

# Practice Education Handbook

## Pre-Qualifying Social Work

### 2018-2019

Modules – U48805, U48839, U48872, P40308, P40309 & P40310

Department of  
Psychology,  
Social Work &  
Public Health

Faculty of Health  
and Life Sciences

Compliant with  
The Professional  
Capabilities  
Framework for  
Social Work

September 2018



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## Meet the Team

### Module Leaders

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<b>Module:</b>	P40309	P40310
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The Module Leader is responsible for the formal administration of the module including the teaching and assessment process. This includes overseeing the process of matching students with agency settings for the practicum element of each module. Module Leads will hold the dual roles of Link Lecturers /Academic Advisors.

### Additional Link Lecturers/Academic Advisors:

<b>Name:</b>	Jill Childs
<b>Room:</b>	MR1 14a
<b>Email:</b>	<a href="mailto:jchilds@brookes.ac.uk">jchilds@brookes.ac.uk</a>
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Academic Advisors support students' development as learners. This includes providing a holistic perspective of students' academic progress across the modules within their programme. Additionally, they support the development of students' conceptions of learning, study skills and critical self-awareness.

The Link Lecturer role is an additional role Academic Advisors undertake whilst students are participating in assessed Practicum Modules. This role includes supporting the student's progress whilst on placement, and providing a link between the student, the placement agency and Oxford Brookes University.

### **Additional Contributors:**

Practicing Social Workers and Voices of Experience may be involved in delivering learning experiences. Practice Educators, Placement Supervisors, and members of the Practice Assessment Panel are also considered as members of the teaching team.

### **Practice Education Unit (PEU)**

**Role:** Placement Partnership Administrator  
**Room:** PEU Office (MRG)  
**Email:** [social-work-peu@brookes.ac.uk](mailto:social-work-peu@brookes.ac.uk)  
**Tel:** 01865 482832

The Practice Education Unit (PEU) provides administration and academic support for placement learning / practice education for all pre-qualifying courses at Oxford Brookes University, including the social work programme. Invoices for fees regarding placement provision should be sent to the Placement Partnership Administrator.

### **Programme Administrator Centre (PAC)**

**Name:** Tracey Barrett  
**Role:** Social Work Programme Administrator  
**Room:** PAC Office (MRG)  
**Email:** [tbarrett@brookes.ac.uk](mailto:tbarrett@brookes.ac.uk)  
**Tel:** 01865 488120

The Programme Administrator provides administrative support to all social work programmes in regards to elements of student induction and student examination and progression.

### **Correspondence Address:**

Faculty of Health and Life Sciences  
Oxford Brookes University  
Jack Straws Lane  
Marston  
Oxford  
OX3 0FL  
Tel: 01865 482600

### **Note:**

**Students are required to use their Oxford Brookes University email account for all correspondence. It is recommended that students check their email account on a daily basis during semester time and a minimum of once a week outside of semesters.**



# **The Function of the Practice Education Handbook**

Welcome to your Oxford Brookes University Social Work Practice Education Handbook. This provides details of what you need to know about the modules which make up the Skills Development and Practice components of the Pre-qualifying Social Work programmes.

All three Skills and Practice modules have been included within one handbook to enable you to chart your progress across your programme. For Undergraduate Students these modules are U48805, U48839 and U48872. For Post-graduate Students these modules are P40308, P40309 and P40310.

These three modules make up the skills and practice spine which runs throughout the programme from your first semester to your final year. Alongside the theory modules, the skills and practice modules will enable you to develop and demonstrate the criteria required to achieve eligibility for Registration as a Social Worker in England with the Health and Care Professions Council (HCPC).

Each module is individually assessed; you must pass each before you progress to the next one. To find out more about each module and how you will be assessed, please turn to the Practice Education Handbook Section Two Assessment Details.

There are four sections to this Practice Education Handbook:

- **Section One - Overview**

Contains general information on how the skills and practice modules sit within the social work course, and how they support your learning and development.

- **Section Two - Assessment Details**

Contains information on the three skills and placement modules, the overall assessment strategy including the assessment of the academic components

- **Section Three - Practice Assessment Document (PAD)**

Contains the necessary paperwork you and your Practice Educator will need to complete, including the assessment framework for assessing your practice.

- **Section Four - Guidance and Procedures**

Contains additional detailed material relevant to your practice learning activities, including information on what to do if problems occur in your placement and the policies and frameworks which must be adhered to during your practicum experience

This handbook is an important document; you will use it as a framework to accumulate evidence which will be used to plan your learning opportunities and assess your development towards becoming a qualified Social Worker.

The College of Social Work (TCSW) shaped a developmental structure called the Professional Capabilities Framework (PCF). Currently, all qualified Social Workers and students on Social Work programmes use these to demonstrate their developing

capability. Although TCSW closed in November 2015, the PCF remains the validated Framework employed for this purpose. Details can be found on the BASW website.

The PCF has nine domains: within each domain there is an outline statement and an elaboration, together with capabilities descriptors for each.

The Professional Capabilities Framework (PCF) provides levels of capability that are reasonable to expect of someone at various stages of their Social Work career, both pre- and post-qualifying, to attain.

The levels of the framework, which are relevant to this handbook, and to your study on this course, are:

### **1. Point Of Entry**

The level you had to reach in order to be enrolled on the course. 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.

### **2. Point Of Readiness For Direct Practice**

For full-time Undergraduate Students, this point will be the successful completion of all Year One Modules (Stage One of study). For full-time Postgraduate Students, this will be the successful completion of the Skill Preparation Module. By the point of assessment of readiness for direct practice (prior to first placement), students should demonstrate basic communication skills, ability to engage with service users, capacity to work as a member of an organisation, willingness to learn from feedback and supervision, and demonstrate basic social work values, knowledge and skills to be able to make effective use of first practice placement.

### **3. End of First Placement**

At the end of the successful completion of the first (70) day placement, for full-time Undergraduate Students this will ordinarily be after the completion of the 2<sup>nd</sup> year. For full-time Post-graduate Students this will ordinarily be after the completion of the 1<sup>st</sup> year. By the end of the first placement, students should demonstrate effective use of knowledge, skills and commitment to core values in social work in a given setting in predominantly less complex situations, with supervision and support. They will have demonstrated capacity to work with people and situations where there may not be simple clear-cut solutions.

### **4. End Of Last Placement**

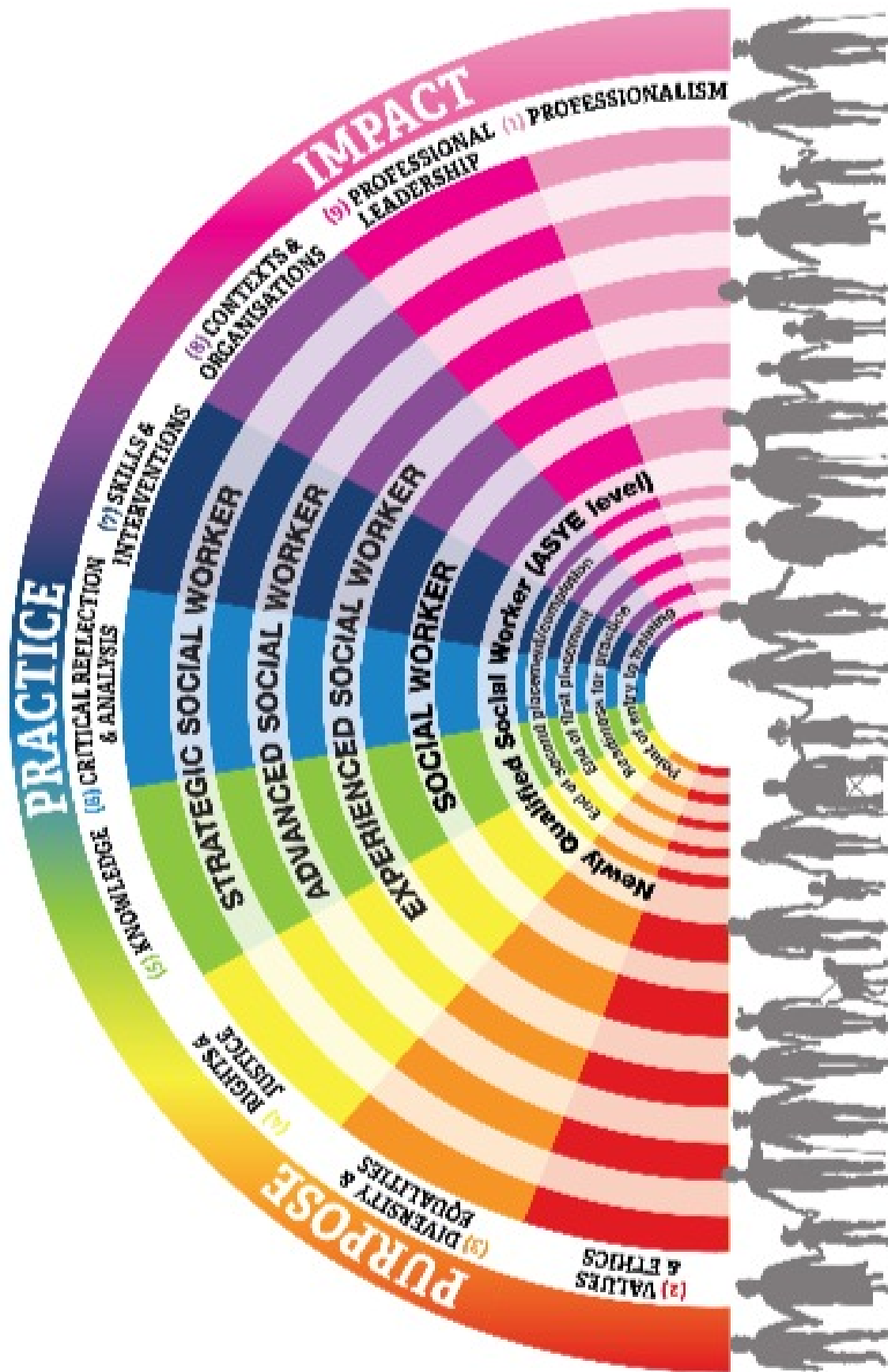
At the end of their of qualifying programme, newly qualified social workers should have demonstrated the knowledge, skills and values to work with a range of user groups, and the ability to undertake a range of tasks at a foundation level, the capacity to work with more complex situations; they should 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. These capabilities will have been demonstrated through the last placement together with the final assessment of other work in the qualifying programme.

**For details of the updated Professional Capabilities Framework (PCF) 'fan', showing all the levels, please go to: <https://www.basw.co.uk/pcf/>**

N.B. This information applies to Students on a full-time programme. The time scales may be different for students on part-time routes, however, the requirement to complete the academic modules and practicum experiences remains the same.

**All Students regardless of their mode of study are expected to attend placement for a MINIMUM of three days a week until the completion of their 70 day (module U48839 or P40309) or 100 day (module U48872 or P40310) placements.**

PCF 2018 Graphic Fan: BASW 2018



# **Structure of Skill Development and Placement Learning**

## **YEAR ONE: U48805/P40308**

### **Skill Development and Professional Communication**

During Year 1, Semester 1, you will normally be working in the University for up to two days a week for this module. Additionally, you will be required on other days of the week to be available for shadowing, workshops and on-line learning activities. It is a requirement that as a Social Work Student, you will spend 30 days engaged in Skill Development during your whole programme. These modules contribute to a portion of these 30 days.

These modules:

- Are run in Semester One.
- Are designed to prepare students to undertake practice learning.
- Includes formal teaching and experiential learning within the Communications Lab.
- Includes Service Users and Carers and Practitioners involved in both teaching and evaluation.
- Involves the use of teaching methods such as: two-way mirror practice observation, simulated interviewing, role play, closed circuit television interviewing, video-taping, etc.
- Are supported by the use of Brookes Moodle (Internet-based on-line learning environment).
- Involves University based learning, augmented by a requirement for students to shadow an experienced Social Worker in the field.

## **FITNESS TO PRACTISE ISSUED (see below for details of this)**

## **YEARTWO/ONE: U48839 / P40309**

### **Social Work Practice One – 70 Days**

For Undergraduate Students during Semester 1 Year 2, and Postgraduate Students during Year 1 Semester 2, you will be required to complete 70 days of practice placement learning based in the field plus five Skill Development days based at the University. You will normally attend placement for a minimum of three days each week. University-based lectures run concurrently with these placement days. Undergraduate students are expected to attend placement four days a week during semester 1, whilst attending supporting modules one day a week.

- There are no study days included in the 70 day placement; however you are encouraged to incorporate up to seven extra study days specifically for developing your work into your placement schedule.
- You are required to have undertaken two formal Observations of your practice.
- You will need to produce an end of placement submission of work in the format of a portfolio.
- A final Practice Educator's Report (Holistic Assessment) will be produced, which is based on your performance in practice, and which refers to written evidence you provide.

### **YEAR THREE/TWO: U48872/ P40310**

#### **Social Work Practice Two – 100 Days**

For Undergraduate Students, during Year 3, and Postgraduate Students in Year 2, you will be required to complete 100 days of practice placement learning, in a field setting, with the requirement that you attend placement for a minimum of three days each week. University-based lectures run concurrently with these placement days. Ordinarily, students are expected to start their placements during the start of semester 1.

- There are no study days included in the 100 day placement; however you are encouraged to incorporate up to 10 extra study days specifically for developing your work into your placement schedule.
- You are required to have undertaken three formal Observations of your practice.
- You will need to produce an end of placement submission of work in the format of a portfolio.
- A final Practice Educator's Report (Holistic Assessment) will be produced, which is based on your performance in practice, and which refers to written evidence you provide.

## **Fitness to Practise**

For you to enter the practice environment, you must have met all the requirements for being issued with a Fitness to Practise identity badge. All placement areas MUST check that you have with you at ALL times in practice your CURRENT Fitness to Practise Identity (ID) badge. If you do not wear this, or it is not current you risk being turned away from the practice area and your progression may be affected if this prevents you from achieving the required practice hours within the set timeframes.

The Fitness to Practise process includes ensuring that all requirements for you to enter practice have been met. This includes ensuring that you have met the following requirements:

- Occupational Health clearance
- Disclosure and Barring Service (DBS) clearance on admission (and by self-declaration annually thereafter).  
Note: Some placement providers may require DBS clearances to be renewed in accordance with their local policies. Also see “**Important notice if the DBS is more than three years old**” below.
- Mandatory training and other programme specific requirements
- You confirm that you agree to abide by the Standards of Conduct; Fitness to Practise document (Available on the Practice Education (PEU) website [www.brookes.ac.uk/Documents/Practice-Education/Standards-of-Conduct/Standards-of-Conduct-Pre-reg/](http://www.brookes.ac.uk/Documents/Practice-Education/Standards-of-Conduct/Standards-of-Conduct-Pre-reg/) and a hard copy of which you will have been given when you commenced your programme.)

Students have been informed of the Guidance relating to learning professional behaviour [www.brookes.ac.uk/Documents/Practice-Education/Standards-of-Conduct/Guidelines-for-Professional-Behaviour/](http://www.brookes.ac.uk/Documents/Practice-Education/Standards-of-Conduct/Guidelines-for-Professional-Behaviour/)

Before you can go out on either of your placements, the University needs to be satisfied that you are an appropriate person to be working in settings, which bring you into contact with vulnerable people.

The Practice Education Unit (PEU) will issue a Fitness to Practise (FtP) ID badge to cover the duration of your placement, once the pre-requisite stages listed below have been completed and the student confirms via the Practice Education Management System (PEMS) they have read and agree to abide by the Oxford Brookes University Standards of Conduct, Fitness to Practise.

### **Passing U48805/P40308**

The Skill Development and Professional Communication module has been designed to allow students to demonstrate Readiness for Direct Practice.

## Shadowing

You must provide evidence you have completed shadowing of a qualified social worker. Evidence must be provided via the completion of the form provided and submitted electronically to the module lead as directed. For undergraduate students, ordinarily this will be the module lead for U48805. For postgraduates, ordinarily this will be the module lead for P40308.

## Passing All Other Stage One Modules

Undergraduate Students cannot start a placement in their Second Year unless they have successfully completed all their First Year (Stage One) modules.

## Completing Prior Placement Modules

You are expected to complete and pass your First Placement prior to the issue of Fitness to Practise Practice identity badges for Final Placement.

## Additional Mandatory Training

It may be a requirement of the Student's placement that additional mandatory training is completed. Students will be advised on this by the placement team.

## Occupational Health Clearance and Disclosure and Barring Service (DBS) Checks

There has to be an undertaking by the student before each placement, confirming that they remain occupationally fit for practice. Any changes should be notified to the Academic Adviser/Link Lecturer at the earliest opportunity.

**However, a student will be required to undertake an Occupational Health assessment or confirmation from their GP of the student's current health status following a period of extended ill health which has impacted on their studies, including leaving a placement or a placement breakdown.**

There is a need to ensure that community immunisation status is up to date especially in respect of TB. This is the student's responsibility.

(See <http://www.nhs.uk/Conditions/vaccinations/Pages/bcg-tuberculosis-TB-vaccine.aspx> for NHS advice). **N.B.** Immunisation may not be a requirement for your setting; it is the Student's responsibility to ascertain local recommendations.

An Enhanced (including Protection of Children & Protection of Adults) Disclosure and Barring Service (DBS) check is completed on admission to the course and **continuing status is self-declared by the student annually thereafter**. The certificate, which is held by the student, is normally considered valid for the duration of a full-time course (three years). Where a student takes more than three years to complete, a new enhanced DBS check will need to be applied for. It is not possible to use a DBS certificate from a previous employer or voluntary agency where the student may also be working or have worked. The Practice Education Unit (PEU) office should be contacted in good time to get a new DBS check completed (usually three months before the DBS runs out) as any delay could result in a placement being lost or delayed.



