clear-cut solutions. |
| ***By the end of last placement***student social workers should have demonstrated the knowledge, skills and values to work with a range of user groups, and the ability to undertake a range of tasks at a foundation level, the capacity to work with more complex situations; they should be able to work more autonomously, whilst recognising that the final decision will still rest with their supervisor; they will seek appropriate support and supervision. |
| ***Comments by Practice Supervisor*** |

**SECTION 3: END OF PLACEMENT ASSESSMENT REPORT**

To be completed by Practice Educator

|  |
| --- |
| **A. HOLISTIC ASSESSMENT** |
| **Please note:** Practice Educators may find it helpful to complete Section 3 before undertaking this section. Consider student’s progression from the beginning to the end of the placement. |
| ***PCF threshold level descriptors***  ***By the end of the first placement***students should demonstrate effective use of knowledge, skills and commitment to core values in social work in a given setting in predominantly less complex situations, with supervision and support. They will have demonstrated capacity to work with people and situations where there may not be simple clear-cut solutions.  ***By the end of qualifying programmes, demonstrated in the context of the last placement*** newly qualified social workers should have demonstrated the knowledge, skills and values to work with a range of user groups, and the ability to undertake a range of tasks at a foundation level, the capacity to work with more complex situations; they should be able to work more autonomously, whilst recognising that the final decision will still rest with their supervisor; they will seek appropriate support and supervision.  **Please provide an overall judgement of the student’s professional capability with reference to the TCSW PCF Threshold level descriptor for this placement, taking into account:**   1. Progressive assessment of the candidate’s capability during the placement with reference to the relevant PCF Threshold Level for the placement and the Action Plan drawn up at the Mid-Point Review. 2. Capability across all nine domains of the PCF 3. The HCPC Guidance on Conduct and Ethics for Students 4. The HCPC Standards of Proficiency for Social Workers in England 5. Any factors that may have affected the student’s progress during the placement   **Link your comments to examples of evidence presented over the course of the placement*.* Cross reference your assessment to the Evidence number in the Index of Evidence Grid and, if appropriate, information provided in Section 2B to support the overall assessment.**  ***(Guideline: 500 words )*** |

|  |  |  |
| --- | --- | --- |
| **Feedback on overall capability** | | **Cross reference**  **Evidence**  **number** |
|  | |  |
| **B. SUMMARY PROGRESSIVE HOLISTIC ASSESSMENT of each PCF domain** | | |
| Please provide additional information to support your overall holistic assessment of capability. This will be essential if the student has not demonstrated capability in one or more of the domains, or you have other, specific concerns. You may also wish to comment on other relevant evidence from the placement you have not discussed already, for example, highlighting a student’s strengths, progress or areas for development in a particular domain.  ***(Guideline: 250 words maximum per domain)*** | | |
| **Domain 1 Professionalism**  **Identify and behave as a professional social worker, committed to professional development**  Social workers are members of an internationally recognised profession, a title protected in UK law. Social workers demonstrate professional commitment by taking responsibility for their conduct, practice and learning, with support through supervision. As representatives of the social work profession they safeguard its reputation and are accountable to the professional regulator. | | |
| ***Assessment*** | | |
| ***Evidence used to support judgement*** | | |
| **Capability at level for this placement** | Demonstrated / Not demonstrated  *(Delete as appropriate)* | |

|  |  |
| --- | --- |
| **Domain 2** **Values and Ethics**  **Apply social work ethical principles and values to guide professional practice**  Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making, including through partnership with people who use their services. Social workers are knowledgeable about the value base of their profession, its ethical standards and relevant law. | |
| ***Assessment*** | |
| ***Evidence used to support judgement*** | |
| **Capability at level for this placement** | Demonstrated / Not demonstrated  *(Delete as appropriate)* |

|  |  |
| --- | --- |
| **Domain 3 Diversity**  **Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice**  Social workers understand that diversity characterises and shapes human experience and is critical to the formation of identity. Diversity is multidimensional and includes race, disability, class, economic status, age, sexuality, gender and transgender, faith and belief. Social workers appreciate that, as a consequence of difference, a person’s life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim, and are able to challenge appropriately. | |
| ***Assessment*** | |
| ***Evidence used to support judgement*** | |
| **Capability at level for this placement** | Demonstrated / Not demonstrated  *(Delete as appropriate)* |

|  |  |
| --- | --- |
| **Domain 4 Rights, Justice and Economic Wellbeing**  **Advance human rights and promote social justice and economic well-being**  Social workers recognise the fundamental principles of human rights and equality, and that these are protected in national and international law, conventions and policies. They ensure these principles underpin their practice. Social workers understand the importance of using and contributing to case law and applying these rights in their own practice. They understand the effects of oppression, discrimination and poverty. | |
| ***Assessment*** | |
| ***Evidence used to support judgement*** | |
| **Capability at level for this placement** | Demonstrated / Not demonstrated  *(Delete as appropriate)* |

|  |  |
| --- | --- |
| **Domain 5 Knowledge**  **Apply knowledge of social sciences, law and social work practice theory**  Social workers understand psychological, social, cultural, spiritual and physical influences on people; human development throughout the life span and the legal framework for practice. They apply this knowledge in their work with individuals, families and communities. They know and use theories and methods of social work practice. | |
| ***Assessment*** | |
| ***Evidence used to support judgement*** | |
| **Capability at level for this placement** | Demonstrated / Not demonstrated  *(Delete as appropriate)* |

|  |  |
| --- | --- |
| **Domain 6 Critical reflection and Analysis**  **Apply critical reflection and analysis to inform and provide a rationale for professional decision-making**  Social workers are knowledgeable about and apply the principles of critical thinking and reasoned discernment. They identify, distinguish, evaluate and integrate multiple sources of knowledge and evidence. These include practice evidence, their own practice experience, service user and carer experience together with research-based, organisational, policy and legal knowledge. They use critical thinking augmented by creativity and curiosity. | |
| ***Assessment*** | |
| ***Evidence used to support judgement*** | |
| **Capability at level for this placement** | Demonstrated / Not demonstrated  *(Delete as appropriate)* |

|  |  |
| --- | --- |
| **Domain 7 Intervention and Skills**  **Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse**  Social workers engage with individuals, families, groups and communities, working alongside people to assess and intervene. They enable effective relationships and are effective communicators, using appropriate skills. Using their professional judgement, they employ a range of interventions: promoting independence, providing support and protection, taking preventative action and ensuring safety whilst balancing rights and risks**.** They understand and take account of differentials in power, and are able to use authority appropriately. They evaluate their own practice and the outcomes for those they work with. | |
| ***Assessment*** | |
| ***Evidence used to support judgement*** | |
| **Capability at level for this placement** | Demonstrated / Not demonstrated  *(Delete as appropriate)* |

