



**University of the West of England  
Holistic Assessment of Practice Learning in  
Social Work**

**Practice Learning Handbook**

**Post Graduate Diploma in Social Work  
(‘Step Up to Social Work’)**

**First and Final Placements  
2017-18**



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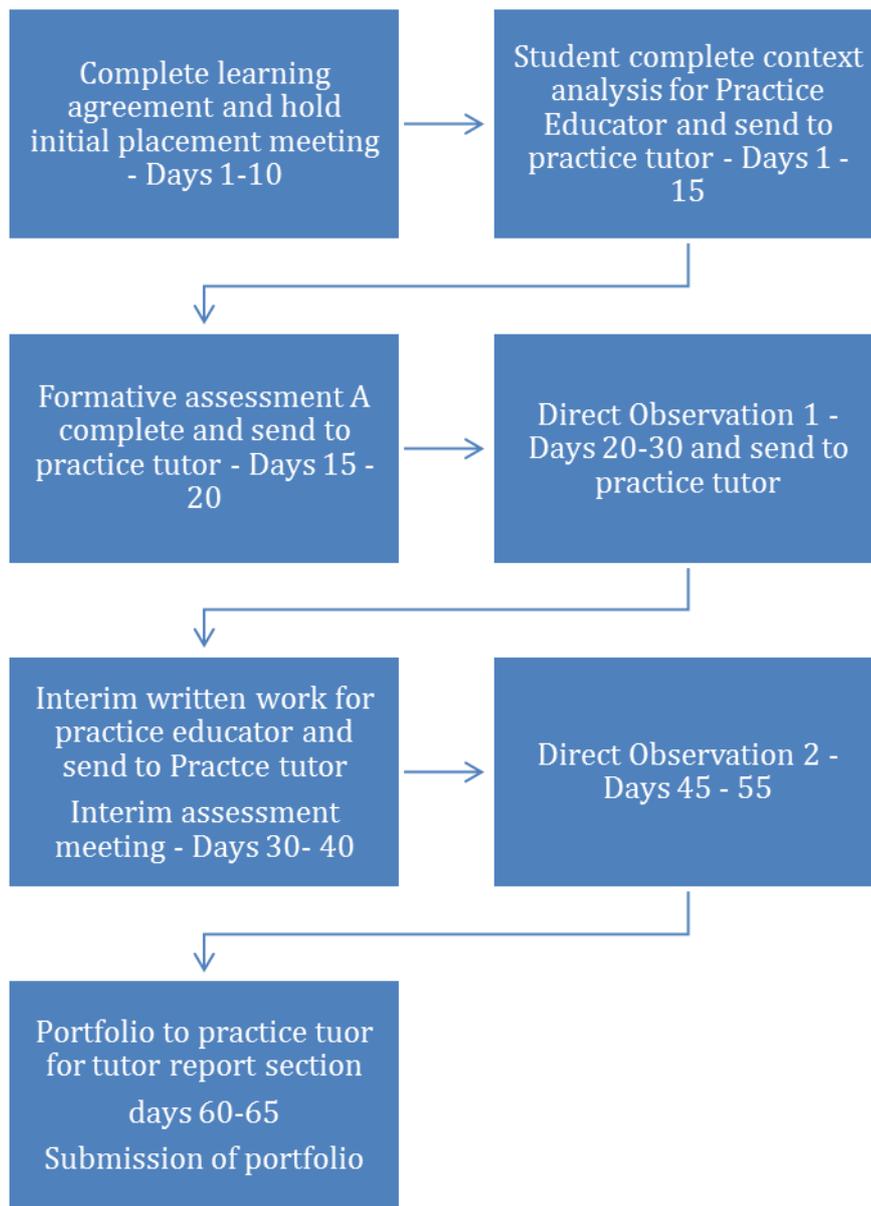
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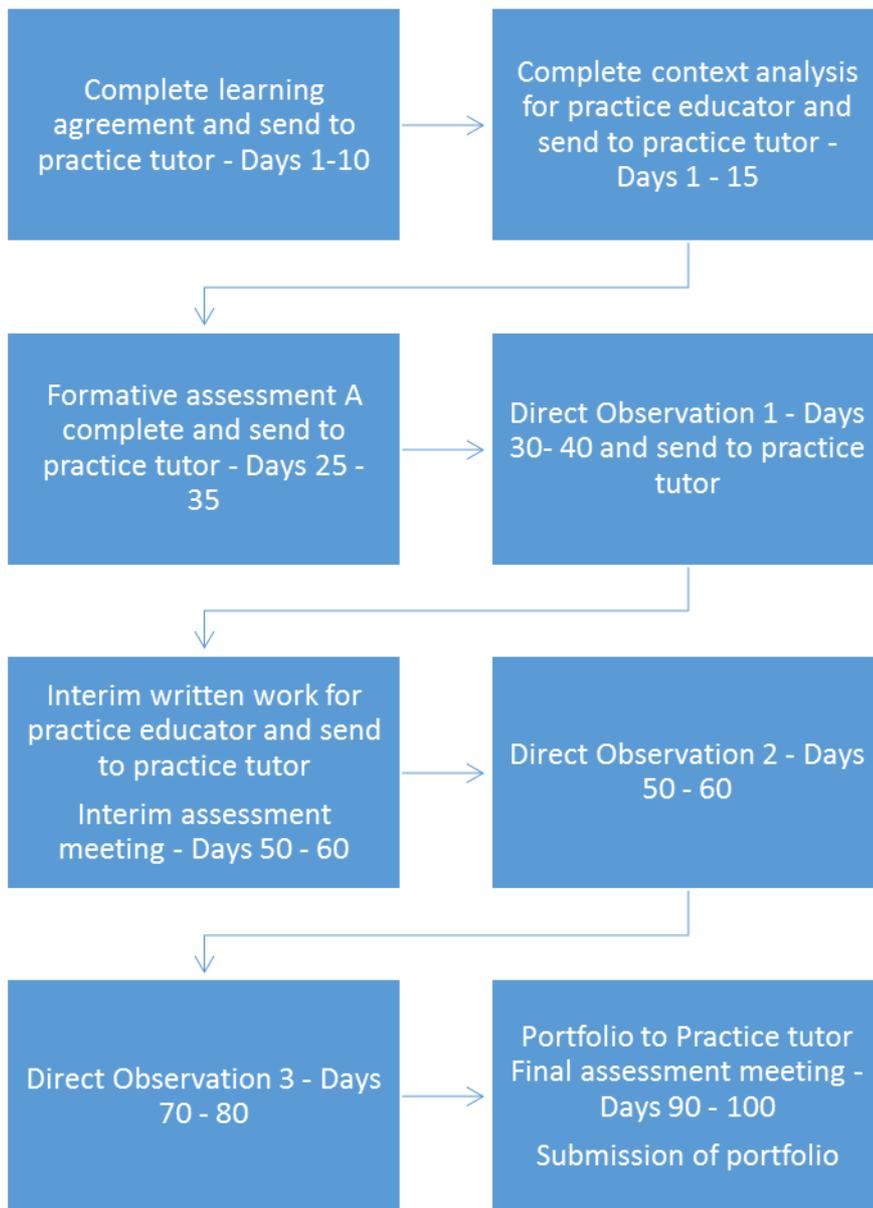
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## First Placement Timeline



## Final Placement Timeline



# SOCIAL WORK PRACTICE LEARNING AND ASSESSMENT

## 1. Introduction

This guidance has been developed by representatives of the University of the West of England and the Local Authorities involved in the 'Step Up to Social Work' programme. The handbook applies to the first and final placements. It outlines the requirements to meet the HCPC standards for 'Readiness for Direct Practice', and for passing the two different placement levels, and of the learning and holistic assessment processes. It explains arrangements for student support, holistic assessment and the management of difficulties that can 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 6).

The practice learning team consists of the student, the practice educator, the tutor and (where applicable) the placement supervisor. Students are encouraged to be active learners and are supported by their tutors throughout the course including on placement. The practice educator supports the development of the student in the placement in collaboration with the placement supervisor (where applicable) and the tutor. The tutor will attend the initial placement meeting and the Interim for both placements. They would only normally attend the final if there were identified difficulties.

The assessment process is designed to enable students to demonstrate progress across the Professional Capabilities Framework (PCF), the Health and Care Professions Council's (HCPC) Standards of Proficiency and the Knowledge and Skills for Child and Family Social Work (KSS). 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, the HCPC Standards of proficiency; meeting the Knowledge and Skills for Child and Family Social Work; 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 the e—learning site: 'Blackboard'. All documents are available on

<http://www1.uwe.ac.uk/students/practicesupportnet/guidancebyprogramme/socialwork.aspx>

UWE Policies are available on

<http://www1.uwe.ac.uk/about/corporateinformation/policies.aspx>

## 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 a month's induction which includes opportunities for skills development and learning in relation to law and practice issues. Students will be required to map their learning against 7 themes set out below which demonstrate readiness for direct practice. Each theme will be discussed in no more than 250 words. They will also undertake a 10 minute presentation to representatives from practice and the university. Students are encouraged to

use the feedback from these assessments when setting their learning objectives for their first and second placements.