## **IMPORTANT NOTICE IF THE DBS IS MORE THAN THREE YEARS OLD:**

All students **MUST** have an Enhanced DBS check every three years. Where this DBS is over three years ago, placement agencies will not allow students to start their placements (or if they have already started may prevent continuation). Where the three year period is due to lapse, the University will organise a repeat check in good time to prevent a delay in placement. You will need to allow at least 3 months for your DBS renewal and PEU ( [social-work-peu@brookes.ac.uk](mailto:social-work-peu@brookes.ac.uk) ) will be able to provide you with advice about your renewal application through the University's online provider. If you have already registered for the DBS Update service:

<https://www.gov.uk/government/collections/dbs-update-service-promotional-material> you will need to follow the guidance that allows employers to check a certificate online.

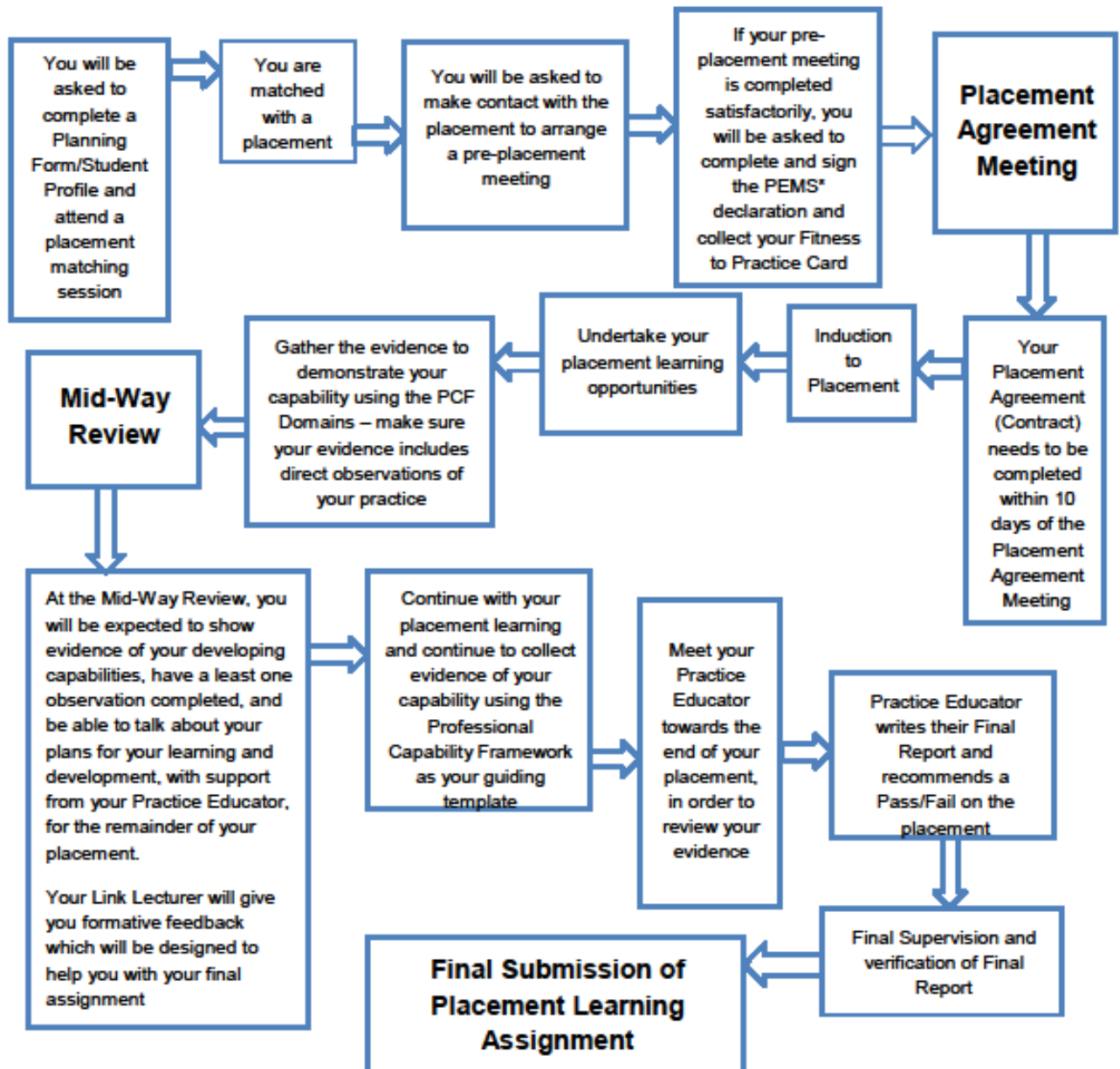
The following University Standards relating to conduct and behaviour apply to you whilst on placement:

Agreement to abide by the Standards of Conduct Fitness to Practise document: [www.brookes.ac.uk/Documents/Practice-Education/Standards-of-Conduct/Standards-of-Conduct-Pre-reg/](http://www.brookes.ac.uk/Documents/Practice-Education/Standards-of-Conduct/Standards-of-Conduct-Pre-reg/) See section 4 of the Handbook (page 101).

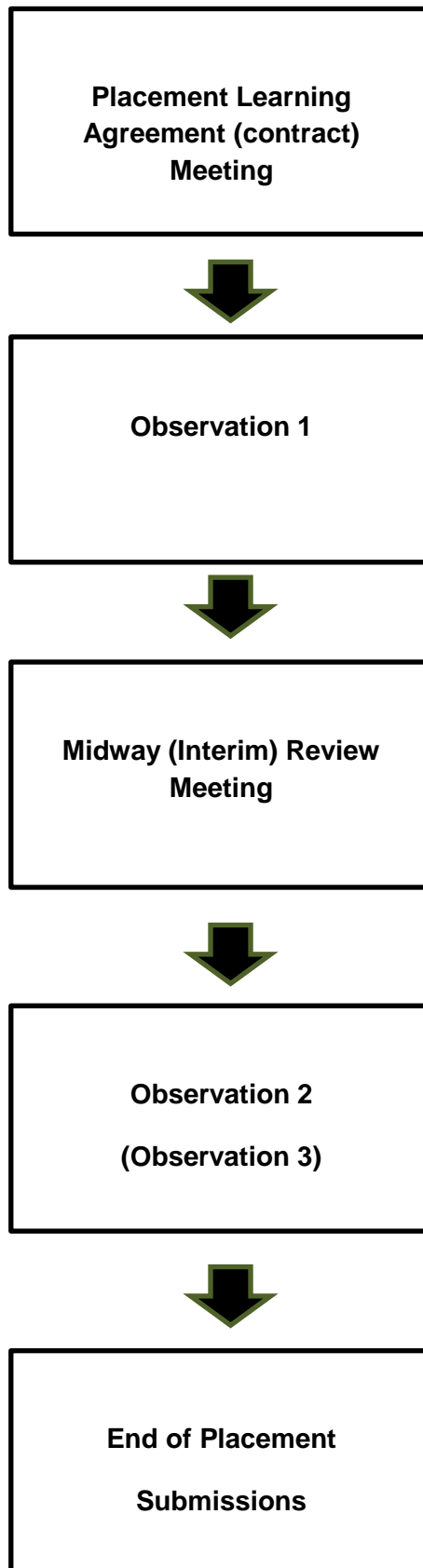
Understanding and acceptance of the Guidance relating to learning professional behaviour: [www.brookes.ac.uk/Documents/Practice-Education/Standards-of-Conduct/Guidelines-for-Professional-Behaviour/](http://www.brookes.ac.uk/Documents/Practice-Education/Standards-of-Conduct/Guidelines-for-Professional-Behaviour/)

## The Practice Placement Process

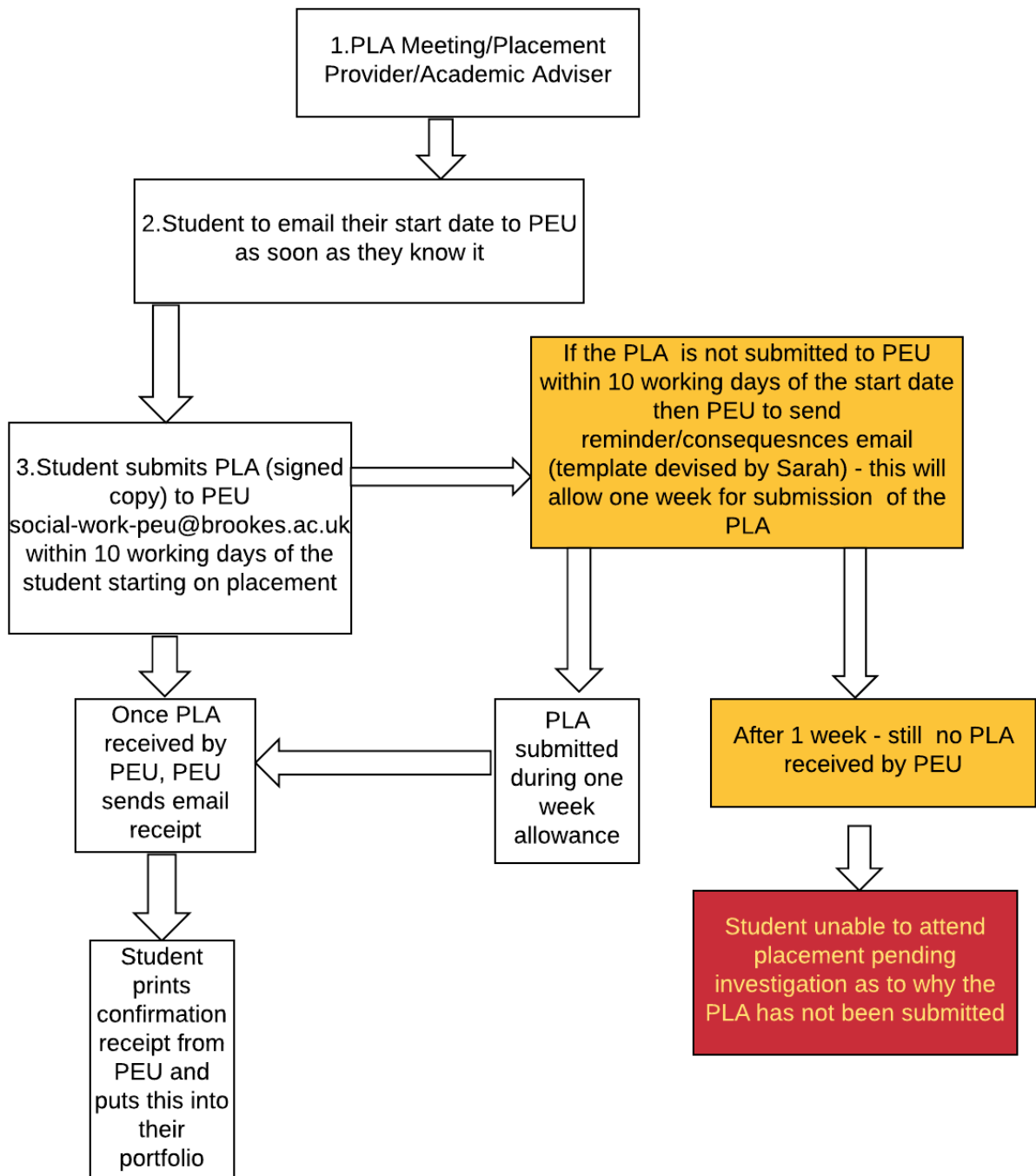
This chart is designed to show the process by which you will be allocated a placement learning experience, and how you will progress through the practice placement modules in Year Two and Year Three of the Social Work programme, if you are following the normal full-time route.



## Placement Structure



# Placement Learning Agreement (PLA) Submission Process



# **Roles and Responsibilities**

## Student

The student is the central person within practice learning. The student is responsible for (but not limited to):

### **Placement Preparation**

- Researching into the placement
- Organising the placement visit
- Attending any formal or informal interviews to secure the placement
- Obtaining a copy of the Practice Handbook

### **Placement Learning Agreement (Contract) Meeting**

- Organising the Placement Learning Agreement meeting. This involves coordinating a mutually convenient time for all the participants, who are: Student, Practice Educator, Academic Advisor/Link Lecturer, On-site Practice Supervisor (where applicable). It also involves ensuring all participants are informed of the arrangements for the meeting such as the venue, parking, etc.
- Filling in the Practice Learning Agreement as far as possible in preparation for the meeting, and providing a copy for each participant at the meeting.
- Email PEU with their proposed placement start date.
- Complete the Practice Learning Agreement (with all relevant signatures) and sending an electronic Word copy to the Practice Education Unit within 10 working days of starting the placement.

### **During the Placement**

- On their first day on placement email PEU conforming their start date.
- Complete a placement profile and return it to PEU within 10 working days of starting their placement.
- Working in accordance with the Social Work Standards of Performance, Conduct and Ethics for Students.
- Following both University and Agency procedures relating to sickness and mitigating circumstances.
- Identifying and adhering to all Agency and University policies and procedures that affect your practice.
- Ensuring your own safety whilst on placement and making yourself aware of appropriate lone worker policies and procedures.
- Keeping the University, the Practice Supervisor and the Practice Educator informed of issues that might cause difficulties on the placement.
- Working with your Practice Educator to ensure that all necessary work is completed.

- Working with the Practice Educator, collaboratively, to identify suitable sources of evidence for your portfolio.
- Attending Skills Recall days at the University as required.
- Negotiating with your Practice Educator and/or On-site Practice Supervisor regarding time off and study leave days.

**NB: You are required to attend all University scheduled sessions, including module seminars, lectures and Skills Recall days. You cannot prioritise attending placement days and meetings over pre-arranged academic sessions. It is your responsibility to ensure you organise your diary to avoid any schedule conflicts.**

### **Observations**

- Identifying with your Practice Educator suitable Observation opportunities.
- Negotiating with all participants (including Practice Educators, On-site Practice Supervisor, co-workers, Service Users etc.) suitable arrangements and consent, and providing necessary information in a timely manner.
- Prior to the observation, identifying with the Practice Educator realistic learning objectives and Standards of Practice.
- Identifying a strategy for capturing the Service User perspective. This could include a formal approach to collecting feedback, and may involve the Practice Educator and or placement colleagues.
- Ensuring all paperwork is completed.

### **Midway (Interim) Review Meeting**

- Organising the Midway (Formal Interim) Review Meeting. This involves coordinating a mutually convenient time for all the participants, who are: Student, Practice Educator, Academic Advisor/Link Lecturer, On-site Practice Supervisor (where applicable). It also involves ensuring all participants are informed of the arrangements for the meeting such as the venue, parking, etc.
- Producing a draft Midway (Formal Interim) Review Report in preparation for the meeting. This needs to be emailed to your Academic Advisor / Link Lecturer 48 hours before the meeting. You need to also ensure there is a copy available for all participants at the meeting.
- Completing the final Midway (Formal Interim) Review Report by including notes taken at the meeting and any other feedback. You must make sure this is signed by the relevant people. You must work with the Practice Educator to agree the content and send the completed report to the Link Lecturer/Academic Adviser by the agreed date.

### **End of Placement**

- Managing the ending of the placement and ensuring that Service Users, Carers and Staff are aware of the transition plans and handovers.
- Completing all assessed work and submitting it by the stated deadlines.

- Complete the Quality Assurance of Placement Learning (QAPL) form on Google Drive (link available on Moodle).
- Send their completed time sheet to PEU ( [social-work-peu@brookes.ac.uk](mailto:social-work-peu@brookes.ac.uk) ).

### **Additional Notes for Making the Most of Your Placement**

It is important to research the placement as thoroughly as possible before you start your placement. When you visit for an informal or formal interview, ask what information, books, and other resources you should read or acquire beforehand.

Think about how you might plan the placement (in consultation with your LL/AA and your Practice Educator) so that you do activities, which allow you to evidence your developing competency against the PCF. Try to pace yourself. Remember that observations will need to be undertaken, so try to work out when they can happen. Allow enough time before your placement is due to end in case the planned observation is cancelled at the last minute.

Start using your reflective diary/log as soon as possible as you will need to refer to it for example in supervision, for your Midway Report and when you write your observations and case studies. Your reflective diary can also provide evidence of learning for the final placement report. Before you begin working with clients, you may wish to reflect on the agency's role, the legal and policy context of the work undertaken, and theoretical models applied in the agency's work. Short reflections of around 500 words can still provide sufficient space to apply theory to practice. It is usually a good idea to use an explicit model of reflection.

Ensure you know what is expected of you and establish your professional social work role. This may be challenging where you may be the only social work student in the agency.

In non-formal social work settings (e.g. schools and some private, voluntary or independent settings), you may need to be innovative and create/plan situations to ensure the PCF can be evidenced.

Be prepared for the goodbyes. It is very likely you will get to know Service Users and Staff very well. They will miss you when the placement ends, especially in some residential and care settings. You will need to discuss managing endings and farewells with your Practice Educator and Supervisor.

## Practice Educator

A Practice Educator has overall responsibility for the student's learning and assessment. The Practice Educator provides Teaching, Mentoring, and Support, and is responsible for assessing your practice capabilities against the Professional Capabilities Framework.

A Practice Educator will offer specific support to you around linking theory to practice, developing reflective practice, developing emotional intelligence and resilience and developing a rigour in analytical approaches to the acquisition of social work knowledge.

Practice Educators are generally responsible for the following areas of the placement (but not limited to):

### **Pre-Placement**

- Liaise with you and the University to identify if this is a suitable placement for you.
- Complete a formal or informal interview with you to finalise this decision, unless there is a separate On-site Practice Supervisor overseeing the day to day processes of this placement.

### **Placement Learning Agreement (Contract) Meeting**

- Attend the Placement Agreement Meeting (sometimes referred to as the Contract Meeting) and participate in the drawing up of the Practice Learning Agreement. This meeting is normally chaired by the University Link Lecturer/Academic Adviser.
- Work with you to identify and develop suitable learning objectives.