|  |  |
| --- | --- |
| **Domain 8 Contexts and organisations**  **Engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter-professional settings**  Social workers are informed about and pro-actively responsive to the challenges and opportunities that come with changing social contexts and constructs. They fulfil this responsibility in accordance with their professional values and ethics, both as individual professionals and as members of the organisation in which they work. They collaborate, inform and are informed by their work with others, inter-professionally and with communities. | |
| ***Assessment*** | |
| ***Evidence used to support judgement*** | |
| **Capability at level for this placement** | Demonstrated / Not demonstrated  *(Delete as appropriate)* |

|  |  |
| --- | --- |
| **Domain 9 Professional Leadership**  **Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management**  The social work profession evolves through the contribution of its members in activities such as practice research, supervision, assessment of practice, teaching and management. An individual’s contribution will gain influence when undertaken as part of a learning, practice-focused organisation. Learning may be facilitated with a wide range of people including social work colleagues, service users and carers, volunteers, foster carers and other professionals. | |
| ***Assessment*** | |
| ***Evidence used to support judgement*** | |
| **Capability at level for this placement** | Demonstrated / Not demonstrated  *(Delete as appropriate)* |

|  |
| --- |
| **C. ASSESSMENT OF STUDENT’S FUTURE LEARNING NEEDS / PRIORITIES** |
|  |

**SECTION 4: STUDENT’S COMMENTS ON THE END OF PLACEMENT REPORT**

|  |  |
| --- | --- |
| **Student’s comments on End of Placement Report** (Guideline: 300 words) | |
|  | |
| I have now reviewed and updated my **Personal and Professional Development Plan** and shared this with my Practice Educator and Tutor  I have attached my **Personal and Professional Development Plan** to this report | [Yes] [No]  *If no – insert date by which this will be completed*  [Yes] [No] |

**SECTION 5: UNIVERSITY TUTOR’S COMMENTS**

|  |
| --- |
| **University Placement Tutor’s comments on the End of Placement Report and Assessment**  *(Guideline: 200 words)* |
|  |

**SIGNATURES OF ALL PARTIES**

|  |  |  |
| --- | --- | --- |
|  | **Signature** | **Date** |
| **Student** |  |  |
| **Practice Educator** |  |  |
| **Practice Supervisor**  *(if applicable)* |  |  |
| **University Placement Tutor** |  |  |

**Please ensure that the following are attached to this Report**

* 1. The Index of Evidence used for Student Assessment
  2. The Student’s Personal and Professional Development Plan

## App 11:

**PERSONAL AND PROFESSIONAL DEVELOPMENT PLAN – END OF 1ST PLACEMENT**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Personal/ Professional Development Plan 2**  **End of First Placement Level (PCF)**  **(End of Second Year (BA/BSc students/ End of Stage 2 for Masters Students)** | | | | | |
| **Name of student:** |  | **Name of University tutor:** |  | **Name of Practice Educator** |  |
| **Date of starting this plan:** |  | **Date of mid-level review of plan** |  | **Date of final review at end of level** |  |
| **Overall Goals: What I want to achieve by the end of End of First Placement Level / End of Year 2/ End of Stage 2** | | | | | |
| **PCF level descriptor *By the end of the first placemen****t* students should demonstrate effective use of knowledge, skills and commitment to core values in Social Work in a given setting in predominantly less complex situations, with supervision and support. They will have demonstrated capacity to work with people and situations where there may not be simple clear-cut solutions. | | | | | |
| ***Consider the PCF Threshold Level above and the HCPC Guidance on Conduct and Ethics for Students and record your goals*** | | | | | |
| **This plan will be completed by the student and shared and reviewed with the university tutor and Practice Educator. The student should add to their PDP each time s/he sets a new learning objective throughout this level in order to evidence planned progression in their learning and development. As far as possible when setting learning objectives links should be made to the PCF level outcomes.** | | | | | |

| **Learning Objective** | **How will you meet this objective?**  **Development activity or action planned** | **How will you know if the objective is met?** | **Timescales?**  **Date for completion and/or review** | **What was the impact on your development and practice?** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| ***Add rows as required*** |  |  |  |  |

|  |
| --- |
| PDP Final review – End of First Placement Level / End of year/stage 2*Review of achievements over the last xxx months* |
| **Brief Overview of Achievements to date** |

|  |
| --- |
| **Summary of achievement of skills & knowledge** |
|  |
| **Emerging development needs to be carried forward to next PDP** |
|  |

|  |  |  |
| --- | --- | --- |
|  | **Signature** | **Date** |
| **Student** |  |  |
| **Tutor** |  |  |
| **Practice Educator** |  |  |
| **Date by which new plan will be completed for the start of Final Placement Level** | |  |

## App 12:

**PERSONAL AND PROFESSIONAL DEVELOPMENT PLAN – END OF 2ND PLACEMENT**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Personal/ Professional Development Plan 3**  **End of Final Placement Level (PCF)**  **(End of Third Year (BA/BSc students/ End of Stage 3 for Masters Students)** | | | | | |
| **Name of student:** |  | **Name of University tutor:** |  | **Name of Practice Educator** |  |
| **Date of starting this plan:** |  | **Date of mid-level review of plan** |  | **Date of final review at end of level** |  |
| **Overall Goals: What I want to achieve by the end of End of Final Placement level/ End of Year 3/ End of Stage 3** | | | | | |
| **PCF level descriptor *By the end of last placement***student social workers should have demonstrated the knowledge, skills and values to work with a range of user groups, and the ability to undertake a range of tasks at a foundation level, the capacity to work with more complex situations; they should be able to work more autonomously, whilst recognising that the final decision will still rest with their supervisor; they will seek appropriate support and supervision. | | | | | |
| ***Consider the PCF Threshold Level above and the HCPC Guidance on Conduct and Ethics for Students and record your goals*** | | | | | |

|  |
| --- |
| **This plan will be completed by the student and shared and reviewed with the university tutor and Practice Educator. The student should add to their PDP each time s/he sets a new learning objective throughout this level in order to evidence planned progression in their learning and development. As far as possible when setting learning objectives links should be made to the PCF level outcomes.** |

| **Learning Objective** | **How will you meet this objective?**  **Development activity or action planned** | **How will you know if the objective is met?** | **Timescales?**  **Date for completion and/or review** | **What was the impact on your development and practice?** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| ***Add rows as required*** |  |  |  |  |

|  |
| --- |
| PDP Final review – End of Final Placement Level / End of year 3 /stage 3*Review of achievements over the last xxx months* |
| **Brief Overview of Achievements to date** |

|  |
| --- |
| **Summary of achievement of skills & knowledge** |
|  |
| **Emerging development needs to be carried forward to next PDP for ASYE** |
|  |

|  |  |  |
| --- | --- | --- |
|  | **Signature** | **Date** |
| **Student** |  |  |
| **Tutor** |  |  |
| **Practice Educator** |  |  |

