

Social Work: Preparation for Practice Workbook

Academic Year 2019-2020

Level 4

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## Introduction

- Understanding the Workbook

This workbook records activities that are used to assess your 'readiness for practice'. We will gather results, information and feedback about your time on the course so which will be used to decide if you are ready to go on placement in the second year. There are also activities in the workbook which require you to reflect critically on aspects of the course. These reflections are not "attached" to a module however it provides the opportunities for you to explore and demonstrate your development and learning. Completing this workbook will support your preparation for placement next year. The completed workbook will be submitted as a portfolio by **31<sup>st</sup> May 2019**.

- Holistic Assessment

By bringing a range of assessments, activities and course sessions together for the "Practice Assessment Panel" we are using a holistic approach to assess you. The emphasis will be on your skills, practice and knowledge. We will also ask others to give feedback on your practice. For example your supervisor on the 5 day Child Study and your mentor for the 5 day Community Study will give us comments about how you worked with them and others.

- Anonymity

All documents and inclusions in the workbook must be anonymised and you must say how this has been done. For example, you might use a pseudonym and you must state that you have done this. It is important that you do not use service users' (or others') initials as it may still be possible to identify the person through their initials.

- Workbook failure

The workbook is not an assessed portfolio but will be presented to the Practice Assessment Panel (PAP) to confirm the student's "Readiness for Direct Practice". However, the quality of your work will be evaluated by the PAP and significant levels of support will be recorded and discussed.

## The College of Social Work/British Association of Social Work

The now defunct College of Social Work produced detailed information and materials that are now available on the BASW website ( [http://cdn.basw.co.uk/upload/basw\\_105219-6.pdf](http://cdn.basw.co.uk/upload/basw_105219-6.pdf) ). An extract, providing information of these expectations is included below.

### 1. Thirty days: 'Developing skills for practice'

1.1 Programmes will be expected to offer a programme of 'Developing skills for practice' of at least 30 days. Its main purpose is to prepare students for their first placement by providing a structured opportunity to practise key generic skills and to increase their understanding of the social work role, without the immediate pressure of assessment, and without the need to be in a social worker role with service users and carers. However, some of the time may be used later in the course to develop more advanced skills.

1.2 Prior to the first placement, programmes will need to establish an assessment of 'readiness for direct practice' (see below) to determine whether a student is competent to work directly with service users. Some of the 30 days can be used to prepare for this.

1.3 The structure and content of the 30 days should be planned by local partnerships of employers, universities and service users and carers, using creative and flexible approaches. It is an area that should aim to be responsive to the specific learning needs of individual students and provide a range of different opportunities.

## 2. 'Readiness for direct practice' assessment

2.1 An assessment of 'readiness for direct practice' should take place prior to the first placement. It should be assessed through a structured process whereby students demonstrate their communication skills and ability to engage safely and effectively with service users. This could include a 'live' demonstration of students' practice skills with service users and carers and a reflective commentary.

2.2 The decision that students are ready for direct practice should normally be made by an assessment panel composed of university staff, employers and service users and carers, agreed by the local partnership. Their role will be to decide whether the evidence submitted by the students meets the criteria for readiness to practice.

2.3 The criteria for readiness to practise should be developed from the PCF for this assessment point <https://www.basw.co.uk/pcf/> . Students should be able to demonstrate readiness to practise in:

- Communication skills with service users, carers and children, and other professionals
- Awareness of social work values and own value base
- Awareness of own biases and impact on working with diverse groups
- Professional behaviour, basic knowledge of social work role and context of social work practice
- Skills in reflective practice
- Awareness of the legislative framework of social work, including human rights
- Awareness of the knowledge base and models of intervention used in social work

## 3. British Association of Social Work (BASW)

As of October 1<sup>st</sup> 2015, the Professional Capabilities Framework (PCF) has move from The College of Social Work to the British Association of Social Work.

### Individual Tutorial

All students are allocated a Tutor during their academic studies. The individual tutorials are the equivalent of supervision in practice and part of the preparation of students for their placement.