### **During the Placement**

- Ensure you are able to participate in regular supervision.
- Oversee the management and co-ordination of the placement - including induction, learning opportunities, case allocation etc.
- Work with the On-site Practice Supervisor (if there is one) and you, the Student to ensure that work set for you will not only meet your learning needs, but will give both a range of experiences and will enable you to demonstrate the appropriate level of competence as outlined in the PCF.
- Teach you! Particularly, to explore critical and reflective practice; link theory to practice; emotional intelligence; resilience and recording/ report writing skills.
- Talk to you about your performance issues. Where a Student's performance is regularly below the required standard, this should be discussed and a plan of action agreed, which should be reviewed regularly. If concerns are not addressed, or if the situation is not improving, the AA/LL needs to be made aware so that additional support can be offered. Further information can be accessed online at: <http://www.hls.brookes.ac.uk/peu>
- Working with you, the Student, collaboratively, to identify suitable sources of evidence for your portfolio.



## Observations

- Identify with you, the Student, suitable Observation opportunities.
- Provide timely feedback on your practice.
- Take responsibility for at least one (or two) formal observations of your practice.

## Midway (Interim) Review Meeting

- Attend and contribute to the Midway (Formal Interim Review) Placement meeting.

## End of Placement

- Assess your developing capability throughout the placement using a variety of assessment methods within the PCF context, supported by the regulatory body's Standards.
- Write an end of placement Holistic Assessment Report, and recommend a pass or fail of placement.
- Complete the placement Quality Assurance of Placement Learning (QAPL) via Google Drive.
- Practice Educators are part of the module team, and as such may attend the Practice Assessment Panel.

The Practice Educator is responsible for supporting you in the collection of evidence they require to write their final report in the first instance, but during the report writing stage, ***they will make the final decision about what evidence they want to focus on.*** Their final report will be made available to you and you will be asked for your written comments on it. Your Academic Adviser may be asked to provide a written comment on your Practice Educator's final report also. A selection of students' portfolios is moderated via our **Practice Assessment Panel (PAP)** and following the PAP, the Module Team will recommend a mark to the **Examinations Board**.

## Onsite Supervisor

In some settings, the Practice Educator will not be your day-to-day line manager. In such instances, there will be an On-site Practice Supervisor taking responsibility for overseeing your case practice.

This person is employed in an agency offering a practice learning opportunity, and will have the day-to-day responsibility for supervising you. They will ensure that you have access to a suitable range of learning opportunities, as will have been laid out in your Practice Learning Agreement. They will manage the day-to-day arrangements, conduct or verify practice observations, and contribute to the Practice Educators Final Report.

Practice Supervisors are generally responsible for (but not limited to):

### **Pre-Placement**

- Liaise with you and the University to identify if this is a suitable placement for you.
- Complete a formal or informal interview with you to finalise this decision.

### **Placement Learning Agreement (Contract) Meeting**

- Attend the Placement Agreement Meeting (sometimes referred to as the Contract Meeting) and participate in the drawing up of the Practice Learning Agreement (PLA). This meeting is normally chaired by the University Link Lecturer/Academic Adviser.

### **During the Placement**

- Induct you into the agency team and arrange networking with other agencies and resources.
- Ensure you have access to a range of learning opportunities, as laid out in the Practice Learning Agreement.
- Work with the Practice Educator and you to ensure that work set for you will not only meet your learning needs, but will give both a range of experiences and will enable you to demonstrate the appropriate level of competence as outlined in the PCF.
- Manage the day to day running of the placement, including your work load.
- Allocate work to you in consultation with the Practice Educator.
- Provide regular work-based supervision. Supervision notes should be completed, agreed, and copied to you.
- Agree with any (off-site) Practice Educator what each of their roles will be and who will be responsible for what (the expectation is that the off-site Practice Educator will take overall responsibility for the management of the learning experience).
- Work with you and your Practice Educator to ensure that work set for you will not only meets your learning needs, but will give both a range of experiences and will enable you to demonstrate the appropriate level of competence as outlined in the PCF.
- Talk to you about your performance issues. Where a Student's performance is regularly below the required standard, this should be discussed with the Practice Educator, and where necessary a plan of action developed and reviewed.

### **Observations**

- Conduct or verify practice observations.
- Provide timely feedback on your practice.

### **Midway (Interim) Review Meeting**

- Attend and contribute to the Midway (Formal Interim Review) Placement meeting.

### **End of Placement**

- Contribute to the Practice Educator's report. The Practice Educator has the lead role in assessing your developing capabilities, but will ask for feedback from your On-site Practice Supervisor from time to time.

## Academic Advisor/Link Lecturer

Academic Advisers (AA)/Link Lecturers (LL) are the designated members of Oxford Brookes University Social Work teaching team who are responsible for the development of Practice Placement Learning Opportunities. This is undertaken in liaison with the Practice Education Unit in the Faculty, the local Practice Resource Network and other stakeholders and organisations. They will ensure the development, co-ordination and maintenance of all practice learning opportunities.

Your AA/LL will be responsible for you whilst you are on placement. He or she will provide continuity and consistency of guidance as you work to acquire the professional capabilities required for qualification as a Social Worker. In situations of personal incompatibility, you may make a request in writing to be assigned a different AA/LL. In cases of appeal proceedings, a different AA/LL will consider the matter.

The AA/LL will be your first point of contact at Brookes University about placement matters. Normally the AA/LL **attends the Placement Learning Agreement Meeting and Midway (Formal Interim) Review Meeting**. The University reserves the right to appoint a Social Work professional from outside the placement agency to act as their representative at some meetings in the field.

The AA/LL is also your Practice Educator's first point of contact should they have any concerns regarding your progress.

The AA/LL is responsible for marking and grading your academic submission (final portfolio) for your placement module.

## Module Lead (Placement Link Lecturer)

These are the designated members of the Oxford Brookes University Social Work staff team who are responsible for the development of Practice Learning Opportunities in liaison with the Practice Education Unit in the Faculty, the local Practice Resource Network and other stakeholders and organisations. They will ensure the development, co-ordination and maintenance of all practice learning opportunities.

The module leader is responsible for matching students to placements, running submissions workshops, supporting Practice Educators and is responsible for moderating your final submission for your placement module.

## The University

According to the University's Regulations

<https://www.brookes.ac.uk/regulations/current/core/a3/a3-8/>

*"The purpose of Examination Committees is - on behalf of the Academic Board - to assess students in accordance with the regulations applying to the programme/s under consideration, and make recommendations for progression or the conferment of academic awards on students who have demonstrated they have met the requirements of the award."*

## Practice Assessment Panel (PAP)

### **Aims**

The purpose of the Practice Assessment Panel (PAP) is to determine whether students have met the requirements for each of the three PCF stages.

### **Operational**

The PAP will meet at regular times throughout the academic year.

It will undertake the moderation of the skills and practice elements of U48805 and P40308 and feed in the outcome of the process to the Examination Committee in semester two. It will determine if a student has met the requirements for Readiness for Direct Practice and are assessed to the standard of Fitness for Practice.

It will also moderate the practice elements of U48839 and P40309 Social Work Practice 1, and identify whether students meet the requirements for the End of First Placement stage.

It will also moderate the practice elements of U48872 and P40310 Social Work Practice 2, and identify whether students meet the requirements for the End of Last Placement stage.

It will do this by ensuring:

- That the Practice Educators and markers have based their decisions on relevant and accurate evidence.
- That the assessment of Fitness for Practice is based upon agreed criteria.
- That the placement has provided sufficient learning opportunities for the student to evidence their learning and skills in line with the Professional Capabilities Framework.
- That all necessary documents have been included in the submissions and all protocols (e.g. confidentiality/number of direct observations, etc.) have been followed.

The PAP will undertake moderation as if they are the module team. The module leader will oversee this process in line with the Faculty and University Guidelines and policy.

### **Quality Assurance of Placements and Practice Educators**

The PAP will be in possession of significant amounts of information regarding the quality of the practice teaching/learning/assessment process. Although it is not central to the role of the PAP, this information could be used to inform the work of Link Lecturers, when striving to improve the practice experience for students. The Panel could be responsible for undertaking audits or commissioning research into specific or practice wide issues.

### **Panel Membership**

- Chair – Member of the Social Work Teaching Team
- Link Lecturers/Skills and Practice Module Leaders
- Members of the Voice of Experience Forum
- Practice Educators
- Other relevant Stakeholders as deemed appropriate

### **Minutes**

Minutes are taken by the Module leaders.

### **Reporting Arrangements**

- Minutes of the Panel are agreed by the Chair and those present.
- Copies are sent to all Panel members, Social Work Programme Lead, and are tabled at Subject Exam Committee, which will consider any recommendations made by the Panel.

# Section Two Assessment Details BA

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# **Module U48805 Skill Development and Professional Communication**

(Double Module - 30 Credits at Level 4)

Module Leader: Rob Bennie

This module is focused on the assessment of suitability to work with a vulnerable population with the title of student social worker. Aside from the acquisition of knowledge and skills, Students are asked to explore and demonstrate appropriate professional values.

This module in semester one, year one, will incorporate a skill development pathway which ensures that you are adequately prepared for starting your social work practice learning. The Module Lead, together with other members of the teaching team, will deliver a 30 credit (Level 4) double module of traditional and experiential learning, utilising the Faculty's Communications Skills Suite, and drawing from the Voices of Experience (Service User and Carer) Group and the partnership working arrangements with local stakeholders. The emphasis in this module will be the development of key skills, which will be set in a framework of professional social work context, values, theoretical concepts, research findings and evidence based practice.

See Moodle for Marking Criteria.

This module follows the principles of the University's Assessment Compact, developed in conjunction with the Student Union, to ensure good practice and transparency in assessment and feedback processes.

Assessment plays a key role in ensuring that you develop and demonstrate the required knowledge and skills to successfully complete your programme.

You will be required to complete all VLE and Lab Skills activities and will be introduced to field-based Shadowing Days, which will be signed off by the supervising social worker.

## **Fitness to Practise**

Students will be observed throughout the module in respect of their conduct and performance, and will be given feedback as soon as practical about any issues, which contraindicate their Fitness to Practise.

## **On-Line Learning**

You are expected to engage in on-line exercises and peer-feedback.

## **Communications Lab**

You will have the opportunity to observe and feedback to your peers in this shared learning environment. You will participate in the process of interviewing and role play within this skills communication suite. Part of the final summative assignment will be an assessed interview conducted within this communication suite.

## Module Learning Outcomes based on the PCF

On successful completion of this module, Students will be able to:	Graduate Attribute developed	Other GAs developed	Taught, Practised or Assessed
1. Demonstrate an awareness of the range of the social work role	Academic Literacy	Active citizenship.	TA
2. Begin to critically examine social work ethics and values	Critical self-awareness and personal literacy	Academic Literacy	TA
3. Begin to explore the perspectives and experiences of service users and carers and professionals across a range of social work practice areas	Active Citizenship	Critical self-awareness and personal literacy	TA
4. Begin to develop their knowledge base around reflective practice and its relationship with practice and practice learning	Academic Literacy	Critical self-awareness and personal literacy	TPA
5. Begin to understand the impact of service user (and carer) needs which influence the choices of styles of communication and interview skills to be used by a social worker	Critical self-awareness and personal literacy	Active Citizenship	TPA
6. Begin to understand the impact of professional (agency) requirements and expectations on the choices of styles of communication to be used by a social worker	Digital and information literacy	Critical self-awareness and personal literacy	TPA

**Formative feedback** will be continuous throughout the module in respect of the development of communication skills and reflective practice.

### **Summative Assignment:**

This will consist of an examined interview and evidence of your learning on this module.

## Module U48839 Social Work Practice 1

(Double Module - 30 Credits at Level 5)

Pre-requisite: All Stage I Modules

Module Leader: Jody Bell

### Module Learning Outcomes based on the Professional Capability Framework (PCF)

On successful completion of this module, Students will be able to demonstrate that they meet the requirements laid down in the Professional Capability Framework (PCF) for the end of first placement stage in the following areas:	Graduate Attribute (GA) developed	Other GAs developed	Taught, Practised or Assessed
Acting professionally in a social work setting, demonstrating awareness of and adhering to social work values and ethics.	Critical self-awareness and personal literacy	Active Citizenship	TPA
Demonstrate intervention, reflection and evaluation skills in social work situations.	Critical self-awareness and personal literacy	Academic Literacy	TPA
Work effectively within a social work setting demonstrating knowledge of the economic, political and social context within which the organisation operates.	Academic Literacy	Critical self-awareness and personal literacy	TPA
An ability to acquire and critically analyse knowledge appropriate to responding effectively to social work situations.	Research Literacy	Critical self-awareness and personal literacy	TPA
Demonstrate awareness of and ability to practice in a way that recognises and respects diversity and social justice.	Critical self-awareness and personal literacy	Academic Literacy	TPA

Social Work Practice 1 is a 70-day placement in the field, at the end of which, you will be to evidence meeting the Professional Capabilities Framework (PCF) requirements to the 'End of First Placement' level, along with HCPC Standards of Proficiency and be able to demonstrate you are able to practice in line with the HCPC guidance on conduct and

ethics for students. Your placement will be in a private, voluntary or independent sector setting. The module includes five preparation/skill development days, which will occur before and during the placement. (See Moodle for Marking Criteria).

### **Midway Report**

As part of placement learning, you will have a Midway Review Meeting to review your progress. In preparation for this meeting, you are required to produce a Midway Review Report in collaboration with your Practice Educator and Onsite Supervisor (if applicable). Part of this report is based on your Description of Work you have undertaken and a Reflection on your progress.

The completed Midway Report must be sent to the Academic Advisor 48 hours in advance of the Midway Meeting. Once the Midway Review has been finalised and signed off, it must be included in the portfolio. It is recommended that it is included as supporting evidence of your placement learning under Element Three below.

See Moodle for current Marking Criteria.

### **Formative Assessment**

Your academic advisor will provide formative feedback on the Theory to Practice Case Study.

### **Summative Assessment**

**The assessment portfolio will contain the three Elements identified below.**

All submitted work should include a PAC Front Sheet (all sections to be completed by the student), and a blue marking card if applicable.

**NB work will not be marked if it is not submitted in a fully completed format.**

#### **Element One**

Administrative Documents: the Module Lead will discuss these with you during the module workshops. All of these documents must be completed and included for the portfolio to be considered for marking and evaluation by the Practice Assessment Panel (PAP).

1. Index
2. Confidentiality Statement – Signed and Dated
3. Copy of your Practice Learning Agreement – Signed and Dated
4. Timesheet/Placement Dates Verification – Signed and Dated
5. Verification of completion of PLA and Placement Profile received by PEU
6. Verification of completion of online placement evaluation received by PEU

## **Element Two**

Academic Submission, which is assessed by the Academic Advisor (Graded at Level 5)

1. Theory to Practice Case Study (2,000 Words)

## **Element Three**

Holistic Assessment (Practice Educators Report, including a sample of the Student's Supporting Evidence). The Social Work Practice Educator's Final Report Template must be completed by the PE. (Binary - Pass/Fail). It is acceptable for Student's supporting evidence to be provided separately, within an appendix.

**The student could be required to submit either a paper or an e-portfolio. This will be made clear to the student at the start of the module.**

**Work must be submitted by 1pm of the 8<sup>th</sup> working day after the last day of placement (at the latest). NB Please discuss the implications of any Bank Holidays with the module lead.**

### **Additional Guidance (suggestion only)**

#### **Case Study**

The case study is an academic piece which outlines the practice-based work that you have been exploring (which may, for example, be aspects of individual service user casework, group work, project work, development work, etc.) and linking this to social work theory, models or methods.

You may find it helpful to structure the case study under the following headings:

#### **Introduction**

What are the reasons that you are carrying out this work? (e.g. reason for referral, outcome of assessment, history of contact, etc.). Who is this about? (e.g. age, gender, ethnicity, relationships, occupation, etc.). Why are you involved? (e.g. clients wishes, agency goals, etc.)

#### **Intervention and Knowledge Base**

What did you do? What theories, models and methods did you use, and describe how you used them? What other knowledge did you need to work in this case?

#### **Analysis and Conclusion**

Evaluate the effectiveness of your intervention. What was the outcome? What worked well and what didn't work so well? Why? Were the theory, models and methods you used effective in this case? What was your learning from this piece of work? Would you do anything differently next time?

## **Service User Perspective**

The Service User's perspective should be incorporated throughout this piece of work. You should demonstrate how the Service User's perspective influenced your practice.

## **Supporting Evidence**

Types of Evidence should be identified through collaboration between the Practice Educator and the Student. Typically, it would include Direct Observation Reports; Rationale(s) of collecting Service User/Carer Feedback; Critical Reflections on Practice; Extracts from Supervision Notes; Student Presentations; the Midway Review Report\*

\* It is a requirement that the student includes a copy of the Midway Review Report as evidence in the summative submitted portfolio; however, it is not mandatory that it is used as evidence within this report.

**NB It is a requirement that the evidence submitted by Students within the final portfolio is anonymised and contains no identifying features of any persons without their written consent (this includes co-workers). Students should not be including agency tools, which contain details of service users, their families or work colleagues within this sample of evidence. This includes but is not restricted to assessments and case notes.**

## **Module U48872 Social Work Practice 2**

(Triple Module – 45 Credits at Level 6 Honours)

Pre-requisite: U48839

Module Leader: Rob Bennie

Social Work Practice 2 is a 100 day placement in the field at the end of which Students will be able to evidence the Professional Capabilities Framework (PCF) requirements to the 'Qualifying Social Worker' Level, along with HCPC Standards of Proficiency and be able to demonstrate you are able to practice in line with the HCPC guidance on conduct and ethics for students. Your placement will be in a setting, which provides exposure to statutory instruments. The module includes five preparation/skill development days which will occur before and during the placement. See Moodle for current Marking Criteria.

