**Holistic Assessment of Practice Learning in**

**Social Work**

**Practice Learning Handbook**

**University of the West of England**

**BSc (Hons) Social Work**

**First and Final Placements**

**2017-2018**

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**First Placement Timeline**

Placement visit and placement offer from placement

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**At the beginning of the placement, students are required to provide the practice educator with a copy of the practice assessment report from the first placement.**

Final Placement Timeline

**SOCIAL WORK PRACTICE LEARNING AND ASSESSMENT**

**1. Introduction**

This guidance has been developed by representatives of the University of Bristol, the University of the West of England and placement providers in consultation with service users and students. This handbook applies to the first and final placements. It outlines requirements to meet the Readiness for Direct Practice prior to the first placement and then the requirements for the two different placement levels, and the learning and holistic assessment process. It explains arrangements for student support, assessment and the management of any difficulties should that arise.

Practice learning opportunities are designed to enable students to develop their practice with service users and carers. Service users and carers are involved in student learning in university and in placements where possible (see Appendix 5).

The practice learning team consists of the student, the practice educator, the practice tutor and where the practice educator is based outside of the agency, the agency based supervisor. Students are encouraged to be active learners and are supported in this by their practice tutors throughout the course including on placement. The practice educator supports the development of the student in the placement in collaboration with the supervisor (where applicable) and the practice tutor. Interim and final assessment points involve the student, the practice educator, the supervisor (where applicable) and the practice tutor. This will involve a meeting at the university, the placement, a live meeting online or through email as agreed by all three parties.

The assessment process is designed to enable students to demonstrate progress across the Professional Capabilities Framework (PCF). The module outcomes are also informed by current guidance and standards (the Health and Care Professions Council’s (HCPC) Standards of Proficiency and the Knowledge and Skills for Child and Family Social Work (KSS) or the Knowledge and Skills for Adults statements. The assessment activities link with those used for the Assessed and Supported Year of Employment (ASYE) and Continuing Professional Development (CPD) for qualified social workers.

Guidance on progression through the different levels of the PCF, and the HCPC Standards of proficiency; the roles and responsibilities of the practice learning team; tips on gathering and using feedback from service users and carers; policies on whistle blowing, managing difficulties in placement, suitability for social work procedures, and health and safety; as well as university based assessment procedures, is available in the Appendices and on Blackboard module sites.

**2. Progression through the Levels of the Professional Capabilities Framework**

**Readiness for Direct Practice**

Students must demonstrate Readiness for Direct Practice (RDP) through successful completion of set modules which include opportunities for skills development and four days learning in practice settings with qualified practitioners and learning with service users and carers who are experts from experience of health and social care. Students are encouraged to use the feedback from assignments in these modules when setting their learning objectives for their first and second placements.

**First and Final Placements**

The First Placement is 70 days in a practice setting where students have the opportunity to work with service users and carers in a student social work role. Most placements are within Voluntary and Independent Partner agency settings (VIP) in the first practice learning opportunity.

The Final Placement is 100 days in a practice setting where there are opportunities for students to prepare to undertake more complex practice including use of authority, statutory tasks, contributing to community networks and inter-professional working. The placement settings tend to be statutory agencies or agencies where qualified social workers undertake statutory duties. **At the beginning of the placement, students are required to provide the practice educator with a copy of the practice assessment report from the first placement.**

The learning objectives for the two placements cover all domains of Professional Capabilities Framework (PCF). The practice educator and supervisor (where applicable) develop the practice learning opportunities.

1. **Holistic Assessment of Practice**

**The Practice Assessment Report**

The holistic Practice Assessment Report acts as a working document for all members of the Practice Learning Team to record the student’s progress and learning needs, and to make an assessment of the student’s practice against the PCF. It is a single document made up of Formative Assessment A, and two Review Reports as set out below. It is therefore completed by each member of the team at three different times in each placement. In other words, one final holistic assessment Practice Assessment Report will be included in the final portfolio with the several parts of the report that have been completed at different stages of the placement.

**Review meetings**

In the first practice placement the learning team (PLT) will hold an initial meeting and an interim review. In the final practice placement the learning team (PLT) will hold an interim review at the mid-point of the placement and a final review at the end to assess the student’s progress against the PCF.

The interim review is an opportunity for the PLT to review the student’s progress, identify significant areas of learning and development, both areas of strength and challenges. The PLT agree whether or not the student is on target to pass at this point. The PLT then agree on an action plan for the learning and development in the second half of the placement. If it is identified that the student is not on target to pass at the interim review the action plan is formally reviewed by The Practice Quality Panel (PQP). This is a panel of members from the module teaching and practice team who undertake moderation of portfolios. A further PLT review takes place at an agreed date. This additional review is usually a meeting and is documented by the practice educator, student and practice tutor in the report as Formative Assessment B.

**The portfolio**

All learning opportunities and assessment decisions contribute to the holistic assessment, which the student will collate in the form of a portfolio.

The portfolio should be anonymised and should show only the names of those individuals listed in Section 1.1 of the Holistic Assessment, Practice Assessment Report. Students must include a statement of authenticity and confidentiality at the beginning of their portfolio (see Section 5a for an example). This statement should also indicate how the student gained service user consent to use the details of their work with the student in the portfolio.

The student, the practice educator and supervisor (where applicable) agree learning objectives and learning opportunities to enable students to develop new areas of learning as well as demonstrate and consolidate existing skills and application of values. A practice learning agreement (PLA) will be drawn up between the student, practice educator, supervisor (where applicable) and agreed by the practice tutor.

The student will first write a context analysis of the agency, service user/carer group and setting of the placement drawing on their preparation and induction period.

Practice educators and students produce Formative assessment A in the first half of the placement, which practice tutors will comment on prior to the interim review. Further formative assessments will be completed only if there are concerns about the student’s learning that the practice learning team agree require further review.

Practice educators will observe the student’s practice through two direct observations in the first placement and three in the final placement. At interim and final points, practice educators, students, supervisors (where applicable) and practice tutors make assessment decisions together.

Please note that students should produce the whole portfolio as an professional and academic piece of work and, therefore, will need to provide evidence through referencing that they have consulted with the literature, research, policy and legislation.

**Other written evidence to support learning**

In order to promote opportunities for reflection and learning, and to assist practice educators to understand the student’s practice, learning and development, students will be asked to produce specific pieces of written work to discuss in supervision. Details of these are set out below. In the first placement two pieces of work are expected before the interim review and two after, and in the second placement one before and one after the interim review. These pieces of work should be sent for practice tutors to read in advance of reviews but it is the practice educator who provides feedback. These should be attached to the portfolio as appendices.

Like the direct observations, these pieces of work can be used as the basis for discussion with practice educators, and are also intended to be illustrative (for the practice educator, the practice tutor and if necessary the Practice Quality Panel) of work that has contributed to that assessment.

Students should take care to ensure that these documents are fully anonymised. Confidentiality means that people other than the PLT members should not be recognisable by the reader. **NO** agency documents are to be included in the portfolio.

First placement

Practice educators and students should agree when it would be most useful to produce each of these pieces of work during the placement. There is no prescribed sequence. However, as noted, two should be completed before the interim review and two afterwards. Each should be concise and up to 1000 words plus references.

***Identity, power and empowerment***

Students should discuss

* how aspects of their own identity and experience might shape their approach to work in the agency
* what strengths they bring to the placement in the light of this, and what challenges this creates for them
* how they might draw on this understanding of identity to promote the well-being and empowerment of service users and carers

***Genogram / Ecomap***

Students should complete either a genogram or an ecomap relating to an individual or family with whom they are working and

* discuss how this informs, or might inform, their assessment of strengths, protective factors, needs, and risk in the situation and how these promote either wellbeing or harm for the people involved.
* discuss how this analysis will shape their future work in this situation

***Service user and carer involvement***

Students should discuss how service users and carers are involved both in the agency’s direct work with them, and in contributing to the overall development of its services.

***Discussion of research paper***

Students should identify a research paper relevant to the work they are undertaking in the placement and discuss how it informs their work in the placement.

**Second placement**

The first of these pieces of work should be completed before the interim review and the second after it. Each piece should be concise and up to 1000 words plus references.

***Service user and carer feedback***

What have I learned about the challenges of obtaining useful / substantial feedback on my practice from service users and carers?  What have I learned from that feedback?  How has this / will this affect my practice in future?

***Anti-oppressive practice and service improvement***

Students should discuss how they think that the work of the agency and their own practice might be developed to improve the participation, empowerment, inclusion and well-being of service users and carers – particularly in relation to issue of diversity and discrimination.

1. **Compiling the portfolio**

The portfolio is put together as shown below.

**Interim Review**

In preparation for the interim review students should submit the following materials to their practice tutors in advance:

1. Statement of Authenticity and Confidentiality
2. Context Analysis
3. Practice Learning Agreement
4. Assessed Practice Schedule
5. Practice Assessment Report from first placement (for final placement only)
6. Direct Observation 1
7. Practice Assessment Report consisting of:
   1. Formative Assessment A
   2. Interim Review
8. Reference List
9. Appendices with written pieces (see section 3 above)

**End of First Placement**

The portfolio will consist of the following documents.

1. Statement of Authenticity and Confidentiality
2. Context Analysis
3. Practice Learning Agreement
4. Assessed Practice Schedule
5. Direct Observation 1
6. Direct Observation 2
7. Practice Assessment Report consisting of:
   1. Formative Assessment A
   2. Interim Review Report
   3. Formative Assessment B (if agreed necessary at interim review)
   4. Final Review Report
8. Reference List
9. Appendices with written pieces (see section 3 above)

**End of Final Placement**

The portfolio will consist of the following documents.

1. Statement of Authenticity and Confidentiality
2. Practice Assessment Report from first placement
3. Context Analysis
4. Practice Learning Agreement
5. Assessed Practice schedule
6. Direct Observation 1
7. Direct Observation 2
8. Direct Observation 3
9. Practice Assessment Report consisting of:
   1. Formative Assessment A
   2. Interim Review Report
   3. Formative Assessment B (if agreed necessary at interim review)
   4. Final Review Report
10. Reference List
11. Appendices with written pieces (see section 3 above)
12. **Placement Quality Assurance**

The above process of student progress reviews includes review of the placement opportunity and we regard it as a professional expectation that any issues are raised during the placement. Your practice tutor can assist you in this if there are difficulties.

This is an important contribution to our being able to provide the best experience to all involved with practice learning, and so we ask everyone to ensure that evaluation is completed.

Students also have the opportunity to evaluate the practice modules as a whole and provide suggestions for development.

**GUIDANCE AND FORMS**

NB. All forms are made available on the module Blackboard sites.

**Statement of Authenticity and Confidentiality**

The portfolio should open with a statement confirming the authenticity of the work included in it, and that students have taken appropriate measures to ensure that the confidentiality of service users, carers and other professionals have been taken before presenting it outside the placement. An example of this is given in Appendix 4

**Assessed Practice Schedule**

The student is required to keep a record of days that they have attended placement on the Assessed Practice Schedule. This record should be signed by the practice educator to confirm accuracy at the end of the placement and should be included in the portfolio.

**Context Analysis**

Students will begin the portfolio by providing an analysis of the context in which the social work practice is going to take place. The context analysis should be completed within three weeks of the placement starting. The context analysis should be discussed in supervision. Students should draw on learning from their induction, experience in practice settings, coursework, research and wider reading to consider the following:

* Context Analysis:
  + Community context of service users and carers
  + Aims, values, legal and policy framework of agency
  + Agency arrangements for service user/carer involvement
  + How organisation, team, accountability, funding might meet its aims and link with other agencies/professions
* Sources of information used in the context analysis, including written agency documents and people consulted
* Accurate referencing of the literature, research, policy and legislation

The practice educator should discuss the context analysis with the student and explore their learning from completing it. The student may choose to develop it further in the light of that discussion. The final context analysis should be sent to the practice tutor for comment along with the Formative Assessment A (as well as being part of the portfolio for the interim review).

**Practice Learning Agreement**

The student, practice educator, and supervisor (where applicable) should complete the practice learning agreement within the first two weeks of the start of the placement. The practice learning agreement should then be sent by the student electronically to the tutor for review and, once agreed, the tutor will confirm and return. The practice learning agreement is an opportunity for the student to specify their past experiences and transferable knowledge and skills, learning objectives, explore the learning opportunities available at the placement as well as specify the induction process, arrangements when faced with illness or an absence, confidentiality, disputes and disagreements, early termination of the placement and the assessment process. The practice learning agreement may be used to review the placement and resolve any problems that may arise.