## App 13:

**PCF Descriptors for End of First Placement**

1. **Professionalism – End of First Placement**

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

* Recognise the role of the professional social worker in a range of contexts
* Recognise the important role of supervision, and make an active contribution
* Demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness
* With guidance take responsibility for managing your time and workload effectively
* Be able to show awareness of personal and professional boundaries
* With guidance recognise your limitations, and how to seek advice
* Recognise and act on own learning needs in response to practice experience
* Show awareness of own safety, health, wellbeing and emotional resilience and seek advice as necessary
* Identify concerns about practice and procedures and how they can be questioned

1. **Values & Ethics – End of First Placement**

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

* Understand and, with support, apply the profession's ethical principles
* Recognise and with support manage the impact of own values on professional practice
* Identify and, with guidance, manage potentially conflicting values and ethical dilemmas
* Elicit and respect the needs and views of service users and carers and, with support, promote their participation in decision-making wherever possible
* Recognise and, with support, promote individuals' rights to autonomy and self-determination
* Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing

1. **Diversity – End of First Placement**

Social workers understand that diversity characterises and shapes human experience and is critical to the formation of identity. Diversity is multi-dimensional and includes race, disability, class, economic status, age, sexuality, gender and transgender, faith and belief. Social workers appreciate that, as a consequence of difference, a person's life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim, and are able to challenge appropriately.

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

1. **Rights, Justice & Economic Wellbeing – End of First Placement**

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

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

1. **Knowledge – End of First Placement**

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

* With guidance apply research, theory and knowledge from sociology, social policy, psychology, health and human growth and development to social work practice
* Understand the legal and policy frameworks and guidance that inform and mandate social work practice, relevant to placement setting
* Understand forms of harm, their impact on people, and the implications for practice
* Apply knowledge from a range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them
* Value and take account of the expertise of service users and carers and professionals

1. **Critical Reflection & Analysis – End of First Placement**

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

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

1. **Intervention & Skills – End of First Placement**

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

* With guidance use a range of verbal, non-verbal and written methods of communication relevant to the placement
* With guidance communicate information, advice, instruction and opinion so as to advocate, influence and persuade
* Demonstrate the ability to build and conclude compassionate and effective relationships appropriate to the placement setting
* With guidance demonstrate an holistic approach to the identification of needs, circumstances, rights, strengths and risks
* Identify and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes
* With guidance use a planned and structured approach, informed by at least two social work methods and models
* Recognise the importance of community resources, groups and networks for individuals
* Demonstrate skills in recording and report writing appropriate to the setting
* With guidance, demonstrate skills in sharing information appropriately and respectfully
* Demonstrate awareness of the impact of multiple factors, changing circumstances and uncertainty in people’s lives
* With guidance understand the authority of the social work role
* With guidance identify the factors that may create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including yourself
* With guidance identify appropriate responses to safeguard vulnerable people

1. **Contexts & Organisations – End of First Placement**

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

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

1. **Professional Leadership – End of First Placement**

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

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

**PCF Descriptors for End of Final Placement**

1. **Professionalism – End of Last Placement**

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

* Be able to meet the requirements of the professional regulator
* Be able to explain the role of the social worker in a range of contexts, and uphold the reputation of the profession
* Demonstrate an effective and active use of supervision for accountability, professional reflection and development
* Demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness
* Take responsibility for managing your time and workload effectively, and begin to prioritise your activity including supervision time
* Recognise the impact of self in interaction with others, making appropriate use of personal experience
* Be able to recognise and maintain personal and professional boundaries
* Recognise your professional limitations and how to seek advice
* Demonstrate a commitment to your continuing learning and development
* With support, take steps to manage and promote own safety, health, wellbeing and emotional resilience
* Identify concerns about practice and procedures and, with support, begin to find appropriate means of challenge

1. **Values & Ethics – End of Last Placement**

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

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

1. **Diversity – End of Last Placement**

Social workers understand that diversity characterises and shapes human experience and is critical to the formation of identity. Diversity is multi-dimensional and includes race, disability, class, economic status, age, sexuality, gender and transgender, faith and belief. Social workers appreciate that, as a consequence of difference, a person's life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim, and are able to challenge appropriately.

* Understand how an individual's identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics, and take account of these to understand their experiences, questioning assumptions where necessary
* With reference to current legislative requirements, recognise personal and organisational discrimination and oppression and with guidance make use of a range of approaches to challenge them
* Recognise and manage the impact on people  of the power invested in your role

1. **Rights, Justice & Economic Wellbeing – End of Last Placement**

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

* Understand, identify and apply in practice the principles of social justice, inclusion and equality
* Understand how legislation and guidance can advance or constrain people's rights and recognise how the law may be used to protect or advance their rights and entitlements
* Work within the principles of human and civil rights and equalities legislation, differentiating and beginning to work with absolute, qualified and competing rights and differing needs and perspectives
* Recognise the impact of poverty and social exclusion and promote enhanced economic status through access to education, work, housing, health services and welfare benefits
* Recognise the value of - and aid access to -independent advocacy

1. **Knowledge – End of Last Placement**

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

* Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health
* Demonstrate a critical understanding of the legal and policy frameworks and guidance that inform and mandate social work practice, recognising the scope for professional judgement
* Demonstrate and apply to practice a working knowledge of human growth and development throughout the life course
* Recognise the short and long term impact of psychological, socio-economic, environmental and physiological factors on peoples lives, taking into account age and development, and how this informs practice
* Recognise how systemic approaches can be used to understand the person-in-the-environment and inform your practice
* Acknowledge the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience
* Understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to practice
* Demonstrate a critical knowledge of the range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them
* Demonstrate a critical understanding of social welfare policy, its evolution, implementation and impact on people, social work, other professions, and inter-agency working
* Recognise the contribution, and begin to make use, of research to inform practice
* Demonstrate a critical understanding of research methods
* Value and take account of the expertise of service users, carers and professionals

1. **Critical Reflection & Analysis – End of Last Placement**

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

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

1. **Intervention & Skills – End of Last Placement**

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

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

1. **Contexts & Organisations – End of Last Placement**

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

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

1. **Professional Leadership – End of Last Placement**

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

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

## App 14:

**Guidance on Holistic assessment**

**Holistic assessment – what is it?**

Social work practice is a complex activity, requiring the interplay of knowledge, skills and values, as exemplified by the PCF. It comprises nine domains that are interdependent, not separate; they interact in professional practice, so there are links between the capabilities, and many circumstances will be relevant to more than one capability.

Understanding what a social worker does will only be realised by taking into account all nine capabilities. Similarly, it is important that assessment of progression should be made holistically: neither the nine domains nor the capability statements set for each level should be evaluated in isolation from each other.