You will meet your individual tutor soon after you have arrived, and who you will meet regularly throughout your course. Your personal tutor is there to help you feel connected to the centre for social work and is someone you can talk to if you have questions about your course or encounter any difficulties which affect your studies. Your personal tutor may also recommend other support services on campus that might be able to help. To make an appointment please use their university email address in the first instance. <https://www1.essex.ac.uk/students/study-resources/tutor.aspx>

The individual tutorial provides the student with a "safe place" to discuss any matter of concern they experience and to monitor and support the student's progress during the academic year. The student can also use this opportunity to discuss assignments, although it is usually helpful to discuss specific assignments with the lecturer who has delivered the relevant module. The expectation is that students will prepare for the individual tutorials and demonstrate that they are taking responsibility for their own learning and development.

**Checklist: Readiness for Practice**

This checklist will be submitted as part of the workbook (portfolio) and provides the student's reflection on activities against the PCF demonstrating "Readiness for Direct Practice".

Activity	Completed / submitted		Reflection on Activity and link to relevant PCF
Community Development Day	Visit	Presentation	
Child Observation Placement: Child Study	Placement (5 days)	Study	
Community Study	Placement (5 days)	Study	
Interpersonal skills OSCE			
Interpersonal skills Reflective Review			
Professional Skills Knowledge, Skills and Values Simulated Cases			
Supervision/Tutorial: 121	Dates:		
Workbook: Critical Reflection of one activity			
Workbook: Empathic Imagination Exercise			
Attendance	A minimum of 85% attendance of the course		

### Completion of reflections

The reflections on activities should be completed by the end of the month in which the activity takes place. These reflections will be discussed during individual or group tutorials with the allocated University Tutor.

November 2019	Community Development Day
December 2019	Interpersonal skills mini seminar
January 2020	Interpersonal skills Reflective Review
February 2020	Child Observation Placement: Child Study
March 2020	Community Study
April/May 2020	Empathic Imagination Exercise Critical Reflection of one activity

**Critical Reflection of Practice** (Practice Assessment Panel)

Brief outline of one significant activity in the programme (max 100 words)

A reflection on what happened (max 500 words)

What did you do? What went well? What might you have done differently? How were your judgements informed by theory, legislation, guidance or other course/placement provision? How did you feel? What made you feel like that? How did the activity impact on others? What do you think and feel now about the activity?

Evaluate your learning with particular reference to PCF domains (max 400 words)

What did you learn and how did this activity meet PCF Domains?

This form is available electronically on Moodle HS194.



**Empathic Imagination Exercise** (Readiness for Practice Board)

You are going to imagine what the experience of participating in your child study was like for the child you observed. In particular, you are going to use your imagination to explore what interacting with you might have been like in terms of how this might have made the child feel, what they might have thought was happening and what this might have made them feel and think about themselves.

Use this space to set the scene by outlining the occasion(s) you are going to explore from the child's perspective (no more than 150 words). Please use your own language for this section.

What was the experience like for the child? (no more than 350 words). Please use the language a child might use.



## Appendix 1

### Developing Skills for Practice/Readiness for Practice

Days	Activity	Module	Assessment
3	Service User and Community Development days	Cross modular	Evaluation by PAP
5	Child Observation	Lifespan Development Professional Skills 1	Child Study
5	Community Study	Professional Skills 1	Community Study
4	Interpersonal Skills	Interpersonal Skills for Practice	OSCE Reflective Review
8	Skills knowledge and values related to Social Work practice	Professional Skills 1	Simulated Cases: Assess and Plan interventions
	One-to-one tutorial / supervision	Professional Skills 1 Interpersonal Skills for Practice	Tutor feedback
	Critical Reflection of one activity	Cross modular	Evaluation by PAP
	Child Observation, supervisor and Community Study contacts feedback	Professional Skills 1	Evaluation by PAP
	Tutor feedback	Cross modular	Evaluation by PAP
	Attendance	Cross modular	Evaluation by PAP

## Appendix 2

### Health and Care Professions Council

#### About us

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. To do this, we keep a register of health and care professionals who meet our standards for their training, professional skills and behaviour.