1. Ability to engage with service users
2. Basic Communication Skills
3. Capacity to work as a member of an organisation
4. Willingness to learn from feedback and supervision
5. Basic Understanding of: Social Work Values,
6. Social Work Knowledge
7. Social Work Skills

### **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. These placements may be within Voluntary and Independent Partner agency settings (VIP) or Local Authority provision, and are arranged by the student's hosting Local Authority.

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 will be within the Local Authority responsible for your learning. They are all statutory agencies where qualified social workers undertake statutory duties with regard to children and families. 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 placement supervisor (where applicable) develop the practice learning opportunities.

Knowledge and Skills for Child and Family Social Work will be integrated throughout the placements. A self-assessment tool will be undertaken during the placement time-frame, to record the student's current levels of knowledge and highlight where they need to develop.

All students will be provided with a mentor who will support them in their professional social work development in the local authority. Their role is one of support, coaching and mentoring and not assessment. The mentor will be provided by the student's hosting Local Authority.

## **3. 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 (PLT) 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 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. Learning against the KSS will also be integrated into the placement, as both formative and summative.

## **Review meetings**

The practice learning team (PLT) will meet for an interim review at the mid-point of the placement and at the end to assess the student's progress against the PCF. As mentioned earlier the Practice Tutor will only attend the initial and mid placement review unless there are significant difficulties.

The interim review meeting is an opportunity for the PLT to meet and 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 meeting then agrees 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 and a further PLT meeting takes place at an agreed date.

## **The portfolio**

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

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 Appendix 5 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.

## **Practice Learning Agreement**

The student, practice educator, and placement 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 sign and return. The practice learning agreement is an opportunity for the student to specify their past experiences and transferable knowledge and skills, learning objectives, and to 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.

## **Context Analysis**

Students will begin the placement 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 and should be **1000 to 1500** words in length. The context analysis should be discussed in supervision. Students should draw on learning from their experience in practice settings, coursework, research and wider reading - and their induction to the placement - to consider the following in the context analysis:

- Profile of the agency:
  - Aims, values, legal and policy framework
  - Arrangements for service user/carer involvement
  - Organisation, team, accountability, funding
- 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 context analysis should be sent to the practice tutor for comment along with the first Formative Assessment (as well as being part of the portfolio for the interim review).

Students should draw on information from their induction, completion of a community profile, shadowing experience, coursework, their past experiences and transferable knowledge and skills, research and wider reading.

### **Formative Assessment**

Practice educators and students produce one formative assessment in the first half of the placement, which tutors will comment on. 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.

Formative assessment is an opportunity for the Practice Educator, student, and 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. It is essentially a pen picture of what the student has achieved up to that point – referencing the context analysis, supervision, any work documents or observations of practice, Service User and professional feedback. It is an opportunity to consider whether the student is on track and address any concerns from an early stage. It is written into the ongoing holistic assessment document.

### **Observations of Practice**

Practice educators 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, placement supervisors (where applicable) and tutors make assessment decisions together.

Please note that students should see the whole portfolio as an 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 attached to the portfolio as appendices.

Unlike the direct observations, these pieces of work will not contribute directly to the holistic assessment of students' practice, but are 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.

## **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. The word limit for each piece of work should be approximately 500 words, but in any case should not exceed 1000 words.

### *Identity, power and empowerment*

Students should discuss:

- how aspects of their own identity and experience might shape their approach to work in the agency
- how they think that service users, carers and other professionals might respond to this
- 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 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. The recommended length for each piece of work is 500-1000 words.

### *Analysis of social policy context*

Students should discuss what they see as the most significant current or recent developments in social policy as it affects the people (individuals, families and communities) the placement agency works with, and how these affect the work of the agency.

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

Students should discuss how they think that the work of the agency 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.

## 4. Compiling the Portfolio

### Interim Review Meeting

In preparation for the interim review (in each placement) students should submit the following materials to their tutors prior to the meeting:

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:
  - a) Formative Assessment A
  - b) Interim Review
8. Reference List
9. Appendices

### 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:
  - a. Formative Assessment A
  - b. Interim Review Report
  - c. Formative Assessment B (if agreed necessary at interim review)
  - d. Final Review Report
8. Reference List
9. Appendices

### 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:
  - a. Formative Assessment A
  - b. Interim Review Report
  - c. Formative Assessment B (if agreed necessary at interim review)
  - d. Final Review Report
10. Reference List
11. Appendices

## **5. Placement Quality Assurance**

Students, supervisors, and practice educators will be asked to complete an online placement evaluation at the end of each practice placement. (QPAL)

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 this is completed.

It is not currently a requirement that students complete these as a condition of passing the placement, but we do consider completion of these forms a professional expectation.

## **6. GUIDANCE AND FORMS**

### **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 6.

### **Assessed Practice schedule**

The student is required to keep a record of days that they have attended placement. 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.

## 7. Templates

### 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

##### **University Tutor**

E-mail

Telephone number

#### 2. Placement Plan

**Start and end dates of placement:**

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



## Induction

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

- a) Student role within the agency
- b) Normal hours of work (should be recorded on assessed practice schedule).
- c) Arrangements for leave and Bank holidays
- d) Accommodation (desk, IT facilities, telephone)
- e) 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.
- f) Where necessary, arrangements to meet specific requirements related to Disability Discrimination legislation
- g) Arrangements for payment of expenses incurred on placement
- h) Arrangements for cover in the event of absence of Practice Educator or Supervisor
- i) 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:

- a) Insurance cover (including confirmation of business use insurance for use of own car on placement):
- b) Inoculations and vaccinations required:
- c) Health and safety policy and risk assessments:

- d) Rules concerning the confidentiality of written/on-line records:
- e) Whistleblowing policies (see second bullet point of the whistleblowing policy on Appendix 7 for instructions on what to include under this heading):
- f) Equalities support arrangements in the agency:

### **3. Placement management**

#### **Supervision arrangements (refer to section 9 for details of supervision requirements)**

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 PEPS training, arrangements for this should be agreed with the student and noted here.

#### **Illness or other absence**

In the event of unplanned absence each 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 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**

- a) Students are expected to abide by the rules of the agency concerning documentation and records related to the work undertaken on placement.
- b) 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.
- c) 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.
- d) Students should gain consent of service users before describing the work together in the portfolio.

#### **Disputes and disagreements**

If problems arise between the student and practice educator or supervisor the university tutor should be informed at the earliest opportunity. All parties are committed to the resolution of disputes:

- a) Initial meeting of tutor, student and practice educator and/or supervisor and other people involved
- b) 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 suitability, Equality Adjustments, Complaints).

### **Early Termination of placement**

In the event that an early termination of a placement is considered, all parties should adhere to the following procedure

- a) The reasons why an early termination is being considered should be communicated to all parties involved  
Reasons might include:
  - Insufficient work available
  - Inadequate performance by the student where it is a concern to the safety of self and others
  - Inability of student to function effectively within this particular agency
  - Serious personal difficulties between student and practice educator or supervisor.

Decisions about a student being offered a further placement will depend on the reason and will be taken within the Practice Assessment Panel process.

### **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 tutor prior to the Interim Review meeting:

- Contents Page
- Context Analysis
- Direct Observation 1
- Practice Assessment Report
  - Formative assessment A
  - Interim review report
- Reference List

If there are concerns about the student's progress, an Action Plan should be agreed at the Interim Review meeting and submitted 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 final placement)
- Practice Assessment Report
  - Formative assessment B (if agreed necessary at interim review)

- Final review report
- Case Study
- Reference List

## **Signatures**

### **1. Student:**

**Name**

**Signature**

### **2. Practice educator:**

**Name**

**Signature**

### **3. Tutor:**

**Name**

**Signature**

### **4. Practice Supervisor:**

**Name**

**Signature**

## 8. 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. **All direct observations should involve contact with a service user and/or carer.** Students must reference literature and legislation that is relevant to the observation as 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. It is suggested that the student's portion of the direct observation will be around 3000 words in length.

1. There must be a minimum of two direct observations 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/carers 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/carers 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?

5. **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:*

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.

**6. 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.

## 9. 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.

<b>Name of Student</b>	
<b>First Placement/Final Placement</b>	
<b>Name of Practice educator (or other person undertaking the observation)</b>	
<b>Date &amp; setting of observation</b>	

### Section 1 – Student to complete

Complete boxes 1 and 2 before the observation

<b>1. Context of the observed contact between yourself and the service user</b> <i>see guidance note 4.5</i>

<b>2. Planning the observed contact</b> <i>see guidance note 4.5</i>

Complete box 3 after the observation

<b>3. Brief reflective analysis of the observed practice</b> <i>see guidance note 5.3 and 5.4</i>

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

<b>4. Comments and reflections on the feedback given by practice educator (or observer) and a critical reflection on professional development</b> <i>see guidance note 6.2</i>

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.