Where learning or performance objectives are complex, Biggs suggests that:

‘…the judgment of the assessor is considered central in making a holistic decision about the quality of performance 4.’

He explains that ‘we arrive at [such judgments] by understanding the whole in the light of the parts’, and that ‘the assessment is of the integrated action, not of the performance of each part.’ He argues that analytic marking (i.e. individuated marking of the parts) destroys the essential meaning of the task, although this does not mean that the detail of the parts is ignored.

According to Doel et al 5, achieving this hinges on the assessor understanding and integrating the differences between two approaches:

**Partial**: this means a detailed understanding of the various behavioural competences which constitute practice

**Contextual:** at a local level, this means an awareness of how practice is influenced by time and place; and at a social level this is an understanding of structural influences on practice

Doel et al argue that there is a risk of swinging from one approach to another, thus creating a false dichotomy between the partial and the contextual.

‘To understand and undertake a holistic approach to assessment, the partial and the contextual must be considered together. In this way, we arrive at a synthesis of specific and general, discrete and dynamic. This is a truly holistic approach to assessment.' (Doel et al*,* 1992, p39).

Thus the skill of the Practice Educator lies in bringing together different levels of assessment to make a judgment.

4 Biggs, J (2007) *Teaching for Quality Learning at University, Buckingham, SHRE and OU, quoted in TCSW/Skills for Care/Higher Education Academy statement on holistic assessment.*

5 Doel, M, Sawdon, C and Morrison, D (2002), *Learning, Practice and Assessment, London: Jessica Kingsley.*

'The ability to move…..from the partial to the contextual, and understand the relationship between the local and the structural, is what we understand as a holistic approach.' (Doel et al, op cit, p 34).

This definition has implications for the way a holistic assessment is constructed, evidenced and recorded, and this is the focus of this guidance. It aims to build on existing good practice in a number of key ways:

The progress of students on any specific placement should be considered as part of their overall learning journey as professionals. Placements should build on students’ previous stage of learning, assess the progress that has occurred during the placement and then identify the students’ learning and development needs for the next stage 6.

Assessment should be progressive and ongoing, to lead to a final assessment decision. This will result from the overall interaction between students and Practice Educators, and it should not be confined to particular points in the process. Students are effectively being assessed in relationship to the PCF all the time, and Practice Educators’ decisions can be based on any relevant evidence from the students’ time on placement, whilst taking into account their development and progress over the period of the placement.

The assessment should be supported by the sample of evidence presented, but not be driven by it**.** A range of different types of evidence, linked to the PCF, should be used. There is an important role for students as a source and provider of evidence, since it is essential that students understand what is required of them, and they are able to critically reflect on their practice in relation to the PCF; however, evidence will also come from other sources. The role of Practice Educators is to achieve a defendable judgment, drawing on all the evidence available. Holistic assessment should make it neither easier nor harder to fail a student. Practice Educators will continue to back up their concerns with evidence – but there are now more overarching criteria for the concerns.

Ongoing assessment and, specifically, the use of a formal interim review should mean that Practice Educators can address and act on concerns prior to the final assessment point. They should have access to support from the tutor/HEI/partnership/practice assessment panel as soon as they have concerns. It also means that students can be given clear expectations with SMART7 objectives about how they can improve at an interim review (or earlier if needed).

6 This might be achieved using a personal development plan/profile based on the PCF

Assessing practice using PCF guidance v-5 FINAL 8 October 2012 ©The College of Social Work 2012, 2-4 Cockspur Street London SW1Y 5BH 6

**QAPL DOCUMENTS**

## App 15:

**Section 2**

**Practice placement audit to be verified by HEI**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. | Name of establishment (placement site) | |  | | | | |
|  | Name of parent organisation (if relevant) | |  | | | | |
|  | Contact name | |  | | | | |
|  | Address | |  | | | | |
|  | Email address | |  | | | | |
|  | Telephone | |  | | | | |
| **Model of practice placement and supervision arrangements (please see glossary)** | | | | | | | |
| 2. | On-site practice educator | | | |  | | |
| 3. | On-site practice supervisor and off-site practice educator | | | |  | | |
| 4. | Other arrangements (please describe below) | | | |  | | |
|  |  | | | | | | |
| 5. | Please select the appropriate statutory status**[[6]](#footnote-6)** of the placement setting (Select from drop down list) | | | |  | | |
| 6. | Please select which service user focus best applies (select from drop down list) | | | |  | | |
| 7. | Please select the type of service provided by the placement opportunity. (Tick all that apply) | | | | | | |
|  | Adoption & Fostering |  | | Adult Placement | | |  |
|  | Advice, Advocacy, Information & Guidance |  | | Asylum Seekers | | |  |
|  | Black & Minority Ethnic Support Services |  | | Care Management | | |  |
|  | Carers & Carer Support Services |  | | Children & Family Support, Assessment & Resources | | |  |
|  | Domestic Violence |  | | Drug/Alcohol/Substance Misuse | | |  |
|  | Education Social Work |  | | Emergency Duty Team | | |  |
|  | Emotional/Behavioural Difficulties |  | | Gay & Lesbian Support Services | | |  |
|  | HIV/Aids |  | | Homelessness | | |  |
|  | Housing |  | | Inclusion | | |  |
|  | Learning Difficulties & Disabilities |  | | Leaving Care | | |  |
|  | Mediation Work |  | | Mental Health | | |  |
|  | Multi-disciplinary Teams (Chronic & long-term illness) |  | | Multi-disciplinary Teams (Rehab & Recovery) | | |  |
|  | Occupation Related Services |  | | Offenders | | |  |
|  | Palliative Care |  | | Personalisation (Direct Payments) | | |  |
|  | Physical Disabilities |  | | Private Law | | |  |
|  | Respite Care |  | | Safeguarding & Child Protection | | |  |
|  | Safeguarding & Vulnerable Adults |  | | Safeguarding Vulnerable Elders | | |  |
|  | Sensory Impairment |  | | Transitions (incl. looked-after children) | | |  |
|  | Other Services (specify) |  | |  | | | |
| 8. | Please select which type of service delivery setting best applies (Tick all that apply) | | | | | | |
|  | Assessment Centres |  | | Community | | |  |
|  | Day services & Facilities |  | | Domiciliary | | |  |
|  | Field Work |  | | Healthcare, Medical Community & Hospital facilities | | |  |
|  | Offender Institutions, Penal & Secure Units |  | | Residential | | |  |
|  | Schools & Education Units |  | | Service User or Carer-led Organisations | | |  |
|  | Other (specify) |  | |  | | | |
|  |  | | | | | **Yes** | **No** |
| 9. | Does the on-site practice educator or supervisor have a social work qualification? | | | | |  |  |
|  |  | | | | | **Yes** | **No** |
| 10. | Does the on-site practice educator or supervisor have a practice education qualification? | | | | |  |  |
|  | If Yes, please identify: | | | | | | |
|  | Social work qualification | |  | | | | |
|  | Minimum of two years experience | |  | | | | |
|  | Practice Educator Programme in line with new Practice Educator Standards (Stage 1) | |  | | | | |
|  | Practice Educator Programme in line with new Practice Educator Standards (Stage 2) | |  | | | | |
|  | Working towards Practice Educator Standards (Stage 1) | |  | | | | |
|  | Working towards Practice Educator Standards (Stage 2) | |  | | | | |
|  | Practice Teaching Award (Stage 2) | |  | | | | |
|  | Enabling Others Module | |  | | | | |
|  | Attended extended Practice Educator course | |  | | | | |
|  | Attended 2 day Practice Educator course | |  | | | | |
|  | PQ modules/awards | |  | | | | |
|  | Other (please specify below) | |  | | | | |
|  |  | | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Yes** | **No** |
| 11. | Does this practice placement require an off-site practice educator? |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 12. | Are there opportunities for: | | | **Yes** | **No** |
| meeting the HCPC Standards of proficiency and Standards of conduct, performance and ethics ? | | |  |  |
| formal assessment of risk, safeguarding and use of authority ? | | |  |  |
| working alongside social workers ? | | |  |  |
| learning from other team members ? | | |  |  |
| learning from other teams ? | | |  |  |
|  |  | | | **Yes** | **No** |
| 13. | Are the workplace facilities adequate and do they provide a safe and supportive environment for the student ? | | |  |  |
| If no, what needs to be enhanced ? |  | | | |
|  |  | | | **Yes** | **No** |
| 14. | Are equality and diversity policies in place and are they implemented and monitored ? | | |  |  |
| 15. | What is the placement working pattern ? | |  | | |
|  |  | | | **Yes** | **No** |
| 16. | Are the placement funding arrangements clear ? | | |  |  |
|  |  | | | **Yes** | **No** |
| 17. | Does the agency contribute towards the student’s travel expenses ? | | |  |  |
|  |  | | | **Yes** | **No** |
| 18. | Does the student need to be a car driver to undertake this placement ? | | |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 19. | The current HEI evaluation of this practice placement**[[7]](#footnote-7)** is confirmed as having satisfactory standards for: | | **Yes** | **No** |
|  | first assessed practice placement (70 days) | |  |  |
|  | final assessed practice placement (100 days) | |  |  |
|  |  | | **Yes** | **No** |
| 20. | Is there any other specific information about this practice learning opportunity which may affect the allocation of any student ? | |  |  |
|  | If yes, please outline: |  | | |