### Module Learning Outcomes based on the PCF

<p><b>On successful completion of this module, students will be able to demonstrate that they meet the requirements laid down in the Professional Capability Framework (PCF) for the end of first placement stage in the following areas:</b></p>	<p><b>Graduate Attribute (GA) developed</b></p>	<p><b>Other GAs developed</b></p>	<p><b>Taught, Practised or Assessed</b></p>
<p>Acting professionally in a social work setting, demonstrating awareness of and adhering to social work values and ethics</p>	<p>Critical self-awareness and personal literacy</p>	<p>Active Citizenship</p>	<p>TPA</p>
<p>Demonstrate awareness of and ability to practice in a way that recognises and respects diversity and social justice</p>	<p>Critical self-awareness and personal literacy</p>	<p>Academic Literacy</p>	<p>TPA</p>
<p>An ability to acquire and critically analyse knowledge appropriate to responding effectively to social work situations</p>	<p>Research Literacy</p>	<p>Critical self-awareness and personal literacy</p>	<p>TPA</p>
<p>Demonstrate intervention, reflection and evaluation skills in social work situations</p>	<p>Critical self-awareness and personal literacy</p>	<p>Academic Literacy</p>	<p>TPA</p>
<p>Work effectively within a social work setting demonstrating knowledge of the economic, political and social context within which the organisation operates</p>	<p>Academic Literacy</p>	<p>Critical self-awareness and personal literacy</p>	<p>TPA</p>



## **Midway Report**

As part of placement learning, you will have a Midway Review Meeting to review your progress. In preparation for this meeting, you are required to produce a Midway Review Report in collaboration with your Practice Educator and Onsite Supervisor (if applicable). Part of this report is based on your Description of Work you have undertaken and a Reflection on your progress.

The completed Midway Report must be sent to the Academic Advisor 48 hours in advance of the Midway Meeting. Once the Midway Review has been finalised and signed off, it must be included in the portfolio. It is recommended that it is included as supporting evidence of your placement learning under Element Three below.

See Moodle for current Marking Criteria.

## **Formative Assessment**

Your academic advisor will provide formative feedback on the Theory to Practice Case Study.

## **Summative Assessment**

**The assessment portfolio will contain the three Elements identified below.**

All submitted work should include a PAC Front Sheet (all sections to be completed by the student), and a blue marking card if applicable.

**The student could be required to submit either a paper or an e-portfolio. This will be made clear to the student at the start of the module.**

**Work must be submitted by 1pm of the 8<sup>th</sup> working day after the last day of placement (at the latest). NB Please discuss the implications of any Bank Holidays with the module lead**

**NB work will not be marked if it is not submitted in a fully completed format.**

## **Element One**

Administrative Documents: the Module Lead will discuss these with you during the module workshops. All these documents must be completed and included for the portfolio to be considered for marking and evaluation by the Practice Assessment Panel (PAP).

1. Index
2. Confidentiality Statement – Signed and Dated
3. Copy of your Practice Learning Agreement – Signed and Dated
4. Timesheet/Placement Dates Verification – Signed and Dated
5. Verification of completion of PLA and Placement Profile received by PEU
6. Verification of completion of online placement evaluation received by PEU

## **Element Two**

Academic Submission which is assessed by the Academic Advisor (Graded at Level 6)

1. Theory to Practice Case Study (3,000 Words)

## **Element Three**

Holistic Assessment (Practice Educators Report, including a sample of the Student's Supporting Evidence). The Social Work Practice Educator's Final Report Template must be completed by the PE. (Binary - Pass/Fail). It is acceptable for Student's supporting evidence to be provided separately, within an appendix.

### **Additional Guidance (suggestion only)**

#### **Case Study**

The case study is an academic piece, which outlines the practice-based work that you have been exploring (which may, for example, be aspects of individual service user casework, group work, project work, development work, etc.) and linking this to social work theory, models or methods. You may find it helpful to structure the case study under the following headings:

##### Introduction

What are the reasons that you are carrying out this work? (e.g. reason for referral, outcome of assessment, history of contact, etc.). Who is this about? (e.g. age, gender, ethnicity, relationships, occupation, etc.). Why are you involved? (e.g. clients wishes, agency goals, etc.).

##### Intervention and Knowledge Base

How and why did you do what you did? How did you use theory to understand and intervene in this situation? What other knowledge did you need to work in this case?

##### Analysis and Conclusion

Evaluate the effectiveness of your intervention. What was the outcome? What worked well and what didn't work so well? Why? Were the theory, models and methods you used effective in this case? What was your learning from this piece of work? Would you do anything differently next time?

#### **Service User Perspective**

The Service User's perspective should be incorporated throughout this piece of work. You should demonstrate how the Service User's perspective influenced your practice.

#### **Supporting Evidence**

Types of Evidence should be identified through collaboration between the Practice Educator and the Student. Typically, it would include Direct Observation Reports; Rationale(s) of collecting Service User/Carer Feedback; Critical Reflections on Practice; Extracts from Supervision Notes; Student Presentations; the Midway Review Report\*

\* It is a requirement that the student includes a copy of the Midway Review Report as evidence in the summative submitted portfolio; however, it is not mandatory that it is used as evidence within this report.

**NB It is a requirement that the evidence submitted by Students within the final portfolio is anonymised and contains no identifying features of any persons without their written consent (this includes co-workers). Students should not be including agency tools which contain details of service users, their families or work colleagues within this sample of evidence. This includes, but is not restricted to assessments and case notes.**



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## **Module P40308 Skill Development and Professional Communication**

(10 Credits at Level 7)

Module Leader: Liz Clarke

This module is focused on the assessment of suitability to work with a vulnerable population with the title of student social worker. Aside from the acquisition of knowledge and skills, students are asked to explore and demonstrate appropriate professional values. This module in semester one year one, will incorporate a skill development pathway which ensures that you are adequately prepared for starting your social work practice learning. The Placement Lead, together with other members of the teaching team, will deliver a ten credit module of traditional and experiential learning, utilising the Faculty's Communications Skills Suite, and drawing from the Voices of Experience (Service User and Carer) Group and the partnership working arrangements with local stakeholders. This will be augmented by opportunities for you to shadow experienced social workers in the field, and participate in field-based workshops. The emphasis in this module will be the development of key skills which will be set in a framework of professional social work context, values, theoretical concepts, research findings and evidence based practice. You will be introduced to the HCPC Standards of Proficiency for Social Work, the Standards of Conduct, Performance and Ethics and the Practice Assessment Document (PAD).

## Module Learning Outcomes (based on the PCF)

<b>On successful completion of this module, students will be able to:</b>	<b>Postgraduate Attribute developed</b>	<b>Other GAs developed</b>	<b>Taught, Practised or Assessed</b>
1. Demonstrate an awareness of the range of the social work role	Academic Literacy	Active Citizenship	TA
2. Critically examine and evaluate the impact of social work ethics and values on practice issues	Critical self-awareness and personal literacy	Academic Literacy	TA
3. Explore the perspectives and experiences of service users and carers and professionals across a range of social work practice areas and evaluate the impact of different perspectives on practice issues	Active Citizenship	Critical self-awareness and personal literacy	TA
4. Develop their knowledge base around reflective practice and its relationship with practice and practice learning	Academic Literacy	Critical self-awareness and personal literacy	TPA
5. Understand the impact of service user (and carer) needs which influence the choices of styles of communication and interview skills to be used by a social worker	Critical self-awareness and personal literacy	Active Citizenship	TPA
6. Understand the impact of professional (agency) requirements and expectations on the choices of styles of communication to be used by a social worker	Digital and information literacy	Critical self-awareness and personal literacy	TPA

This module follows the principles of the University's Assessment Compact, developed in conjunction with the Student Union, to ensure good practice and transparency in assessment and feedback processes.

Assessment plays a key role in ensuring that you develop and demonstrate the required knowledge and skills to successfully complete your programme. You will be required to complete all VLE and Lab Skills activities and attend field-based Shadowing Days, which will be signed off by the supervising social worker.

Please see the current module description for the current methods of assessment.



## Module P40309 Social Work Practice 1

(10 Credits at Level 7)

Pre-requisite: P40308

Module Leader: Jody Bell

Social Work Practice 1 is a 70-day placement in the field, at the end of which, you will be to evidence meeting the Professional Capabilities Framework (PCF) requirements to the 'End of First Placement' level, along with HCPC Standards of Proficiency and be able to demonstrate you are able to practice in line with the HCPC guidance on conduct and ethics for students. Your placement will be in a private, voluntary or independent sector setting. The module includes five preparation/skill development days which will occur before and during the placement. (See Moodle for Marking Criteria).

### Module Learning Outcomes (based on the PCF)

<b>On successful completion of this module, students will be able to demonstrate that they meet the requirements laid down in the Professional Capabilities Framework for the end of final placement/completion of programme stage in the following areas:</b>	<b>Postgraduate Attribute developed</b>	<b>Other GAs developed</b>	<b>Taught, Practised or Assessed</b>
Act professionally in a social work setting, demonstrating critical awareness of and adhering to social work values and ethics (see practice assessment handbook).	Critical self-awareness and personal literacy	Academic literacy	TPA
Demonstrate critical awareness of and ability to practice in a way that recognises and respects diversity and social justice (see practice assessment handbook).	Critical self-awareness and personal literacy	Active Citizenship	TPA
An ability to acquire and critically analyse knowledge appropriate to responding effectively to social work situations.	Research literacy	Academic literacy	TPA
Demonstrate intervention, reflection and critical evaluation skills in social work situations	Critical self-awareness and personal literacy	Academic literacy	TPA
Work effectively within a social work setting demonstrating critical awareness and knowledge of the economic, political and social context within which the organisation operates.	Active Citizenship	Academic literacy	TPA

## **Assessment**

As part of placement learning, you will have a Midway Review Meeting to review your progress. In preparation for this meeting, you are required to produce a Midway Review Report in collaboration with your Practice Educator and Onsite Supervisor (if applicable). Part of this report is based on your Description of Work you have undertaken and a Reflection on your progress. You should a) lead on presenting your Midway Review Report and b) take any notes of the meeting.

The completed Midway Report must be sent to the Academic Advisor 48 hours in advance of the Midway Meeting. Once the Midway Review has been finalised and signed off, it must be included in the portfolio. It is recommended that it is included as supporting evidence of your placement learning under Element Three below.

## **Formative Assessment**

Your academic advisor will provide formative feedback on the Theory to Practice Case Study.

## **Summative Assessment**

The assessment portfolio will contain the three Elements identified below. All work (unless submitted electronically) should include a PAC Front Sheet (all sections to be completed by the student), and a blue marking card if applicable. See Moodle for Marking Criteria.

**The student could be required to submit either a paper or an e-portfolio. This will be made clear to the student at the start of the module.**

**Work must be submitted by 1pm of the 8<sup>th</sup> working day after the last day of placement, or the 14<sup>th</sup> August (which ever date is the earliest).**

NB Please discuss the implications of any Bank Holidays with the module lead

### **Element One**

Administrative Documents: the Module Lead will discuss these with you during the module workshops. All of these documents must be completed and included for the portfolio to be considered for marking and evaluation by the Practice Assessment Panel (PAP).

1. Index
2. Confidentiality Statement – Signed and Dated
3. Copy of your Practice Learning Agreement – Signed and Dated by all parties
4. Timesheet/Placement Dates Verification – Signed and Dated
5. Verification of completion of PLA and Placement Profile received by PEU
6. Verification of completion of online placement evaluation received by PEU

## **Element Two**

Academic Submission, which is assessed by the Academic advisor (Graded at Level 7).

### 1. Theory to Practice Case Study (2,000 Words) (Graded)

The case study is an academic piece which outlines the practice-based work that you have been exploring (which may, for example, be aspects of individual service user casework, group work, project work, development work, etc.) and linking this to social work theory, models or methods.

### 2. Reflective Account of Placement Learning (1,000 Words) (Graded)

This reflective account is an academic piece based on your initial experiences, learning, and self- development on placement using a reflective cycle of your choice.

## **Element Three**

Holistic Assessment (Practice Educators Report, including Student's supporting evidence). The Social Work Practice Educator's Final Report Template must be completed, by the PE, with input by the Student and Academic Advisor/Link Lecturer (Binary - Pass/Fail). It is acceptable for Student's supporting evidence to be provided within an appendix.

**NB Your work will not be marked if it is not submitted in a fully completed format.**

## **Additional Guidance (suggestion only)**

### **Case Study**

The case study is an academic piece which outlines the practice-based work that you have been exploring (which may, for example, be aspects of individual service user casework, group work, project work, development work, etc.) and linking this to social work theory, models or methods. You may find it helpful to structure the case study under the following headings:

#### **Introduction**

What are the reasons that you are carrying out this work? (e.g. reason for referral, outcome of assessment, history of contact, etc.). Who is this about? (e.g. age, gender, ethnicity, relationships, occupation, etc.). Why are you involved? (e.g. clients wishes, agency goals, etc.).

#### **Intervention and Knowledge Base**

How and why did you do what you did? How did you use theory to understand and intervene in this situation? What other knowledge did you need to work in this case?

#### **Analysis and Conclusion**

Evaluate the effectiveness of your intervention. What was the outcome? What worked well and what didn't work so well? Why? Were the theory, models and methods you used effective in this case? What was your learning from this piece of work? Would you do anything differently next time?

#### **Service User Perspective**

The Service User's perspective should be incorporated throughout this piece of work. You should demonstrate how the Service User's perspective influenced your practice.

#### **Reflective Account**

This reflective account is an academic piece based on your initial experiences, learning, and self-development on placement using a reflective cycle of your choice.

This reflection could focus on some of the following themes:

- Strengths
- Learning objectives
- Whether your learning objectives were met
- How social work theory and knowledge affected your development
- A comparison of your initial feelings on placement with your feelings now as a consequence of your learning experiences
- Your new personal and professional learning objectives for the next practice setting/ first qualified post

**NB** This personal reflection should focus on YOU and YOUR learning during the placement, but you must support your analysis and evaluation of your experience by referring to formal theory from literature

### **Supporting Evidence**

Types of Evidence should be identified through collaboration between the Practice Educator and the Student. Typically, it would include Direct Observation Reports; Rationale(s) of collecting Service User/Carer Feedback; Critical Reflections on Practice; Extracts from Supervision Notes; Student Presentations; the Midway Review Report\*

\* It is a requirement that the student includes a copy of the Midway Review Report as evidence in the summative submitted portfolio; however, it is not mandatory that it is used as evidence within this report.

**NB It is a requirement that the evidence submitted by Students within the final portfolio is anonymised and contains no identifying features of any persons without their written consent (this includes co-workers). Students should not be including agency tools, which contain details of service users, their families or work colleagues within this sample of evidence. This includes, but is not restricted to assessments and case notes.**



## **Module P40310 Social Work Practice 2**

(20 Credits at Level 7)

Pre-requisite: P40309

Module Leader: Rob Bennie

Social Work Practice 2 is a 100 day placement in the field at the end of which Students will be able to evidence the Professional Capabilities Framework (PCF) requirements to the 'Qualifying Social Worker' Level, along with HCPC Standards of Proficiency and be able to demonstrate you are able to practice in line with the HCPC guidance on conduct and ethics for students. Your placement will be in a setting, which provides exposure to statutory instruments. The module includes five preparation/skill development days which will occur before and during the placement. See Moodle for current Marking Criteria.

## Module Learning Outcomes (based on the PCF)

On successful completion of this module, students will be able to demonstrate that they meet the requirements laid down in the Professional Capabilities Framework for the end of final placement/completion of programme stage in the following areas:	Postgraduate Attribute developed	Other GAs developed	Taught, Practised or Assessed
Act professionally in a social work setting, demonstrating critical awareness of and adhering to social work values and ethics (see practice assessment handbook).	Critical self-awareness and personal literacy	Academic literacy	TPA
Demonstrate critical awareness of and ability to practice in a way that recognises and respects diversity and social justice (see practice assessment handbook).	Critical self-awareness and personal literacy	Active Citizenship	TPA
An ability to acquire and critically analyse knowledge appropriate to responding effectively to social work situations.	Research literacy	Academic literacy	TPA
Demonstrate intervention, reflection and critical evaluation skills in social work situations	Critical self-awareness and personal literacy	Academic literacy	TPA
Work effectively within a social work setting demonstrating critical awareness and knowledge of the economic, political and social context within which the organisation operates.	Active Citizenship	Academic literacy	TPA

### Assessment

As part of placement learning, you will have a Midway Review Meeting to review your progress. In preparation for this meeting, you are required to produce a Midway Review Report in collaboration with your Practice Educator and Onsite Supervisor (if applicable). Part of this report is based on your Description of Work you have undertaken and a Reflection on your progress. You should a) lead on presenting your Midway Review Report and b). take any notes of the meeting.



The completed Midway Report must be sent to the Academic Advisor 48 hours in advance of the Midway Meeting. Once the Midway Review has been finalised and signed off, it must be included in the portfolio. It is recommended that it is included as supporting evidence of your placement learning under Element Three below.

### **Formative Assessment**

The Module lead will be available to provide formative feedback on the Viva

### **Summative Assessment**

This assignment is a submission of an electronic portfolio combined with a presentation.

**E – Portfolios must be submitted by 1pm of the 8<sup>th</sup> working day after the last day of placement (at the latest). Presentations will be completed in the format of a Viva presentation along with supporting slides. These slides must be submitted by the date of the first Viva presentation. Details will be provided.**

N.B. Please discuss the implications of any Bank Holidays with the module lead

The assessment portfolio will contain the three Elements identified below. All submitted work should include a blue marking card if applicable.

#### **Element One**

Administrative Documents: The Module Lead will discuss these with you during the module workshops. All of these documents must be completed and included for the portfolio to be considered for marking and evaluation by the Practice Assessment Panel (PAP).

1. Index
2. Confidentiality Statement – Signed and Dated
3. Copy of your Practice Learning Agreement – Signed and Dated by all parties
4. Timesheet/Placement Dates Verification – Signed and Dated
5. Verification of completion of PLA and Placement Profile received by PEU
6. Verification of completion of online placement evaluation received by PEU

#### **Element Two**

Academic Submission which is assessed by the University programme Team (Graded at Level 7).

Viva and Supplementary Notes (Oral Exam and 1,000 Words)

#### **Element Three**

Holistic Assessment (Practice Educators Report, including student's supporting evidence). The Social Work Practice Educator's Final Report Template must be

completed, by the PE, with input by the Student and Academic Advisor/Link Lecturer (Binary - Pass/Fail). It is acceptable for Student's supporting evidence to be provided within an appendix.