**PRACTICE LEARNING AGREEMENT TEMPLATE**

**1. Contact Information**

**Name of student**

E-mail

Telephone number

Emergency contact details

**Name of Placement Agency**

Address of placement

Telephone number

E-mail/other contact details

**Practice educator**

E-mail

Telephone number

**Placement supervisor /other relevant person**

E-mail

Telephone number

**Practice Tutor**

E-mail

Telephone number

**2. Placement Plan**

**Start and end dates of placement:**

**Dates for sending formative assessment A and context analysis to practice tutor:**

**Arrangements for Interim and Final Reviews** (date, time, who will attend, location of meeting, date that materials will be sent to practice tutor prior to interim review. Final reviews only applicable to final placements)

**Past Experiences and Transferable Knowledge and Skills (complete below)**

*Points to consider:* Students should consider how their knowledge, skills and values from past experiences can be transferred to the placement.

**Learning objectives (complete below)**

*Points to consider:*  Both student and practice educator should identify aims for the placement and discuss what knowledge and skills should be developed by the end of the placement.

Consider learning needs identified in the student’s practice placement application and first period of practice assessment if appropriate.

Use the PCF and include opportunities to develop anti-oppressive practice knowledge and skills

**Learning opportunities**

*Points to consider*: What opportunities are offered by this placement that will enable the above objectives to be met? Are other arrangements necessary?

1. What work will the student be expected to do?
2. How will the nature and amount of work be reviewed?
3. Who will be responsible for allocating and reviewing the student’s work?
4. How will the reviews be conducted? What kind of evidence will be drawn upon?
5. How will feedback be gathered from service users and carers (see Appendix 5)
6. What opportunities are there for joint working with colleagues in other professional  
   groups/ agencies

**Induction**

Induction to the placement should ensure that students are clear about the following points. Please complete below:

1. Student role within the agency
2. Normal hours of work (should be recorded on assessed practice schedule) including breaks.
3. Arrangements for leave and Bank holidays
4. Accommodation (desk, IT facilities, telephone)
5. Health and safety arrangements outlining emergency arrangements including fire safety and the incident reporting procedure. Specific working practices for the role including control measures identified from risk assessments, for example with regard to home visits and lone working.
6. Where necessary, arrangements to meet specific requirements related to Equality legislation
7. Arrangements for payment of expenses incurred on placement
8. Arrangements for cover in the event of absence of Practice Educator or Supervisor
9. Arrangements for end of placement –return of placement property, keys, ID cards etc.

The following policies must be explained and information provided about where students may see written copies. Please set out action taken or planned to ensure that the student is aware of these policies and can meet agency requirements:

1. Insurance cover (including confirmation of business use insurance for use of own car on placement):
2. Inoculations and vaccinations required:
3. Health and safety policy and risk assessments:
4. Rules concerning the confidentiality of written/on-line records:
5. Whistleblowing policies (see second bullet point of the whistleblowing policy on Appendix 6 for instructions on what to include under this heading):
6. Equalities support arrangements for the student in the agency:

**3. Placement management**

**Supervision arrangements**

Please identify who will attend, how often and for how long, and who is responsible for recording supervision meeting minutes.

If the practice educator or supervisor expects to be observed in supervision as part of their own training, arrangements for this should be agreed with the student and noted here.

Supervision notes must be made available in portfolios that are reviewed by the Practice Quality Panel. Students will be given a minimum of 1 weeks’ notice if their portfolio is to be reviewed by the Practice Quality Panel.

**Illness or other absence**

In the event of unplanned absence the student has a duty to inform the placement at the earliest opportunity. If the absence is likely to last for longer than a week, it is the student’s duty to keep the placement and the practice tutor informed as the placement plan may need to be reviewed.

Practice Educators and Supervisors are expected to inform the student at the earliest opportunity if they are unable to meet appointments with the student. Please specify who the student should report to if the Practice Educator or Supervisor is absent from the placement:

**Confidentiality**

1. Students are expected to abide by the rules of the agency concerning documentation and records related to the work undertaken on placement.
2. When discussing placement practice at University, students must ensure that service users are not identified by name, address or other information that reveals their identity.
3. All written work submitted to the University (portfolios, case studies etc.) should be anonymised. This means that nothing more than the information presented on the first page of this agreement should be revealed.
4. Students should gain consent of service users before describing the work together in the portfolio.

**Difficulties and disagreements – Policies and Practice**

If problems arise the practice tutor should be informed at the earliest opportunity. All parties are committed to the resolution of difficulties:

1. Initial meeting of practice tutor, student and practice educator and/or supervisor and other people involved to explore difficulties and agree action plan to be noted in Assessment Report. Students may want to prepare their account and bring notes.
2. In the event that a resolution is not achieved, the assistance of other appropriate people should be sought. These might include a Practice Learning Co-ordinator, Team Manager, Training Manager or Director of the student’s social work course. Decisions will refer to the placement requirements and other university policies as relevant such as Professional Suitability, Wellbeing and Equality, Complaints and students will be advised to seek the support of the student union and can bring an informal supporter or student union representative with them.
3. Recording by the UWE lead staff member will be distributed for accuracy checking. The record should note agreed and any differences of views.

Placements are not terminated due to a student’s practice or behaviour without Programme and Module Leader consultation as it is a formal decision under the Professional Suitability policy. If a placement is stopped by the provider due to unforeseen events then an action plan is agreed for continuation elsewhere is possible. If a placement ends due to student withdrawal or illness then different policies apply regarding assessment opportunity.

Decisions about a student being offered further placement periods will therefore depend on the reason. The Practice Quality Panel process makes a recommendation to the Award Board where the decision regarding progression is made.

**Holistic Assessment**

Assessment of progress on placement is intended to be both continuous and progressive, enabling students to develop their capabilities through a range of experiences and increasingly complex practice (see Appendix 1).

There are 2 major assessment points: the Interim and Final. By the Interim Review point (half-way through the placement) written assessments should consist of the following and should be sent to the practice tutor prior to the Interim Review meeting:

* Contents Page
* Context Analysis
* Direct Observation 1
* Practice Assessment Report
  + Formative assessment A (final placement)
  + Interim review report
* For first placement two written pieces of work and for second placement 1 piece (see section 3)
* Reference List

If there are concerns about the student’s progress, an Action Plan should be agreed at the Interim Review meeting and submitted as part of the Assessment Report to the Practice Assessment Panel.

At the Final Review, further written assessments should consist of:

* Direct Observation 2 (in first placement) and Direct Observation 2 and 3 (in second placement)
* Practice Assessment Report
  + Formative assessment B (if agreed necessary at interim review)
  + Final review report
* 2 written pieces for first placement or 1 for second placement (see section 3).
* Reference List

**For the final review the portfolio is submitted as a whole with full set of documents.**

**Signatures**

1. **Student:**

**Name**

**Signature**

1. **Practice educator:**

**Name**

**Signature**

1. **Practice Tutor:**

**Name**

**Signature**

1. **Supervisor:**

**Name**

**Signature**

**DIRECT OBSERVATIONS**

The standard of work of the direct observation report should be equivalent to an essay. The direct observations serve as a critical analysis of a piece of work and, therefore, should include enough information to demonstrate evidence of the domains of the PCF. However, it is not required or expected that each direct observation should provide evidence of all nine domains. Depending on the situation, this will be possible for some observed work, but not in others. Students must reference literature and legislation that is relevant to the observation and students are expected to integrate theory and policy throughout. Students must integrate their knowledge, values, and skills in each of the stages of the direct observation. **All direct observations should involve contact with a service user and/or carer.**

1. A minimum of two direct observations are required in the first placement and three observations in the final placement.
2. For the first and final placement, at least one direct observation should be completed by the interim review.
3. Direct observations will normally be undertaken by the practice educator in order to enable the practice educator to holistically assess the student against the PCF and HCPC Standards of Proficiency. In some circumstances, the placement supervisor may undertake one direct observation. If a placement supervisor is completing a direct observation in the final placement then that person must be a registered social worker.
4. **Preparation for the direct observation of practice** :

4.1 The student and practice educator (or observer) should plan the direct observation and agree objectives and assessment criteria for the observation - what do they want to achieve in the intervention, including whether there are any specific capabilities, identified as areas for development or concern, they would like the practice educator (or observer) to focus on and provide feedback about. The student should complete and share boxes 1 and 2 of the form (section 1) with the practice educator (or observer) before the planned observation as part of the preparation.

4.2 Wherever possible the service user(s)/carer involved should be asked if they are willing to be part of the process (see Appendix5). The student should explain the role of the practice educator (or observer), seek permission for the practice educator (or observer) to be present, explain the assessment procedure and discuss confidentiality. If they agree, it is the responsibility of the practice educator (or observer) 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 assessors 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 (or observer) 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. It is the student’s responsibility to arrange a date, time and venue for the direct observation with the service user/carer and the practice educator (or observer) (Adapted from ‘*Assessing practice at qualifying level for social work using the PCF*’).

4.3 The student and practice educator (or observer) should agree and clarify the role of the practice educator (or observer) during the intervention: how will they be introduced, under what circumstances, if any, will they intervene.

4.4 The student and practice educator (or observer) 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 practice educator (or observer) and by when.

4.5 *Questions you might want to think about when planning for the direct observation* ***(be sure to consider the literature, research, and legislation and reference throughout)****:*

*Context of the observation*

What are the circumstances in which you have come to be involved in the piece of work you are discussing? How did your agency come to be involved with this work? How did it come to your attention (e.g. by chance, your own initiative or formal decision by the agency)? What information do you have about the identity and circumstances of the service users and/or carers you are to work with? What information do you have about their concerns? What other people or agencies are involved at this stage? How and why did you decide to take it on?

*Planning*

What is your role and what do you see as your main purpose? How do you think you could best achieve this? What ethical issues might arise and how might you prepare to address them? What legal and policy frameworks are relevant to your purpose and plans? What other knowledge – theory, research and models of intervention - will you draw on? Say why you think they are relevant and how you might apply them. Do you have previous personal or professional experience that would influence or inform this piece of work? What other information or preparation did you think you need? How will your plan reflect an anti-oppressive practice approach?

1. **After the direct observation has taken place**:

5.1 The practice educator (or observer) should provide the student with brief constructive feedback and allow time for the student to reflect on her/his practice.

5.2 The student should complete box 3 after the direct observation in the timeline as agreed by the student and practice educator (or observer). After completing box 3 the student should use Section 2 of the form to comment on which domains of the PCF they think they demonstrated in the course of the observation.

5.3 *Questions you might want to think about when analysing the intervention:*

What happened in implementing your plans – what did you do, what did others do, how did you respond to them, how did you work together? (Distinguish between the work you were responsible for and that which was carried out by others.) What did you feel in the course of the work and how did this affect your thinking, purpose and plans (i.e say something about the process of your reflection *in* action)?

*5.4 Questions you might want to think about when reflecting on your practice:*

How do you think the service user or carer experienced this session? What went well? How did you know it had gone well? What was achieved or not achieved and why? How does this relate to your original purpose and plan, or any revision of it? Say what you know about the opinions of different parties in the work – yourself, the service user, the agency, anyone else who seems relevant.

What did you learn from this piece of work – in particular, about how you applied values, research, theory, methods and strategies? This might refer to a discussion of your own practice and use of self, and areas for development that the work has suggested to you, as well as issues around policy and practice that were highlighted for you.

5.5 The practice educator (or observer) should complete the holistic assessment of the direct observation in the timeline as agreed by the student and practice educator (or observer). The practice educator should aim to complete this within one working week of the direct observation.

5.6 The practice educator (or observer) should discuss the direct observation in a supervision session. The practice educator (or observer) should focus on the student’s strengths and areas of development. Any action plans need to be clearly stated and agreed by both student and practice educator (or observer). Any amendments to the practice educator’s (or observer’s) assessment should be specified in the supervision meeting and aim to be incorporated into the final direct observation report within 3 working days.

1. **Reflection on professional development and the practice educator’s (or observer’s) report**:

6.1 The student should complete box 4 of the report after reading the practice educator’s (or observer’s) report. This should be completed (where possible) within 3 working days and given back to the practice educator (or observer).

6.2 *Questions you might want to think about in reflecting on professional development and the practice educator’s (or observer’s) report:*

Bearing in mind your own reflection, your practice educator’s comments, and referring to the PCF domains and level descriptors, have you identified or confirmed any specific areas for further development? (Cross reference to capability statements if required). How do you intend to address these areas of development? What support do you require?

**Summary**:

Student completes Preparation in Box 1 for PE

Direct Observation takes place

PE gives student brief feedback

Student completes review in Box 3 for PE and comments on PCF domains in Section 2

PE writes holistic report and comments on all domains in Section 2

Student completes further learning Box 4

Times scales will need to be agreed in advance.