Professionals on our Register are called 'registrants'. We currently regulate the following professions.

- Arts therapists
- Biomedical scientists
- Chiropodists / podiatrists
- Clinical scientists
- Dietitians
- Hearing aid dispensers
- Occupational therapists
- Operating department practitioners
- Orthoptists
- Paramedics
- Physiotherapists
- Practitioner psychologists
- Prosthetists / orthotists
- Radiographers
- Social workers in England
- Speech and language therapists

You can find an up-to-date list of the professions we regulate on our website at [www.hcpc-uk.org](http://www.hcpc-uk.org). Each of these professions has one or more titles that is protected by law (such as 'physiotherapist' and 'dietitian'). Anyone who misuses a protected title is breaking the law and could be prosecuted.

#### Introduction

Another important part of our role is to consider any concerns raised about our registrants to decide whether they are 'fit to practise'. When we say that someone is 'fit to practise' we mean that they have the knowledge, skills and character to practise their profession safely and effectively. We look at every concern to decide whether or not we need to take action. Based on the information we have collected we may hold a hearing to decide whether someone is fit to practise.

We also set standards for continuing professional development (CPD), which all registrants must meet. Meeting these standards supports professionals in their learning and development once they are registered so that they can continue to practise safely and effectively.

#### How the HCPC is run

We were created by the Health and Social Work Professions Order 2001, which sets out the things that we must do and gives us our legal power. We have a council which is made up of both registrants and lay members. The Council sets our strategies and policies, and makes sure that we are meeting our responsibilities under the Health and Social Work Professions Order 2001.

#### The standards of conduct, performance and ethics

We set standards of conduct, performance and ethics, which apply to the professionals we regulate and set out in broad terms how we expect our registrants to behave. You will learn about these standards on your programme. The standards also apply to people who are applying to join our Register. In this case we will ask you to sign a declaration to confirm that you have read, and will keep to, the standards once you are registered.

The standards help us make decisions about the character of the people who apply to join our Register and in cases where we decide whether someone is fit to practise.

#### Approving education programmes

We also assess education programmes against our standards of education and training. If a programme meets our standards, we approve it and the students who successfully complete the programme are eligible to apply to register with us.

### **Our Register**

Being on our Register shows that you meet our standards for your profession.

Our Register shows the public that these professionals are fit to practise and that they are entitled to use the protected title for their profession. It shows that the people on our Register are part of a profession with nationally recognised standards set by law.

Our Register is available on our website at [www.hcpc-uk.org/check](http://www.hcpc-uk.org/check) and allows you to search online for a registered health and care professional.

### **Applying to be on our Register**

Completing an approved programme does not guarantee that you will become registered. But it does show us that you meet our professional standards for registration and so you are eligible to apply. We need more information from you to be able to register you.

When you first apply to go on our Register, as part of your application you need to send us information, which includes a character and health declaration, a photograph and copies of relevant identification. You will also need to let us know other relevant information, including whether you have any convictions or cautions. The Rehabilitation of Offenders Act 1974 does not apply to an application to join our Register. This means that you must tell us about any convictions and cautions you may have, including those that are considered 'spent' under the Act (other than a protected conviction or protected caution).

In most cases, the information you give us about your character will not affect whether or not we register you. For more information on applying for registration and providing relevant character information, please see our Guidance on health and character which is available on our website.

The information we need from you helps us to make sure that:

- you are who you say you are;
- you meet our standards; and
- we can contact you if we need to.

You can find out more about the application process on our website at [www.hcpc-uk.org](http://www.hcpc-uk.org)

This guidance is based on the standards of conduct, performance and ethics, because those standards apply to both registrants and those applying to be registered. We hope that this guidance will make you more familiar with those standards and that it provides extra information about some of the issues which you may come across as you complete your approved programme. Although we do not regulate students, we do expect them to understand our standards of conduct, performance and ethics in preparation for when they are registered.