|  |  |
| --- | --- |
| **This practice placement meets the required quality standards** | |
| **Name of HEI** |  |
| **Name of HEI representative** |  |
| **Title of HEI representative** |  |
| **Date** |  |

## App 16:

**QAPL – Health, Safety/Insurance & Diversity Checklist**

Name of Agency

Address

Please indicate if the responses below relate to multiple locations: Yes No

Telephone

Contact email address

**The practice placement setting must provide a safe and supportive environment for the social work student where staff and students have carried out relevant assessments of risk within the area of practice. It is also an environment where safety policies and procedures are in place and support students’ learning. (HCPC Standards of Education and Training 5.3).**

**Placement providers must have equality and diversity policies in relation to students that cover all of the placement providers’ activities and students must be clear how to access them should they feel they have been discriminated against (HCPC Standards of Education and Training 5.5).**

**To this end, please complete and return to Catherine Reaney, Placement co-ordinator.** [**Catherine.reaney@rhul.ac.uk**](mailto:Catherine.reaney@rhul.ac.uk)

**Thank you.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | | Yes | No |
| 1 | Do you have a written health and safety policy? |  |  |
| 2 | Do your staff receive health and safety induction, training and supervision and will those arrangements include any social work students on placement with your agency? |  |  |
| 3 | Do you hold Employer and Public Liability Insurance which will cover any liability to or incurred by social work students in the course of their placement with you, including undertaking work outside the agency but on behalf of the agency e.g. home visits. ? |  |  |
| 4 | Do you assess all significant risks associated with your activities and take any necessary action to reduce those risks? |  |  |
| 5a | Do you have a procedure for reporting accidents and illness at work? |  |  |
| 5b | Will you report to the University any work-related incidents, accidents or illness involving social work students on placement? |  |  |
| 6 | Do you have procedures in place for dealing with fire and other situations of danger to your staff and to others arising in the course of your activities? |  |  |
| 7 | Do you have a Lone Working Policy and will this be discussed with the student as part of their induction |  |  |
| 8 | Will the social work student be on placement at the address given above? If not, please give details of the placement location(s): |  |  |
| 9 | |  | | --- | | Do you have and will you provide equality and diversity policies in relation to students? Do these cover all of your agency’s activities? | |  | |  |  |
| 10 | Will you explain to students how to gain access to these policies and what they should do if they feel they have been discriminated against? |  |  |
| 11 | Will you immediately inform the University of any changes to any answers you have given above? |  |  |

Checklist completed on behalf of: (Agency) by

Name: Signature:

Position: Date:

## App 17:

**Section 3**

**Student practice placement feedback form**

**Allocation of practice placement**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | Student Name | |  |
| Student HEI ID Number | |  |
| 2. | HEI Name | |  |
| 3. | Year Commenced Training | |  |
| 4. | Details of practice placemet setting | |  |
| 5. | Name of on-site practice educator | |  |
| 6. | Name of on-site practice supervisor (if applicable) | |  |
| 7. | Name of off-site practice educator (if applicable) | |  |
| 8. | Name of placement establishment | |  |
| 9. | Dates of placement period | From: |  |
|  | To: |  |
| 10. | Number of placement days | |  |
| 11. | Which practice learning placement is this ? | |  |
| First assessed practice | |  |
| Final assessed practice | |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | | | | | **Yes** | **No** |
| 12. | Did your placement start according to the agreed timetable ? | | | | |  |  |
|  |  | | | | | **Yes** | **No** |
| 13. | Did you liaise with the prospective provider before commencing ? | | | | |  |  |
|  |  | | | | | **Yes** | **No** |
| 14. | Is there anything critical you needed to know which was not made known to you at the time ? | | | | |  |  |
|  | If yes, please give details |  | | | | | |
|  |  | | **Inadequate > Excellent** | | | | |
|  | (Please tick the rating which best expresses your evaluation) | | | **1** | **2** | **3** | **4** |
| 15. | How do you rate the information you received about the opportunity before commencement ? | | |  |  |  |  |
|  |  | | | **1** | **2** | **3** | **4** |
| 16. | From your point of view how do you rate the process for allocating you to this particular placement | | |  |  |  |  |