**Direct Observation Template**

**Direct Observation 1, 2, or 3 - Please state here:**

**This form is intended for electronic completion. The answer spaces will expand to accommodate text.**

|  |  |
| --- | --- |
| **Name of Student** |  |
| **First Placement/Final Placement** |  |
| **Name of Practice educator** (or other person undertaking the observation) |  |
| **Date & setting of observation** |  |

**Section 1 – Student to complete**

**Complete boxes 1 and 2 before the observation**

|  |
| --- |
| **1. Context of the observed contact between yourself and the service user** *see guidance note 4.5* |
|  |

|  |
| --- |
| **2. Planning the observed contact** *see guidance note 4.5* |
|  |

**Complete box 3 after the observation**

|  |
| --- |
| **3. Reflective analysis of the observed practice** *see guidance note 5.3 and 5.4* |
|  |

**Complete box 4 after reading the practice educator (or observer’s) report**

|  |
| --- |
| **4. Comments and reflections on the feedback given by practice educator (or observer) and a critical reflection on professional development** *see guidance note 6.2* |
|  |

**Student’s signature:**

**Date:**

**Direct observation template, section 2**

**Practice educator (or observer) to complete after the direct observation**

Please provide information to support your assessment of the direct observation; reference can be made to the nine domains where relevant. **You are not required to make a comment against each domain** but can identify strengths and areas for development/concern (including reference to individual capability statements where there are areas of concern). Please offer examples of what the student did, said, or discussed with you and your view of this information.

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

|  |
| --- |
| **Domain 1 Professionalism** |
| Student’s comments:  Practice Educator’s (Observer’s) comments: |

|  |
| --- |
| **Domain 2 Values and ethics: apply social work ethical principles and values to guide professional practice** |
| Student’s comments:  Practice Educator’s (Observer’s) comments: |

|  |
| --- |
| **Domain 3 Diversity: recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice** |
| Student’s comments:  Practice Educator’s (Observer’s) comments: |

|  |
| --- |
| **Domain 4 Rights, justice and economic wellbeing: advance human rights and promote social justice and economic well-being** |
| Student’s comments:  Practice Educator’s (Observer’s) comments: |

|  |
| --- |
| **Domain 5 Knowledge: apply knowledge of social sciences, law and social work practice theory** |
| Student’s comments:  Practice Educator’s (Observer’s) comments: |

|  |
| --- |
| **Domain 6 Critical reflection and analysis: apply critical reflection and analysis to inform and provide a rationale for professional decision-making** |
| Student’s comments:  Practice Educator’s (Observer’s) comments: |

|  |
| --- |
| **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** |
| Student’s comments:  Practice Educator’s (Observer’s) comments: |

|  |
| --- |
| **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.** |
| Student’s comments:  Practice Educator’s (Observer’s) comments: |

|  |
| --- |
| **Domain 9 Professional leadership: take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management** |
| Student’s comments:  Practice Educator’s (Observer’s) comments: |

|  |
| --- |
| **Action plan following the direct observation** (if applicable)  Have areas of development/learning needs been identified? What action needs to be taken to address these? Are there any other outstanding issues? |
|  |

|  |
| --- |
| **Service user feedback** (if applicable) |
|  |

**Practice educator’s (or observer’s) signature:**

**Date:**

**HOLISTIC ASSESSMENT**

Holistic assessment recognises that becoming a professional social worker entails more than acquiring specific competences. Social workers critically analyse and respond to people’s experiences in complex changing contexts and holistic assessment of students’ practice includes learning from university based units and service user and carer feedback. The practice educator, student, placement supervisor (where applicable) and practice tutor are all involved in the holistic assessment of the student.

The holistic Practice Assessment Report acts as a working document for all members of the Practice Learning Team to record the student’s progress and learning needs, and to make both formative and summative assessment of the student’s practice against the PCF. It is a single document made up of at least one Formative Assessment, and two Review Reports as set out below. It is therefore completed electronically by each member of the team at three different times in each placement. This working document will enable the practice educator, student, placement supervisor (where applicable) and practice tutor to record and review the progress of the student while on placement. It is important that the student keep an up-to-date electronic copy of the ‘Practice Assessment Report’ as the document is passed between the practice educator, the student, and the tutor on several occasions.

The final holistic assessment Practice Assessment Report will be included in the final portfolio with the several parts of the report that have been completed at different stages of the placement.

Guidance on completing each section is as follows:

**Section 1: Information about the Placement and Final Recommendation**

**Section 1.1** – Practice educator to fill out (aside from dates of the placement and total number of placement days) before the Formative Assessment A.

**Section 1.2** – Practice educator to make a recommendation of a Pass or Fail at the final review period. The student and practice tutor are to sign off on the recommendation.

**Section 1.3** – Practice educator to indicate which documentation and assessments were considered in the assessment and final recommendation. For example, the Practice Learning Agreement might have listed the learning objectives of the student, which were fulfilled through the placement.

**Section 1.4** – Practice educator to indicate if there were any specific circumstances that need to be taken into account in the final recommendation, such as re-organisation in the agency, and a change in the practice educator or placement supervisor, or the student’s health.

**Section 1.5** – The practice educator is to give an indication of the type of evidence that she/he has used in recommendation. The practice educator will make a recommendation based on a holistic assessment of the student’s practice. Not all this ‘evidence’ will be included in the final portfolio. Therefore, the practice educator should indicate the other types of evidence she/he has used in making the recommendation. For example, the practice educator may have consulted with service users or carers, or team members, or draw on observation of the day-to-day interaction of the student in her/his assessment. The evidence is to be drawn from practice undertaken. Students are not being asked to produce additional portfolio evidence. In some situations an action plan might specify additional work to assist the student learning and this will be agreed by the Practice Quality Panel as fair, possible and helpful.

**Section 2:** **Formative Assessment A and B, Interim Review, and Final Review Assessments Reports**

Section 2 is an opportunity for the practice educator, student, (and supervisor where relevant)

will, therefore, have three (first placement) or four (final placement) entries in each of the parts of Section 2.

The practice educator is responsible for filling out the first two parts of Section 2 (Feedback on overall capability; and Assessment and practice tutor to review and provide feedback on the student’s overall progress or capability on the placement and to give some feedback and direction in terms of the student’s future learning needs and priorities. Section 2 is filled out on at least three separate points in each placement.

During the first placement, Section 2 is filled out as follows:

* + Formative Assessment A (between the start of the placement and the interim review)
  + Interim Review (half way through the placement)
  + Formative Assessment B (if agreed necessary at interim review)
  + Final Review (at the end of the placement)

During the final placement, Section 2 is filled out as follows:

* + Formative assessment A
  + Interim Review (half way through the placement)
  + Formative Assessment B (if agreed necessary at interim review)
  + Final Review (at the end of the placement)

The form is to be completed electronically and each section will expand with each new entry. This means that the practice educator, student, and practice tutor will be able to read what they have written previously before writing a new entry on the report. The completed final review report of student’s future learning needs/priorities). The practice educator should indicate the types of evidence she/he used in making this assessment. The practice educator should share this assessment with the student (preferably during a supervision session) and the student will provide comments on the assessment. The student will send the form electronically to the practice tutor who will provide comments on the assessment and return the form to the student electronically.

Where there is an off-site practice educator and a placement supervisor, there is space for the supervisor to comment on the student’s practice, learning and development in the placement for the interim and final reviews. The practice educator should draw on this in order to more accurately assess the student’s progress.

**Note:** At the Interim and Final Review stages, the practice educator, student, and practice tutor should complete their relevant parts of Section 2 after reading the practice educator’s assessment in Section 3.

**Section 3: Holistic Assessment of Each Domain (To be completed at Interim Review and Final Review)**

Section 3 provides an opportunity for the practice educator to assess the student’s capability in relation to each of the nine domains of the PCF. The practice educator is required to fill out Section 3 at the interim and final review stages alongside Section 2. Appendix 1 provides information in relation to the expectations of students at each of the placement levels. The practice educator should provide an assessment of the student’s capability on each of the nine domains and indicate the type of evidence that was used to support this judgement. The practice educator will also indicate whether the capability is at the level for this placement by checking either ‘demonstrated’ or ‘not demonstrated’. Unlike the direct observation report, the student does not contribute comments in relation to each of the domains.

As with Section 2, Section 3 is to be filled out electronically and each box will expand with each new entry. This will enable the practice educator, student, and tutor to read and review the entry from the interim review period when completing the final review.

The practice educator will fill out Section 3 and Section 2 at both interim and final review stages and should discuss the assessment with the student (preferably in supervision sessions). The student will then provide her/his comments on the assessment (in Section 2) and will send the form electronically to the practice tutor. The practice tutor will review the assessment and provide comments in Section 2.

As stated above, where there is an off-site practice educator and a placement supervisor, the practice educator should fill out Section 3 in consultation with the supervisor in order to more accurately assess the student’s progress.

**Summary**:

The holistic ‘Practice Assessment Report’ is a working document that is completed by each member of the team at three different times in each placement.

Table 1 provides a list of the different components of the ‘Practice Assessment Report’, whether the component is to be completed in the first and/or final placement, which sections of the report need to be filled out, and who is responsible for contributing to the report.

**Note**: The relevant parts of Section 1.1 should be completed at the beginning of the placement.

**Table 1: Components of the Practice Assessment Report**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Component** | **First** | **Final** | **Section of Report** | **Responsible Parties & the order in which they contribute to the report** | **Due Date** |
| **Formative Assessment A** | X | X | Section 2 | 1. Practice educator  2. Student  3. Practice Tutor | Prior to Interim Review on date agreed in PLA |
| **Interim Review** | X | X | Section 2 | 1. Practice educator  2. Student  3. Supervisor  4. Practice Tutor | Ready for discussion at Interim Review |
| Section 3 | Practice educator only |
| **Formative Assessment B** | Tbc | Tbc | Section 2 | 1. Practice educator  2. Student  3. Practice Tutor | After Interim Review if agreed necessary |
| **Final Report** | X | X | Section 1  Section 2 | 1. Practice educator  2. Student  3. Supervisor  4. Practice Tutor | At the end of Placement |
| Section 3 | Practice educator only |

**Holistic Assessment**

**Practice Assessment Report Template**

**SECTION 1: Summary of assessment and supporting evidence**

**1.1 Placement details**

|  |  |
| --- | --- |
| **Student** |  |
| **Practice educator** |  |
| **On-site Supervisor (if applicable)** |  |
| **Placement details**  **(delete as applicable)** | First placement (70 days)  Final placement (100 days) |
| **Team name/Agency and Service User Group** |  |
| **Dates of placement and total number of placement days** |  |
| **HEI practice tutor** |  |

* 1. **Final assessment for this placement See Section 2 for holistic assessment report**

|  |  |  |
| --- | --- | --- |
| **Decision – indicate Pass or Fail** | **Pass** | **Fail** |
| **Practice educator’s signature** |  | |
| **Supervisor’s signature** |  | |
| **Student’s signature** |  | |
| **Practice Tutor’s signature** |  | |
| **Date** |  | |

* 1. **Summary of assessments and other evidence informing this decision**

|  |  |
| --- | --- |
| **Assessment** | **Date** |
| Previous practice assessment report |  |
| Practice learning agreement |  |
| Interim review(s) |  |
| On-site supervisor’s report and feedback |  |

* 1. **Summary of any issues or adverse circumstances informing the placement**

(Please give brief summary and attach additional information in a report if relevant e.g. investigation of a complaint, dyslexia assessment)

|  |  |  |
| --- | --- | --- |
| **Issue** | **Brief description (max 150 words each)** | **Additional information?** |
| **Placement** e.g. workload, PE illness and/or organisational factors |  | YES/NO |
| **Student** e.g. health, personal circumstances, equality plan. |  | YES/NO |

* 1. **Summary of evidence used to support this decision.**

|  |  |
| --- | --- |
| **Type of evidence** | **Where relevant, please list title(s) of documents used in each category with dates** |
| Direct Observations |  |
| Supervision (including dates) |  |
| Student work products |  |
| Other written evidence (see appendices) |  |
| Service User and Carer feedback |  |
| Supervisor’s Feedback |  |
| Team members’ feedback |  |
| Other (e.g. reflection, presentations, contribution to the agency, day-to-day observations and conversations, experience of working with the student) |  |