The headings we use in the following section of this document are taken from the standards of conduct, performance and ethics. Under each heading we have provided bullet points which give guidance on how the standards relate to you as students. The guidance does not provide answers to every situation you may face. However, we hope that it will help you and encourage you to ask for extra information from your education provider or practice placement provider (if appropriate).

Education providers and practice placement providers often have their own policies and procedures which you should also follow. We recognise the important role of education providers and practice placement providers in helping and supporting students to meet the guidance.

### **Delegation**

We recognise that the issue of delegation will be more relevant to some students than others and particularly those reaching the end of their approved programme. These students will have developed their knowledge and skills over an extended period, which may allow them to delegate certain tasks under certain conditions. A registrant is ultimately responsible for the tasks which have been delegated by a student under their supervision, as set out in the standards of conduct, performance and ethics (standard 4.2).

## Appendix 3

### Health and Care Professions Council

#### Information for students and education providers

Guidance on conduct and ethics for students Contents

<https://www.hcpc-uk.org/globalassets/resources/guidance/guidance-on-conduct-and-ethics-for-students.pdf>

#### About this document

##### Introduction

##### About this guidance

##### Guidance on conduct and ethics

##### More information

##### Glossary

#### Students should:

- promote and protect the interests of service users and carers;
- communicate appropriately and effectively;
- work within the limits of their knowledge and skills;
- delegate appropriately;
- respect confidentiality;
- manage risk;
- report concerns about safety;
- be open when things go wrong;
- be honest and trustworthy; and
- keep records of their work with service users and carers.

This document gives students on education and training programmes we approve (approved programmes) information about our standards of conduct, performance and ethics. We hope this information will be useful during your training and once you are working.

You may find this document useful if you are:

- a **student** who is studying to be a member of a profession we regulate;
- a member of **academic staff** who is teaching students on an approved programme;
- a member of an **education provider's staff** who is involved in dealing with concerns about a student's conduct;
- a **practice placement educator** or **supervisor**;
- an **employer** who provides practice placements for students during their training; or
- a **service user** or **carer** who is receiving, or is affected by, any care, treatment or other services provided by a student during their training.

This is not a full list, but it should help to give you an idea of whether or not this document will help you.

About this guidance

#### Language

This guidance applies to all students as far as possible. We approve a wide range of programmes, so students are involved in many settings with different models of supervision. We have tried to use words and language which everyone can understand. The language used in the guidance plays an important role in distinguishing the scope of practice and expectations of students and prospective students from those of registrants and prospective registrants. We use the verb '**should**' rather than '**must**' in the guidance, to reflect the fact that we do not regulate students. This differs from the language used in the Standards of conduct, performance and ethics.

We have used the term '**student**' throughout this document to refer to anyone studying or training on an approved education and training programme which leads to them being eligible to apply to join our Register. The word '**programme**' means an approved education and training programme. Throughout this guidance we have used '**service users**' to refer to anyone who uses or is affected by the work of registrants or students, for example patients and clients. We have used '**carer**' to refer to anyone who looks after, or provides support to, a family member, partner or friend.

We understand that students may come into contact with a service user for a number of reasons while completing their approved programme or attending their practice placement. This can include carrying out diagnostic or monitoring procedures, or providing therapy or advice. We have referred to these actions in the guidance as '**care, treatment or other services**'.

### **Personal and professional conduct**

On your programme you have the opportunity to develop the skills and knowledge you need to become a professional in an environment which protects the public. You also have the opportunity to learn about the behaviour that the public expects from a registrant.

As a student studying to become a professional in a regulated profession, you have certain responsibilities. On your programme you will be expected to meet high standards of conduct and ethics.

You should be aware that in very serious circumstances, your conduct may affect your ability to:

- complete your programme;
- gain the final qualification; or
- register with us.