**Commencement of the practice placement**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | | | | | | **Yes** | **No** |
| 17. | Did you discuss, complete, and then sign a contract or learning agreement? | | | | | |  |  |
|  | | | | | | **Yes** | **No** |
| If yes, was it completed within the expected time frame ? | | | | | |  |  |
| If no, please give details why not |  | | | | | | |
|  |  | | | | | | **Yes** | **No** |
| 18. | Did you have a planned induction period ? | | | | | |  |  |
|  | If yes, please indicate which of the following it covered: | | | | | | | |
| Agency, policy and procedures | |  | | | | | |
| Familiarisation with services and key staff | |  | | | | | |
| Introduction to local communities and people and groups who use the service | |  | | | | | |
| Networking opportunities with allied professionals and other linked service providers | |  | | | | | |
| Health and safety | |  | | | | | |
| Working arrangements | |  | | | | | |
|  |  | | | **Inadequate > Excellent** | | | | |
|  |  | | | | **1** | **2** | **3** | **4** |
| 19. | How do you rate your induction period ? (Please tick the rating which best expresses your evaluation) | | | |  |  |  |  |

**Your support arrangements, accountability and role clarity**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | | | | | **Yes** | **No** |
| 20. | Was it clear to you who you were accountable to for your work with service users and carers ? | | | | |  |  |
| 21. | Were the roles of all of the following participants in your learning and assessment made clear to you ? | | | | | **Yes** | **No** |
|  | On-site practice educator | | | |  |  |
|  | On-site practice supervisor (if applicable) | | | |  |  |
|  | Off-site practice educator (if applicable) | | | |  |  |
|  | HEI tutor | | | |  |  |
|  | Agency manager | | | |  |  |
|  | Other staff | | | |  |  |
|  |  | | | | | **Yes** | **No** |
| 22. | Did you have both an on-site practice supervisor and an off-site practice educator ? | | | | |  |  |
|  | | | Not very well at all > Very Well | | | |
|  | | | **1** | **2** | **3** | **4** |
| If yes, how well did this arrangement work for you ? | | |  |  |  |  |
| 23. | Was it clear to you how you could raise any concerns about any aspects of your work learning or assessment ? | | | | | **Yes** | **No** |
|  | Complaints | | | |  |  |
|  | Grievances | | | |  |  |
|  | Harassment | | | |  |  |
|  | Bullying | | | |  |  |
|  | Whistle blowing | | | |  |  |
|  | Disagreements | | | |  |  |
|  | Dissatisfaction | | | |  |  |
|  |  | | | | | **Yes** | **No** |
| 24. | Were any specifically agreed needs not fully met ? | | | | |  |  |
| If not, please explain | |  | | | | |
|  |  | | | | | **Yes** | **No** |
| 25. | Overall, do you feel you were well supported throughout the placement ? | | | | |  |  |
|  |  | | | | | **Yes** | **No** |
| 26. | Did you encounter any major concerns regarding this placement ? | | | | |  |  |
|  | If yes, please describe the concern | |  | | | | |
|  |  | | | Poor > Excellent | | | |
|  |  | | | **1** | **2** | **3** | **4** |
|  | How do you rate the response ? | | |  |  |  |  |
|  | Please explain the rating you have given | |  | | | | |

**Your learning and assessment programme**

(Please tick the rating from 1 to 4 which best expresses your evaluation)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | | | Hardly at all > Very much so | | | | | | |
| 27. | Did you have a placement learning programme that: | | | | | | **1** | **2** | **3** | **4** |
|  | developed your knowledge and skills ? | | | | | |  |  |  |  |
|  | developed your values ? | | | | | |  |  |  |  |
|  | addressed your areas for development ? | | | | | |  |  |  |  |
|  | required you to integrate theory with practice ? | | | | | |  |  |  |  |
|  | enabled holistic assessment against the Professional Capabilities Framework ? | | | | | |  |  |  |  |
|  |  | | | Hardly at all > Very much so | | | | | | |
| 28. | Did your placement learning programme cover: | | | | | | **1** | **2** | **3** | **4** |
|  | Inter-professional or multi-disciplinary practice ? | | | | | |  |  |  |  |
|  | The HCPC Standards of proficiency and Standards of conduct, performance and ethics ? | | | | | |  |  |  |  |
|  | Opportunities to undertake tasks involving formal assessment of risk, safeguarding and use of authority ? | | | | | |  |  |  |  |
|  |  | | | | | | Poor > Excellent | | | |
|  |  | | | | | | **1** | **2** | **3** | **4** |
| 29. | How do you rate the placement learning programme  overall ? | | | | | |  |  |  |  |
| 30. | Which of the following did your placement assessment programme include ? (Please tick all that are applicable) | | | | | | | | | |
| Direct observation of your practice | | | |  | | | | | |
| Direct feedback from service users or carers | | | |  | | | | | |
| Direct feedback from other people | | | |  | | | | | |
| Regular supervision | | | |  | | | | | |
| Constructive and timely feedback | | | |  | | | | | |
| Periodic assessment and review | | | |  | | | | | |
|  |  | | | | | | | | **Yes** | **No** |
| 31. | Were your areas for development and improvement made clear to you throughout the placement ? | | | | | | | |  |  |
|  |  | If no: | | | | | | | | |
|  |  | Did you have the support and opportunity to address these areas ? | | | | | | |  |  |
|  |  | Did your assessor make clear to you the reasons for the final holistic assessment decision ? | | | | | | |  |  |
|  |  | Has your practice educator recommended a placement pass ? | | | | | | |  |  |
|  |  | Was the end of your placement delayed ? | | | | | | |  |  |
|  |  | | If yes, please explain the reason for the delay | | |  | | | | |
|  |  | | | | | | Poor > Excellent | | | |
|  |  | | | | | | **1** | **2** | **3** | **4** |
| 32. | Overall, how do you rate your placement assessment ? | | | | | |  |  |  |  |

You have made a number of evaluative statements about this practice placement against a number of practice learning quality assurance benchmark precepts. Please feel free to highlight below and explain further why you have evaluated any particular ones very positively or negatively. Please also feel free to make any other comments about this practice placement.

|  |
| --- |
|  |

|  |  |
| --- | --- |
| **Student Name** |  |
| **Date** |  |

**Response from HEI tutor**

Please comment on the above, offering an HEI perspective on the student’s response to the questionnaire, and any other quality assurance issues relating to this practice placement.