### **Viva**

You should:

- Develop a case study based on your work in placement, which outlines the practice-based work you have been exploring. This could focus on aspects of an individual piece of casework; work with a group; project work; or some aspect of service development work.
- Identify and critically evaluate your chosen practice intervention with this case.
- Describe the rationale for your practice intervention based on a) your theoretical understanding of the issues/ needs/ difficulties/ strengths that the Service User is encountering, b) the evidence base of the practice intervention, c) the requirements of your role and mandate for the work, d) ethical considerations and dilemmas.
- Critically reflect upon the learning that you have achieved about a) the organisational context of the agency in which you are practising, b) your 'self' as a practitioner, c) the opportunities and constraints presented by your role as a social worker in this setting.
- Draw on this evaluation, state what you will be taking forward as your learning needs as a newly qualified social worker.
- All students completing this module will be expected to present their case study to a panel that will assess their ability to debate and apply social work theory to practice.
- **It is expected that the presentation will last 15 minutes with 15 minutes allowed for questions. You may take up to a maximum of 20 minutes for your presentation, but this will limit the amount of times for questions.**

### **Supplementary Notes**

This presentation will be accompanied by slides that can be submitted in an A4 format, along with explanatory notes. These will be submitted to the panel in advance of the presentation and the panel will be able to ask the students questions to clarify their understanding of the case study. It is expected that students use current academic and practice based evidence and research to inform their arguments and that this is illustrated in both the verbal and written work that the student presents.

**NB Your work will not be marked if it is not submitted in a fully completed format**

## Supporting Evidence

Types of Evidence should be identified through collaboration between the Practice Educator and the Student. Typically, it would include Direct Observation Reports; Rationale(s) of collecting Service User/Carer Feedback; Critical Reflections on Practice; Extracts from Supervision Notes; Student Presentations; the Midway Review Report\*

\* It is a requirement that the student includes a copy of the Midway Review Report as evidence in the summative submitted portfolio; however, it is not mandatory that it is used as evidence within this report.

**NB It is a requirement that the evidence submitted by Students within the final portfolio is anonymised and contains no identifying features of any persons without their written consent (this includes co-workers). Students should not be including agency tools which contain details of service users, their families or work colleagues within this sample of evidence. This includes, but is not restricted to assessments and case notes.**

## Marking Criteria

See Moodle



# Section 3 Practice Assessment Document - Templates

## Contents

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Practice Learning Agreement (Learning Contract)	page 63
Timesheet /Placement Dates Verification	page 75
Holistic Assessment	page 77
Midway (Formal Interim) Review Report	page 87
Observation Report	page 95



## **Confidentiality Statement**

You must not identify any person in the portfolio by name without including their written permission (this includes details of co-workers).

Service User information must be anonymised. If you are referring to an individual by a fictitious name this should be acknowledged. When first used state in brackets "(fictitious name)". All identifying features including dates of birth, addresses and chronologies should not be included in the portfolio

Written records and correspondence must be kept securely at all times.

Feedback from service users included in the observations and main portfolio feedback section must be anonymised.

You must sign below to acknowledge that you are aware of the confidentiality requirements in presenting practice material in your portfolio.

SIGNED.....

DATE.....

NB This statement must be included, or the portfolio will not be marked.





## **Practice Learning Agreement**

This placement learning agreement is a contract agreed between the Practice Educator, the On-Site Supervisor (if applicable), the Student, and University Link Lecturer/Academic Adviser. The contract has three main facets:

1. It is an agreement between the University and the Agency about how they will work in partnership to support the Student on placement.
2. It is a learning agreement agreed between the Student and the Practice Educator and the Agency, identifying the Student's learning needs and learning opportunities available to the Student whilst on placement. It includes how the Student will be supported during his or her time on placement.
3. It is a document clarifying how the Student will be assessed whilst on placement.

As a contract, which contains confidential and personal data it should be kept secure by the parties to the agreement and not disclosed to third parties unless such disclosure is required or permitted by law.

Consideration should be made of the work opportunities within the Agency setting, the Student's experience and learning needs, and the academic requirements of the course whilst this learning agreement is being drawn up.

By signing this contract, all parties agree to the expectations that the University has regarding the roles and responsibilities for those most commonly involved in placement. A copy of these roles and expectations can be found in the Practice Education Handbook.

The placement learning agreement meeting should take place before the placement begins.

It is the Student's responsibility to draft and finalise this contract and ensure that it is signed by all parties. The Student must ensure that a copy of this contract is received by the University **within 10 working days of the first day of the placement**. This should be in the format of a Word document sent electronically to the Practice Education Unit Administrator. **Failure to do this may result in a student's placement being suspended until the PLA is received by the PEU ([social-work-peu@brookes.ac.uk](mailto:social-work-peu@brookes.ac.uk)).**

### Contact Details

Student	Name:	
	Brookes email address:	
	Telephone No.:	
	Programme Module Number:	
	Stage:	Practice 1 (First) <input type="checkbox"/> Practice 2 (Last) <input type="checkbox"/>
	Is this a Retake of a Placement Module	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Fitness to Practise ID Badge shown:	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Expiry date of Fitness to Practise ID Badge. (This must cover the anticipated duration of placement period.):	
	Date of DBS:	
	Will the DBS continue to be valid for the entire placement? *	Yes <input type="checkbox"/> No <input type="checkbox"/>
<p>* As part of University requirements, all Students MUST have an enhanced DBS clearance every 3 years. Where this DBS was issued over 3 years ago, the placement agency may stop the placement, or prevent the placement from commencing. If this occurs, the University in conjunction with the Student will undertake to apply for a repeat enhanced DBS as promptly as possible.</p>		
Agency	Agency Name:	
	Address:	
	Telephone No:	
	Named Contact and email address (if different from the Practice Educator and Onsite Supervisor)	
Practice Educator	Onsite / Offsite?	
	Name:	
	Email:	
	Telephone No:	
	HCPC Registration No.	
	Professional Indemnity Insurance (Offsite Individual/ Agency) policy held & name of Insurer	Yes <input type="checkbox"/> No <input type="checkbox"/> Insurer:
	Date of DBS of off-site PE:	
	Will this continue to be valid for the course of the placement?	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Qualification- please indicate if the award is held already or will be worked towards across the duration of this placement.	PEPS 1 <input type="checkbox"/> PEPS 2 <input type="checkbox"/> Other (please state)
	Does the Practice Educator have a named Mentor? If yes, please include name and contact details here	

Onsite Supervisor (s)	Name:	
	Email address:	
	Telephone No.:	
Link Lecturer / Academic Adviser	Name:	
	Email address:	
	For additional University contact details, please see Practice Education Handbook	

### Placement Dates

Date of PLA meeting		
Proposed Start Date:		
Proposed End Date:		
Number of Placement Days:	70 Days <input type="checkbox"/>	100 Days <input type="checkbox"/>
Study Days Entitlement During this Period**	7 Days <input type="checkbox"/>	10 Days <input type="checkbox"/>
How will the student take their study days during the placement?		
Students are required to attend University Skill Development days. These days will be provided by the University Placement Team and should be recorded here by the Student:		
<p>**Ordinarily, Students would be expected to take one study day, for every two weeks they are on placement. It is the Student's responsibility to negotiate with their On-site Supervisor (where applicable) and Practice Educator when these study days are taken. Students should only take study days to complete placement module related work.</p>		

## Placement Days

Hours (including a variety of shift working)***:	
'Lunch' break scheduled into each daily shift:	
Weekly Schedule (normally a minimum of 3 days each week):	
Induction Period and Planned Activities	
<p>*** It is hoped Students will optimise their learning opportunities by including a range of shifts in line with the Agency's 'normal' working patterns-as undertaken by workers employed within the agency. <b>Students are expected to work a minimum of 6 hours and a maximum of 8 hours for each scheduled day.</b> In exceptional circumstances, Students may complete more hours in each day. It is expected that Students will take any additional hours as Time Off In Lieu (TOIL) at the earliest opportunity. See <a href="http://www.hls.brookes.ac.uk/peu/resources-for-supporting-students">http://www.hls.brookes.ac.uk/peu/resources-for-supporting-students</a></p>	

## Anticipated Leave

NB Un-anticipated absences by Students must be recorded and reported according to the University and Agency Policies.

<p><b>Student</b></p> <p>Ordinarily, it is expected that Students will not take any holiday during their agreed placement dates. If absences are anticipated, they should be agreed and recorded here</p>	<p>Dates:</p>	
<p><b>Practice Educator</b></p>	<p>Dates:</p>	
	<p>Back up cover provided by the following contact</p>	
	<p>Role of Backup during PE absence:</p>	
<p><b>On-site Supervisor</b></p>	<p>Dates:</p>	
	<p>Back up cover provided by the following contact</p>	
	<p>Role of Backup during OS absence:</p>	
<p><b>Academic Advisor /Link Lecturer</b></p>	<p>Dates:</p>	
	<p>Back up cover provided by the following contact</p>	
	<p>Role of Backup during AA/LL absence:</p>	

Please complete the information which best applies to the placement experienced being offered on this occasion			
<b>Statutory or Non-statutory</b>			
<b>Management</b>	Parent Agency	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	Name if applicable		
<b>Children and Families or Adults</b>			
<b>Field (please select all which apply)</b>	Adoption and Fostering <input type="checkbox"/>	Domestic Violence <input type="checkbox"/>	
	Substance / alcohol Misuses <input type="checkbox"/>	Mental Health <input type="checkbox"/>	
	Education <input type="checkbox"/>	BME <input type="checkbox"/>	
	Homelessness / Housing <input type="checkbox"/>	Offenders <input type="checkbox"/>	
	Asylum Seekers / Refugee <input type="checkbox"/>	Palliative Care / End of Life <input type="checkbox"/>	
	Children and Family Support <input type="checkbox"/>	Sexual Exploitation <input type="checkbox"/>	
	Learning Disabilities <input type="checkbox"/>	Autism <input type="checkbox"/>	
	Safeguarding <input type="checkbox"/>	Parenting <input type="checkbox"/>	
	Employment <input type="checkbox"/>	HIV/Aids <input type="checkbox"/>	
	Physical Disabilities <input type="checkbox"/>	Health <input type="checkbox"/>	
	MDT <input type="checkbox"/>	Leaving Care <input type="checkbox"/>	
	Looked After Children <input type="checkbox"/>	Facilitating Change <input type="checkbox"/>	
	Other:		
<b>Setting</b>	Hospital <input type="checkbox"/>	Community <input type="checkbox"/>	
	Day Services <input type="checkbox"/>	Residential <input type="checkbox"/>	
	Offender Institution <input type="checkbox"/>	School/ Pupil Unit <input type="checkbox"/>	
	Centre <input type="checkbox"/>	Field <input type="checkbox"/>	
	Other:		
<b>Opportunities</b>	Working with social workers	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	Meeting Professional Regulatory Bodies Standards of Proficiency and Codes of Conduct	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	Learning from Team Members	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	Learning from other Teams	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<b>Car / motorbike Driving</b>	Car/motorbike license required	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	Car / motorbike required	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	Opportunity to access agency motor vehicle	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<b>Health and Safety/Safety of the Environment</b>	H&S Polices in place?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	Monitored?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	Additional measures need to be put in place to make it so:		
<b>Equality and Diversity Policies</b>	In place	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	Monitored	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<b>Funding Arrangements</b>	Clear	Yes <input type="checkbox"/>	No <input type="checkbox"/>

**Does the HEI representative confirm this placement has standards to meet (please circle response):**

**First (70 day) Placement    Yes / No**

**Last (100 day) Placement    Yes / No**

## Protocols and Policies

The following policies and procedures must be accessed by the Student during the placement preparation or induction period. The Student should indicate that (s)he has read the relevant information by marking the boxes provided. Additionally, the student is required to complete the Induction Checklist provided at the end of this Learning Agreement.

**The implications of these policies should be discussed between the Student, Practice Educator and/or On-Site Supervisor and University Link Lecturer/Academic Adviser as part of the Practice Learning Agreement Meeting.**

See <http://www.hls.brookes.ac.uk/peu> for latest versions of University practice procedures

- |   |                          |
|---|--------------------------|
| • Policies and guidance within the practice education/placement learning experience   | <input type="checkbox"/> |
| • Freedom to Speak Up: raising concerns about practice including (whistleblowing, bullying and harassment) in practice placements | <input type="checkbox"/> |
| • University Standards of Conduct: "Fitness to Practise" procedures   | <input type="checkbox"/> |

## Induction Checklist

Please ensure that the following items are included within the student's induction into the organisation. Please check off each item when they occur. As this list is not exhaustive, please add additional topics that need to be covered if necessary. It may be appropriate to append the agency's own induction checklist

TASK	DATE COMPLETED
Email PEU on the first day of placement confirming your start date	
Check list from Protocols and Policies (page 7 of Practice Learning Agreement)	
Orientation of office facilities	
Introduction to staff, co-workers and their roles	
IT Systems including agency data protection policy in particular the storage, use of and responsibility for data provided, accessed or obtained whilst on placement and use of audio and visual recordings	
Parking and travel arrangements	
Emergency procedures (including fire, first aid, and evacuation)	
Health and Safety including Lone working policy	
Whistleblowing procedures	
Accident reporting and recording	
Legal and ethical protocols, including local code of conduct, statement of values, Inclusion and Diversity policy etc.	
Sickness and absence policies	
Display Screen Equipment procedures (if applicable)	
Manual handling (if applicable)	
Risk assessment policies and procedures	
<b>Placement Profile to be completed within 10 working days of starting the placement: The Placement Profile Form is accessed via Google Drive.</b>	
PLA sent to PEU within 10 working days of starting the placement	

### Signed

Agency Supervisor:

Date:

Practice Educator:

Date

Student:

Date



## Practical Arrangements

**What practical arrangements are in place for the Student? (E.g. use of telephone, laptop, mobile phone, workstation, administration etc.):**

**Dress Code:**

**Travelling and Expenses-** please note how the Student can claim back any expenses incurred whilst on placement. The University will not pay the Student for any expenses incurred:

**Title and role of Student whilst on placement:**

NB It is normally expected that the Student will be identified as a Student Social Worker or Social Work Student. If this is deemed unsuitable, it should be discussed during the Practice Learning Agreement Meeting and recorded here:

**NB a student must not use the sole title of Social Worker.**

### Student's Learning Needs and Agency Learning Opportunities

**Specific learning or support needs of the Student** – i.e. support required due to the Student/Practice Educator having a disability, a specific learning need e.g. dyslexia etc.

Please also discuss issues in relation to the power dynamics in the Student/Practice Educator relationship:

**How these will be managed, including reasonable adjustments or action to be taken:**

**Student's Learning Objectives for the duration of this placement:**

These should be identified in collaboration with the Practice Educator and relate to the assessment criteria for this placement (e.g. the PCF Domains at the appropriate level). It is recommended that four or five separate Learning Objectives is the maximum number, which could reasonably be addressed within the time limits of this placement experience.

**How will the agency support the Student in meeting these objectives?**

**What work can the Student expect to complete?**

**Is there any exclusion to the work undertaken by the Student?**

**What methods will be used to assess the Student during this practicum experience?**

**How will the service user experience be captured?**

It is a requirement that Service User feedback is part of the final submission for the practice modules. Please discuss and agree how the service user experience will be incorporated into the Student's learning experience and utilised by the Student as part of their development and evidence.

**Are there any additional pieces of information which are pertinent to this placement / selection of student undertaking this placement?**

Supervision

<b>Practice Educator</b>	Frequency:	
	Duration:	
	Venue:	
<b>Onsite Supervisor (if applicable)</b>	Frequency:	
	Duration:	
	Venue:	

## Target Dates

Students and Practice Educators are expected to work together to plan and manage the presentation of evidence. Work must be presented in a timely manner.

	Number of Days	Date	Submission of Student Paperwork
<b>Start of Placement</b>	1		Email PEU with placement start date
<b>Send PLA and Placement Profile to PEU</b>	10		Send PEU completed PLA and placement profile within 10 working days from the start of placement.
<b>Observation 1</b>	Before Midway		-By Midway Review to PE
<b>Midway Review</b>	Half -Way Point		-48 Hours before the meeting date to: AA, PE and OS
<b>Observation 2</b>	After Midway		-By End of Placement to: PE
<b>Observation 3</b>	Before Last Day		-By End of Placement to: PE
<b>End of Placement</b>	70 /100		-By End of Placement to: PE -End of Placement Date plus 8 Working Days Final Submission of Portfolio to: University (PAC Office)
<p>NB The Practice Educator, Onsite Supervisor or Academic Advisor/Link Lecturer may require relevant reports to be submitted at alternative points. If these are anticipated prior to the placement commencement, it should be recorded here. <b>Any adjustments to End of Placement date must be reported to the PEU (<a href="mailto:social-work-peu@brookes.ac.uk">social-work-peu@brookes.ac.uk</a>) and Student at the earliest opportunity</b></p>			

### Signing of this Learning Agreement Contract

In signing this form the individuals are agreeing to carry out fully their roles and responsibilities as outlined in the Practice Education Handbook.

Student:

Date:

Practice Educator:

Date:

Onsite Supervisor:

Date:

Academic Advisor:

Date:

It is the Student's responsibility to ensure signatures are obtained in a timely manner, and this document is sent in the Word format, electronically, to the PEU ([social-work-peu@brookes.ac.uk](mailto:social-work-peu@brookes.ac.uk)) within 10 working days of the first placement day.