All of our approved programmes have processes in place for dealing with concerns about a student's profession-related conduct. This means that misconduct may affect your ability to complete your programme. You can download our standards of education and training from our website at [www.hcpc-uk.org](http://www.hcpc-uk.org)

### **1 Promote and protect the interests of service users and carers**

- You should treat service users and carers as individuals, respecting their privacy and dignity.
- You should make sure that you have consent from service users or other appropriate authority before you provide any care, treatment or other services.
- You should follow your education provider's or practice placement provider's policy on consent.
- You should make sure that before you provide any care, treatment or other services, the service user is aware that you are a student.
- You should respect a person's right to have their care, treatment or other services carried out by a professional and not a student.
- You should treat everyone equally and not discriminate against anyone because of your personal views.
- You should keep relationships with service users and carers professional.

### **2 Communicate appropriately and effectively**

- You should be polite and considerate to service users, other students and staff at your education provider and practice placement provider.
- You should listen to service users and carers and take account of their needs and wishes when carrying out any care, treatment or other services.
- You should take all reasonable steps to make sure that you can communicate appropriately and effectively with service users and carers.
- You should communicate effectively and co-operate with members of staff at your education provider and practice placement provider to benefit service users and carers.
- If you are experiencing any difficulties or other issues which may affect your learning or ability to successfully participate in your programme, you should tell your education provider and practice placement provider.
- You should use all forms of communication appropriately and responsibly, including social media and networking websites.

### **3 Work within the limits of your knowledge and skills**

- You should make sure that you are appropriately supervised for any task that you are asked to carry out.
- You should ask for help when you need it.
- You should be aware of any restrictions which apply to you in carrying out certain tasks and follow any relevant policies of your education provider or practice placement provider.
- You should recognise that opportunities for carrying out any unsupervised tasks will vary during your programme and may depend on your knowledge, understanding, skills and experience.
- You should only carry out an unsupervised task if you feel that you have the appropriate knowledge and skills to do so safely and effectively.
- You should take responsibility for your own learning.
- You should be aware of and follow any guidance issued by your education provider or practice placement provider for working with service users and carers.
- You should ask for, listen to, think about and respond proactively to feedback you are given.

### **4 Delegate appropriately**

- You should recognise that the opportunities for delegation will vary during your programme depending on your knowledge, understanding, skills and experience.
- You should discuss the delegation of tasks with an appropriate member of staff at your education provider or practice placement provider before you take any action.
- You should follow local policies or guidelines on delegation and working with others produced by your education provider or practice placement provider.
- If you give tasks to another person to carry out on your behalf, you should make sure that they have the knowledge, skills and experience to carry out the tasks safely and effectively. The education provider or practice placement provider should support your decision to delegate.
- If you give tasks to another person to carry out on your behalf, you should make sure that they have the appropriate information to carry out the tasks safely and effectively.
- You should explain to service users and carers when you have asked another person to provide any care, treatment or other services.

### **5 Respect confidentiality**

- You should keep information about service users and carers confidential, and only use it for the purpose for which it was given.
- You should follow local policies or guidelines on confidentiality produced by your education provider or practice placement provider.
- You should remove anything that could be used to identify a service user or carer from information which you use in your assessments or other academic work related to your programme.
- If any confidential information raises concerns about the safety or wellbeing of someone, you should discuss this promptly with an appropriate member of staff at your education provider or practice placement provider.

### **6 Manage risk**

- You should make sure that you take all appropriate steps to limit the risk of harm to service users, carers and others.
- You should not do anything that you think will put someone in danger or at unacceptable risk.
- You should follow your education provider's or practice placement provider's policy on managing risk.
- You should be aware that you may put your service users or yourself at risk if your performance or judgement is affected by your physical or mental health.
- You should ask for appropriate support and adapt your study or stop studying if your performance or judgement is affected by your physical or mental health and could put service users, yourself or others at risk.
- You should get advice from a doctor or other appropriate professional if you are worried about your physical or mental health.