|  |
| --- |
|  |

|  |  |
| --- | --- |
| **Tutor Name** |  |
| **Date** |  |

## App 18:

**Section 3**

**Practice placement feedback form for practice educator and/or supervisor**

**To be completed separately by the on-site practice educator and, as appropriate, the off-site practice educator and on-site practice supervisor**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. | Name of practice educator | | | | |  | | | | |
| 2. | Please state your role | | | | |  | | | | |
| 3. | Name of on-site practice supervisor (if applicable) | | | | |  | | | | |
| 4. | Name of establishment (placement site) | | | | |  | | | | |
| 5. | Name of student | | | | |  | | | | |
| 6. | Dates of placement period | | From: | | |  | | | | |
| Until: | | |  | | | | |
|  |  | | | | | | | | **Yes** | **No** |
| 7. | Was the placement request presented to you in good time ? | | | | | | | |  |  |
|  |  | | | | | | | | **Yes** | **No** |
| 8. | Were you satisfied with the setting-up and confirmation arrangements ? | | | | | | | |  |  |
| 9. | Were you satisfied with the information you received about: | | | | | | | | **Yes** | **No** |
|  | | The student ? | | | | | |  |  |
|  | | The HEI handbook ? | | | | | |  |  |
|  | | Placement policies and procedures ? | | | | | |  |  |
|  | | Links with, and the role of, the HEI ? | | | | | |  |  |
|  |  | | | | | | | | **Yes** | **No** |
| 10. | Was the student sufficiently well prepared to learn and be assessed ? | | | | | | | |  |  |
| 11. | During the placement, did you receive satisfactory support from: | | | | | | | **n/a** | **Yes** | **No** |
|  | | Your line manager ? | | | | |  |  |  |
|  | | Your work colleagues ? | | | | |  |  |  |
|  | | The HEI tutor ? | | | | |  |  |  |
|  | | Other key individuals ? | | | | |  |  |  |
| 12. | In making a judgement about the student’s capability, did you take into account the views of: | | | | | | | | | |
|  | | | | | | | | **Yes** | **No** |
|  | | People who use services and/or carers ? | | | | | |  |  |
|  | | Other colleagues ? | | | | | |  |  |
|  | | Other professionals ? | | | | | |  |  |
|  |  | | | | | | | | **Yes** | **No** |
| 13. | Did you encounter any difficulties with these practice learning placement arrangements ? | | | | | | | |  |  |
|  | If yes, please give details | |  | | | | | | |
|  | Were they resolved to your satisfaction ? | | | | | | |  |  |
| 14. | Did you work with either/or: | | | | | | | | **Yes** | **No** |
|  |  | An on-site practice supervisor ? | | | | | | |  |  |
|  |  | An off-site practice educator ? | | | | | | |  |  |
|  |  | | | | Not well at all > Very well | | | | | |
|  |  | | | | | | **1** | **2** | **3** | **4** |
|  | If yes to either of the above, how well did you work together ? (Please tick the rating 1 to 4 that best expresses your evaluation) | | | | | |  |  |  |  |
|  |  | | | | | | | | **Yes** | **No** |
| 15. | Would you be prepared to take students from this HEI in the future ? | | | | | | | |  |  |
|  |  | If not, please explain why | |  | | | | | | |

You have made a number of evaluative statements about this practice placement against a number of practice placement quality assurance benchmark precepts. Please highlight below and explain why you have evaluated any particular ones very positively or negatively. Please also feel free to make any other comments about this practice placement.

|  |
| --- |
|  |

|  |  |
| --- | --- |
| **Practice educator/practice supervisor name** |  |
| **Date** |  |

**Response from HEI tutor**

Please comment on the above, offering an HEI perspective on the practice educator/supervisor’s response to the questionnaire, and any other quality assurance issues relating to this practice placement.

|  |
| --- |
|  |

|  |  |
| --- | --- |
| **Tutor Name** |  |
| **Date** |  |

If you require further detail regarding the documents, plus the benchmarking statement below please refer to:

http://www.skillsforcare.org.uk/qapl/

## App 19:

**QAPL EVALUATION – HEI Action & Monitoring Plan**

The quality of practice learning is critical to raising standards in social work education. The Social Work Task Force recommended that new arrangements should be put in place to provide sufficient high quality practice placements, which are properly supervised and assessed for all social work students (Recommendation 3) and the final report of the Munro Review of Child Protection stressed the importance that HEIs and employing agencies should work together so that practice placements are of the highest quality (Recommendation 12).

The HCPC guidance relating to practice placements (SET 5) places responsibility on universities to ensure that students can expect high quality placements and sets out requirements about how universities must maintain a thorough and effective systems for approving, managing and monitoring placements.

The College of Social Work has also published criteria which set out the professional requirements for practice learning and a revised version (with Skills for Care) of *Quality assurance in practice learning (QAPL): The social work practice learning quality assurance benchmark statement, with supporting evaluation tools* Second edition (2012).

**QAPL Cohort**

**PG Dip placement 1 (academic year)…………………………………**

**PG Dip placement 2 (academic year)…………………………………**

**Core issues highlighted by students’ QAPL Evaluation Feedback:**

**Core issues highlighted by Practice Educator/Practice Supervisor QAPL Evaluation Feedback:**

**Action & Support Plan:**

|  |  |
| --- | --- |
| **HEI Agrees to:** | **Date by which completed:** |
|  |  |
|  |  |
|  |  |
|  |  |

**Action & Support Plan Evaluation:**

|  |  |  |
| --- | --- | --- |
| **HEI has addressed:** | **Outcome:** | **HEI Process this has fed into**  *Eg. PAP, DB etc* |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## App 20:

**QAPL Action & Support Monitoring Plan – Agencies**

The quality of practice learning is critical to raising standards in social work education. The Social Work Task Force recommended that new arrangements should be put in place to provide sufficient high quality practice placements, which are properly supervised and assessed for all social work students (Recommendation 3) and the final report of the Munro Review of Child Protection stressed the importance that HEIs and employing agencies should work together so that practice placements are of the highest quality (Recommendation 12).

The HCPC guidance relating to practice placements (SET 5) places responsibility on universities to ensure that students can expect high quality placements and sets out requirements about how universities must maintain a thorough and effective systems for approving, managing and monitoring placements.

The College of Social Work has also published criteria which set out the professional requirements for practice learning and a revised version (with Skills for Care) of *Quality assurance in practice learning (QAPL): The social work practice learning quality assurance benchmark statement, with supporting evaluation tools* Second edition (2012).