<b>Holistic assessment of the student's capability demonstrated in the direct observation of practice (up to 300 words)</b>

<b>Domain 1 Professionalism</b>
Student's comments:
Practice Educator's (Observer's) comments:

<b>Domain 2 Values and ethics: apply social work ethical principles and values to guide professional practice</b>
Student's comments:
Practice Educator's (Observer's) comments:

<b>Domain 3 Diversity: recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice</b>
Student's comments:
Practice Educator's (Observer's) comments:

<b>Domain 4 Rights, justice and economic wellbeing: advance human rights and promote social justice and economic well-being</b>
Student's comments:
Practice Educator's (Observer's) comments:

<b>Domain 5 Knowledge: apply knowledge of social sciences, law and social work practice theory</b>
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:**

## 10. 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 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 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 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.

## **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) and 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 tutor will be able to read and review what they have written previously before writing a new entry on the report. The completed final review report will, therefore, have three entries in each of the parts of Section 2 unless an additional formative assessment is required. Formative assessment B is not compulsory in the final placement.

The practice educator is responsible for filling out the first two parts of Section 2 (Feedback on overall capability; and Assessment 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 her/his tutor who will provide comments on the assessment. The tutor will 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 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 tutor. The 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 Assessment '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
<b>Formative Assessment A</b>	X	X	Section 2	1. Practice educator 2. Student 3. Tutor	Prior to Interim Review on date agreed in PLA
<b>Interim Review</b>	X	X	Section 2	1. Practice educator 2. Student 3. Supervisor 4. Tutor	Draft ready for discussion at Interim Review
			Section 3	Practice educator only	
<b>Formative Assessment B</b>	?	?	Section 2	1. Practice educator 2. Student 3. Tutor	After Interim Review if agreed necessary
<b>Final Report</b>	X	X	Section 1 Section 2	1. Practice educator 2. Student 3. Supervisor 4. Tutor	At the end of Placement
			Section 3	Practice educator only	

## 11. Holistic Assessment Practice Assessment Report Template

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

#### 1.1 Placement details

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

#### 1.2 Final assessment for this placement See Section 2 for holistic assessment report

<b>Decision</b>	<b>Pass</b> <input type="checkbox"/>	<b>Fail</b> <input type="checkbox"/>
<b>Practice educator's signature</b>		
<b>Supervisor's signature</b>		
<b>Student's signature</b>		
<b>Tutor's signature</b>		
<b>Date</b>		

#### 1.3 Summary of assessments and other evidence informing this decision

<b>Assessment</b>	<b>Date</b>
Previous practice assessment report <sup>1</sup>	
Practice learning agreement	
Interim review(s)	
On-site supervisor's report <sup>2</sup>	

<sup>1</sup> First placement assessment report (Last placement)

<sup>2</sup> If applicable

#### 1.4 Summary of any issues or circumstances informing this decision

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

<b>Issue</b>	<b>Brief description (max 150 words each)<sup>3</sup></b>	<b>Additional information?</b>
<b>Placement</b> e.g. workload, PE illness and/or organisational factors e		YES/NO
<b>Student</b> e.g. health, personal circumstances, equality plan.		YES/NO

#### 1.5 Summary of evidence used to support this decision.

<b>Type of evidence</b>	<b>Where relevant, please list title(s) of documents used in each category with dates</b>
Direct Observations	
Supervision (including notes)	
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)	

<sup>3</sup> Additional summary information can be appended if required

**SECTION 2: Assessment Report**  
**(To be completed at each Formative Assessment Period, Interim Period, and the Final Report)**

<b>Holistic assessment</b>
<b>PCF level descriptor</b>  <b>By the end of the first placement</b> 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.  <b>By the end of qualifying programmes, demonstrated in the context of the last placement</b> 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.

<b>Feedback on overall capability (Guideline approximately 500 words for each entry)</b>  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: <ul style="list-style-type: none"><li>• Capability across all nine domains of the PCF</li><li>• Progressive assessment of the student's capability during the placement</li><li>• Any factors that may have affected the student's progress during the placement</li></ul> 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:

**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:

<b>Capability at level for this placement</b>	<b>Expected to Demonstrate</b>	<b>Action Plan required</b>
	Interim <input type="checkbox"/>	Interim <input type="checkbox"/>
	Demonstrated Final <input type="checkbox"/>	Not Demonstrated Final <input type="checkbox"/>

**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:

<b>Capability at level for this placement</b>	<b>Expected to Demonstrate</b>	<b>Action Plan Required</b>
	Interim <input type="checkbox"/>	Interim <input type="checkbox"/>
	Demonstrated Final <input type="checkbox"/>	Not Demonstrated Final <input type="checkbox"/>

**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:

<b>Capability at level for this placement</b>	<b>Expected to Demonstrate</b>	<b>Action Plan Required</b>
	Interim <input type="checkbox"/>	Interim <input type="checkbox"/>
	Demonstrated Final <input type="checkbox"/>	Not Demonstrated Final <input type="checkbox"/>

**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	Action Plan Required
	Interim <input type="checkbox"/>	Interim <input type="checkbox"/>
	Demonstrated Final <input type="checkbox"/>	Not Demonstrated Final <input type="checkbox"/>

### 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	Action Plan Required
	Interim <input type="checkbox"/>	Interim <input type="checkbox"/>
	Demonstrated Final <input type="checkbox"/>	Not Demonstrated Final <input type="checkbox"/>

### 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	Action Plan Required
	Interim <input type="checkbox"/>	Interim <input type="checkbox"/>

	Demonstrated Final <input type="checkbox"/>	Not Demonstrated Final <input type="checkbox"/>
--	---	---

**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	Action Plan Required
	Interim <input type="checkbox"/>	Interim <input type="checkbox"/>
	Demonstrated Final <input type="checkbox"/>	Not Demonstrated Final <input type="checkbox"/>

**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	Action Plan Required
	Interim <input type="checkbox"/>	Interim <input type="checkbox"/>
	Demonstrated Final <input type="checkbox"/>	Not Demonstrated Final <input type="checkbox"/>
<p><b>Domain 9 Professional Leadership</b>  <b>Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management</b>  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.</p>		
<p><b>Assessment and reference to evidence used to support judgement</b></p> <p>Interim Report:</p> <p>Final Report:</p>		
Capability at level for this placement	Expected to Demonstrate	Action Plan Required
	Interim <input type="checkbox"/>	Interim <input type="checkbox"/>
	Demonstrated Final <input type="checkbox"/>	Not Demonstrated Final <input type="checkbox"/>

## 12. SUPERVISION RECORD

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

1. Review of workload
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
- Social work values and ethics
- Current reading
- PCF/HPC Standards of Proficiency
- Support needs
- Plans for next week's work and supervision
- Service user/Carer feedback (see Appendix 6)
- Overall professional development
- Any other business

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

### **Notes/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 be 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.

## 13. 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:	
Values, ethics and dilemmas:	
Service user/Carer feedback (see Appendix 6):	
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:

## 14. Agency Practice Verification Form

**Student name:**

**Practice educator verification:**

I can verify that this critical analysis of practice is based on a piece of work undertaken by the student while on placement at this agency.

Signed:

Date:

Name (printed)

Agency:

## 15. Appendices

### Appendix 1

Information relating to the PCF is now located in the BASW website as TCSW has closed.