### **7 Report concerns about safety**

- If you are worried about the safety or wellbeing of service users, carers or others, you should speak to an appropriate member of staff at your education provider or practice placement provider promptly.

- You should put the safety and wellbeing of service users before any personal concerns, for example, about assessments, marks, other work related to your programme, employment prospects or other personal gain.

### **8 Be open when things go wrong**

- You should tell an appropriate member of staff at your education provider or practice placement provider if something has gone wrong in any care, treatment or other services you have carried out involving a service user.
- You should co-operate with members of staff at your education provider and practice placement provider if something has gone wrong in any care, treatment or other services you have carried out involving a service user. You should learn from this experience.
- You should tell an appropriate member of staff at your education provider or practice placement provider if a service user or carer wants to raise concerns about any care, treatment or other services they have received.

### **9 Be honest and trustworthy**

- You should make sure that your conduct and behaviour does not damage public trust and confidence in your profession.
- You should be aware that your conduct and behaviour outside of your programme may affect whether or not you are allowed to complete your programme or register with us.
- You should not claim that you have knowledge, skills, qualifications and experience which you do not.
- You should be honest about your role with service users, carers and others.
- You should make sure that your personal appearance is appropriate for your practice placement environment.
- You should follow your education provider's or practice placement provider's policy on attendance.
- You should follow your education provider's policies on ethics when carrying out research.
- You should make sure that all attendance, achievement and assessment records are completed accurately and truthfully.
- You should reference other people's work appropriately and not pass it off as your own.
- You should provide constructive feedback on the quality of your teaching and learning experience in both the education and practice placement setting.
- You should provide, as soon as possible, any important information about your conduct, competence or health to your education provider and practice placement provider.
- You should tell your education provider, as soon as possible, if you are charged with, convicted of, or accept a caution for, any offence.
- You should co-operate with any investigation into your conduct or competence.

### **10 Keep records of your work with service users and carers**

- You should make sure that the records you keep are clear and accurate.
- You should help to protect records from being damaged, lost or accessed by someone without permission.
- You should follow your education provider's or practice placement provider's policy on record keeping.

### **Other useful documents**

We have produced several documents which you may also find useful. These include the following.

- Confidentiality – guidance for registrants
- Guidance on health and character
- Health, disability and becoming a health and care professional
- Standards of conduct, performance and ethics
- Standards of proficiency (which are profession specific)
- Continuing professional development and your registration

You can download copies of these documents from our website or ask us for a hard copy by emailing us or writing to us at the address below. You may also want to contact your professional body for more advice.

## **Contacting us**

You can find more information about us, including the standards we produce, our forms, news releases and other materials, on our website at [www.hcpc-uk.org](http://www.hcpc-uk.org)

You can contact us at the following address.

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Email: [policy@hcpc-uk.org](mailto:policy@hcpc-uk.org)

More information

### **Approved programme**

This is an education and training programme which has been assessed as meeting our standards of education and training. Anyone who completes an approved programme is eligible to apply for entry to the relevant part of our Register.

### **Care, treatment or other services**

A general term to describe the different actions that a student may carry out while completing their approved programme which affects their service users or others. This can include carrying out diagnostic or monitoring procedures, or providing therapy or advice.

### **Carer**

Anyone who looks after, or provides support to, a family member, partner or friend.

### **Conduct**

A person's behaviour.

### **Consent**

Permission for a student or registrant to provide any care, treatment or other services, given by a service user, or someone acting on their behalf, after receiving all the information they reasonably need to make that decision.

### **Delegate**

When a student asks someone else to carry out a task on their behalf. The issue of delegation may not be relevant to all students because they are not practising as qualified professionals and are supervised during their approved programme. However, for some students, as their knowledge and skills develop during their approved programme, the issue of delegation may become more relevant.

Glossary

### **Discriminate**

To unfairly treat a person or group of people differently from other people or groups of people. This includes treating others differently because of your views about their lifestyle, culture or their social or economic status, as well as the characteristics protected by law – age, disability, gender reassignment, race, marriage and civil partnership, pregnancy and maternity, religion or belief, sex and sexual orientation.