**Placement Agency…………………………………………………………………………….**

**Name……………………………………… Position in Agency…………………………….**

**QAPL Cohort: MSc year 1 (academic year)……..MSc year 2 (academic year……….**

**Areas of concern highlighted by student QAPL Evaluation Feedback:**

**Agency perspective on issues raised:**

**Action & Support Plan:**

|  |  |  |
| --- | --- | --- |
| **Agency Agrees to:** | **HEI Agrees to:** | **Date to be completed** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Action & Support Plan – Review & Evaluation:**

(Please provide specific evidence. Eg. Supervision policy developed; Pre-placement interview process strengthened by…)

|  |  |  |
| --- | --- | --- |
| **Agency has successfully addressed point (as above) by the following action:** | **HEI has successfully addressed:** | **Date of evaluation:** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| Has a new HEI Audit form been completed? | yes | no |
| Has a new Health, Safety & Diversity Checklist been completed? | yes | no |

## App 21:

**Practice Placement Tutor PAP Report**

**Name of Practice Placement Tutor:**

**Date of PAP for consideration:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Tutees**  **Name & placement type e.g.: YOT; CMHT, Hospital Team etc.** | **Place.1** | **Place.2** | **Satisfactory progress**  **Yes / No** | **Concerns or comments for PAP Attention** |
|  |  |  |  |  |

## App 22:

## 2nd OPINION – PRACTICE EDUCATOR’S REPORT

|  |  |
| --- | --- |
| PROGRAMME:MSc yr 1 / 2 |  |
| Student |  |
| Practice Educator |  |
| Practice Placement Tutor |  |
| Practice Supervisor  (Where Applicable) |  |
| Practice placement location |  |
| Number of assessed practice placement days completed by student |  |

**RECOMMENDATION: FAIL PASS INSUFFICIENT**

**(Please Circle)**

Practice Educator’s Signature:

Date of Submission of Report:

### 2nd OPINION PRACTICE EDUCATOR’S OVERVIEW

***Please provide an introductory summary to the report and an overview of the presenting issues***

Please indicate whether the student was considered for a **‘PASS’**, **‘FAIL’** or **‘INSUFFICIENT’** in the following areas of the PCF and Conduct & Ethics for Students

|  |  |  |  |
| --- | --- | --- | --- |
| Professional Capabilities Framework | Pass | **Fail** | Insufficient |
| 1: Professionalism |  |  |  |
| 2: Values & Ethics |  |  |  |
| 3: Diversity |  |  |  |
| 4: Rights, Justice and Economic Wellbeing |  |  |  |
| 5: Knowledge |  |  |  |
| 6: Critical Reflection & Analysis |  |  |  |
| 7: Intervention & Skills |  |  |  |
| 8: Contexts & Organisations |  |  |  |
| 9: Professional Leadership |  |  |  |
| **Key Values** | **Pass** | **Fail** | **Insufficient** |
| 1: Always act in best interests of your service users |  |  |  |
| 2: Respect confidentiality of your service users |  |  |  |
| 3: Keep high standards of personal conduct |  |  |  |
| 4: Provide any important information about your conduct, competence or health to your education provider |  |  |  |
| 5: Limit your study or stop studying if your performance or judgement is affected by your health |  |  |  |
| 6: Keep your professional knowledge and skills up to date |  |  |  |
| 7: You should act within the limits of your knowledge and skills |  |  |  |
| 8: Communicate effectively with service users, education provider and placement providers |  |  |  |
| 9: Get informed consent to provide care or services (as far as possible) |  |  |  |
| 10: Keep accurate records on service users |  |  |  |
| 11. Deal fairly and safely with the risks of infection |  |  |  |
| 12. Behave honestly |  |  |  |
| 13. Make sure behaviour does not damage public confidence in your profession |  |  |  |

**2nd OPINION PRACTICE EDUCATOR’S EVIDENCE**

Please outline the sources of information you gathered, and from whom, in order to compile this report and arrive at a recommendation:

Practice Educator:

Student:

Practice Placement Tutor:

Service User/Carer:

Practice Supervisor (if applicable):

Other Professionals:

**PCF & VALUES AND CONDUCT**

*If any have been ticked as ‘INSUFFICIENT’ or ‘FAIL’ please refer to sources of information or other evidence to demonstrate how these areas were addressed with the student during the practice placement*

**COMMENTS ON THE PROCESS OF THE PRACTICE PLACEMENT**

*From the information you have gathered and discussions with parties involved, please provide an account of the process of the practice learning opportunity particularly learning opportunities available to the student, practice assessing support, any recorded or stated conflicts, differences of opinion, recorded or stated concerns from any of the parties.*

**ADDITIONAL WORK FOR THE STUDENT**

*Please outline any additional work you asked the student to complete or provide for you in the process of undertaking this 2nd Opinion Practice Educator Report, and whether the work produced was of the required standard*

**Please comment on the Practice Educator’s Report**

**Please comment on the student Reflective Learning Commentaries/ Critical Incident Analysis (if seen) or other written work produced by student**

**CONCLUSION AND RECOMMENDATION**

## App 23:

## MC900047790[1]RESOLVING QUERIES OR CONCERNS

**You have a Concern, Query or Problem about your Social Work Programme…………**

Have you read the handbook/ practice learning documentation this may resolve your queries?

If you are on your practice placement talk to your Placement Tutor / Practice Assessor or Practice Supervisor.

If you are still concerned after all the above please familiarise yourself with the Concerns Resolution Procedure or contact Practice Learning & Development Manager for further guidance.

If you have yet to begin your practice placement and have a query please contact the Practice Learning Administrator.

Is it about the **Programme, Course or Academic Work?**

If you are concerned about:

Any issues which may affect your **Progression** on the programme – Speak to your Academic Tutor.

An **Essay** – Speak to your academic tutor in first instance and then if further guidance needed the relevant course co-ordinator re the subject.

**Marks, Extensions & Password issues**– Speak to your Faculty Administrator.

If these concerns cannot be dealt with at these points the Co-ordinator or Administrator will seek input from the Programme Director.

If you think your concern or query may affect other students please contact your student rep. who may discuss it with the student group and raise it at the Staff-Student Committee on behalf of the group.

**Communication**- Email or phone for initial contact and then arrange to meet as appropriate.

Contact your **Faculty Administrator** for:

* Absence Reporting
* Collection of Marked Work
* Late Submission of Marked Work.
* DBS Forms

1. Koprowska, J *Facts, Feelings and Feedback: A collaborative model for direct observation.* <http://www.york.ac.uk/spsw/research/themes/communication-skills/interviewing-skills/order-video/> accessed 17/3/13 [↑](#footnote-ref-1)
2. Additional summary information can be appended if required [↑](#footnote-ref-2)
3. Additional summary information can be appended if required [↑](#footnote-ref-3)
4. Assessment of Readiness For Direct Practice (First placement) or First placement assessment report (Last placement) [↑](#footnote-ref-4)
5. *If applicable*. This should be appended (see appendix for optional pro-forma) [↑](#footnote-ref-5)
6. See <http://www.collegeofsocialwork.org> publication: ‘Improving The Quality And Consistency Of Initial Qualifying Social Work Education And Training’ (p.35 – 36) for statutory tasks definition. [↑](#footnote-ref-6)
7. See <http://www.collegeofsocialwork.org> publication: ‘Improving The Quality And Consistency Of Initial Qualifying Social Work Education And Training’ (p.35 – 36) for statutory tasks definition. [↑](#footnote-ref-7)