**SECTION 2: Assessment Report**

**(To be completed at each Formative Assessment Period, Interim Period, and the Final Report)**

|  |
| --- |
| **Holistic assessment** |
| **PCF level descriptor**  **By the end of the first placement** students should demonstrate effective use of knowledge, skills and commitment to core values in social work in a given setting in predominantly less complex situations, with supervision and support. They will have demonstrated capacity to work with people and situations where there may not be simple clear-cut solutions.  **By the end of qualifying programmes, demonstrated in the context of the last placement** newly qualified social workers should have demonstrated the knowledge, skills and values to work with a range of user groups, and the ability to undertake a range of tasks at a foundation level, the capacity to work with more complex situations; they should be able to work more autonomously, whilst recognising that the final decision will still rest with their supervisor; they will seek appropriate support and supervision. |

|  |
| --- |
| **Feedback on overall capability (Guideline approximately 500 words for each entry)**  In the boxes below please provide an overall judgement of the student’s professional capability with reference to the level descriptor for this placement, taking into account:   * Capability across all nine domains of the PCF * Progressive assessment of the student’s capability during the placement * 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 and, if appropriate, information provided in Section 3 to support the overall assessment. |
| Formative Assessment A:  Interim Report:  Formative Assessment B (if agreed necessary):  Final Report: |

|  |
| --- |
| **Assessment of student’s future learning need/priorities (refer to evidence where appropriate)**  **(Guideline approximately 200 words)** |
| Formative Assessment A:  Interim Report:  Formative Assessment B (if agreed necessary):  Final Report: |
| **Supervisor’s comments (where applicable) on student’s practice, learning and development in the placement** |
| Interim Report:  Final Report: |
| **Student’s comments on assessment (refer to evidence used to support your assessment)**  **(Guideline approximately 300 words)** |
| Formative Assessment A:  Interim Report:  Formative Assessment B (if agreed necessary):  Final Report: |
| **Practice Tutor’s comments on the assessment (refer to evidence used to support your assessment)**  **(Guideline approximately 200 words)**  Formative Assessment A:  Interim Report:  Formative Assessment B (if agreed necessary):  Final Report: |

**SECTION 3:**  **Holistic assessment of each domain (To be completed at the Interim period and Final Report)**

|  |  |  |
| --- | --- | --- |
| **Please provide additional information to support your overall assessment in Section 2.**  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 in Section 2, for example, highlighting a student’s strengths, progress or areas for development in a particular domain.  **(Guideline approximately 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, health and safety, with support through supervision. As representatives of the social work profession they safeguard its reputation and are accountable to the professional regulator. | | |
| **Assessment and reference to evidence used to support judgement**  Interim Report:  Final Report: | | |
| **Capability at level for this placement** | **Expected to demonstrate** Interim | **Action plan required** Interim |
|  | **Demonstrated**  Final | **Not demonstrated**  Final |

|  |  |  |
| --- | --- | --- |
| **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 and reference to evidence used to support judgement**  Interim Report:  Final Report: | | |
| **Capability at level for this placement** | **Expected to demonstrate**  Interim | **Action plan required**  Interim |
|  | **Demonstrated**  Final | **Not demonstrated**  Final |

|  |  |  |
| --- | --- | --- |
| **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 and reference to evidence used to support judgement**  Interim Report:  Final Report: | | |
| **Capability at level for this placement** | **Expected to demonstrate**  Interim | **Action plan required**  Interim |
|  | **Demonstrated**  Final | **Not demonstrated**  Final |

|  |  |  |
| --- | --- | --- |
| **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 and reference to evidence used to support judgement**  Interim Report:  Final Report: | | |
| **Capability at level for this placement** | **Expected to demonstrate**  Interim | **Action plan required**  Interim |
|  | **Demonstrated**  Final | **Not demonstrated**  Final |

|  |  |  |
| --- | --- | --- |
| **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 and reference to evidence used to support judgement**  Interim Report:  Final Report: | | |
| **Capability at level for this placement** | **Expected to demonstrate**  Interim | **Action plan required**  Interim |
|  | **Demonstrated**  Final | **Not demonstrated**  Final |

|  |  |  |
| --- | --- | --- |
| **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 and reference to evidence used to support judgement**  Interim Report:  Final Report: | | |
| **Capability at level for this placement** | **Expected to demonstrate**  Interim | **Action plan required**  Interim |
|  | **Demonstrated**  Final | **Not demonstrated**  Final |

|  |  |  |
| --- | --- | --- |
| **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 and reference to evidence used to support judgement**  Interim Report:  Final Report: | | |
| **Capability at level for this placement** | **Expected to demonstrate**  Interim | **Action plan required**  Interim |
|  | **Demonstrated**  Final | **Not demonstrated**  Final |

|  |  |  |
| --- | --- | --- |
| **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 and reference to evidence used to support judgement**  Interim Report:  Final Report: | | |
| **Capability at level for this placement** | **Expected to demonstrate**  Interim | **Action plan required**  Interim |
|  | **Demonstrated**  Final | **Not demonstrated**  Final |

|  |  |  |
| --- | --- | --- |
| **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 and reference to evidence used to support judgement**  Interim Report:  Final Report: | | |
| **Capability at level for this placement** | **Expected to demonstrate**  Interim | **Action plan required**  Interim |
|  | **Demonstrated**  Final | **Not demonstrated**  Final |

**SUPERVISION RECORD**

Supervision can be seen as a process that has five functions:

1. Review of workload and practice objectives with service users and carers
2. Critical reflective practice
3. Review of values and ethics
4. Assessment of the student’s progress
5. Support

Over the course of the placement, all five functions should be covered but some may require more attention at times than others.

**Expectations of Supervision**

The student should receive 1.5 hours of supervision per week. This should be booked in advance with an agenda set prior to the meeting. If there are any difficulties with arranging supervision, this should be brought to the attention of the practice learning team.

Some students and practice educators book all supervision sessions for the placement in their diaries in advance of a set weekly time; others plan it week by week. This is up to individual preference.

**Agenda**

Suggested agenda items could include:

* Work load and practice objectives with service users and carers
* Social work values and anti-oppressive practice
* Current reading
* PCF/HCPC Standards of Proficiency
* Support needs
* Plans for next week’s work and supervision
* Service user/Carer feedback (see Appendix 5)
* Overall professional development
* Any other business

Both student and practice educator should be involved in setting the agenda.

**Record of Supervision**

It is expected that all supervision sessions are recorded and the student, practice educator and practice supervisor (where applicable) will have copies. Many practice educators have a pro-forma for this which can used to record the sessions, or there is a suggested pro forma on page on the following page. Who takes the notes can be agreed between the parties involved and identified on the record. Students should produce records for at least three supervision sessions and can use as evidence of learning and recording.

**WEEKLY SUPERVISION AND FEEDBACK SHEET TEMPLATE**

\*This sheet is intended to expand when typing

|  |  |
| --- | --- |
| Date:  Student:  Practice educator:  Agenda: | Links with PCF |
| Any action from the last session: |  |
| Workload management and practice objectives: |  |
| Values, ethics and dilemmas: |  |
| Service user/Carer feedback (see Appendix 5): |  |
| What type of evidence is the student bringing to support links to PCF? |  |
| Links between practice and university based learning: |  |
| Support |  |
| Overall professional development: |  |

Signed (Student): Date:

Signed (Practice educator or supervisor): Date:

**Appendix 1**

**Progression between the levels of the PCF and the requirements of the HCPC Standards of Proficiency**

**Levels for Student Social Workers**

There are 9 ‘levels’ within the PCF. The first four levels relate to student social workers. These represent the ‘level’ of capability a social work student should be demonstrating at different points in their social work training.

*By the point of entry to SW qualifying programmes*, prospective students/candidates should demonstrate awareness of social context for social work practice, awareness of self, ability to develop rapport and potential to develop relevant knowledge, skills and values through professional training.

*By the point of assessment of readiness for direct practice*  (prior to first placement), students should demonstrate basic communication skills, ability to engage with users, capacity to work as a member of an organisation, willingness to learn from feedback and supervision, and demonstrate basic SW values, knowledge and skills in order to be able to make effective use of first practice placement.

*By the end of the first placement* students should demonstrate effective use of knowledge, skills and commitment to core values in SW 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 my not be simple clear-cut solutions.

*By the end of last placement/ the completion of qualifying programmes* newly qualified social workers should have demonstrated the K/S/V 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.

The Health and Care Professions Council (the regulator of qualified social workers) and The College have mapped the Standards of Proficiency for Social Work (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 (see page 54 for mapping PCF and SOPs)

**1 PCF22 – level descriptors for students Proofed v2 November 2012 ©The College of Social Work 2012 2-4 Cockspur Street London SW1Y 5BH Company No.07499397**

Progression between levels

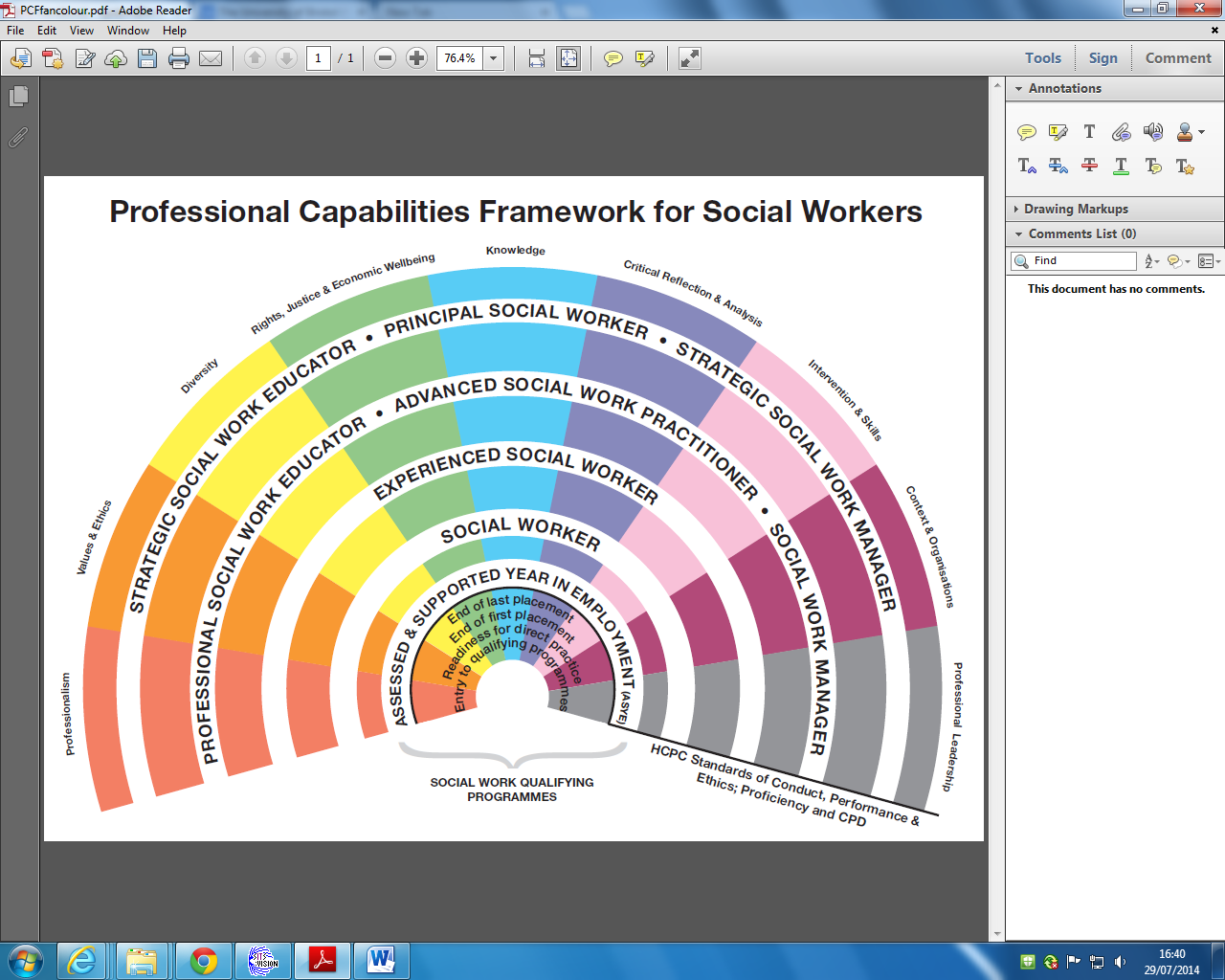
*Progression between levels* is characterised by development of people’s ability to manage complexity, risk, ambiguity and increasingly autonomous decision-making across a range of situations.

Particular issues to think about are as follows:

* Level of confidence, underpinned by practice experience, reflection and deepening understanding
* The increasing ability to work independently and to collaborate on equal terms with members of other professions
* The quality of the judgments made, and the level of ability to explain and justify them
* Efficacy of the work undertaken and the outcomes achieved, including opportunities for preventive work
* The ability to take initiative, form constructive alliances and to act as a change agent
* The ability to engage effectively with situations of increasing complexity and challenge, for example those with
  + multi-agency input
  + complex family / organisational dynamics
  + serious hostility and conflicts of interest
  + multiple problems / disadvantages
  + multiple / significant risk factors
  + need to take into account the public interest
* The appropriate use of authority and challenge
* The ability and commitment to educate and provide professional supervision to others
* Demonstration of leadership, management and research

**Progression Between levels Student levels v2 November 2012 ©The College of Social Work 2012 2-4 Cockspur Street London SW1Y 5BH Company No.07499397**

**See (**<https://www.basw.co.uk/pcf/PCFNOVprogression-between-levels.pdf>





**Professional Capability Framework - End of First Placement Level Capabilities:**

*By the end of the first placement* students should demonstrate effective use of knowledge, skills and commitment to core values in SW 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 my not be simple clear-cut solutions.