### **Education provider**

The institution which maintains overall responsibility for delivering an approved programme.

### **Ethics**

The values that guide a person's behaviour or judgement.

### **Practice placement**

A period of practical experience that forms part of an approved programme.

### **Practice placement educator**

A person who is responsible for a student's education during their period of practical experience. This person may also be referred to as a 'supervisor'.

### **Practice placement provider**

The organisation that provides a period of practical experience for a student.

### **Register**

A list of all those health and care professionals who meet our standards for their training, professional skills and behaviour.

### **Registrant**



A person who is currently on our Register.

**Scope of practice**

The areas in which a student or registrant has the knowledge, skills and experience necessary to practise safely and effectively. This includes providing any care, treatment or other services to service users and others.

**Service user**

Anyone who uses or is affected by the services of registrants or students, for example, patients or clients.

**Student**

Anyone who is currently studying on an approved programme which leads to them being eligible to join our Register.

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**Move from HCPC to Social Work England (2<sup>nd</sup> December 2019)**

**[https://socialworkengland.org.uk/?dm\\_i=2NJF%2CXGO1%2C6RQ43Q%2C3I1K1%2C1](https://socialworkengland.org.uk/?dm_i=2NJF%2CXGO1%2C6RQ43Q%2C3I1K1%2C1)**

## Appendix 4

### Professional Capabilities Framework

#### Readiness for Practice Capabilities

##### Professional Capability Framework - Readiness for Practice Capabilities:

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

<https://www.basw.co.uk/professional-development/professional-capabilities-framework-pcf/the-pcf/readiness>

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

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

I...

- can describe the role of the social worker
- can describe the mutual roles and responsibilities of supervision
- can describe the importance of professional behaviour in all contexts and across all media
- can describe the importance of personal and professional boundaries
- demonstrate motivation and ability to learn, using a range of approaches
- can describe the importance of self-care and emotional resilience in social work.

##### **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 (<https://www.basw.co.uk/about-basw/code-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 the profession's ethical principles as described in our Code of Ethics and their relevance to practice
- awareness of my own personal values and how these can impact on practice.

##### **3. Diversity: Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice**

Social workers understand that diversity characterises and shapes human experience and is critical to the formation of identity. Diversity is multi- dimensional and includes race, disability, class, economic

status, age, sexuality, gender (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...

- recognise the importance of diversity in human identity and experience, and the application of anti-discriminatory and antioppressive principles in social work practice.

#### **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.

I...

- understand the principles of rights, justice and economic wellbeing, and their significance for social work practice
- understand the principle of working in partnership with service users and carers wherever possible, to promote their rights and self-determination.

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

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

I...

- demonstrate an initial understanding of the application of research, theory, evidence and knowledge from social work and other relevant fields (e.g. sociology, social policy, psychology, health, human growth and development and from the experience of people who use services)
- demonstrate an initial understanding of the legal and policy frameworks and guidance that inform and mandate social work practice
- demonstrate an initial understanding of a range of theories and models for social work intervention, including the knowledge needed for the particular field of practice on placement/in work-based learning.

#### **6. Critical reflection and Analysis - Apply critical reflection and analysis to inform and provide a rationale for professional decision-making**

Social workers critically reflect on their practice, use analysis, apply professional judgement and reasoned discernment. We identify, evaluate and integrate multiple sources of knowledge and

evidence. We continuously evaluate our impact and benefit to service users. We use supervision and other support to reflect on our work and sustain our practice and wellbeing. We apply our critical reflective skills to the context and conditions under which we practise. Our reflection enables us to challenge ourselves and others, and maintain our professional curiosity, creativity and self-awareness.

I...

- understand the role of reflective practice and demonstrate basic skills of reflection
- understand the need to construct and apply hypotheses in social work practice
- recognise and can describe why evidence is important and how it can be used in social work practice.