## Timesheet/Placement Dates Verification

Student:							Practice 1 or 2:				
Practice Educator:							Placement Agency:				
No. Days:			Start Date:				End Date:				
Please enter <b>P</b> for placement days; <b>S</b> for study days; <b>A</b> for Absence; <b>U</b> for Skill Recall Days Leave blank if it is none of the above											
Week Beginning	M	T	W	T	F	S/S	<b>P</b> Weekly Total	<b>P</b> Cumulative	PS/PE signature		
<b>Total</b> (NB the Total <b>P</b> days should add up to 70 (First Placement) or 100 (Last Placement))											

**Signed and Dated Onsite Supervisor/Onsite Practice Educator:**

**Signed and Dated Student:**

Please return a copy of your completed sheet to [social-work-peu@brookes.ac.uk](mailto:social-work-peu@brookes.ac.uk)



## Holistic Assessment using the Professional Capabilities Framework

SECTION 1:

### Summary of Assessment and Supporting Evidence

#### 1.1 Placement Details

<b>Student</b>	
<b>Practice Educator</b>	
<b>Onsite Supervisor (if applicable)</b>	
<b>Placement details</b>	First Placement <input type="checkbox"/> Last Placement <input type="checkbox"/>
	Postgraduate <input type="checkbox"/> Undergraduate <input type="checkbox"/>
	Adults <input type="checkbox"/> Children <input type="checkbox"/>
<b>Team /Agency</b>	
<b>Dates of Placement</b>	
<b>Academic Adviser/Link Lecturer</b>	

#### 1.2 FINAL ASSESSMENT FOR THIS PLACEMENT

See Section 2 for Holistic Assessment Report

<b>Recommendation (please highlight)</b>	<i>Pass</i>	<i>Fail</i>	<i>Defer</i>
<b>Practice Educator Signature</b>			
<b>Student Signature</b>			
<b>Academic Adviser/Link Lecturer Signature</b>			
<b>Date</b>			

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

<b>Assessment</b>	
<i>Number of Observations undertaken by Practice Educator</i>	
<i>Number of Observations undertaken by Onsite Supervisor</i>	
<i>Practice Learning Agreement</i>	
<i>Midway (Interim) Review Report</i>	
<i>Onsite Supervisor's Report (optional)</i>	

**1.4 Summary of any issues or circumstances taken into account in this recommendation (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</b>
<b>Placement</b> <i>e.g. workload, PE and/or organisational factors etc.</i>	
<b>Student</b> <i>e.g. health, personal circumstances, disability etc.</i>	



**1.4 Summary of evidence linked to the PCF used to support this recommendation and included in the portfolio.**

Types of Evidence should be identified through collaboration between the Practice Educator and the Student. Typically, it would include Observation Reports or Reflections; Outlines of Service User/Carer Feedback; Critical Reflections on Practice; Extracts from Supervision Notes; Student Presentations; the Midway Review Report\*

\* It is a requirement that the student includes a copy of the Midway Review Report as evidence in the summative submitted portfolio; however, it is not mandatory that it is used as evidence within this report.

**NB It is a requirement that the evidence submitted by Students within the final portfolio is anonymised and contains no identifying features of any persons without their written consent (this includes co-workers). Students should not be including agency tools, which contain details of service users, their families or work colleagues within this sample of evidence. This includes, but is not restricted to assessments and case notes.**

<i>Type of evidence</i>	<i>Evidence Number</i>	<i>List title(s) of documents used in each category</i>

**A list of additional evidence, which was considered when writing this report:**

Here, you may consider outlining case notes, assessment documents and other work products that have been shown to the Practice Educator, but for reasons of sensitivity are not suitable for presentation in the summative portfolio. Furthermore, it is an opportunity to outline informal observations, feedback and supervision processes which it was not possible to capture as written evidence

<i>Type of evidence</i>	<i>Evidence Number</i>	<i>List title(s) of documents used in each category</i>

## SECTION 2a: Assessment Report

### ***Holistic assessment***

#### ***PCF level descriptor***

***By the end of the first placement*** students should demonstrate effective use of knowledge, skills and commitment to core values in social work in a given setting in predominantly less complex situations, with supervision and support. They will have demonstrated capacity to work with people and situations where there may not be simple clear-cut solutions.

***By the end of qualifying programmes, demonstrated in the context of the last placement*** newly qualified social workers should have demonstrated the knowledge, skills and values to work with a range of user groups, and the ability to undertake a range of tasks at a foundation level, the capacity to work with more complex situations; they should be able to work more autonomously, whilst recognising that the final decision will still rest with their supervisor; they will seek appropriate support and supervision.

Please provide an overall judgement of the student's professional capability with reference to the level descriptor for this placement, taking into account:

- Capability across all nine domains of the PCF
- Progressive assessment of the candidate's capability during the placement
- Any factors that may have affected the student's progress during the placement

Link your comments to examples of evidence presented over the course of the placement and, if appropriate, information provided in Section 3 to support the overall assessment.

#### ***Feedback on Overall Capability***

*(Guideline 500 words)*

--

**Assessment of Student's Future Learning Needs/Priorities**  
(Guideline 200 words)

**Student's Comments on Assessment**  
(Guideline 300 words)

**Academic Adviser/Link Lecturer's Comments on the Assessment:**  
(Guideline 200 words) *This section should be completed if there is a discrepancy between the Practice Educator's Assessment and the Student's Comments, or if the assessment recommendation was for a practice Fail.*

SECTION 2b: **Holistic Assessment of Each Domain**

Practice Educators; please provide additional information to support your overall assessment in Section 2. Where evidence within one or more domains is weak (i.e. there is no evidence that the student has demonstrated each aspect of the descriptor for each domain at the appropriate level), you may choose to use this space to describe why you are recommending a pass or fail. 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 250 words 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.**

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

**Assessment**

**Evidence used to support judgement**

**Capability at level for this placement (please highlight)**

*Demonstrated*

*Not Demonstrated*

**Domain 2 Values and Ethics****Apply social work ethical principles and values to guide professional practice**

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

**Assessment****Evidence used to support judgement**

<b>Capability at level for this placement (please highlight)</b>	<i>Demonstrated</i>	<i>Not Demonstrated</i>
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**Domain 3 Diversity and Equality****Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice**

Social workers understand that diversity characterises and shapes human experience and is critical to the formation of identity. Diversity is multi-dimensional and includes race, disability, class, economic status, age, sexuality, gender (including transgender), faith and belief, and the intersection of these and other characteristics. We understand that because of difference, and perception of difference, a person's life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim. We identify this and promote equality

**Assessment****Evidence used to support judgement**

<b>Capability at level for this placement (please highlight)</b>	<i>Demonstrated</i>	<i>Not Demonstrated</i>
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## **Domain 4 Rights, Justice and Economic Wellbeing**

### **Advance human rights and promote social justice and economic well-being**

Social workers recognise and promote the fundamental principles of human rights, social justice and economic wellbeing enshrined in national and international laws, conventions and policies. These principles underpin our practice and we use statutory and case law effectively in our work. We understand and address the effects of oppression, discrimination and poverty. Wherever possible, we work in partnership with people using services, their carers and families, to challenge inequality and injustice, and promote strengths, agency, hope and self-determination.

#### **Assessment**

#### **Evidence used to support judgement**

**Capability at level for this placement (please highlight)**

*Demonstrated*

*Not Demonstrated*

## **Domain 5 Knowledge**

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

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

#### **Assessment**

#### **Evidence used to support judgement**

**Capability at level for this placement (please highlight)**

*Demonstrated*

*Not Demonstrated*

## Domain 6 Critical reflection and Analysis

### Apply critical reflection and analysis to inform and provide a rationale for professional decision-making

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

#### **Assessment**

#### **Evidence used to support judgement**

**Capability at level for this placement (please highlight)**

*Demonstrated*

*Not Demonstrated*

## Domain 7 Intervention and Skills

### Use judgement, knowledge and authority to intervene with individuals, families and communities to promote independence, provide support, prevent harm and enable progress

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

#### **Assessment**

#### **Evidence used to support judgement**

**Capability at level for this placement (please highlight)**

*Demonstrated*

*Not Demonstrated*

## Domain 8 Contexts and organisations

**Engage with, inform, and adapt to changing organisational contexts, and the social and policy environments that shape practice. Operate effectively within and contribute to the development of organisations and services, including multi-agency and inter-professional settings.**

Social workers are informed about and pro-actively respond to the challenges and opportunities that come from changing social, policy and work contexts. We fulfil this responsibility in accordance with our professional values and ethics, as individual and collective professionals and as members of the organisations in which we work. We collaborate, inform and are informed by our work with other social workers, other professions, individuals and communities

### **Assessment**

### **Evidence used to support judgement**

**Capability at level for this placement (please highlight)**

*Demonstrated*

*Not Demonstrated*

## Domain 9 Professional Leadership

**Promote the profession and good social work practice. Take responsibility for the professional learning and development of others. Develop personal influence and be part of the collective leadership and impact of the profession.**

We develop and show our leadership, individually and collectively, through promoting social work's purpose, practices and impact. We achieve this through diverse activities which may include: advancing practice; supervising; educating others; research; evaluation; using innovation and creativity; writing; using social media positively; being active in professional networks and bodies; contributing to policy; taking formal leadership/ management roles. We promote organisational contexts conducive to good practice and learning. We work in partnership with people who use services and stakeholders in developing our leadership and aims for the profession.

### **Assessment**

### **Evidence used to support judgement**

**Capability at level for this placement (please highlight)**

*Demonstrated*

*Not Demonstrated*



**Midway (Formal Interim) Review Report**

*To be completed by the Student in collaboration with Practice Educator and Onsite Supervisor*

**Student Name:**

**Practice Educator:**

**Onsite Supervisor:**

**Link Lecturer/Academic Adviser:**

**Agency Name and Address:**

**Dates of Supervision**

(including any reasons why planned supervision sessions did not go ahead):

**Onsite Supervisor (if applicable):**

**Practice Educator:**

**Number of days completed on placement by the midway meeting:**

**Predicted placement end date:**

**Any Changes to Practice Learning Agreement:**

## **Student Self-Assessment**

*This form is to be completed prior to the Midway (Formal Interim Review) meeting and shared as per the Practice Learning Agreement.*

### **Description of Work** (Guide: 750 -1000 words)

Outline your placement to date. This should include information of work you have undertaken whilst on placement, as well as any unexpected experiences, challenges and barriers you have encountered. When you outline this work ensure you provide an agency context which could include: the impact of the agency philosophy; influencing legislation and policy; professional codes and standards; sociological and psychological frameworks employed by the agency etc.

**Reflection** (Guide: 750 -1000 words)

Using a reflective cycle of your choice, critically reflect on your **progress** on this placement so far. Consider reflecting on one or two of your learning objectives identified in the Practice Learning Agreement and highlight specific strengths and learning needs identified subsequently. You should include examples of how you have met Standards of Conduct, Performance and Ethics, and your overall professional development.

Student Signature:.....

Date: .....

**For the Student to complete (in collaboration with the Onsite Supervisor (if applicable) and the Practice Educator)**

Outline on the following table, evidence of how you have met the nine domains of the PCF so far on your placement. One or two examples of specified practice experience should be provided for each domain in the Learning Opportunities Completed. In addition, state where there are plans to undertake work, but it has not happened yet, in the Learning Opportunities Planned.

If there are any gaps emerging in your ability to evidence any domain of the PCF, you should highlight these in Action Plan to Meet Identified Gaps in Learning. Do not complete the Action Plan to meet identified gaps in learning section prior to the Midway Review Meeting. Plans to address any such gaps should be developed in the Review Meeting.

<p><b>1. PROFESSIONALISM</b></p> <p>Identify and behave as a professional social worker, committed to professional development</p>
<p><b>Work carried out/Learning opportunities completed</b></p>
<p><b>Learning activities/opportunities planned</b></p>
<p><b>Action plan to meet identified gaps in learning</b></p>
<p><b>2. VALUES AND ETHICS</b></p> <p>Apply social work ethical principles and values to guide professional practice</p>
<p><b>Work carried out/Learning opportunities completed</b></p>
<p><b>Learning activities/opportunities planned</b></p>
<p><b>Action plan to meet identified gaps in learning</b></p>
<p><b>3. DIVERSITY</b></p> <p>Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice</p>
<p><b>Work carried out/Learning opportunities completed</b></p>

<b>Learning activities/opportunities planned</b>
<b>Action plan to meet identified gaps in learning</b>
<b>4. RIGHTS, JUSTICE AND ECONOMIC WELLBEING</b> Advance human rights and promote social justice and economic wellbeing
<b>Work carried out/Learning opportunities completed</b>
<b>Learning activities/opportunities planned</b>
<b>Action plan to meet identified gaps in learning</b>

<b>5. KNOWLEDGE</b> Apply knowledge of social sciences, law and social work practice theory
<b>Work carried out/Learning opportunities completed</b>
<b>Learning activities/opportunities planned</b>
<b>Action plan to meet identified gaps in learning</b>
<b>6. CRITICAL REFLECTION AND ANALYSIS</b> Apply critical reflection and analysis to inform and provide a rationale for professional decision-making
<b>Work carried out/Learning opportunities completed</b>
<b>Learning activities/opportunities planned</b>
<b>Action plan to meet identified gaps in learning</b>
<b>7. INTERVENTION AND SKILLS</b>

Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse.

**Work carried out/Learning opportunities completed**

**Learning activities/opportunities planned**

**Action plan to meet identified gaps in learning**

## **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

**Work carried out/Learning opportunities completed**

**Learning activities/opportunities planned**

**Action plan to meet identified gaps in learning**

## **9. PROFESSIONAL LEADERSHIP**

Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management

**Work carried out/Learning opportunities completed**

**Learning activities/opportunities planned**

**Action plan to meet identified gaps in learning**

## **Service User/Carer Evaluation of Student's Practice**

**Comment briefly on the nature of the feedback obtained from service user/s or carer/s or any issues arising from it that need to be addressed:**

### **Practice Educator to complete (in collaboration with the Onsite Supervisor if applicable)**

**Please comment on the standard of the Student's written work in terms of its accuracy, clarity, analysis and coherence:**

**How many observations have been completed?**

**Please also comment on the plans for the remaining observation(s) including timescales:**

**Please comment on the Student's overall progress in the first half of the placement, including their ability to link theory to practice. Please identify any particular strengths and areas of development for the Student during their final part of their placement:**

## Prediction for the End of Placement

Please highlight the sentence that is most applicable;

- The student is likely to **pass** the placement if current progress is maintained
- The student is likely to **fail** the placement if current progress is maintained
- The student is **borderline** at this stage in the placement
- There is **insufficient evidence** at this point to make a judgement

If the prediction is one of the latter three points then please indicate what action is going to be taken, including whether the Standards of Conduct, Fitness to Practise document has been consulted: <http://www.hls.brookes.ac.uk/peu>

## Names (Please Print) and Signatures

Practice Educator:

Onsite Supervisor (if applicable):

Student:

Academic Adviser/Link Lecturer:

Date:



## Observation Report

### Preparation Prior to the Direct Observation

(Student to complete and share with the Observer before the direct observation takes place) *Please note this form is a sample only. The observer may prefer to use an alternative format employed currently within the agency or elsewhere*

<b>Name of Student</b>	
<b>Name of Observer and Designation</b> (e.g. Practice Educator/On-Site Supervisor etc.)	
<b>Date of Observation</b>	
<b>Title of Session</b>	
<b>First/Second/Third Observation</b>	
<b>Arrangements for Capturing Service User Perspective</b>	

**a) Aims and objectives for this observation** (identify measurable objectives that are specific to your individual learning needs, and show progression since any previous, formal or informal, observations):

- 
- 
- 

**b) List the professional standards that you hope to demonstrate** (this should include PCF Domains or Descriptors, BASW Codes of Ethics and HCPC Codes and Standards):

- 
- 
-

## **Observer's Report**

**To what extent did the student meet the learning objectives and aims set?**

**Which of the anticipated professional standards did the student demonstrate (please provide specific examples of how these were demonstrated)?**

**Were there any additional PCF Domains the student demonstrated (please provide specific examples of how these were demonstrated)?**

**Please include any additional comments, including overall performance of the student during this observation, and recommended learning outcomes for future observations?**

## **Service User Perspective**

The student is responsible for making arrangements for the collection of service user feedback. This includes, but is not limited to, developing the format this will be completed in, as well as coordinating who will collect any feedback. It may be necessary for the student to develop a feedback form or strategy in conjunction with the agency staff and, or, the Practice Educator.

## **Student's Reflection on Observation Learning**

To be completed by the student following the observation and after receiving feedback from the observer and service user/carer (if applicable).

It is recommended you use a reflective model and include some of the following within the reflection:

- The extent you met your identified objectives
- Examples of how you have related theory, skills, knowledge and policy to your practice
- How you have incorporated the Service User perspective within your learning

**Students Signature:**

**Date:**

**Observer's Signature:**

**Date:**

## **Additional Resources**

Additional templates and frameworks are available via the Student Virtual Learning Environment (Moodle). Practice Educators should liaise with the University Module Lead if they would like access to any additional Tools.

**Please note The College of Social Work's Professional Capabilities Framework (PCF) is included within this Handbook (see back of Appendices in Section Four). For the most current version of the Proficiency Standards the Student should be assessed against, please refer to the authorised version online.**

Currently (July 2018), this is held by BASW and is available at:  
<https://www.basw.co.uk/pcf/>



## **Section 4 Guidance & Procedures:**

### **Contents**

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University Procedure for Student Complaint/Grievance	page 117





## **Rules Concerning Placement Learning**

**You Need Two Different Placements** – see Guidance provided by The College of Social Work [https://www.basw.co.uk/system/files/resources/basw\\_50014-7\\_0.pdf](https://www.basw.co.uk/system/files/resources/basw_50014-7_0.pdf)

### **Different Experience in First and Last Placements**

The [HCPC's standards of proficiency for social work](#) (SOP) are based on the principle that a social worker trains and qualifies with a broad experience and understanding of the profession, i.e. a variety of settings and service user groups (although of course, not all).

This means that if programmes do not offer broad practice experience, their students will be unable to meet the standards of proficiency.

The SWRB endorsed the view that students should develop generic practice skills at qualifying level, which could be later developed through specialist experience and training after qualification.

Students should normally have different experience in their first and last placements.

This is likely to mean **different settings, service user groups, ages or methods.**

This should contribute to all students developing a 'think family' perspective, and form the foundation for developing specialist skills once qualified.

Offering flexibility in the range of different placement experiences will mean that matching with learner needs can be considered, although it will continue to be difficult to allocate placements on the basis of student choice alone.