#### **Understanding 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 may 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)

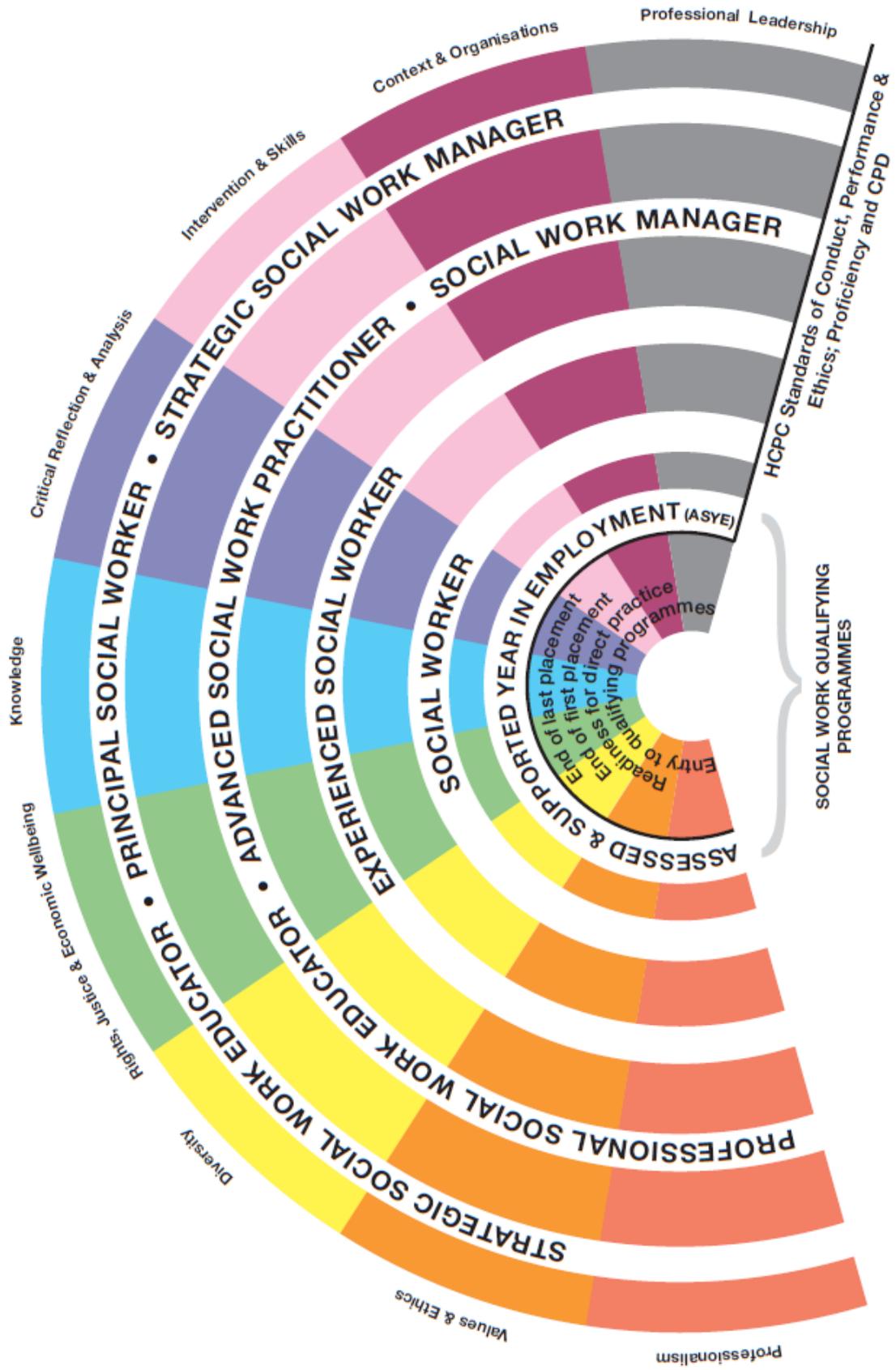
## **Progression between levels**

*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

# Professional Capabilities Framework for Social Workers



### **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 may 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

### **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) 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

## Appendix 2: Mapping the PCF domains at the ASYE level against the Knowledge and Skills statements for child and family social work

Knowledge and Skills Statements	PCF Domains
<p><b>Statement 1: Relationships and effective direct work.</b> Build effective relationships with children, young people and families, which form the bedrock of all support and child protection responses. Be both authoritative and empathic and work in partnership with children, families and professionals, enabling full participation in assessment, planning, review and decision making. Ensure child protection is always privileged.</p> <p>Provide support based on best evidence, which is tailored to meet individual child and family needs, and which addresses relevant and significant risks. Secure access to services, negotiating and challenging other professionals and organisations to provide the help required. Ensure children and families, including children in public care, receive the support to which they are entitled.</p> <p>Support children and families in transition, including children and young people moving to and between placements, those returning home, those being adopted or moving through to independence. Help children to separate from, and sustain, multiple relationships recognising the impact of loss and change.</p>	<p><b>Domain 2 Values and Ethics</b> -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.</p> <p><b>Domain 5 Knowledge</b> -Value and take account of the expertise of service users, carers and professionals.</p> <p><b>Domain 7 Intervention and Skills</b> -Build and use effective relationships with a wide range of people, networks, communities and professionals to improve outcomes, showing an ability to manage resistance. -Select, use and review appropriate and timely social work interventions, informed by evidence of their effectiveness, that are best suited to the service user(s), family, carer, setting and self. -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. -Recognise complexity, multiple factors, changing circumstances and uncertainty in people's lives; be able to prioritise your intervention. -Use authority appropriately in your role. -Demonstrate understanding of and respond to risk factors in your practice. Contribute to the assessment and management of risk,</p>

	<p>including strategies for reducing risk, distinguishing levels of risk for different situations.</p> <ul style="list-style-type: none"> <li>-Demonstrate application of principles and practice for safeguarding adults and children including consideration of potential abuse. Apply strategies that aim to reduce and prevent harm and abuse.</li> </ul> <p><b>Domain 8 Context and Organisations</b></p> <ul style="list-style-type: none"> <li>-Proactively engage with colleagues, and a range of organisations to identify, assess, plan and support to the needs of service users and communities.</li> </ul> <p><b>Domain 9 Professional Leadership</b></p> <ul style="list-style-type: none"> <li>-Take steps to enable the learning and development of others.</li> </ul>
<p><b>Statement 2: communication.</b></p> <p>Communicate clearly and sensitively with children of different ages and abilities, their families and in a range of settings and circumstances. Use methods based on best evidence. Create immediate rapport with people not previously known which facilitates engagement and motivation to participate in child protection enquiries, assessments and services.</p> <p>Act respectfully even when people are angry, hostile and resistant to change. Manage tensions between parents, carers and family members, in ways that show persistence, determination and professional confidence.</p> <p>Listen to the views, wishes and feelings of children and families and help parents and carers understand the ways in which their children communicate through their behaviour. Help them to understand how they might communicate more effectively with their children.</p> <p>Promote speech, language and communication support, identifying those children and adults who are experiencing difficulties expressing themselves. Produce written case notes and reports, which are well argued, focused, and jargon free. Present a clear analysis and a sound rationale for actions as well as any conclusions reached, so that all parties</p>	<p><b>Domain 7 Intervention and Skills</b></p> <ul style="list-style-type: none"> <li>-Use a range of methods to engage and communicate effectively with service users, eliciting the needs, wishes and feelings of all those involved, taking account of situations where these are not explicitly expressed.</li> <li>-Build and use effective relationships with a wide range of people, networks, communities and professionals to improve outcomes, showing an ability to manage resistance.</li> <li>-Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence and to prevent harm.</li> <li>-Record information in a timely, respectful and accurate manner. Write records and reports, for a variety of purposes with language suited to function, using information management systems. Distinguish fact from opinion, and record conflicting views and perspectives.</li> <li>-Use authority appropriately in your role.</li> </ul> <p><b>Domain 9 Professional Leadership</b></p> <ul style="list-style-type: none"> <li>-Show the capacity for leading practice through the manner in which you conduct your professional role, your contribution to supervision and to team meetings.</li> </ul>

<p>are well informed.</p>	<p>-Take steps to enable the learning and development of others.</p>
<p><b>Statement 3: Child Development.</b>  Observe and talk to children in their environment including at home, at school, with parents, carers, friends and peers to help understand the physical and emotional world in which the child lives, including the quality of child and parent/carer interaction and other key relationships. Establish the pattern of development for the child, promote optimal child development and be alert to signs that may indicate that the child is not meeting key developmental milestones, has been harmed or is at risk of harm.</p> <p>Take account of typical age-related physical, cognitive, social, emotional and behavioural development over time, accepting that normative developmental tasks are different for each child depending on the interaction for that child between health, environmental and genetic factors. Assess the influence of cultural and social factors on child development, the effect of different parenting styles, and the effect of loss, change and uncertainty in the development of resilience.</p> <p>Explore the extent to which behavioural and emotional development may also be a result of communication difficulties, ill health or disability, adjusting practice to take account of these differences. Seek further advice from relevant professionals to fully understand a child's development and behaviour.</p>	<p><b>Domain 5 Knowledge</b>  -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.  -Acknowledge the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience.  -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.</p> <p><b>Domain 8 Context and Organisations</b>  -Proactively engage with colleagues, and a range of organisations to identify, assess, plan and support to the needs of service users and communities.</p>
<p><b>Statement 4: Adult mental health, substance misuse, domestic abuse, physical ill health and disability.</b>  Identify the impact of adult mental ill health, substance misuse, domestic abuse, physical ill health and disability on family functioning and social circumstances and in particular the effect on children, including those who are young carers. Access the help and assistance of other professionals in the identification and prevention of adult social need and risk, including mental health and learning disability assessment.</p>	<p><b>Domain 5 Knowledge</b>  -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.  -Acknowledge the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience.</p>

Coordinate emergency and routine services and synthesise multi-disciplinary judgements as part of on-going social work assessment. Use a range of strategies to help families facing these difficulties.