**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.

* 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

**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.

* 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

**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 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

**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.

* 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

**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.

* 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

**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.

* 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

**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.

* 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

**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**

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

**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.

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

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**Professional Capability Framework - Qualifying Social Worker Level Capabilities:**

*By the end of last placement/ the completion of qualifying programmes* 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.

The Health Professions Council (the regulator of qualified social workers) and The College have mapped the Standards of Proficiency for Social Work (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. You can find out more about the relationship between the PCF and the SoPs at TCSW website (<http://www.tcsw.org.uk/home/>)

**1. Professionalism:**

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

**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.

* 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

**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 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

**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.

* 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

**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.

* 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 people’s 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

**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.

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

**7. 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.

* 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

**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**

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

**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.

* 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

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**Appendix 2**

# Standards of proficiency (SOP) mapping – social worker in England mapped to the Professional Capabilities Framework (PCF)

| **Standard of proficiency** | **Professional Capabilities Framework** |
| --- | --- |
| **Registrant social workers in England must:** |  |
| **1** be able to practise safely and effectively within their scope of practice | Recognise your personal limitations and how to seek advice – Professionalism 1.8 |
| Understand and apply the profession’s ethical principles and legislation, taking account of these in reaching decisions – Values and Ethics 2.1 |
| **1.1** know the limits of their practice and when to seek advice or refer to another professional | Recognise your personal limitations and how to seek advice – Professionalism 1.8 |
| Value and take account of the expertise of service users, carers and professionals – Knowledge 5.12 |
| **1.2** recognise the need to manage their own workload and resources and be able to practise accordingly | Take responsibility for managing your time and workload effectively, and begin to prioritise your activity including supervision time – Professionalism 1.5 |
| **1.3** be able to undertake assessments of risk, need and capacity and respond appropriately | Demonstrate an holistic approach to the identification of needs, circumstances, rights, strengths and risks – Intervention and Skills 7.4 |
| **1.4** be able to recognise and respond appropriately to unexpected situations and manage uncertainty | Recognise complexity, multiple factors, changing circumstances and uncertainty in people’s lives, to be able to prioritise your intervention – Intervention and Skills 7.10 |
| Know how to formulate, test, evaluate and review hypotheses in response to information available at the time and apply in practice – Critical Reflection and Analysis 6.5 |
| **1.5** be able to recognise signs of harm, abuse and neglect and know how to respond appropriately | 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 – Knowledge 5.7 |
| With support, identify appropriate responses to safeguard vulnerable people and promote their wellbeing  Intervention and Skills: 7.13 |
| **2** be able to practise within the legal and ethical boundaries of their profession | Understand and apply the profession’s ethical principles and legislation, taking account of these in reaching decisions – Values and Ethics 2.1 |
| Identify concerns about practice and procedures and, with support, begin to find appropriate means of challenge –  Professionalism 1.11 |
| **2.1** understand current legislation applicable to the work of their profession | Understand and apply the profession’s ethical principles and legislation, taking account of these in reaching decisions – Values and Ethics 2.1 |
| 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 – Rights, Justice and Economic Wellbeing 4.2 |
| Work within the principles of human and civil rights and equalities legislation, differentiating and beginning to work with absolute, qualified and competing rights and different needs and perspectives – Rights, Justice and Economic Wellbeing 4.3 |
| **2.2** understand the need to promote the best interests of service users and carers at all times | 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 – Rights, Justice and Economic Wellbeing 4.2 |
| Work within the principles of human and civil rights and equalities legislation, differentiating and beginning to work with absolute, qualified and competing rights and different needs and perspectives – Rights, Justice and Economic Wellbeing 4.3 |
| **2.3** understand the need to protect, safeguard and promote the wellbeing of children, young people and vulnerable adults | Identify concerns about practice and procedures and, with support, begin to find appropriate means of challenge –  Professionalism 1.11 |
| With support, identify appropriate responses to safeguard vulnerable people and promote their wellbeing – Intervention and Skills 7.13 |
| **2.4** understand the need to address practices which present a risk to or from service users and carers, or others | Identify concerns about practice and procedures and with support begin to find appropriate means of challenge – Professionalism 1.11 |
| Manage potentially conflicting or competing values, and with guidance, recognise, reflect on, and work with ethical dilemmas – Values and Ethics 2.3 |
| With support, identify appropriate responses to safeguard vulnerable people and promote their wellbeing – Intervention and Skills 7.13 |
| **2.5** be able to manage competing or conflicting interests | Manage potentially conflicting or competing values, and with guidance, recognise, reflect on, and work with ethical dilemmas – Values and Ethics 2.3 |
| Recognise and, with support, manage the impact of own values on professional practice – Values and Ethics 2.2 |
| **2.6** be able to exercise authority as a social worker within the appropriate legal and ethical frameworks | Understand the authority of the social work role and begin to use this appropriately and confidently as an accountable professional – Intervention and Skills 7.11 |
| Understand the roles and responsibilities of social workers in a range of organisations, lines of accountability and the boundaries of professional autonomy and discretion – Contexts and Organisations 8.2 |
| **2.7** understand the need to respect and uphold the rights, dignity, values and autonomy of every service user and carer | 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 – Values and Ethics 2.4 |
| Manage potentially conflicting or competing values, and, with guidance, recognise, reflect on and work with ethical dilemmas – Values and Ethics 2.3 |
| Recognise and promote individuals’ rights to autonomy and self-determination – Values and Ethics 2.5 |
| Value and take account of the expertise of service users, carers and professionals – Knowledge 5.12 |
| Work within the principles of human and civil rights and equalities legislation, differentiating and beginning to work with absolute, qualified and competing rights and different needs and perspectives – Rights, Justice and Economic Wellbeing 4.3 |
| **2.8** recognise that relationships with service users and carers should be based on respect and honesty | 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 – Values and Ethics 2.4 |
| Recognise and manage the impact on people of the power invested in your role – Diversity 3.3 |
| Demonstrate the ability to engage with people and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3 |
| **2.9** recognise the power dynamics in relationships with service users and carers and be able to manage those dynamics appropriately | Recognise and manage the impact on people of the power invested in your role – Diversity 3.3 |
| Recognise the impact of self in interaction with others, making appropriate use of personal experience – Professionalism 1.6 |
| **2.10** understand what is required of them by the Health and Care Professions Council | Be able to meet the requirements of the professional regulator – Professionalism 1.1 |
| **3** be able to maintain fitness to practise | With support, take steps to manage and promote own safety, health, wellbeing and emotional resilience – Professionalism 1.10 |
| Be able to explain the role of the social worker in a range of contexts, and uphold the reputation of the profession – Professionalism 1.2 |
| **3.1** understand the need to maintain high standards of personal and professional conduct | Be able to explain the role of the social worker in a range of contexts, and uphold the reputation of the profession – Professionalism 1.2 |
| Demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness – Professionalism 1.4 |
| **3.2** understand the importance of maintaining their own health and wellbeing | With support, take steps to manage and promote own safety, health, wellbeing and emotional resilience – Professionalism 1.10 |
| **3.3** understand both the need to keep skills and knowledge up-to-date and the importance of career-long learning | Demonstrate a commitment to your continuous learning and development – Professionalism 1.9 |
| **3.4** be able to establish and maintain personal and professional boundaries | Be able to explain the role of the social worker in a range of contexts, and uphold the reputation of the profession – Professionalism 1.2 |
| Be able to recognise and maintain personal and professional boundaries – Professionalism 1.7 |
| **3.5** be able to manage the physical and emotional impact of their practice | With support, take steps to manage and promote own safety, health, wellbeing and emotional resilience – Professionalism 1.10 |
| **4** be able to practise as an autonomous professional, exercising their own professional judgement | Understand the roles and responsibilities of social workers in a range of organisations, lines of accountability and the boundaries of professional autonomy and discretion – Contexts and Organisations 8.2 |
| Apply imagination, creativity and curiosity to practice – Critical Reflection and Analysis 6.1 |
| Recognise the importance of, and begin to demonstrate, professional leadership as a social workers – Professional Leadership 9.1 |
| **4.1** be able to assess a situation, determine its nature and severity and call upon the required knowledge and experience to deal with it | Recognise complexity, multiple factors, changing circumstances and uncertainty in people’s lives, to be able to prioritise your intervention – Intervention and Skills 7.10 |
| Demonstrate an holistic approach to the identification of needs, circumstances, rights, strengths and risks – Intervention and Skills 7.4 |
| 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 – Intervention and Skills 7.5 |
| Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence and to prevent harm – Intervention and Skills 7.6 |
| Begin to formulate and make explicit, evidence-informed judgements – Critical Reflection and Analysis 6.6 |
| **4.2** be able to initiate resolution of issues and be able to exercise personal initiative | Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence and to prevent harm – Intervention and Skills 7.6 |
| Apply imagination, creativity and curiosity to practice – Critical Reflection and Analysis 6.1 |
| Recognise complexity, multiple factors, changing circumstances and uncertainty in people’s lives, to be able to prioritise your intervention – Intervention and Skills 7.10 |
| Inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources – Critical Reflection and Analysis 6.2 |
| **4.3** recognise that they are personally responsible for, and must be able to justify, their decisions and recommendations | Begin to formulate and make explicit, evidence-informed judgements – Critical Reflection and Analysis 6.6 |
| **4.4** be able to make informed judgements on complex issues using the information available | Inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources – Critical Reflection and Analysis 6.2 |
| **4.5** be able to make and receive referrals appropriately | Demonstrate an holistic approach to the identification of needs, circumstances, rights, strengths and risks – Intervention and Skills 7.4 |
| Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade – Intervention and Skills 7.2 |
| **5** be aware of the impact of culture, equality and diversity on practice | 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 – Diversity 3.1 |
| Understand, identify and apply in practice the principles of social justice, inclusion and equality – Rights, Justice and Economic Wellbeing 4.1 |
| Recognise the impact of poverty and social exclusion and promote enhanced economic status through access to education, work, housing, health services and welfare benefits – Rights, Justice and Economic Wellbeing 4.4 |
| **5.1** 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 | 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 – Diversity 3.1 |
| Recognise the impact of poverty and social exclusion and promote enhance economic status through access to education, work, housing, health services and welfare benefits – Rights, Justice and Economic Wellbeing 4.4 |
| **5.2** understand the need to adapt practice to respond appropriately to different groups and individuals | 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 – Diversity 3.1 |
| **5.3** be aware of the impact of their own values on practice with different groups of service users and carers | Manage potentially conflicting or competing values, and with guidance, recognise, reflect on, and work with ethical dilemmas – Values and Ethics 2.3 |
| Recognise and, with support, manage the impact of own values on professional practice – Values and Ethics 2.2 |
| **5.4** understand the impact of different cultures and communities and how this affects the role of the social worker in supporting service users and carers | 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 – Diversity 3.1 |
| Recognise how systemic approaches can be used to understand the person-in-the-environment and inform your practice – Knowledge 5.5 |
| 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 – Diversity 3.2 |
| **6** be able to practise in a non-discriminatory manner | 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 – Diversity 3.2 |
| **6.1** be able to work with others to promote social justice, equality and inclusion | Understand, identify and apply in practice the principles of social justice, social inclusion and equality – Rights, Justice and Economic Wellbeing 4.1 |
| **6.2** be able to use practice to challenge and address the impact of discrimination, disadvantage and oppression | 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 – Diversity 3.2 |
| **7** be able to maintain confidentiality | Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing – Values and Ethics 2.6 |
| Recognise and promote individuals’ rights to autonomy and self-determination – Values and Ethics 2.5 |
| Demonstrate skills in sharing information appropriately and respectfully – Intervention and Skills 7.9 |
| **7.1** be able to understand and explain the limits of confidentiality | Understand and apply the profession’s ethical principles and legislation, taking account of these in reaching decisions – Values and Ethics 2.1 |
| Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing – Values and Ethics 2.6 |
| **7.2** be able to recognise and respond appropriately to situations where it is necessary to share information to safeguard service users and carers or others | Understand and apply the profession’s ethical principles and legislation, taking account of these in reaching decisions – Values and Ethics 2.1 |
| Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing – Values and Ethics 2.6 |
| **8** be able to communicate effectively | Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples’ ages, comprehension and culture – Intervention and Skills 7.1 |
| Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade – Intervention and Skills 7.2 |
| **8.1** be able to use interpersonal skills and appropriate forms of verbal and non-verbal communication with service users, carers and others | Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples’ ages, comprehension and culture – Intervention and Skills 7.1 |
| **8.2** be able to demonstrate effective and appropriate skills in communicating advice, instruction, information and professional opinion to colleagues, service users and carers | Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade – Intervention and Skills 7.2 |
| **8.3** 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 | 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 – Values and Ethics 2.4 |
| Recognise and promote individuals’ rights to autonomy and self-determination – Values and Ethics 2.5 |
| **8.4** understand how communication skills affect the assessment of and engagement with service users and carers | Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples’ ages, comprehension and culture – Intervention and Skills 7.1 |
| Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3 |
| **8.5** 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 | Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples’ ages, comprehension and culture – Intervention and Skills 7.1 |
| Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade – Intervention Skills 7.2 |
| Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3 |
| **8.6** 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 | Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples’ ages, comprehension and culture – Intervention and Skills 7.1 |
| Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3 |
| **8.7** understand the need to draw upon available resources and services to support service users’ and carers’ communication, wherever possible | Recognise the value of, and aid access to independent advocacy – Rights, Justice and Economic Wellbeing 4.5 |
| **8.8** be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5 | Be able to meet the requirements of the professional regulator – Professionalism 1.1 |
| **8.9** be able to engage in inter-professional and inter-agency communication | Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working – Contexts and Organisations 8.7 |
| Be able to work within an organisation’s remit and contribute to its evaluation and development – Contexts and Organisations 8.4 |
| **8.10** be able to listen actively to service users and carers and others | Demonstrate the ability to engage with people and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3 |
| Value and take account of the expertise of service users, carers and professionals – Knowledge 5.12 |
| **8.11** be able to prepare and present formal reports in line with applicable protocols and guidelines | Maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgment and organisational responsibilities – Intervention and Skills 7.8 |
| **9** be able to work appropriately with others | Demonstrate the ability to engage with people and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3 |
| Understand and respect the role of others within the organisation and work effectively with them – Contexts and Organisations 8.5 |
| Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working – Contexts and Organisations 8.7 |
| **9.1** understand the need to build and sustain professional relationships with service users, carers and colleagues as both an autonomous practitioner and collaboratively with others | Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3 |
| Recognise the impact of self in interaction with others, making appropriate use of personal experience – Professionalism 1.6 |
| Understand and respect the role of others within the organisation and work effectively with them – Contexts and Organisations 8.5 |
| Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working – Contexts and Organisations 8.7 |
| **9.2** 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 | 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 – Values and Ethics 2.4 |
| **9.3** 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 | Recognise and promote individuals’ rights to autonomy and self-determination – Values and Ethics 2.5 |
| 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 –  Intervention and Skills 7.5 |
| **9.4** be able to support service users’ and carers’ rights to control their lives and make informed choices about the services they receive | Recognise and promote individuals’ rights to autonomy and self-determination – Values and Ethics 2.5 |
| Recognise the value of, and aid access to, independent advocacy – Rights, Justice and Economic Wellbeing 4.5 |
| Value and take account of the expertise of service users, carers and professionals – Knowledge 5.12 |
| **9.5** be able to support the development of networks, groups and communities to meet needs and outcomes | Recognise how the development of community resources, groups and networks enhance outcomes for individuals – Intervention and Skills 7.7 |
| **9.6** be able to work in partnership with others, including those working in other agencies and roles | 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 – Values and Ethics 2.4 |
| Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working – Contexts and Organisations 8.7 |
| Be able to work within an organisation’s remit and contribute to its evaluation and development – Contexts and Organisations 8.4 |
| Understand and respect the role of others within the organisation and work effectively with them – Contexts and Organisations 8.5 |
| Recognise the value of, and contribute to, supporting the learning and development of others – Professional Leadership 9.2 |
| **9.7** be able to contribute effectively to work undertaken as part of a multi-disciplinary team | Take responsibility for your role and impact within teams and be able to contribute positively to effective team working – Contexts and Organisations 8.6 |
| **9.8** recognise the contribution that service users’ and carers’ own resources and strengths can bring to social work | Value and take account of the expertise of service users, carers and professionals – Knowledge 5.12 |
| 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 – Knowledge 5.7 |
| **9.9** be able to work with resistance and conflict | Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3 |
| 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 – Intervention and Skills 7.12 |
| 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 – Knowledge 5.7 |
| **9.10** be able to understand the emotional dynamics of interactions with service users and carers | Recognise the impact of self in interaction with others, making appropriate use of personal experience – Professionalism 1.6 |
| Acknowledge the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience – Knowledge 5.6 |
| **10** be able to maintain records appropriately | Maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgement and organisational responsibilities – Intervention and Skills 7.8 |
| **10.1** be able to keep accurate, comprehensive and comprehensible records in accordance with applicable legislation, protocols and guidelines | Maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgement and organisational responsibilities – Intervention and Skills 7.8 |
| **10.2** recognise the need to manage records and all other information in accordance with applicable legislation, protocols and guidelines | Maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgement and organisational responsibilities – Intervention and Skills 7.8 |
| **11** be able to reflect on and review practice | Demonstrate a capacity for logical, systematic, critical and reflective reasoning and apply the theories and techniques of reflective practice – Critical Reflection and Analysis 6.4 |
| Apply imagination, creativity and curiosity to practice – Critical Reflection and Analysis 6.1 |
| **11.1** understand the value of critical reflection on practice and the need to record the outcome of such reflection appropriately | Demonstrate a capacity for logical, systematic, critical and reflective reasoning and apply the theories and techniques of reflective practice – Critical Reflection and Analysis 6.4 |
| **11.2** recognise the value of supervision, case reviews and other methods of reflection and review | Demonstrate an effective and active use of supervision for accountability, professional reflection and development – Professionalism 1.3 |
| Know how to formulate, test, evaluate, and review hypotheses in response to information available at the time and apply in practice – Critical Reflection and Analysis 6.5 |
| **12** be able to assure the quality of their practice | Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health – Knowledge 5.1 |
| Demonstrate a critical understanding of the legal and policy frameworks and guidance that inform and mandatesocial work practice, recognising the scope for professional judgement – Knowledge 5.2 |
| Recognise the contribution, and begin to make use, of research to inform practice – Knowledge 5.10 |
| **12.1** be able to use supervision to support and enhance the quality of their social work practice | Demonstrate an effective and active use of supervision for accountability, professional reflection and development – Professionalism 1.3 |
| **12.2** be able to contribute to processes designed to evaluate service and individual outcomes | 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 – Intervention and Skills 7.5 |
| Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health – Knowledge 5.1 |
| Be able to work within an organisation’s remit and contribute to its evaluation and development – Contexts and Organisations 8.4 |
| **12.3** be able to engage in evidence-informed practice, evaluate practice systematically and participate in audit procedures | Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health – Knowledge 5.1 |
| Demonstrate a critical understanding of the legal and policy frameworks and guidance that inform and mandatesocial work practice, recognising the scope for professional judgement – Knowledge 5.2 |
| Be able to work within an organisation’s remit and contribute to its evaluation and development – Contexts and Organisations 8.4 |
| **13** understand the key concepts of the knowledge base relevant to their profession | Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health – Knowledge 5.1 |
| 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 – Knowledge 5.8 |
| 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 – Knowledge 5.2 |
| **13.1** recognise the roles of other professions, practitioners and organisations | Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working – Contexts and Organisations 8.7 |
| Understand and respect the role of others within the organisation and work effectively with them – Contexts and Organisations 8.5 |
| **13.2** be aware of the different social and organisational contexts and settings within which social work operates | Understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and practice – Contexts and Organisations 8.3 |
| Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working – Contexts and Organisations 8.7 |
| Be able to work within an organisation’s remit and contribute to its evaluation and development – Contexts and Organisations 8.4 |
| Understand the roles and responsibilities of social workers in a range of organisations, lines of accountability and the boundaries of professional autonomy and discretion – Contexts and Organisations 8.2 |
| Recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts – Contexts and Organisations 8.1 |
| **13.3** be aware of changes in demography and culture and their impact on social work | Recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts – Contexts and Organisations 8.1 |
| **13.4** 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 behaviour | Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health – Knowledge 5.1 |
| 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 – Knowledge 5.8 |
| 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 – Knowledge 5.2 |
| Demonstrate a critical understanding of social welfare policy, its evolution, implementation and impact on people, social work, other professions, and inter-agency working – Knowledge 5.9 |
| Demonstrate and apply a working knowledge of human growth and development throughout the life course – Knowledge 5.3 |
| Recognise how systemic approaches can be used to understand the person-in-the-environment and inform your practice – Knowledge 5.5 |
| Understand and apply the profession’s ethical principles and legislation, taking account of these in reaching decisions – Values and Ethics 2.1 |
| Recognise the value of, and aid access to, independent advocacy – Rights, Justice and Economic Wellbeing 4.5 |
| Acknowledge the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience – Knowledge 5.6 |
| 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 – Knowledge 5.7 |
| Understand, identify and apply in practice the principles of social justice, inclusion and equality – Rights, Justice and Economic Wellbeing 4.1 |
| Recognise the short and long term impact of psychological, socio-economic, environmental and physiological factors on people’s lives, taking into account age and development, and how this informs practice – Knowledge 5.4 |
| 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 – Rights, Justice and Economic Wellbeing 4.2 |
| Value and take account of the expertise of service users, carers and professionals – Knowledge 5.12 |
| **14** be able to draw on appropriate knowledge and skills to inform practice | Inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources – Critical Reflection and Analysis 6.2 |
| 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 – Intervention and Skills 7.5 |
| Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence to prevent harm – Intervention and Skills 7.6 |
| **14.1** be able to gather, analyse, critically evaluate and use information and knowledge to make recommendations or modify their practice | Inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources – Critical Reflection and Analysis 6.2 |
| With support, rigorously question and evaluate the reliability and validity of information from different sources – Critical Reflection and Analysis 6.3 |
| **14.2** be able to select and use appropriate assessment tools | 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 – Intervention and Skills 7.5 |
| **14.3** be able to prepare, implement, review, evaluate, revise and conclude plans to meet needs and circumstances in conjunction with service users and carers | Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence to prevent harm – Intervention and Skills 7.6 |
| **14.4** be able to use social work methods, theories and models to achieve change and development and improve life opportunities | Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence to prevent harm – Intervention and Skills 7.6 |
| **14.5** be aware of a range of research methodologies | Demonstrate a critical understanding of research methods – Knowledge 5.11 |
| **14.6** recognise the value of research and analysis and be able to evaluate such evidence to inform their own practice | Recognise the contribution, and begin to make use, of research to inform practice – Knowledge 5.10 |
| Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health – Knowledge 5.1 |
| **14.7** be able to demonstrate a level of skill in the use of information technology appropriate to their practice | Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade – Intervention and Skills 7.2 |
| **14.8** be able to change their practice as needed to take account of new developments or changing contexts | Recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts – Contexts and Organisations 8.1 |
| **15** be able to establish and maintain a safe practice environment | 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 – Intervention and Skills 7.12 |
| **15.1** understand the need to maintain the safety of service users, carers and colleagues | 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 – Intervention and Skills 7.12 |
| **15.2** 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 | Understand the roles and responsibilities of social workers in a range of organisations, lines of accountability and the boundaries of professional autonomy and discretion – Contexts and Organisations 8.2 |
| Understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and practice – Contexts and Organisations 8.3 |
| Identify concerns about practice and procedures and with support begin to find appropriate means of challenge – Professionalism 1.11 |
| **15.3** be able to work safely in challenging environments, including being able to take appropriate actions to manage environmental risk | 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 – Intervention and Skills 7.12 |

**Appendix 3**

**Roles and Responsibilities of the Practice Learning Team**

The practice learning team will consist of a group of people who will be responsible for recommending whether or not the student has provided sufficient evidence to demonstrate competence in the PCF and HCPC’s Standards of Proficiency (see Appendix 1). Normally, the team will consist of the student, the practice educator, and the practice tutor. In some teams, there will be an agency based supervisor. The team will meet halfway through the placement for an interim meeting, which will identify the progress of the student and areas for development in the remainder of the placement.