### **Statutory Interventions in the Last Placement**

The SWRB and The College of Social Work agreed preparation for statutory social work should be defined by **the tasks undertaken by students on placement**, rather than the setting (e.g. local authority) or type of placement (e.g. statutory).

This maximises the availability of placements across statutory and non-statutory sectors, to include all settings where formal assessment of risk and safeguarding takes place.

The HCPC's 'Guidance on conduct and ethics for students' places expectations on students to act within the limits of their knowledge and skills, recognising that they are not yet autonomous practitioners but should work with the appropriate level of supervision.

### **You Need to Attend all your Days**

It is expected that you will attend placement and follow the same working patterns normally expect of staff in that agency.

This may range from placements where you work shift patterns, sometimes into the evenings and weekends, to placements where you work a more standardised pattern of week day hours.

- Attendance on placement is required and all days must be accounted for.
- You are expected to adhere to the agency's usual arrangements for attendance. This includes procedures for reporting sickness and all planned and unplanned leave.
- You must remain in communication with your Link Lecturers at University, and keep them informed of any problems with attendance
- Neither study days of the Skills Recall Workshops count towards the total number of placement days. However, they should still be recorded in your Placement Dates Verification form.
- Time taken as study days is to be used for self-directed study relating to the academic content of the current placement module only.

### **You must Record your Placement Days**

Students are required to complete the Timesheet/Placement Dates Verification sheet to record the number of days attended on placement including, and identifying, study days

<http://www.hls.brookes.ac.uk/peu/resources-for-supporting-students>

All student practice hours are calculated, taking account of professional statutory regulatory body requirements for registration. **Students are normally regarded as supernumerary.** The primary role of the student on placement is that of a learner.

<http://www.hls.brookes.ac.uk/peu/statement-in-relation-to-supernumerary-status-of-students-on-pre-qualifying-courses-programmes>

Supernumerary status of students means that students are additional to the workforce requirement and staffing figures. They will make an evolving contribution to the work of the placement area to enable them to learn how to support clients/service users and meet the professional competence requirements of their programme.

**Student hours in practice should be recorded on the Timesheet/Placement Dates Verification sheet.** The student's recorded time is from the start of the shift/practice session until the end of the shift/practice session/ or the time they leave (as approved by the Practice Educator/Supervisor).

This includes all practice learning opportunities and reflection during the practice session. For example, team meetings, in house training, preparation time required by the practice area, and other learning activities agreed by the Practice Supervisor/Educator. Ordinarily, **supervision is included as an integral part of practice learning, and as such contributes to the time on placement.**

The **minimum recorded time permitted is six hours per day** in practice.

The **maximum recorded time permitted is eight hours per day** in practice.

**Additional hours should be taken as time off in lieu (TOIL) at the soonest opportunity, but cannot be accrued.**

Hours are to be rounded up/down.

Some students may also be required to document their shifts/practice sessions in the placement provider rota system.

## **You Need to Manage any Absence from Placement**

### **- If you cannot attend placement**

Students are required to comply with the attendance and reporting sickness policies of the placement host organisation and must familiarise themselves with this within the first week of their placement. You are also required to contact the Practice Education Unit either by telephone or email for any total absences greater than five days. Students must record any sickness on the Timesheet/Placement Dates Verification sheet and have this countersigned by their Practice Educator.

### **- Returning to placement following sickness**

As a student professional practitioner you are required to be able to manage your sickness according to professional expectations. Employment best practice recommends a return to practice discussion following periods of sickness so that employees are provided with appropriate support mechanisms.

For full guidance see the **Return to Practice Education Setting Following Sickness – Interview Form PLC 10\_23**

(see [http://www.hls.brookes.ac.uk/images/plu/peg\\_180212\\_07\\_return-to-practice-from-sick-leave-june-2018.docx](http://www.hls.brookes.ac.uk/images/plu/peg_180212_07_return-to-practice-from-sick-leave-june-2018.docx)).

### **- Reasonable adjustments**

For reasonable adjustment requirements guidance, please refer to

<http://www.hls.brookes.ac.uk/images/pdfs/plu/reasonable-adjustment-for-health-impairment-and-disability-guidelines.pdf>.

## **Travel Arrangements**

### **- Vehicle Insurance**

Social work students, who have a current driving licence and who will be expected to use their own vehicle during placement, are to have full comprehensive insurance with business use. This is a requirement of using the vehicle on placement and Practice Educators/Onsite Supervisors will need to see evidence of this.

Therefore, on your first day, you must make sure that you have your current insurance documents to show to your agency.

## **-Travel Expenses whilst on Placement**

You will be responsible for paying for your travel to and from your main place of placement and other personal expenses accrued whilst on placement. For expenses accrued undertaking work on behalf of the agency, you may be able to claim this back from the agency that you are placed with. However, this will need to be confirmed at the Placement Agreement Meeting. You will need to comply with the agency's policy on expenses and claims.

## **You Need to Follow the Standards of Conduct**

It is a requirement that the behaviour and conduct of pre-registration students throughout their programme complies with the expectations of the professional group with which they will be able to register upon successful completion of the Social Work degree. Within the limitations of their status as students, all students are expected to comply with the HCPC Guidance on Conduct and Ethics for Students <http://www.hpc-uk.org/assets/documents/10002C16Guidanceonconductandethicsforstudents.pdf>

It is the responsibility of all students to ensure that they are familiar with all the requirements of the professional Code of Conduct, as well as the terms and conditions of this document.

The codes expect behaviour that justifies public trust and confidence and respects the privileged relationship with service users and, as such, includes behaviours outside the placement or programme situation.

Students are also expected to:

- Observe or undertake practice in accordance with arrangements negotiated with the relevant practice and University staff.
- Familiarise and, if appropriate, sign any local code of conduct specific to the agency.
- Conduct themselves, and undertake agreed work, in a manner appropriate to their student status and with concern for the feelings of others, including colleagues and managers but, especially, service users and members of the public. Guidance to help students learn professional behaviour can be found in the Appendix. Guidelines for professional behaviour/suitability for Pre-Qualifying Students and on the following link: <http://www.hls.brookes.ac.uk/peu>

Students **MUST** read and comply with the Standards of Conduct document and complete the self-declaration on the Practice Education Management System (PEMS) prior to collecting the Fitness to Practise (FtP) ID Badge from the PEU. **Students cannot start placement without this ID Badge in any circumstances.**

## **Professional Suitability for Pre-qualifying Students**

These guidelines are intended to help you understand and learn about professional behaviour. They also provide guidance for staff in supporting your development of professional behaviour and address issues that warrant attention before initiating University Regulations or the Faculty's Standards of Conduct – Fitness to Practise.

**There are two main sets of regulations, which relate to the behaviour and conduct of students. The University Regulations which apply to all students, and those laid down by the appropriate professional and or regulatory body to which students will apply for registration on completion of the programme. The professional and regulatory regulations are integrated into the Standards of Conduct: Fitness to Practise- pre-registration students. For all practice related issues the Faculty Standards of Conduct apply [www.brookes.ac.uk/Documents/Practice-Education/Standards-of-Conduct/Standards-of-Conduct-Pre-reg/](http://www.brookes.ac.uk/Documents/Practice-Education/Standards-of-Conduct/Standards-of-Conduct-Pre-reg/) .**

There are four main areas that the two sets of regulations relate to.

Below are listed the processes which will be followed if it is suspected that the regulations have been breached.

The four areas are:

- Academic misconduct - which will mostly be dealt with through the University regulations and will be referred to the Academic Disciplinary Officer
- Unprofessional behaviour within University based settings – which will be dealt with primarily through University regulations but possibly professional body regulations via the Fitness to Practise documentation
- Unprofessional behaviour in practice settings – primarily via the Fitness to Practise documentation. These may be investigated by different bodies depending on the seriousness of the case and area of the alleged breach. The appropriate course of action will be assessed and agreed by the University Link Lecturer/Academic Adviser, Practice Educator, and (where applicable) Practice Supervisor.
- Health related issues will be dealt with using a separate process. All health and social care professionals shall meet strict rules for character, conduct and health in order to safeguard the health and social wellbeing of those who use or need their services. Students need to commit to these same standards and adhere to the University Regulations and professional body requirements.

For further, detailed information, please go to:

[www.brookes.ac.uk/Documents/Practice-Education/Standards-of-Conduct/Guidelines-for-Professional-Behaviour/](http://www.brookes.ac.uk/Documents/Practice-Education/Standards-of-Conduct/Guidelines-for-Professional-Behaviour/)

Where the student wishes to end a placement prematurely, refer to

<http://www.hls.brookes.ac.uk/peu/guidance-notes-for-discontinuation-of-placements-for-pre-qualifying-students>)

- i. Students who find that they wish to leave their placements must firstly discuss their concerns with their Supervisor/Practice Educator. They must then inform their Supervisor/Practice Educator in writing that they are requesting a meeting where the possibility of ending the placement will be considered. No placement will be considered as ended until it has been agreed at the meeting. Wherever possible students should remain working in their placement until the meeting is held. The only variation to this will be if the Supervisor/ Practice Educator gives permission for a "cooling off" period prior to the meeting and informs the student accordingly. The Link Lecturer/Academic Adviser is responsible for ensuring that there are agreed minutes of the meeting. Agreement to end a placement will usually only occur where it is identified and recorded that the student's learning needs cannot be met.
  
- ii. Where students have completed half or more of their placement days, the student must complete the portfolio to reflect the work they have done, which must be assessed by the Practice Educator and AA/LL. This will be second marked by the Chair of the Practice Assessment Panel or their delegated representative.
  
- iii. Decisions about further placement opportunities will be decided by the Chair of the Practice Assessment Panel, the AA/LL and the Practice Educator, taking into account the portfolio presented (under point two above) where appropriate. This will be ratified by the next Practice Assessment Panel.

## **The Practice Learning Agreement (Contract) Meeting**

For more details of specific roles, see Section One of the Practice Education Handbook

This placement learning agreement is a contract agreed between the Practice Educator, the On-Site Supervisor (if applicable), the Student, and University Link Lecturer/Academic Adviser. The contract has three main facets:

- I. It is an agreement between the University and the Agency about how they will work in partnership to support the Student on placement.
- II. It is a learning agreement agreed between the Student and the Practice Educator and the Agency, identifying the Student's learning needs and learning opportunities available to the Student whilst on placement. It includes how the Student will be supported during his or her time on placement.
- III. It is a document clarifying how the Student will be assessed whilst on placement.

As a contract, which contains confidential and personal data it should be kept secure by the parties to the agreement and not disclosed to third parties unless such disclosure is required or permitted by law.

Consideration should be made of the work opportunities within the Agency setting, the Student's experience and learning needs, and the academic requirements of the course whilst this learning agreement is being drawn up.

By signing this contract, all parties agree to the expectations that the University has regarding the roles and responsibilities for those most commonly involved in placement. A copy of these roles and expectations can be found in the Practice Education Handbook.

The placement learning agreement meeting should take place **before** the placement begins

**It is the Student's responsibility to draft and finalise this contract and ensure that it is signed by all parties.**

**The Student must ensure that a copy of this contract is received by the University within 10 working days of the first day of the placement. This should be in the format of a Word document sent electronically to the Practice Education Unit Administrator.**

## **Direct Observations**

The purpose of the direct observation is to provide the opportunity for your practice to be directly observed and evaluated by either your Practice Educator or another professional involved with your placement. This could be your On-site Supervisor or a colleague from the team. It could also be a Service User, if appropriate. At least one direct observation during your first placement and two direct observations during your second (final) placement, should be carried out by your Practice Educator.

It is expected that you will be directly observed at least twice during your first placement, and three times during your second (final) placement. You share responsibility with your Practice Educators for identifying appropriate opportunities for the direct observation of practice. You should be observed primarily during interactions with Service Users, but a range of other situations could be applicable. It is important that there is a good contrast of experiences so you can demonstrate how your practice is progressing. It is the opportunity for you to demonstrate evidence of capability within a range of situations – eg: case conference, assessments of Service Users, meetings, involvement within a multi-disciplinary setting, leading a training course/presentation etc.

It is expected that the first direct observation will take place before the Midway (Formal Interim) Review. Although the University requirement is for two (first placement) or three (second placement) direct observations, Practice Educators can decide to undertake further observations of your practice if they feel that this would be helpful.

Service User feedback is an important part of the direct observation process and it is expected that feedback will be sought at the end of the direct observation session. This can be in a range of different formats, and should be discussed and planned for, before the start of the observation.

Your Practice Educators may also be interested to read the following journal article to support your knowledge of planning and undertaking direct observations: Humphrey C (2007) Observing Student's Practice (Through the Looking Glass and Beyond) in *Social Work Education*; Vol 26; 7 pp 723-736

### **Plan Ahead**

- Start thinking about direct observation early in the placement.
- Inform service users early and consult them fully. Inform the service user that their feedback will be required following the observation.
- Take a positive approach with service users: 'This is to help me learn how to help you better.'
- Consult other key players, such as the host agency when the Practice Educator is off site.
- Choose a variety of situations (not just one-to-one interviews) so that different areas of competence can be explored.
- Arrange the observations to take place at different stages of the placement.
- Consider the suitability of different venues.



## **Before the Observation**

- Consider seating arrangements so that the Practice Educator's presence has minimal impact; don't be afraid to alter them if necessary.
- Anticipate potential difficulties and develop a strategy, e.g. under what circumstances might the Practice Educator intervene? If the client keeps addressing the Practice Educator, what will you do?
- Book a room if required. Negotiate learning objectives and write them down.
- Set learning objectives
- Make sure your plans match your learning objectives. If learning objective is to see how you manage the process of a session, including beginnings, middles and ends, then the Practice Educator will have to stay for the duration.
- Make sure the feedback session is arranged.

## **Setting Learning Objectives**

**Prior to the direct observation session, the Practice Educator and student negotiate and set two or three learning objectives as their learning objectives for the observation.**

- The Practice Educator asks the student to identify their learning objectives first, and helps the student to formulate these in concrete and specific terms. The student is also encouraged to name how they will know if they have achieved their learning objectives.
- The Practice Educator then identifies their learning objectives in the same way, again naming how they know if they have been met. It is a good idea to write them down and be able to refer to them later.
- It is helpful to frame learning objectives with the student's skills and activities in mind, rather than in terms of achievements made by the service user – the service user's agenda can never be wholly anticipated, and sometimes best practice is to go with that agenda rather than impose one.

## **During the Observation**

- Keep in mind that the overall goal is for the Practice Educator to observe the student, and do whatever is necessary to aid that process (providing the interests of the service user are not jeopardised)
- Take detailed notes (Practice Educator) or make an audio or video recording of the session, having familiarised yourself with the audio and visual recording policy .
- Keep the negotiated learning objectives in mind but make space to respond to unanticipated concerns.

## **After the Observation**

- Seek feedback from the service user in relation to the learning objectives. Where it has not been possible to gather feedback, the student will need to explain the

reasons and how they would gauge the feedback from the evidence available through other means. It can be useful for the observer to gain the feedback.

- Exchange first impressions immediately.
- Where possible, allow time for reflection before the feedback session.

### **The Feedback Session (a recommended approach)**

- Should take place as soon as possible after the observation; however, it is reasonable to allow some time to enable time for personal reflection and analysis of the experience before meeting to discuss the details.
- The student's learning objectives are addressed one by one. The Practice Educator helps the student think through what they did, how they did it, and what they think of it. The Practice Educator can then give feedback, after each goal, with any extra information, and gives an appraisal, with supporting evidence.
- The Practice Educator asks the student to identify any surprises, learning, satisfactions and dissatisfactions which they have with any part of the process – planning, the observation session, the feedback session.

### **Recommended resource:**

Interviewing Skills and Direct Observation Project Team (1999). *A Collaborative Model for Direct Observation*. York: The University of York

## **Social work programme policy regarding the use of audio and visual recording by social work students**

Audio and visual recordings can be a very effective method of teaching and assessing, particularly when skills are being developed and demonstrated.

However, specific safeguards must be in place in order to ensure the proper use of audio and visual recordings.

### **Audio and Visual recording in the University.**

Specific modules on the social work programmes use audio/visual recording to teach and assess core social work skills such as communication. These normally occur within the University, in the Skills Labs. Within these modules, the module team adheres to University policy regarding the use of and storage of the recording.

Students should not use audio or visual recording within the University as part of their programme without the permission and support of the Module Lead or Programme Lead, who will inform the students of their obligations, as stated by the University policy, regarding data protection, obtaining permission and storing the recording.

### **Audio and Visual recording use in practice placement**

It is essential that expectations regarding audio/visual recording as part of the practice placement are discussed at the placement contract meeting by the student, Link Lecturer/Academic Adviser, practice educator and (if appropriate) on-site supervisor, and that the responsibilities relating to the control and security of any recording are adequate and agreed.

If audio and visual records are used, then the practice educator must ensure that the agency procedures regarding data protection are adhered to.

If recordings are made by the student:

- a. Those involved in the recording must be informed why the recording is being made, who will have access to it, where and how long it will be stored and whether any copies of the recording will be made for use elsewhere.
- b. Those being recorded must give their written permission for the recording to take place and the document they sign must contain all the information given to them as described in (a).
- c. Where practice educators require students to use recordings, the practice educator is responsible for ensuring that the practice agency policy regarding data protection is adhered to. Any recording made can only be used for the practice assessor to teach and assess the student on placement and to enable the practice educator to reach a decision about the student's level of capability. The student **MUST NOT** include the recording in their practice portfolio as evidence.

## **Midway (Formal Interim) Review Meeting**

The Midway (Formal Interim) Review Meeting is designed to facilitate the review of your progress on placement so far. **The Midway (Formal Interim) Review should ordinarily take place within the agency setting and should normally include the following people:**

- You
- Your Practice Educator
- Link Lecturer/Academic Adviser
- On-site Supervisor (if applicable)

It is your responsibility to arrange this review meeting, and to take the minutes of the meeting and complete the report in a timely fashion so that all parties can sign it ready for inclusion within the final submission.