Identify concerning adult behaviours that may indicate risk or increasing risk to children. Assess the likely impact on, and inter-relationship between, parenting and child development. Recognise and act upon escalating social needs and risks, helping to ensure that vulnerable adults are safeguarded and that a child is protected and their best interests always prioritised.

-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.

#### **Domain 7 Intervention and Skills**

-Select, use and review appropriate and timely social work interventions, informed by evidence of their effectiveness, that are best suited to the service user(s), family, carer, setting and self.  
-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.  
-Recognise complexity, multiple factors, changing circumstances and uncertainty in people's lives, be able to prioritise your intervention  
-Demonstrate understanding of and respond to risk factors in your practice. Contribute to the assessment and management of risk, including strategies for reducing risk, distinguishing levels of risk for different situations.  
-Demonstrate application of principles and practice for safeguarding adults and children including consideration of potential abuse. Apply strategies that aim to reduce and prevent harm and abuse.

#### **Domain 8 Context and Organisations**

-Proactively engage with colleagues, and a range of organisations to identify, assess, plan and support to the needs of service users and communities.

#### **Domain 9 Professional Leadership**

-Show the capacity for leading practice through the manner in which you conduct your professional role, your contribution to supervision and to team meetings.

<p><b>Statement 5: Abuse and Neglect of children.</b>  Exchange information with partner agencies about children and adults where there is concern about the safety and welfare of children.  Triangulate evidence to ensure robust conclusions are drawn. Recognise harm and the risk indicators of different forms of harm to children relating to sexual, physical, emotional abuse and neglect. Take into account the long-term effects of cumulative harm, particularly in relation to early indicators of neglect.</p> <p>Consider the possibility of child sexual exploitation, grooming (on and offline), female genital mutilation and enforced marriage and the range of adult behaviours which pose a risk to children, recognising too the potential for children to be perpetrators of abuse.</p> <p>Lead the investigation of allegations of significant harm to children in consultation with other professionals and practice supervisors. Draw one's own conclusions about the likelihood of, for example, sexual abuse or non-accidental injury having occurred and the extent to which any injury is consistent with the explanation offered. Commission a second professional opinion and take legal advice where necessary.</p>	<p><b>Domain 5 Knowledge</b>  -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.</p> <p><b>Domain 6 Critical Reflection and Analysis</b>  -Use reflective practice techniques to evaluate and critically analyse information, gained from a variety of sources, to construct and test hypotheses and make explicit evidence-informed decisions.</p> <p><b>Domain 7 Intervention and Skills</b>  -Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence and to prevent harm.  -Demonstrate understanding of and respond to risk factors in your practice. Contribute to the assessment and management of risk, including strategies for reducing risk, distinguishing levels of risk for different situations.  -Demonstrate application of principles and practice for safeguarding adults and children including consideration of potential abuse. Apply strategies that aim to reduce and prevent harm and abuse.</p> <p><b>Domain 8 Context and Organisations</b>  -Proactively engage with colleagues, and a range of organisations to identify, assess, plan and support to the needs of service users and communities.</p> <p><b>Domain 9 Professional Leadership</b>  -Show the capacity for leading practice through the manner in which you conduct your professional role, your contribution to supervision and to team meetings.</p>
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<p><b>Statement 6: Child and family assessment.</b> Carry out in-depth and on-going family assessment of social need and risk to children, with particular emphasis on parental capacity and capability to change. Use professional curiosity and authority while maintaining a position of partnership, involving all key family members, including fathers. Acknowledge any conflict between parental and children’s interests, prioritising the protection of children as set out in legislation.</p> <p>Use child observation skills, genograms, ecomaps, chronologies and other evidence based tools ensuring active child and family participation in the process. Incorporate the contributions that other professional disciplines make to social work assessments.</p> <p>Hold an empathic position about difficult social circumstances experienced by children and families, taking account of the relationship between poverty and social deprivation, and the effect of stress on family functioning, providing help and support. Take into account individual child and family history and how this might affect the ability of adults and children to engage with services.</p> <p>Recognise and address behaviour that may indicate resistance to change, ambivalent or selective cooperation with services, and recognise when there is a need for immediate action, and what other steps can be taken to protect children.</p>	<p><b>Domain 3 Diversity</b> -Identify and take account of the significance of diversity and discrimination on the lives of people, and show application of this understanding in your practice.</p> <p><b>Domain 4 Rights, Justice and Economic Wellbeing</b> -Begin to integrate principles of and entitlements to social justice, social inclusion and equality in your analysis and practice, by identifying factors that contribute to inequality and exclusion, and supporting people to pursue options to enhance their wellbeing. -Apply in practice principles of human, civil rights and equalities legislation, and manage competing rights, differing needs and perspectives.</p> <p><b>Domain 5 Knowledge</b> -Recognise how systemic approaches can be used to understand the person-in-the-environment and inform your 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. -Value and take account of the expertise of service users, carers and professionals.</p> <p><b>Domain 6 Critical Reflection and Analysis</b> -Show creativity in tackling and solving problems, by considering a range of options to solve dilemmas.</p> <p><b>Domain 7 Intervention and Skills</b> -Use appropriate assessment frameworks, applying information gathering skills to make and contribute to assessments, whilst continuing to build relationships and offer support.</p>
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	<ul style="list-style-type: none"> <li>-Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence and to prevent harm.</li> <li>-Use authority appropriately in your role.</li> <li>-Demonstrate understanding of and respond to risk factors in your practice. Contribute to the assessment and management of risk, including strategies for reducing risk, distinguishing levels of risk for different situations.</li> <li>-Demonstrate application of principles and practice for safeguarding adults and children including consideration of potential abuse. Apply strategies that aim to reduce and prevent harm and abuse.</li> </ul> <p><b>Domain 8 Context and Organisations</b></p> <ul style="list-style-type: none"> <li>-Proactively engage with colleagues, and a range of organisations to identify, assess, plan and support to the needs of service users and communities.</li> </ul>
<p><b>Statement 7: Analysis, decision making, planning and review.</b> Establish the seriousness that different risks present and any harm already suffered by a child, balanced with family strengths and potential solutions. Set out the best options for resolving difficulties facing the family and each child, considering the risk of future harm and its consequences and the likelihood of successful change.</p> <p>Prioritise children’s need for emotional warmth, stability and sense of belonging, particularly those in public care, as well as identity development, health and education, ensuring active participation and positive engagement of the child and family. Test multiple hypotheses about what is happening in families and to children, using evidence and professional judgement to reach timely conclusions. Challenge any prevailing professional conclusions in the light of new evidence or practice reflection.</p> <p>Make realistic, child centred, plans within a review timeline, which will manage and reduce identified risks and meet the needs of the child.</p>	<p><b>Domain 4 Rights, Justice and Economic Wellbeing</b></p> <ul style="list-style-type: none"> <li>-Recognise the impact of poverty and social exclusion and promote enhanced economic status through access to education, work, housing, health services and welfare benefit.</li> <li>-Empower service users and carers through recognising their rights and enable access where appropriate to independent advocacy.</li> </ul> <p><b>Domain 5 Knowledge</b></p> <ul style="list-style-type: none"> <li>-Recognise the contribution, and begin to make use, of research to inform practice.</li> </ul> <p><b>Domain 6 Critical Reflection and Analysis</b></p> <ul style="list-style-type: none"> <li>-Show creativity in tackling and solving problems, by considering a range of options to solve dilemmas.</li> <li>- Use reflective practice techniques to evaluate and critically analyse information, gained from a variety of sources, to construct and test hypotheses and make explicit evidence-informed decisions.</li> </ul>

Ensure sufficient multi-disciplinary input into the process at all stages.  
Apply twin and triple track planning to minimise chances of drift or delay,  
being alert to the effectiveness or otherwise of current support plans.

### **Domain 7 Intervention and Skills**

- Demonstrate clear communication of evidence-based professional reasoning, judgements and decisions, to professional and non-professional audiences.
- Select, use and review appropriate and timely social work interventions, informed by evidence of their effectiveness, that are best suited to the service user(s), family, carer, setting and self.
- 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.
- Recognise complexity, multiple factors, changing circumstances and uncertainty in people's lives, be able to prioritise your intervention
- Use authority appropriately in your role.
- Demonstrate understanding of and respond to risk factors in your practice. Contribute to the assessment and management of risk, including strategies for reducing risk, distinguishing levels of risk for different situations.
- Demonstrate application of principles and practice for safeguarding adults and children including consideration of potential abuse. Apply strategies that aim to reduce and prevent harm and abuse.

### **Domain 8 Context and Organisations**

- Proactively engage with colleagues, and a range of organisations to identify, assess, plan and support to the needs of service users and communities.