**Students on placement**

A social work student on practice placement has an overall responsibility to provide evidence of their capabilities through learning opportunities provided by the practice educator and the placement. The student has responsibility for the following:

* Draw up learning objectives to be discussed with the practice educator and tutor
* Participate in induction and have a good understanding of the policies as outlines in the learning agreement
* Develop the practice learning agreement with the practice educator (and practice supervisor where required) and obtain the agreement of the practice tutor
* Carry out tasks and duties in the practice placement in accordance with Agency policies and procedures
* Ensure that the work undertaken becomes more complex as the placement progresses
* Plan, carry out and critically reflect on specific practice directly observed by the practice educator (or observer)
* Participate in regular supervision and take notes
* Provide the practice tutors with copies of the formative assessments
* In conjunction with the practice educator, obtain feedback from the service users and carers
* Conduct him/herself in a professional manner, as a member of the team, at all times while on placement (e.g. reliability, punctuality, honesty, use of language, appropriate dress, inform of lateness or absences)
* Set up the interim reviews and final review (where necessary) with practice educator and practice tutor and ensure all paperwork is submitted prior to the meetings
* Report concerns to module leader and follow processes outlined above for managing difficulties

**Practice educator**

The practice educator has an overall responsibility for the student learning experience and for enabling the student to develop capabilities through providing appropriate practice experience. The practice educator will act as a role model to the students in developing their social work practice. The practice educator has responsibility for the following:

* Develop practice learning agreement
* Develop and provide an induction programme
* To work with colleagues to ensure the student is made welcome and part of the team
* Provide dates for regular supervision and making arrangements for minute taking
* Ensure an appropriate programme of work that will enable the student to meet the capabilities as appropriate to the level of placement (see Appendix 1). The work should become progressively complex through the duration of the placement
* Assist the student with the integration of the knowledge, values and skills into social work practice
* Provide continuous feedback on the student’s work and progress, both verbally and through the written holistic assessment
* Where required, to ensure that action plans are carried out
* Carry out planned observations of practice (2 in the first placement; 3 in the second placement) and provide timely feedback on each
* Carry out formative assessments on the student’s work (2 in the first placement; 3 in the second placement)
* Carry out interim review and final assessments and make a recommendation regarding whether the student has Passed/Failed
* In consultation with the student bring to the attention of the practice tutor any significant changes in the arrangements or any concerns about the progress of the placement
* Liaise with other professionals about the student’s progress
* Assist in gathering and providing feedback from service users and carers

**Off site practice educator**

The off site practice educator should carry out the responsibilities noted above under practice educator or agree and record the tasks and roles that are to be shared with the agency based supervisor. This should be part of the initial meeting for the practice learning agreement.

For off site practice educators the task or process is slightly different from the usual model of practice teaching in that the off site practice educator works with an agency based supervisor who will supervise day to day work or be directly accountable for the student’s work. **They must, therefore, establish a systematic method to assess evidence provided by the student and meet regularly with the agency based supervisor.**

It is expected that the off site practice educator will:

* Provide regular, structured supervision for the student
* Meet regularly with the agency based supervisor
* Carry out at least two of the three planned observations of practice
* Attend the practice learning team meetings

Arrangements for supervision with the off site practice educator and the practice supervisor should be specified in the practice learning arrangements. Supervision arrangements should be the equivalent of 1.5 hours per week.

**Agency based supervisor**

Not all practice learning opportunities have someone who is qualified to act as a practice educator. In this case, the daily management of the practice learning will be through an agency based supervisor (who may not be a qualified social worker). In this situation, the student will have an off-site practice educator who will meet regularly with the student to verify evidence and facilitate the student’s learning. The supervisor will also be a member of the practice learning team. The supervisor has responsibility for the following:

* Planning and supervising the induction programme
* Enabling the student to fit in and understand the agency, its policy and practice
* Allocating work that will provide opportunities to enable the student to demonstrate capabilities
* Regular supervision as agreed with the practice educator
* Liaise with the practice educator about the student’s progress and meet with the practice educator and student as agreed
* Attend practice learning meetings
* Giving guidance to the student about practicing in a professional manner

**Practice Tutor**

All students have a practice tutor who has a role to support the student on placement and to be part of the practice learning team. The practice tutor will provide feedback at interim and final stages to the student and practice educator and will provide feedback on the formative assessments. The practice tutor has responsibility for the following:

* Agree the practice learning agreement and attend the PLA meeting when the student has a Access and Support Plan in place.
* Provide feedback on the formative assessments at the interim and final stages to the student and practice educator
* Attend the interim review meeting and (if necessary) the final review.
* Be available for consultation throughout the placement and respond rapidly if problems arise
* Draw attention to the PQP any problematic circumstances or any situations where students are failing to demonstrate progress

The practice tutor has a key role in communicating with the module leader, PQP and Placement Office where necessary regarding assessment, difficulties and change of dates or early ending of placement.

**Module Leader**

The module leader has a role in supporting the practice tutor and student and ensuring the practice educator and supervisor have support from practice learning co-ordinators. The module leader will advise on management of placement issues with reference to policy and procedures and will ensure decisions and outcomes are communicated appropriately. The module leader will arrange meetings with practice tutors and identify training and induction needs.

The module leader will manage submission dates with information from the student. The module leader will arrange Practice Quality Panels for moderation and consideration of the portfolios and the tasks associated with the examination boards including discussion with external examiners.

The module leader completes an annual report and reviews practice learning materials and handbooks and the university based curriculum.

**Appendix 4**

**Sample Statement of Authenticity and Confidentiality**

I confirm that I am responsible for all work submitted in this portfolio as verified by my practice educator.

The names of all relevant individuals within the portfolio have been changed to protect their anonymity and confidentiality. All other identifying evidence (e.g. addresses, staff, school names) have been removed or amended for the same purpose. I have gained consent from service users to describe my work with them in the portfolio.

The contents of the portfolio are confidential and solely to be used for the requirement of the social work degree.

Signature:

Date:

*\*A statement like this should be included at the front of the portfolio.*

**Appendix 5**

**Gathering and Using Feedback from Service Users and Carers**

Gathering feedback from people who use services and people who care for them is vital for student learning. Feedback can highlight what students are doing well, what works, what doesn’t work and how students can develop their practice. Therefore, students are tasked with considering how they will gather and use feedback throughout their practice placement. There is no one approach for gathering feedback from service users and carers, but rather students will need to consider how best to gather feedback given the service user or carer, the situation and the timing. Regardless of the method used to gather feedback, students should aim to ensure that the feedback is gathered in a meaningful way that can enhance their learning and be used to improve their practise. Students are encouraged to discuss the challenges involved and recoginse barriers that service users and carers may face in voicing their views. Students should integrate feedback from service users and carers throughout their practice placement and this should be evidenced in the portfolio. This could be through Direct Observations, or the Practice Assessment Report (Formative Assessments, Interim Review, Final Review). Students should consider (in collaboration with their practice educator) how best to evidence their gathering and use of feedback from service users and cares in their portfolio. Below is some guidance in gathering and using feedback from service users and carers.

The following guidance was taken from TCSW

**Different Sources/Approaches to Feedback:**

1. *Questionnaire, online survey or feedback forms* – The questions used can be based on questions developed by service user and carer groups (e.g. welcome, respect, helpfulness, ability to communicate and/or give information, show sensitivity, listen, give constructive and realistic advice, share future plans and arrange when and where to meet again) and/or draw on the nine PCF capability domains. A questionnaire may be most appropriate where work has been undertaken over a period of time in a relatively formal setting (e.g. groupwork). Including open-ended questions (‘have you any other comments you want to make?’) so people can add issues that they think are important is always useful. If a questionnaire or feedback form is used, the student/social worker should think carefully about how and when to use it, ensuring that the design is appropriate to the situation (including communication needs) of the service user or carer. When thinking about timing, it can be useful to ask service users or carers about when they would prefer to be asked to comment.
2. *Direct observations* – When an observation of practice is planned, wherever possible service users/carer involved should be asked if they are willing to be part of the process. If they agree it is the responsibility of the observer and the student social worker to ensure that the service user/carer is given the opportunity to comment on the candidates capabilities, and/or for the service user/carer to be given feedback about the student social worker and observer’s own assessment. (See 4.2 of Section C ‘Direct Observation’).
3. *Gathering feedback over time* – It can be very informative to ask for feedback immediately after a significant intervention in someone’s life, and then returning a month or six weeks later to ask more formally about their experiences. This provides information about the initial experience, but also allows people to reflect on what has happened and provide a more considered response. Give people the option of providing feedback at the time or later, and be sensitive to the non-verbal as well as the verbal messages you receive about whether ‘now’ is the right time to talk.
4. *Supervision records* – The records should note whether or not the student social worker records feedback from service users and carers about their work, and should encourage them to regularly incorporate this into their practice, nothing how their skills in undertaking this develop over time.
5. *Feedback from other people involved* – Getting feedback from other people involved in a situation or case can be very informative. People are always learning, and many professionals are used to being asked about their perceptions on a situation.
6. *Work products and records* – Note should be taken as to whether or not there is evidence from any work products that the student social worker invites feedback from service users and carers about the effectiveness and experience of their work, and offer strategies where this is challenging.

**Useful Questions:**

For direct observations:

* Did the service user understand what to expect during the session?
* What went well during the observation?
* What could have gone better?
* Did you get want you wanted/expected out of the session? What difference do you think being involved in providing feedback made to the service user/carer?

For more general feedback from service users and carers at key points of transition:

* What have you found useful about your work with X?
* What do you think she/he might do differently?
* What positive things do you hope your next social worker might do?
* Was the social worker always on time/sometime on time/never on time?
* If a problem cropped up that made them late, did someone let you know?
* Did you feel they listened to you?
* Did you feel they understood your point of view?
* Did they help you understand the options available to you/what might be expected of you/how you could take more control of the situation?
* Do you feel your situation has improved since being involved with X?
* Do you feel safer/more in control of your life having worked with X?

Questions for the student social worker:

* What surprised you about the feedback?
* What has been most positive for you about the feedback?
* How did you feel about the service user’s/carer’s views?
* What might you do about these feelings? How might hey impact on your work?
* What might you do differently as a result of the feedback?

**Appendix 6**

**Whistle Blowing**

The University of Bristol and the University of the West of England recognise that students registered on the Social Work degree have a duty to report concerns about any practice that they consider might be dangerous, abusive, discriminatory or exploitative. The universities have a duty of care for students and it is important that they are enabled to voice their concerns and that their interests are safeguarded as far as possible.

* The responsibility of students, to raise serious concerns arising during placements or other practice learning and discussion of the difficulties involve forms an important part of their learning programme and includes reference to local agency policies and procedures. All agencies used for practice learning should have a whistle blowing policy and students should be provided with a copy in their induction. Students will be supported by the practice tutor to follow these. Where an agency does not have such a policy the agency will be encouraged by the practice learning co-ordinator to develop one.
* Each agency providing placements will identify a named person, in the student’s learning agreement, who is outside of the practice assessment process. The learning agreement must make clear how serious concerns will be dealt with and who in the agency may formally receive the concern. This would normally be a senior manager and the practice tutor and the student will consult with that person in order to decide the appropriate next step. When a serious concern does arise, students must discuss this with their practice tutor who will help students to consider the seriousness of the concern. Normally students should also discuss concerns with their practice educator or supervisor. Students should raise any concerns as soon as possible and not wait the placement has ended.
* The practice tutor will ensure that the module leader, programme leader and named agency training representative are aware of any action being taken by the student. The agency should inform the practice tutor and the student of outcome of any investigation.
* If the programme leader is not satisfied with the way the concern has been managed or the outcome is inconsistent with known facts the university reserves the right to refer the matter directly to an appropriate higher authority.

**Appendix 7**

**Assessment and the Role of the Practice Quality Panel (PQP)**

The Practice Quality Panel is a team of people who represent service users and carers, practitioners and the university. They have overall responsibility within the module and programme team for monitoring the quality of practice learning opportunities and the assessment of students’ practice. They will provide collective feedback to practice learning teams on the evidence they have seen in portfolios identifying good practice and areas for practice development.

They are also responsible for overseeing recommendations to the Award Board regarding Pass/Fail decisions. As such the PQP acts as a sub group of the Award Board but the final decision on the Pass/Fail remains with the Award Board.

Members of the Practice Quality Panel will therefore read a sample of portfolios from each cohort for moderation purposes. A moderation meeting will be held following the interim reviews to consider situations where problems with the placement have been identified, any plans made in the light of that, and it will make appropriate recommendations. It will also consider the progress of students who are thought to be at risk of failing the placement. If necessary the panel will offer advice on further action which it thinks may be necessary to support the student to achieve a pass, beyond that already identified by the practice learning team.

Following the final reviews the moderation panel will look at a sample of portfolios, not only for students who have judged to have failed, or only just to have passed, but also for students who have done much better. The first purpose of moderation is to ensure that practice learning teams are making their decisions to the same standard.