#### **Updated 7. 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...

- demonstrate core communication skills and the capacity to develop them further
- demonstrate the ability to engage with people and the potential to build compassionate, effective relationships
- demonstrate awareness of a range of frameworks to assess and plan intervention
- demonstrate the ability to produce written documents relevant for practice
- demonstrate initial awareness of risk and safeguarding.

#### **8. 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 proactively 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...

- demonstrate awareness of the impact of organisational context on social work practice
- understand social workers have a role in shaping and challenging organisational effectiveness.

#### **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 and 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...

- demonstrate awareness of the importance of professional leadership in social work



<b>Student Details</b>			
Name of Student:			
Email:			
Term Time Address			
Home Address			
Telephone: <i>(please include mobile)</i>		Gender:	
University DBS Reference number:		Date DBS was completed:	
DBS	<i>You are expected to take your copy of your DBS to interviews with an agency. If you no longer have your DBS please contact your placement tutor</i>		
Placement Tutor:			
Placement Level:		Year of entry into the programme?	
Length of Placement:		Is this a repeat placement?	
Part-time student?			
Are you sponsored by your employer?		Name of employer sponsor:	
Valid driving licence		Own car/motorbike to use to and from placement, and whilst on placement?	
I confirm that the vehicle I use for placement travel has current business insurance cover and therefore is appropriately insured for me to travel between placements		Do you have access to a bicycle and are you able to use it to travel during your placement?	
What is the name of your nearest tube/rail station?		Could you work flexibly e.g. some evenings or weekends?	
Do you have any children under 12 years old?		Are you the main carer of other dependent relatives?	
Is there any type of placement you would feel unhappy to		Do you receive a bursary?	

undertake (perhaps you/close relatives have recently experienced this area e.g. oncology or eating disorders)			
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<b>Educational Qualifications</b>			
Qualification	Subject	Grade	Year Awarded

  

<b>Vocational Qualifications</b>			
Qualification	Subject	Grade	Year Awarded

<b>Voluntary and Paid Work Experience-</b> please include all work experience whether you deem it relevant or not			
Dates	Job Title	Name of Organisation	Brief description of your role, detailing the skills you developed.

<b>Previous Practice experience</b>		
<i>Please detail where you completed your observation placement and first placement or repeat placement(if applicable)</i>		
Dates	Name of Organisation	Brief description of your role, detailing the skills you developed.

<b>Strengths and Development</b>	
<b>Areas of Interest:</b> Which particular aspects of social work are you most interested in and would like to develop or explore	

<p><b>Learning Needs:</b></p> <p>How would you define your learning needs for this period of practice learning? What do you hope to gain from it?</p>	
<p><b>Overview of current strengths:</b></p> <p>Please detail any experience, skills and knowledge you believe you bring to placement. This would include 'life' experience and relevant personal interests and capacities.</p>	

### **Disability/ Health/Learning Difficulties**

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It is important that all students with needs arising from disabilities, health conditions or learning difficulties make these known to their placement tutor as soon as possible in order that a comprehensive assessment of any additional needs in relation to their practice learning placement can be undertaken.

This information will help all parties involved in your practice learning placement the opportunity to give you the support you need.

If you have any concerns relating to disclosure of this information you are advised to discuss this with the Placement tutor as soon as possible.

What is the nature of your disability?	
Do you hold a Disabled Students Allowance (DSA):	
If you do hold a DSA, what were the areas that were identified as needing to be addressed to reduce the barriers to your learning on placement?	
If you do not hold a DSA, can you identify any areas that need to be addressed?	
<p>What equipment or strategies for managing on placement do you already have?</p> <p><i>Please be specific</i></p>	
Are you aware of any needs for reasonable adjustments (yours or those	



<p>of staff at the placement) that need to be in place?</p>	
<p>Are there any additional matters that you think important or helpful for the placement agency to be aware of?</p>	
<p>Have you any written statements/reports that you think might be helpful for the Practice Learning Co-ordinator in the college or the placement agency?</p> <p>If so, please note what they are and why they will help and then attach a copy with your application.</p>	