### **Domain 9 Professional Leadership**

- Show the capacity for leading practice through the manner in which you conduct your professional role, your contribution to supervision and to team meetings.

<p><b>Statement 8: The law and the family and youth justice systems.</b>          Navigate the family and youth justice systems in England using legal powers and duties to support families, to protect children and to look after children in the public care system, including the regulatory frameworks that support the full range of permanence options. Participate in decisions about whether to make an application to the family court, the order to be applied for, and the preparation and presentation of evidence.</p> <p>Seek advice and second opinion as required in relation to the wide range of legal issues which frequently face children and families involved with statutory services including immigration, housing, welfare benefits, mental health and learning disability assessment, education and support for children with learning difficulties.</p> <p>Use the law, regulatory and statutory guidance to inform practice decisions. Take into account the complex relationship between professional ethics, the application of the law and the impact of social policy on both.</p>	<p><b>Domain 2 Values and Ethics</b>          -Understand and apply the profession’s ethical principles and legislation, taking account of these in reaching decisions.</p> <p><b>Domain 4 Rights, Justice and Economic Wellbeing</b>          -Address oppression and discrimination applying the law to protect and advance people’s rights, recognising how legislation can constrain or advance these rights.</p> <p><b>Domain 5 Knowledge</b>          -Demonstrate knowledge and application of appropriate legal and policy frameworks and guidance that inform and mandate social work practice. Apply legal reasoning, using professional legal expertise and advice appropriately, recognising where scope for professional judgement exists.</p> <p><b>Domain 7 Intervention and Skills</b>          -Share information consistently in ways that meet legal, ethical and agency requirements.          -Demonstrate understanding of and respond to risk factors in your practice. Contribute to the assessment and management of risk, including strategies for reducing risk, distinguishing levels of risk for different situations.          -Demonstrate application of principles and practice for safeguarding adults and children including consideration of potential abuse. Apply strategies that aim to reduce and prevent harm and abuse.</p> <p><b>Domain 8 Context and Organisations</b>          -Proactively engage with colleagues, and a range of organisations to identify, assess, plan and support to the needs of service users and communities.          -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</p>
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	<p>evaluation and development.</p> <ul style="list-style-type: none"> <li>-Understand and respect the role of others within the organisation and work effectively with them.</li> <li>-Work effectively as a member of a team, demonstrating the ability to develop and maintain appropriate professional and inter-professional relationships, managing challenge and conflict with support.</li> </ul>
<p><b>Statement 9: The role of supervision.</b></p> <p>Recognise one's own professional limitations and how and when to seek advice from a range of sources, including practice supervisors, senior practice leaders and other clinical practitioners from a range of disciplines such as psychiatry, paediatrics and psychology. Discuss, debate, reflect upon and test hypotheses about what is happening within families, and with children.</p> <p>Explore the potential for bias in decision-making and resolve tensions emerging from, for example, ethical dilemmas, conflicting information or differing professional positions. Identify which methods will be of help for a specific child or family and the limitations of different approaches. Make use of the best evidence from research to inform the complex judgements and decisions needed to support families and protect children.</p> <p>Reflect on the emotional experience of working relationships with parents, carers and children, and consciously identify where personal triggers are affecting the quality of analysis or help. Identify strategies to build professional resilience and management of self.</p>	<p><b>Domain 1 Professionalism</b></p> <ul style="list-style-type: none"> <li>-Make proactive use of supervision to reflect critically on practice, explore different approaches to your work, support your development across the nine capabilities and understand the boundaries of professional accountability.</li> <li>-Recognise your own professional limitations, and how to seek advice.</li> <li>-Develop ways to promote wellbeing at work, identifying strategies to protect and promote your own wellbeing and the wellbeing of others.</li> </ul> <p><b>Domain 2 Values and Ethics</b></p> <ul style="list-style-type: none"> <li>-Understand and apply the profession's ethical principles and legislation, taking account of these in reaching decisions.</li> <li>-Recognise, and manage the impact of your own values on professional practice.</li> <li>-Recognise and manage conflicting values and ethical dilemmas to arrive at principled decisions.</li> </ul> <p><b>Domain 3 Diversity</b></p> <ul style="list-style-type: none"> <li>-Identify the impact of the power invested in your role on relationships and your intervention, and be able to adapt your practice accordingly.</li> </ul> <p><b>Domain 5 Knowledge</b></p> <ul style="list-style-type: none"> <li>-Consolidate, develop and demonstrate comprehensive understanding and application of the knowledge gained in your initial training, and knowledge related to your specialist area of practice, including critical awareness of current issues and new evidence-based practice research.</li> <li>-Recognise the contribution, and begin to make use, of research to inform practice.</li> </ul>

	<p>Demonstrate a critical understanding of research methods.</p> <p><b>Domain 8 Context and Organisations</b></p> <ul style="list-style-type: none"> <li>-Be able to work within an organisation’s remit and contribute to its evaluation and development.</li> <li>-Understand and respect the role of others within the organisation and work effectively with them.</li> <li>-Work effectively as a member of a team, demonstrating the ability to develop and maintain appropriate professional and inter-professional relationships, managing challenge and conflict with support.</li> </ul>
<p><b>Statement 10: Organisational context.</b></p> <p>Operate successfully in a wide range of organisational contexts complying with the checks and balances within local and national systems which are a condition of employment. Maintain personal and professional credibility through effective working relationships with peers, managers and leaders both within the profession, throughout multi-agency partnerships and public bodies, including the family courts.</p> <p>Act in ways that protect the reputation of the employer organisation and the social work profession, whilst always privileging the best interests of children. Manage the specific set of organisational tasks relating to lead responsibility for children with the support of an appropriately qualified supervisor and use of the multi-agency support network.</p> <p>Contribute to the organisation’s role as corporate parent to children in public care, encouraging and advocating for organisational focus, resource and support so that children and young people can thrive and enjoy their childhood and move into independence with confidence in and ambition for their futures.</p>	<p><b>Domain 1 Professionalism</b></p> <ul style="list-style-type: none"> <li>-Be able to meet the requirements of the professional regulator.</li> <li>-Be able to explain the role of the social worker in a range of contexts, and uphold the reputation of the profession.</li> <li>-Demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness.</li> <li>-Demonstrate workload management skills and develop the ability to prioritise.</li> <li>-Recognise and balance your own personal/professional boundaries in response to changing and more complex contexts.</li> <li>-Identify your learning needs; assume responsibility for improving your practice through appropriate professional development.</li> <li>-Identify and implement strategies for responding appropriately to concerns about practice or procedures, seeking guidance if required.</li> </ul> <p><b>Domain 2 Values and Ethics</b></p> <ul style="list-style-type: none"> <li>-Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing.</li> </ul> <p><b>Domain 3 Diversity</b></p> <ul style="list-style-type: none"> <li>-Recognise oppression and discrimination by individuals or organisations and implement appropriate strategies to challenge.</li> </ul>

**Domain 7 Intervention and Skills**

- Share information consistently in ways that meet legal, ethical and agency requirements.
- Use authority appropriately in your role.

**Domain 8 Context and Organisations**

- Taking account of legal, operational and policy contexts, proactively engage with your own organisation and contribute to its evaluation and development.
- 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.
- Work effectively as a member of a team, demonstrating the ability to develop and maintain appropriate professional and inter-professional relationships, managing challenge and conflict with support.

**Domain 9 Professional Leadership**

- Show the capacity for leading practice through the manner in which you conduct your professional role, your contribution to supervision and to team meetings.
- Take steps to enable the learning and development of others.