### **This meeting has four main facets:**

- It gives the Practice Educator and Off-site Supervisor the opportunity to formally evaluate your progress from the first half of placement
- It gives all parties the chance to summarise and review the evidence identified/planned for evidencing the PCF to make sure that you are on track
- It gives you the opportunity to critically reflect on your work and experiences so far and provide feedback to the AA/LL and Practice Educator about how you feel the placement is progressing
- It also provides the AA/LL with an overview of the whole placement experience.

In preparation for this meeting, it is expected that you in collaboration with your Practice Educator will have already worked through this document. You should also have already completed the Midway (Formal Interim) Review self-assessment and reflective account ready to share this with the Link Lecturer/Academic Adviser.

It is also expected that you and your Practice Educator will have completed one, and preferably two, direct observations and that those observation reports will be available to share with the Link Lecturer/Academic Adviser.

### **The outcome of the Midway (Formal Interim) Review should:**

- Review the progress so far and provide a prediction as to whether you are likely to pass or fail by the end of the placement assessment. **It is important to note that this prediction identifies what the outcome would be if current progress is maintained and does not pre-judge the final assessment.**
- Provide confirmation of the plans for the remainder of the placement – e.g.: what additional or different learning opportunities need to be identified? Does an action plan need to be put in place to support your learning if concerns have been raised? When, how and by whom will this be reviewed?
- Provide confirmation that direct observations have now been undertaken and that opportunities for the final observation have been explored.

## **Submission Requirements**

### **Marking Criteria for the Academic Component of Placement Modules**

Please refer to the relevant Moodle Guides for Modules U48805, U48839 and U48872 for the Marking Criteria for these modules at Levels 4, 5 and 6 respectively.

<https://moodle.brookes.ac.uk/login/index.php>

For Modules P40308, P40309, P40310 all work is marked against the same Level 7 Marking Criteria applied to the rest of post-graduate course.

Please see the Module Leader for clarification if and where necessary

**Your work will not be marked if it is not submitted in a fully completed format.**

### **Handing in Coursework**

The submission date for U48805 and P40308 will be determined by the Module Leader and information about this and the submission arrangements will be available on Moodle

Final Portfolios should be submitted to the PAC office. You will be required to sign in your work. The submission date for U48839; U48872; P40308; P40310 will be determined by date of your final placement day; your hand-in date will be determined and recorded at your Placement Learning Meeting

If your final placement day changes during the course of your placement, you must keep your Practice Educator, Academic Advisor and Practice Education Unit updated.

**The hand-in date will be EIGHT WORKING DAYS AFTER YOUR FINAL PLACEMENT DAY**

You are required to complete your placement within the agreed time-scales, and delayed completions **MUST** be supported by evidence of mitigating circumstances.

There may occasionally be a genuine need for a student to request an extension to the hand-in deadline, due to illness or other mitigating circumstances.

For further details please refer to the [Regulations for the Consideration of Mitigating Circumstances](#).

**If you miss an assignment deadline without obtaining an extension then you will receive Zero/Fail for that assignment.**

## General Regulations for Students Taking Assessments

It is advisable to familiarise yourselves with the University Regulations for students taking assessments: <https://www.brookes.ac.uk/uniregulations/current>

## General Advice about Collection of Coursework

Coursework can be collected from the Programme Administration Centre after the results are published on your PIP page. For times of collection please check instructions on the door to the PAC office.

### **Please note:**

Work will ONLY be held for **one semester**.

After that time it will be destroyed, unless you have made special arrangements with your Module Leader or Programme Administrator.

## **Standards of Conduct: Fitness to Practise**

It is important, in the first instance, that any concerns or difficulties regarding the Student's performance or progress on the placement are discussed between the Practice Educator/Supervisor and the Student. It is important that concerns are aired quickly so that an action plan can be drawn up to try and support the Student in the area(s) with which s/he may be experiencing difficulty.

It is also important that if a Student is concerned about their practice learning experience, and feels unable to discuss this with their Practice Educator/Supervisor, they should talk to their Link Lecturer/Academic Adviser at the earliest opportunity so that advice and guidance can be sought.

However, it is also expected that both parties will have consulted the relevant documents available online at: <http://www.hls.brookes.ac.uk/peu>. Particularly the following:

- Standards of Conduct: Fitness to Practise – available at [www.brookes.ac.uk/Documents/Practice-Education/Standards-of-Conduct/Standards-of-Conduct-Pre-reg/](http://www.brookes.ac.uk/Documents/Practice-Education/Standards-of-Conduct/Standards-of-Conduct-Pre-reg/)
- Guidelines for Professional Behaviour/Suitability for Pre-Qualifying Students – available at [www.brookes.ac.uk/Documents/Practice-Education/Standards-of-Conduct/Guidelines-for-Professional-Behaviour/](http://www.brookes.ac.uk/Documents/Practice-Education/Standards-of-Conduct/Guidelines-for-Professional-Behaviour/)

## **Guidelines for raising and escalating concerns about practice (including whistleblowing)**

As a prequalifying student on a professional practice programme you have a professional duty to put the interests of the people you support first and to act to protect them if you feel they may be at risk. This professional duty is becoming increasingly important for all professional health and social care programmes.

The following principles apply to raising concerns:

- an expectation that staff should raise concerns at the earliest opportunity
- Organisations should support staff by ensuring their concerns are fully investigated.
- clarity around the existing legal right for staff, including students, to raise concerns about safety and service user welfare, malpractice or other wrong doing without suffering any detriment.

Please refer to <http://www.hls.brookes.ac.uk/images/pdfs/plu/guidance-re-freedom-to-speak-up-2015-faecse-27-august.pdf>

## **Complaints Procedure for Student Complaint/Grievance**

In most cases it should be possible to arrange a meeting with relevant parties to resolve any issues. The student should notify the Placement Lead of any potential complaint, and s/he will advise on the best course of action. A three way meeting with the student, the Practice Lead and the person concerned should always be attempted before following the formal complaints procedure.

The procedure below is to be used when a student wishes to register a formal complaint or grievance against a mentor or other agency staff arising from their placement, or where there is a complaint or grievance arising from placement jointly concerning agency and university staff.

<http://www.brookes.ac.uk/students/your-studies/student-disputes/student-complaints/student-complaint-procedure/>





## PCF End of First Placement

### 1. Professionalism - End Of First Placement

**Identify and behave as a professional social worker, committed to professional development**

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

I .....

- recognise the role of the professional social worker in a range of contexts
- recognise the important role of supervision, and make an active contribution
- demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness
- with guidance take responsibility for managing my time and workload effectively
- am able to show awareness of personal and professional boundaries in all contexts and media
- with guidance, recognise my limitations, and how to seek advice
- recognise and seek to meet my own learning needs in response to practice experience
- show awareness of my own safety, health, well-being, self-care priorities and emotional resilience, and seek advice as necessary
- identify concerns about practice, procedures or ethos in the workplace and how they might be questioned and/or improved

## 2. Values & Ethics - End Of First Placement

**Apply social work ethical principles and values to guide professional practices**

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

I...

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

### 3. Diversity - End Of First Placement

#### Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice

**Social workers understand that diversity characterises and shapes human experience and is critical to the formation of identity. Diversity is multi-dimensional and includes race, disability, class, economic status, age, sexuality, gender (including transgender), faith and belief, and the intersection of these and other characteristics. We understand that because of difference, and perception of difference, a person's life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim. We identify this and promote equality**

I...

- understand how an individual's identity is informed by factors such as culture, economic status, family composition, community, life experiences and characteristics – and the intersection of such factors - and take account of these to understand their experiences
- with reference to current legislative requirements, I recognise personal and organisational discrimination and oppression, and identify ways in which they might be challenged by me and by service users and families.
- recognise and, with support, manage the impact on people of the power invested in my role.

#### 4. Rights, Justice & Economic Wellbeing - End Of First Placement

##### Advance human rights and promote social justice and economic wellbeing

**Social workers recognise and promote the fundamental principles of human rights, social justice and economic wellbeing enshrined in national and international laws, conventions and policies. These principles underpin our practice and we use statutory and case law effectively in our work. We understand and address the effects of oppression, discrimination and poverty. Wherever possible, we work in partnership with people using services, their carers and families, to challenge inequality and injustice, and promote strengths, agency, hope and self-determination.**

I...

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

## 5. Knowledge - End Of First Placement

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

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

I...

- with guidance, apply research, theory, evidence and knowledge from social work and other relevant fields (e.g. sociology, social policy, psychology, health, human growth and development, technological and digital spheres, and from the experience of people who use services) to social work practice
- understand the legal and policy frameworks and guidance that inform and mandate social work practice, relevant to my placement setting
- understand forms of harm, their impact on people, and the implications for practice
- apply knowledge from a range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them
- value and take account of the expertise of service users and carers and other professionals in my practice and judgement

## 6. Critical Reflection & Analysis - End Of First Placement

Apply critical reflection and analysis to inform and provide a rationale for professional decision-making

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

I...

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

## 7. Intervention & Skills - End Of First Placement

**Use judgement, knowledge and authority to intervene with individuals, families and communities to promote independence, provide support, prevent harm and enable progress**

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

I....

- with guidance, use a range of verbal, non-verbal and written methods of communication relevant to the placement
- with guidance communicate information, advice, instruction and opinion to advocate, influence and persuade others
- demonstrate the ability to build and conclude compassionate and effective relationships appropriate to the placement setting
- with guidance, demonstrate a holistic approach to the identification of needs, circumstances, rights, strengths and risks
- identify and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate progress and outcomes
- with guidance, demonstrate the application of a planned and structured approach, informed by at least two relevant social work methods and models
- recognise the importance of community resources, groups and networks for individuals
- demonstrate skills in recording and report writing appropriate to the setting
- with guidance demonstrate skills in sharing information appropriately and respectfully

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|---|--|
| <ul style="list-style-type: none"><li>• demonstrate awareness of the impact of multiple factors, changing circumstances and uncertainty in people's lives</li><li>• with guidance understand the authority of the social work role</li><li>• 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</li><li>• with guidance identify appropriate responses to safeguard vulnerable people.</li></ul> |  |
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## 8. Contexts & Organisations - End Of First Placement

**Engage with, inform, and adapt to changing organisational contexts, and the social and policy environments that shape practice. Operate effectively within and contribute to the development of organisations and services, including multi-agency and inter-professional settings.**

**Social workers are informed about and pro-actively respond to the challenges and opportunities that come from changing social, policy and work contexts. We fulfil this responsibility in accordance with our professional values and ethics, as individual and collective professionals and as members of the organisations in which we work. We collaborate, inform and are informed by our work with other social workers, other professions, individuals and communities.**

I...

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

## 9. Professional Leadership - End Of First Placement

Promote the profession and good social work practice. Take responsibility for the professional learning and development of others. Develop personal influence and be part of the collective leadership and impact of the profession.

We develop and show our leadership, individually and collectively, through promoting social work's purpose, practices and impact. We achieve this through diverse activities which may include: advancing practice; supervising; educating others; research; evaluation; using innovation and creativity; writing; using social media positively; being active in professional networks and bodies; contributing to policy; taking formal leadership/ management roles. We promote organisational contexts conducive to good practice and learning. We work in partnership with people who use services and stakeholders in developing our leadership and aims for the profession.

I...

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

## PCF End of Last Placement / Completion

### 1. Professionalism End of last placement/completion

**Identify and behave as a professional social worker, committed to professional development**

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

I...

- am able to meet the requirements of the professional regulator
- am able to explain the role of the social worker in a range of contexts, and uphold the reputation of the profession
- understand that social work is an international profession with a global definition
- demonstrate an effective and active use of supervision for accountability, professional reflection and development
- demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness
- take responsibility for managing my time and workload effectively, and begin to prioritise my activities including ensuring supervision time
- recognise the impact of self in interaction with others, making appropriate use of personal experience and awareness, and begin to develop effective use of 'self' in practice.
- recognise and maintain personal and professional boundaries in all contexts and media

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• recognise my professional strengths and limitations and how to seek advice</li><li>• demonstrate a commitment to my continuing learning and development</li><li>• with support, take steps to manage and promote own safety, health, well-being, self-care and emotional resilience</li><li>• Identify concerns about practice, procedures and ethos in the workplace, and seek support to find appropriate means of challenge and/or offer suggestions for improvement.</li></ul> |  |
|--|--|

## 2. VALUES AND ETHICS - End of last placement/completion

### Apply social work ethical principles and values to guide professional practices

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

I...

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

### 3. Diversity and Equality - End Of Last Placement/Completion

#### Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice

**Social workers understand that diversity characterises and shapes human experience and is critical to the formation of identity. Diversity is multi-dimensional and includes race, disability, class, economic status, age, sexuality, gender (including transgender), faith and belief, and the intersection of these and other characteristics. We understand that because of difference, and perception of difference, a person's life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim. We identify this and promote equality**

I...

- understand how an individual's identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics – and the intersection of such factors – and take account of these to understand their experiences, questioning assumptions where necessary
- with reference to current legislative requirements, I recognise personal and organisational discrimination and oppression and, with guidance, I make use of a range of approaches to challenge them, working in partnership with people using services, carers, families and/or communities where possible
- recognise and manage the impact on people of the power invested in my role.in accordance with our Code of Ethics

**4. RIGHTS, JUSTICE AND ECONOMIC WELLBEING - End of last placement / completion**

**Advance human rights and promote social justice and economic wellbeing**

**Social workers recognise and promote the fundamental principles of human rights, social justice and economic wellbeing enshrined in national and international laws, conventions and policies. These principles underpin our practice and we use statutory and case law effectively in our work. We understand and address the effects of oppression, discrimination and poverty. Wherever possible, we work in partnership with people using services, their carers and families, to challenge inequality and injustice, and promote strengths, agency, hope and self-determination.**

I...

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

## 5. Knowledge - End of last placement / completion

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

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

I...

- demonstrate a critical understanding of the application to social work of research, theory, evidence and knowledge from social work and other relevant fields (e.g. sociology, social policy, psychology, technological and digital spheres, and health and human development and from the experience of people who use services)
- demonstrate a critical understanding of the legal and policy frameworks and guidance that inform and mandate social work practice, recognising the scope for professional judgement and its importance to ethical practice. This may include Knowledge and Skills statements in adults and children's social work.
- demonstrate and apply to practice a working knowledge of human growth and development throughout the life course
- recognise the short and long-term impact of psychological, socio-economic, environmental and physiological factors on peoples lives, taking into account age and development, and how this informs practice



<ul style="list-style-type: none"> <li>• understand the value of systemic approaches and how they can be used to understand and work with the person in their environment, social context and relationships, and inform social work practice</li> <li>• Acknowledge the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience</li> <li>• Understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to practice</li> <li>• Demonstrate a critical knowledge of the range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them</li> <li>• Demonstrate a critical understanding of social welfare policy, its evolution, implementation and impact on people, social work, other professions, and inter-agency working</li> <li>• Recognise the contribution, and begin to make use, of research and evidence to inform practice</li> <li>• Demonstrate a critical understanding of research methods</li> <li>• Value and take account of the knowledge and expertise of service users and carers and other professionals.</li> <li>• Develop knowledge and understanding of the opportunities and risks of online communications, virtual environments and social media in social work</li> </ul>	
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**6. Critical Reflection & Analysis - End of last placement/completion**

**Apply critical reflection and analysis to inform and provide a rationale for professional decision-making**

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

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

## 7. SKILLS AND INTERVENTIONS - End of last placement/completion

**Use judgement, knowledge and authority to intervene with individuals, families and communities to promote independence, provide support, prevent harm and enable progress**

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

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- identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples age, comprehension and culture
- am able to communicate information, advice, instruction and professional opinion to advocate, influence and persuade
- demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships
- demonstrate a holistic approach to the identification of needs, circumstances, rights, strengths and risks
- select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with service users
- use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence and to prevent harm
- understand and can apply knowledge, skills and interventions in accordance with organisational and national policy while maintaining professional, evidence informed critical perspectives

<ul style="list-style-type: none"><li>• recognise how the development of community resources, groups and networks enhance outcomes for individuals and understand social work's role in promoting this</li><li>• maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgement and organisational responsibilities</li><li>• demonstrate skills in sharing information appropriately and respectfully</li><li>• recognise complexity, multiple factors, changing circumstances and uncertainty in people's lives, to be able to prioritise your intervention</li><li>• understand the authority of the social work role and begin to use this appropriately as an accountable professional</li><li>• 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</li><li>• with support, identify appropriate responses to safeguard vulnerable people and promote their wellbeing.</li></ul>	
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## 8. CONTEXTS AND ORGANISATIONS - End of last placement/completion

Engage with, inform, and adapt to changing organisational contexts, and the social and policy environments that shape practice. Operate effectively within and contribute to the development of organisations and services, including multi-agency and inter-professional settings.

Social workers are informed about and pro-actively respond to the challenges and opportunities that come from changing social, policy and work contexts. We fulfil this responsibility in accordance with our professional values and ethics, as individual and collective professionals and as members of the organisations in which we work. We collaborate, inform and are informed by our work with other social workers, other professions, individuals and communities.

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

## 9. Professional Leadership - End of last placement/completion

Promote the profession and good social work practice. Take responsibility for the professional learning and development of others. Develop personal influence and be part of the collective leadership and impact of the profession.

We develop and show our leadership, individually and collectively, through promoting social work's purpose, practices and impact. We achieve this through diverse activities which may include: advancing practice; supervising; educating others; research; evaluation; using innovation and creativity; writing; using social media positively; being active in professional networks and bodies; contributing to policy; taking formal leadership/ management roles. We promote organisational contexts conducive to good practice and learning. We work in partnership with people who use services and stakeholders in developing our leadership and aims for the profession

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- recognise the importance of, and begin to demonstrate, professional leadership as a social worker, promoting our professional purpose, practice and impact
- recognise the value of - and contribute to supporting - the learning and development of others.
- begin to contribute to collective/collaborative professional leadership
- recognise own ongoing responsibility to seek, plan and undertake continuing professional development throughout my career.
- recognise the significant opportunities and risks of online communications, virtual environments and social media use in social work