In situations where students have been judged to fail or only just to have passed, the panel will either confirm the decision reached by the practice learning team in the light of evidence in the portfolio, or if it is not sure that the correct decision has been made, it may ask to review the situation with the practice learning team. In these situations, or where teams have not been able to reach agreement, the panel will be the place for final decision by the team on the outcome of a placement. However, as noted above the final decision on the Pass/Fail remains with the Award Board.

Beyond this the panel will also consider the situation of students who have failed and will agree a recommendation about whether another assessment opportunity should be offered.

**Appendix 8**

**Health and Safety Information for Placement Providers and Students**

Each Placement Provider and the University have a role in students’ health and safety whilst on placement. As part of this role the University will:

* Prepare the student for the placement and ensure they are aware of general health and safety aspects this, however, is of a general nature and does not include the specific information needed for the particular job or workplace with you;
* Give the student an opportunity to feedback to us as regards any problems they have experienced with regard to health and safety whilst on placement;
* Respond to this by informing you; and
* Give you, as the Placement Provider, the opportunity to feedback to us any concerns that you have regarding the student or placement arrangements.

During the placement, we expect our student to prove to be an effective, safe and reliable individual. However, you will appreciate that during this period the student is under your control and therefore the primary duty of care and consequent liabilities must rest with you. Therefore, we request you to treat our student in the same way as your employees with regards to their health and safety.

The University requests that you:

* Give the student an induction to your workplace health and safety arrangements including fire precautions, specific hazards, and health and safety precautions;
* Include the student in your risk assessment programme as it affects activities to be undertaken by them;
* Provide appropriate instruction and training in your working practices and in the particular control measures identified in your risk assessments;
* Provide ongoing supervision and training for the student in the performance of their duties;
* Have a system of recording and investigating accidents and incidents. Please notify us of any accidents and incidents involving the student that you are made aware of; and
* Have Employer’s Liability insurance in place for the period of the placement and that this will apply to a placement student as it would to any other member of your staff.

Health and safety notes for students on placement

Introduction

Placements provide an opportunity for you to apply skills acquired whilst at the University of Bristol to work situations. There are health and safety aspects to every placement, namely:

* being under the supervision of a third party;
* being involved with, or undertaking, activities where you have little or no experience; and
* working in and visiting environments and locations that you are unfamiliar with.

This guidance assists in providing you with an awareness of the health and safety aspects of placements.

Health and Safety Responsibilities

1. Placement Providers – organisations providing placements have a general duty to ensure your health and safety whilst on placement and must;

* Take account of your potential inexperience for activities you’ll be expected to undertake and put into place appropriate controls.
* Provide you with information, instruction, training and supervision including an induction.

1. Students must;

* Not do anything that puts your or other people’s health and safety at risk.
* Follow health and safety instructions, information, and training.
* Never intentionally misuse equipment or anything provided for health and safety reasons.
* Bring any health and safety concerns to the attention of your Placement Provider and your placement tutor/organiser at the university as soon as possible. Do not wait for their next visit or contact with you.

Placement Preparation

There are many aspects to placements that you have to prepare for, health and safety included. It is important that you:

* attend briefings prior to placements commencing as health and safety will be covered; and
* familiarise yourself with the health and safety aspects of placements, particularly you and your Placement Provider’s responsibilities, and what you should receive, particularly in the initial period.

Information, Instruction, Training and Supervision

Upon commencing a placement you must receive a health and safety induction. The induction should include:

* Emergency information. Whilst on placement it is essential that you receive information and instruction on what action to take should an emergency situation arise. Such situations include:
  + hearing the fire alarm;
  + discovering a fire;
  + requiring first aid assistance;
  + threat to personal safety; and
  + spillage of a dangerous substance.

If you are not made aware of what correct actions to take raise this with your Placement Provider. Such information must be given at the induction stage and where a change of work location or activity occurs.

* Assessing and controlling risks. Your Placement Provider is expected to determine the risks encountered with the activities you’ll be involved with and put into place measures to control these risks. Such measures may be no different to those already in place for any of their employees. However, because of your potential inexperience, or other factors, a higher level of measure may be required, especially in the early periods of the placement. Measures to control risks can include:
  + providing information, instruction, training and supervision;
  + ensuring equipment used is appropriate and in safe condition; and
  + providing, and ensuring the use of, personal protective equipment and clothing.

It is important that you are made aware of the risks associated with the activities you will be involved with and what is in place and required of you to control these. As your placement progresses so will the information, instruction and training you receive. Never undertake an activity or go into an area unless you have received appropriate information, instruction and training for you to feel competent and confident to carry on. Levels of supervision will vary from placement -to-placement and at points within a particular placement. Don’t be afraid to ask questions of your supervisor and if you feel there is a lack of supervision then raise this concern.

* Reporting accidents, incidents and health and safety concerns. It is important that your report accidents and incidents – whether injury has resulted or not – that you are involved in. This will enable your Placement Provider to investigate the circumstances and take any necessary action. Reporting a ‘near miss’ incident could ensure that nobody is injured next time. At induction you must be made aware of the reporting procedures.

If you do have any health and safety concerns during your placement the first action is to raise these with your Placement Provider i.e. injury, training, pregnancy. Where you believe these concerns are serious also make your placement tutor aware. Don’t wait to the next scheduled visit or conversation. Practice tutor to discuss with module leader any risks and need to halt a placement pending further investigation.

* Monitoring and feedback. You are an essential element in the monitoring of health and safety performance of your Placement Provider. Ensure you discuss health and safety aspects with your placement tutor and complete any necessary paperwork that is required of you.

At the end of your placement give thoughts on how you feel the Placement Provider approached health and safety.

This information is very useful to the university as a means of reviewing the health and safety arrangements of the Placement Provider and deciding whether or not the placement is suitable for other student. This information can be fed back to your tutor, practice learning coordinator and in the student practice learning feedback form.

**Appendix 9:**

**Maintaining Confidentiality in the Faculty of Health and Applied Sciences**

Professional and statutory regulatory bodies give clear statements in their codes of conduct on the importance of maintaining confidentiality (HCPC, 2010; HCPC, 2008; NMC, 2011; NMC, 2008;). UWE expects all students on programmes applicable to UWE’s Professional Suitability Policy and Procedure ([PSP](http://www1.uwe.ac.uk/aboutus/policies)) to uphold the same standards in relation to maintaining confidentiality.

***‘You should remove anything that could be used to identify a service user from confidential information which you use in your assessment.’***

(HCPC, 2010, p9)

***‘Make anonymous any information included in your coursework or assessments that may directly or indirectly identify people, staff, relatives, carers or clinical placement providers.’***

(NMC, 2011, p12)

It is important that students undertaking an educational programme that will lead them to professional registration are aware of the codes that govern them as students and once qualified as registered practitioners. The Faculty of Health and Applied Sciences at UWE considers it vital that students are conscious of the importance of maintaining confidentiality in practice settings, in assessed work and on university sites. All students must recognise that they may be privy to confidential information and that any information or confidence must not be disclosed in the public domain, unless you are concerned someone may be at risk of harm (HCPC, 2010; HCPC, 2008; NMC, 2011; NMC, 2008;). It is important that students recognise that in any work submitted (assignments; projects; case studies; portfolios; presentations; examinations; reports) and in class based reflections that they must not directly identify any person or organisation.

**\*A breach of confidentiality is the inclusion of names, images or registration details e.g. hospital number within a student’s work (including appendices) that would allow an individual or area to be identified. This includes service users, carers, colleagues (including fellow students) and organisations.**

**Where UWE assessment documents require information such as; name of the placement organisation, name/signature(s) of UWE or external staff (e.g. supervisor, mentor, clinical/practice educator) this will be clearly identified in the relevant documents and guidance will be given in Module/Programme handbooks. This is not a breach of confidentiality.**

Information included in these documents, beyond that specified as **required**, is likely to constitute a breach of confidentiality\* (\*as defined above).

It is acknowledged that in some cases it may be possible to potentially identify individuals from a set of circumstances despite the removal of names etc .- intimate detail can make identification more likely.

**To avoid a breach of confidentiality you should check and follow the advice given in your module and programme handbooks. Additionally:**

* Use pseudonyms (which should be identified as such) and generalised terms e.g. social worker, nurse, health centre, practice area, young man.
* Avoid the inclusion of documentation, either original or photocopied, that might reveal the identity of an individual or organisation e.g., referral letters, medical imaging records, assessment records, prescription charts, unless these are anonymised. (Exceptions to this are documents or cases that are now in the public domain e.g. Baby ‘P’; Shipman enquiries).
* Remove names on x ray films or other imaging records; use blank charts or pseudonyms on charts.
* Where modules allow the use of images/videos, or significant amounts of detail about client issues e.g. in case studies, written consent must be gained in accordance with the procedure given in the module.
* Guidance on referencing of confidential materials can be found at: [C - UWE Bristol: Study skills](http://www1.uwe.ac.uk/students/studysupport/studyskills/referencing/uweharvard/c.aspx#confidentialmaterial)

**Frequently asked questions**

Q Can I refer to trust or agency documentation?

*A Only if it is in the public domain*

Q I want to reflect on/share an experience from my placement in class. Can I do this?

*A Yes you can discuss your placement experiences, confidentiality of area and client should be maintained. You will also need to adhere to the ground rules agreed at the beginning of the session, module or programme. Any breach to be dealt with by the facilitator as a learning point.*

Q Can I print off discussion from online discussion boards such as Blackboard?

*A Without the agreement of the group this would be a breach in the group’s confidentiality, group name and individual names would need to be anonymised. Consult the module handbook for modules that use discussion groups on Blackboard.*

Q How can I anonymise my work?

*A Identifying headings and names should be physically or electronically removed. Simply blacking out information such as hospital number or name with a marker pen or tippex often allows the identifying feature to remain discernible.*

*Q* Can I use social networking sites?

*A Social networking sites such as Facebook are in the public domain and can be useful for communicating and sharing information however you must ensure that breaches of confidentiality do not occur. Further guidance can be obtained through the HCPC;* [*Focus on Standards*](http://www.hcpc-uk.org/Assets/documents/100035B7Social_media_guidance.pdf) *and through the NMC;* [*NMC guidance*](http://www.nmc-uk.org/Nurses-and-midwives/Advice-by-topic/A/Advice/Social-networking-sites/)

*UWE guidance on Using Social Media can be found on the* ***Infopoint*** *under ‘****Guidance and Procedures’*** *and entitled* [*Using Social Media*](https://share.uwe.ac.uk/sites/hls/hlsinfopoint/Shared%20Documents/Forms/by%20document%20type.aspx)*.*

The Faculty of Health and Applied Sciences considers all breaches of confidentiality to be serious. Where a breach of confidentiality is noted the following suggests what action may be appropriate:

|  |  |
| --- | --- |
| **First Occasion – isolated breach;**  Organisation/client/carer/UWE or external staff is identified in students work on no more than one occasion (or similar level of breach is noted). | Marker reports breach to Module Leader (ML) and Programme Manager (PM); breach is discussed. Potential outcomes;   1. ML meets the student to discuss the breach. The breach will be documented in student feedback and an account of the meeting held in the student file. Personal tutor should be informed.   **No mark penalty.**   1. The breach is considered under PSP (level 1 unless previous PSP referrals indicate another level would be more appropriate). The breach will be documented and treated in accordance with PSP.   **No mark penalty unless PSP is escalated beyond level 1.** |
| **First Occasion – multiple breach**  Organisation/Individual is identified in students work on more than one occasion (or similar level of breach is noted). | Marker reports breach to ML and PM. PM considers the student/breach under PSP (level 1 unless previous PSP referrals indicate another level would be more appropriate). The breach will be documented and treated in accordance with PSP.  **Mark Penalty = Student receives a mark of zero** |
| **Second/Subsequent Occasion;**  Student has previously breached confidentiality. | Marker reports breach to ML and PM. PM considers the student/breach under PSP (level 2 unless previous PSP referrals indicate level 3 would be more appropriate). The breach will be documented and treated in accordance with PSP.  **Mark Penalty = Student receives a mark of zero** |

**Mark penalties; where maintaining confidentiality is a key aspect of an assessment this should be made clear to students in the assessment brief. Students should be made aware of the above table.**

**References:**

* Health and Care Professions Council (2010). Guidance on conduct and ethics for students. London
* Health and Care Professions Council (2008). Standards of conduct, performance and ethics. London
* Nursing and Midwifery Council (2012) Social Networking <http://www.nmc-uk.org/Nurses-and-midwives/Regulation-in-practice/Regulation-in-Practice-Topics/Social-networking-sites/>
* Nursing and Midwifery Council (2011). Guidance on professional conduct. London
* Nursing and Midwifery Council (2009). Guidance on professional conduct for Nursing and Midwifery students. London
* Nursing and Midwifery Council (2008). The Code: Standards of conduct, performance and ethics for nurses and midwives. London