## Appendix 3

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

Standard of proficiency	Professional Capabilities Framework
<b>Registrant social workers in England must:</b>	
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

Standard of proficiency	Professional Capabilities Framework
<p><b>1.5</b> be able to recognise signs of harm, abuse and neglect and know how to respond appropriately</p>	<p>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</p>
	<p>With support, identify appropriate responses to safeguard vulnerable people and promote their wellbeing Intervention and Skills: 7.13</p>
<p><b>2</b> be able to practise within the legal and ethical boundaries of their profession</p>	<p>Understand and apply the profession’s ethical principles and legislation, taking account of these in reaching decisions – Values and Ethics 2.1</p>
	<p>Identify concerns about practice and procedures and, with support, begin to find appropriate means of challenge – Professionalism 1.11</p>
<p><b>2.1</b> understand current legislation applicable to the work of their profession</p>	<p>Understand and apply the profession’s ethical principles and legislation, taking account of these in reaching decisions – Values and Ethics 2.1</p>
	<p>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</p>
	<p>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</p>
<p><b>2.2</b> understand the need to promote the best interests of service users and carers at all times</p>	<p>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</p>

Standard of proficiency	Professional Capabilities Framework
	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

Standard of proficiency	Professional Capabilities Framework
<p><b>2.7</b> understand the need to respect and uphold the rights, dignity, values and autonomy of every service user and carer</p>	<p>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</p>
	<p>Manage potentially conflicting or competing values, and, with guidance, recognise, reflect on and work with ethical dilemmas – Values and Ethics 2.3</p>
	<p>Recognise and promote individuals' rights to autonomy and self-determination – Values and Ethics 2.5</p>
	<p>Value and take account of the expertise of service users, carers and professionals – Knowledge 5.12</p>
	<p>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</p>
<p><b>2.8</b> recognise that relationships with service users and carers should be based on respect and honesty</p>	<p>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</p>
	<p>Recognise and manage the impact on people of the power invested in your role – Diversity 3.3</p>
	<p>Demonstrate the ability to engage with people and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3</p>
<p><b>2.9</b> recognise the power dynamics in relationships with service users and carers and be able to manage those dynamics appropriately</p>	<p>Recognise and manage the impact on people of the power invested in your role – Diversity 3.3</p>

Standard of proficiency	Professional Capabilities Framework
	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

Standard of proficiency	Professional Capabilities Framework
	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

Standard of proficiency	Professional Capabilities Framework
	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

Standard of proficiency	Professional Capabilities Framework
	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	<p>Manage potentially conflicting or competing values, and with guidance, recognise, reflect on, and work with ethical dilemmas – Values and Ethics 2.3</p> <p>Recognise and, with support, manage the impact of own values on professional practice – Values and Ethics 2.2</p>
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	<p>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</p> <p>Recognise how systemic approaches can be used to understand the person-in-the-environment and inform your practice – Knowledge 5.5</p> <p>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</p>
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

Standard of proficiency	Professional Capabilities Framework
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

Standard of proficiency	Professional Capabilities Framework
<p><b>8.1</b> be able to use interpersonal skills and appropriate forms of verbal and non-verbal communication with service users, carers and others</p>	<p>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</p>
<p><b>8.2</b> be able to demonstrate effective and appropriate skills in communicating advice, instruction, information and professional opinion to colleagues, service users and carers</p>	<p>Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade – Intervention and Skills 7.2</p>
<p><b>8.3</b> 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</p>	<p>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</p>
	<p>Recognise and promote individuals' rights to autonomy and self-determination – Values and Ethics 2.5</p>
<p><b>8.4</b> understand how communication skills affect the assessment of and engagement with service users and carers</p>	<p>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</p>
	<p>Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3</p>
<p><b>8.5</b> 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</p>	<p>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</p>
	<p>Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade – Intervention Skills 7.2</p>
	<p>Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3</p>

Standard of proficiency	Professional Capabilities Framework
<p><b>8.6</b> 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</p>	<p>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</p>
	<p>Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3</p>
<p><b>8.7</b> understand the need to draw upon available resources and services to support service users' and carers' communication, wherever possible</p>	<p>Recognise the value of, and aid access to independent advocacy – Rights, Justice and Economic Wellbeing 4.5</p>
<p><b>8.8</b> 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</p>	<p>Be able to meet the requirements of the professional regulator – Professionalism 1.1</p>
<p><b>8.9</b> be able to engage in inter-professional and inter-agency communication</p>	<p>Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working – Contexts and Organisations 8.7</p>
	<p>Be able to work within an organisation's remit and contribute to its evaluation and development – Contexts and Organisations 8.4</p>
<p><b>8.10</b> be able to listen actively to service users and carers and others</p>	<p>Demonstrate the ability to engage with people and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3</p>
	<p>Value and take account of the expertise of service users, carers and professionals – Knowledge 5.12</p>
<p><b>8.11</b> be able to prepare and present formal reports in line with applicable protocols and guidelines</p>	<p>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</p>

Standard of proficiency	Professional Capabilities Framework
<p><b>9</b> be able to work appropriately with others</p>	<p>Demonstrate the ability to engage with people and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3</p>
	<p>Understand and respect the role of others within the organisation and work effectively with them – Contexts and Organisations 8.5</p>
	<p>Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working – Contexts and Organisations 8.7</p>
<p><b>9.1</b> understand the need to build and sustain professional relationships with service users, carers and colleagues as both an autonomous practitioner and collaboratively with others</p>	<p>Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3</p>
	<p>Recognise the impact of self in interaction with others, making appropriate use of personal experience – Professionalism 1.6</p>
	<p>Understand and respect the role of others within the organisation and work effectively with them – Contexts and Organisations 8.5</p>
	<p>Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working – Contexts and Organisations 8.7</p>
<p><b>9.2</b> 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</p>	<p>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</p>
<p><b>9.3</b> 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</p>	<p>Recognise and promote individuals' rights to autonomy and self-determination – Values and Ethics 2.5</p>

Standard of proficiency	Professional Capabilities Framework
	<p>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</p>
<p><b>9.4</b> be able to support service users' and carers' rights to control their lives and make informed choices about the services they receive</p>	<p>Recognise and promote individuals' rights to autonomy and self-determination – Values and Ethics 2.5</p>
	<p>Recognise the value of, and aid access to, independent advocacy – Rights, Justice and Economic Wellbeing 4.5</p>
	<p>Value and take account of the expertise of service users, carers and professionals – Knowledge 5.12</p>
<p><b>9.5</b> be able to support the development of networks, groups and communities to meet needs and outcomes</p>	<p>Recognise how the development of community resources, groups and networks enhance outcomes for individuals – Intervention and Skills 7.7</p>
<p><b>9.6</b> be able to work in partnership with others, including those working in other agencies and roles</p>	<p>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</p>
	<p>Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working – Contexts and Organisations 8.7</p>
	<p>Be able to work within an organisation's remit and contribute to its evaluation and development – Contexts and Organisations 8.4</p>
	<p>Understand and respect the role of others within the organisation and work effectively with them – Contexts and Organisations 8.5</p>
	<p>Recognise the value of, and contribute to, supporting the learning and development of others – Professional Leadership 9.2</p>

Standard of proficiency	Professional Capabilities Framework
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

Standard of proficiency	Professional Capabilities Framework
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 mandate social work practice, recognising the scope for professional judgement – Knowledge 5.2

Standard of proficiency	Professional Capabilities Framework
	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 mandate social 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

Standard of proficiency	Professional Capabilities Framework
	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
<b>13.1</b> 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
<b>13.2</b> 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

Standard of proficiency	Professional Capabilities Framework
<p><b>13.3</b> be aware of changes in demography and culture and their impact on social work</p>	<p>Recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts – Contexts and Organisations 8.1</p>
<p><b>13.4</b> understand in relation to social work practice:</p> <ul style="list-style-type: none"> <li>– social work theory;</li> <li>– social work models and interventions;</li> <li>– the development and application of relevant law and social policy;</li> <li>– the development and application of social work and social work values;</li> <li>– human growth and development across the lifespan and the impact of key developmental stages and transitions;</li> <li>– the impact of injustice, social inequalities, policies and other issues which affect the demand for social work services;</li> <li>– the relevance of psychological, environmental, sociological and physiological perspectives to understanding personal and social development and functioning;</li> <li>– concepts of participation, advocacy and empowerment; and</li> <li>– the relevance of sociological perspectives to understanding societal and structural influences on human behaviour</li> </ul>	<p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>Demonstrate and apply a working knowledge of human growth and development throughout the life course – Knowledge 5.3</p> <p>Recognise how systemic approaches can be used to understand the person-in-the-environment and inform your practice – Knowledge 5.5</p> <p>Understand and apply the profession’s ethical principles and legislation, taking account of these in reaching decisions – Values and Ethics 2.1</p> <p>Recognise the value of, and aid access to, independent advocacy – Rights, Justice and Economic Wellbeing 4.5</p> <p>Acknowledge the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience – Knowledge 5.6</p>

Standard of proficiency	Professional Capabilities Framework
	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
<b>14</b> 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

Standard of proficiency	Professional Capabilities Framework
<p><b>14.1</b> be able to gather, analyse, critically evaluate and use information and knowledge to make recommendations or modify their practice</p>	<p>Inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources – Critical Reflection and Analysis 6.2</p>
	<p>With support, rigorously question and evaluate the reliability and validity of information from different sources – Critical Reflection and Analysis 6.3</p>
<p><b>14.2</b> be able to select and use appropriate assessment tools</p>	<p>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</p>
<p><b>14.3</b> be able to prepare, implement, review, evaluate, revise and conclude plans to meet needs and circumstances in conjunction with service users and carers</p>	<p>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</p>
<p><b>14.4</b> be able to use social work methods, theories and models to achieve change and development and improve life opportunities</p>	<p>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</p>
<p><b>14.5</b> be aware of a range of research methodologies</p>	<p>Demonstrate a critical understanding of research methods – Knowledge 5.11</p>
<p><b>14.6</b> recognise the value of research and analysis and be able to evaluate such evidence to inform their own practice</p>	<p>Recognise the contribution, and begin to make use, of research to inform practice – Knowledge 5.10</p>
	<p>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</p>
<p><b>14.7</b> be able to demonstrate a level of skill in the use of information technology appropriate to their practice</p>	<p>Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade – Intervention and Skills 7.2</p>

Standard of proficiency	Professional Capabilities Framework
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 4

### 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 tutor. In some teams, there will be a practice 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 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
- Provide the 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 tutor and ensure all paperwork is submitted prior to the meetings

#### 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 and provide feedback on each
- Carry out formative assessments of the students' work
- 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 university 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.

### **Practice 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 a practice 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 practice supervisor will also be a member of the practice learning team. The practice 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

### **Tutor**

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

- Agree the practice learning agreement and attend the PLA meeting when the student has a Disability Support Plan in place.
- Provide feedback on the formative assessments
- Provide feedback 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

### **Mentor**

All students will be provided with a mentor who will support them in their journey through placements. Their role is one of support, coaching and mentoring and not assessment. The mentor will be provided by the student's funding Local Authority.

## Appendix 5

### 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, 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 6

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

Gathering feedback from people who use services and people who care for them is a valuable tool 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 tool 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 ensure that the feedback is gathered in a meaningful way that can enhance their learning and be used to improve their practise. 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, the Case Study and/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, noting 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 elicits feedback from service users and carers about their work, and if not encourage them to regularly incorporate this into their practice.
7. *Case Study* – All exercise and assessments that student social workers are asked to undertake should incorporate a specific requirement to reflect on the way/s in which feedback was elicited from service users and carers and the learning derived from this.

### **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 what 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 they impact on your work?
- What might you do differently as a result of the feedback?

## Appendix 7

### Whistle Blowing

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 tutor to follow these. Where an agency does not have such a policy they 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 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 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 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 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 8

### Managing Difficulties in Practice Learning

If difficulties arise for you that are in your personal life, you should contact the student advisors to find out about support the university can provide as this can have a significant impact on your studies. At times the practice issues you are working with can be upsetting and can connect with your own life. You are encouraged to share this with your practice educator or to let your tutor know if you want advice on how to approach that. Sometimes stress is a matter of workload and lack of clarity for your role and we work through this with the practice educator and tutor. A placement can be stopped temporarily before holding a meeting to identify the issues and next steps but this is only if there is a serious risk to the student or others. We follow what would happen in employment where the first step is to explore the issues and together resolve these for successful continuation of the placement. The provision of support outside of the placement is available and tutors will advise students on this.

Taking sick leave and compassionate leave is also like employment where you need to let the practice educator know first thing that morning to arrange cover for your work. (You will also need to note this and alert your tutor to changes to your pattern of attendance and if this is more than a week you need to contact them and discuss implications).

Tutors should be alerted to any difficulties/concerns that arise within placement at the earliest opportunity. In such cases, a practice learning team meeting may be convened which will be chaired by the tutor. The tutor takes responsibility for taking notes from this meeting and ensuring that agreed actions with suitable deadlines are recorded. This action plan should be reviewed at any subsequent practice learning team meetings (such as the interim review or final review meetings).

The advice below sets out how the university will seek to deal with a range of possible difficulties that arise in practice, including those which relate to other matters than student circumstances alone.

#### **What sort difficulties might arise?**

These could relate to one or more of the following areas:

- a) students' personal circumstances that affect their learning and professional development
- b) aspects of the practice learning opportunity including the quality of supervision and support or the availability of suitable work
- c) lack of student progress in meeting assessment requirements
- d) standards of practice in agencies adversely affecting the well being of service users or carers
- e) suitability of the student for professional practice.

#### **Who can raise concerns?**

Concerns may be identified by the student, supervisor, practice educator, tutor, or anyone else involved in the student's practice learning.

#### **How will the concern be taken forward?**

Issues are best discussed openly and as soon as possible with the student, practice educator and/or supervisor. An exploration meeting should be held to explore the issues and review the practice learning agreement. Difficulties may not always be easy to distinguish and may impact on each other so placements should not be ended without this meeting. It may also be appropriate to involve the tutor or other relevant person at this stage. The meeting may be chaired by a member of the practice learning team, the practice module leader or team leader or relevant other.

Following the meeting the tutor is responsible for informing the practice module leader and the supervisor responsible for informing the team manager and practice learning co-ordinator, unless other arrangements for communication are negotiated.

Written records of communication, discussion and decisions will be kept. Records of meetings will be signed by all participants. Information will be shared in accordance with university policy, legal frameworks and HCPC requirements.

This meeting may produce a resolution of the issues but should there be outstanding areas of concern other policies, outlined in the following section, may be relevant. Placements should not be ended without a meeting and where appropriate one or more of the policies noted should inform subsequent action.

#### **a) Personal Circumstances - Withdrawal/ Intermitting**

Students may experience changes in their personal circumstances or unexpected events that make it impossible for them to continue the placement or they may find that previous experiences impact on their practice learning. Wherever possible an action plan should be developed to support their practice learning. However, if this is not feasible or the best course of action then the placement may be discontinued. The student may also need to discuss intermitting or withdrawing from the programme. The decision to intermit or withdraw will be considered with the tutor and programme leader and the faculty administrative process is followed. Anticipated dates and arrangements for the student's return will be clarified.

Intermitting or withdrawing can be a hard decision given the commitment already made and uncomfortable emotions may be raised by the issues involved. However agencies and the programme team acknowledge that there are times when this is as an appropriate decision and indicates that students understand their professional responsibility to services, service users and carers.

Assessment Implications: Any modules that the student is taking at this point are treated according to the university regulations in terms of assessment opportunities and fees. Students are advised to consult a student adviser in order to make an informed decision and consider the implications of their decision.

#### **b) Aspects of the Practice Learning Opportunity**

If it is clear that the practice learning opportunity is not viable for reasons other than student's standard of practice, and it is not possible to resolve the problem at that stage, the module leader and training team should decide whether the student continues in the placement.

Assessment Implications: If the placement is halted an alternative should be provided within the same assessment opportunity.

#### **c) Standard of the student's progress in practice module requirements**

If there are any concerns regarding the standard of the student's practice in the provision of services the options outlined in the module handbook will be considered by the training team with the involvement of the Quality Panel.

Assessment Implications: If the student does not meet the required standard or does not complete the placement this is considered as an assessment opportunity completed. The practice quality panel will consider and make recommendations to the programme leader for additional assessment opportunities that will be considered by the Faculty Award Board.

#### **d) Concerns Regarding Practice in the Agency with Service Users - Whistle Blowing Policy**

If the issue relates to agency practice that causes serious concern regarding service users' well-being, the programme Whistle Blowing Policy applies. This states that the agency policy for such a concern should be followed and the student be supported by the university during this period.

Assessment Implications: The training team, in consultation with the module leader, will decide whether the student continues in the placement. If the decision is made that the student should not continue, an alternative should be provided within the same assessment opportunity.

#### **e) Suitability of Student for Professional Practice**

If there is a concern relating to the suitability of the student the University Professional Suitability policy should be used. This is a formal process that provides support to the student and gathers the fullest information for consideration. Suitability also covers issues of student conduct and concerns relating to the HCPC Guidance on Conduct and Ethics.

Assessment Implications: The process may include the continuation of the practice learning period or a temporary period of absence. The outcome may include

- a resumption of the same practice learning period
- an alternative opportunity in the same assessment opportunity
- a requirement to leave the programme.

#### **Support for students regarding concerns**

The student may involve a student union representative or independent advocate at any stage of the process. The student may make a complaint at any stage or an appeal and other policies may apply (e.g. Racial Harassment and Disability Discrimination) as detailed in the University Student Handbook.

Other relevant university, professional and agency policies and procedures will be used where appropriate.

#### **Summary**

These policies seek to resolve issues in the earliest and most effective way between the people concerned. Placements should not be ended without a meeting and where appropriate one or more of the policies noted should inform subsequent action.

1. An alternative placement will be sought within the same assessment opportunity if:
  - a) the placement is not viable due to agency situation
  - b) the student has initiated Whistle Blowing Policy and the module leader, in consultation with relevant others, considers it necessary to arrange an alternative placement.
2. An alternative placement will not be sought within the same assessment opportunity if:
  - a) the issue concerns the standard of the student's progress
  - b) the student is found to be unsuitable for training under the Suitability Policy
  - c) not allowed under UWE assessment regulations.

This paper should be read in conjunction with:

- The Programme Handbook
- The relevant Practice Module Handbook

## Appendix 9

### 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 broadly 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 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 module 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 10

### 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 feed back 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 feed back to us any concerns that you have regarding the student or placement arrangements.

During the placement, we expect our students 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 on-going 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 West of England 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

(a) 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.

(b) 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 you 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.

- **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.