

Social Work Practice Placement Workbook

Academic Year 2019-2020

Level 6

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Section 1: Understanding the Workbook

This Workbook should be read in conjunction with the University of Essex Practice Learning Handbook and it is the practice educator, on-site supervisor and student's responsibility to understand procedures relating to placements such as roles and responsibilities, concerns and complaints.

This workbook relates to your level 6 placement. This placement is a minimum 100 days long and all 70 days have to be completed. If you cannot complete your 100 placement days within the designated period you will need to discuss this with your practice educator and university tutor and obtain agreements for revised deadlines. It is expected that all students will be able to complete all Workbook requirements and demonstrate capability against the relevant Professional Capabilities Framework standards within 100 days.

The Workbook should be completed on the specific documents provided, within deadlines as specified and collated as directed in the checklist for the completion of the Workbook (Section 2). If you are unable to meet any deadline this must be discussed with your practice educator and university tutor to agree a revised deadline and a formal extension applied for if necessary.

Holistic Assessment

The student's practice will be assessed holistically. This means a shift from assessing how well a student can write about particular standards in their Workbook to assessing their performance in practice. This shift provides more emphasis on the practice educator's judgement in regard to the student's practice.

"While there remains a central place for self-evaluation and critical reflection in professional development that can be demonstrated and assessed through the production of a portfolio, significant weight must be given to assessments made by the practice educator, who has observed the students, in practice and in supervision, and has made judgements about their abilities." The College of Social Work (2013) Practice Learning Guidance Paragraph 4.2.2

Holistic assessment is less concerned with each individual element of capability and more concerned with whether the student is a capable practitioner at the specific level of development. Therefore specific elements of each capability are useful reference points but do not need to be atomised and evidenced individually. The College of Social Work (2013) Practice Learning Guidance Paragraph 4.2.3

Therefore it is your practice and not the Workbook which is your core assessed task. The Workbook is part of the evidence of your capability as a social worker.

The evidence which the practice educator bases their assessment on can be from any of the Workbook documents plus evidence drawn from other sources. These will include informal observation and can also include informal discussion and reflection, student's social work recording, feedback from peers, service users and the professional network and any other legitimate activity undertaken whilst on placement. It is expected that any such significant incidents or information would be discussed and noted in supervision records. Any supervision notes used as supporting evidence for the Final Report have to be included as part of the completed workbook. If there is an on-site supervisor it is expected that the on-site supervisor notes and discusses such evidence with the student in supervision and informs the practice educator of this through; the sharing of supervision notes and or discussion with the practice educator prior to the Midway and Final Report and through the completion of a report for the Midway and Final Reports.

Anonymity and Confidentiality

All documents and inclusions in the Workbook must be anonymised and it made clear how this has been undertaken. For example if you have used a pseudonym this needs to be stated. Service users' initials should not be used and any information about services or agencies which may be identified must also be anonymised (bar the placement setting). **Striking out or covering service users names or details is not sufficient as these can often be read.** Once the name has been covered the document then needs to be photocopied as this usually completely deletes the details. Any student who does not anonymise service user details may become subject to Fitness to Practice procedures.

Placement Failure / Suspension

This does not apply if the practice assessment process, at the end of the 100 days placement, has concluded there is a lack of professional capability. If this is the case the Practice Assessment Panel will decide if it endorses the Practice Educator's decision and if it does so it will make a recommendation of a fail to the exam board. Students will generally only be given the opportunity to undertake a further placement if they can evidence significant flaws in: the Practice Educator's support or evidence, the placements provision of opportunities and a suitable work environment and/or significant personal or health issues that the student was not aware of prior to the beginning of placement. It is expected in any of these situations that the student has raised these issues with the Practice Educator and University Tutor prior to the submission of the workbook and had followed the Universities reporting procedures.

Workbook Failure

If it is deemed by the practice educator that the student's Workbook submissions are not complete or incorrectly completed or are not written at a professional level of literacy the Practice Assessment Panel will re assess the workbook. They can provide the student with an opportunity to rewrite or submit specific documents within a specified time scale or recommend a fail of the workbook to the exam board.



Section 2: Checklist for Completion of Workbook

| | |
|---|--|
| Please tick to confirm that you have included the following documents in the final submission: | |
| Confidentiality Statement | |
| Student, Practice Educator and Onsite Supervisor have completed the on-line QAPL feedback form - Workbooks will not be accepted until these have been completed | |
| Pre Placement Checklist | |
| Learning Agreement | |
| Records of attendance for entire placement | |
| Record of Supervision | |
| Jointly agreed Supervision notes | |
| Overview of Interventions / Experiences | |
| Critical Reflections one, two, three & four | |
| Direct observations one, two, three & four | |
| Practice Educators Midway Report | |
| Service user and Carer Feedback | |
| Professional/Colleague Feedback | |
| On-site supervisor report (if applicable) | |
| Practice Educator’s Final Report | |
| Copy of any extension requests / Evidence of agreement for revised deadline for hand in of workbook(if applicable) | |
| Copies of any Concern about Practice Placement meetings | |
| Workbook is presented in an A4 Ring binder or lever-arch file, no plastic wallets have been used and divider designates each section. | |
| All documents are anonymised | |

Student Signature _____ Date: _____

Practice Educator Signature _____ Date: _____



Section 3: Readiness for Practice-Pre Placement Checklist- to be completed with University Tutor at least 2 weeks prior to beginning placement

| What | Details | Issues and Outcomes |
|--|--|---------------------|
| DBS Disclosure | All students need a current enhanced DBS. DBS to be taken to pre placement interview. | |
| Conduct | Students must read understand and believe they are able to meet HCPC code of conduct for students prior to placement. | |
| Pre Placement Interview | Student needs to contact and be interviewed by their Practice Educator and or Onsite Supervisor prior to beginning placement. | |
| Prior relationships or conflict of interest | Any known or likely prior relationships with the Practice Educator, Onsite Supervisor, agency or service users needs to be declared, discussed and agreed prior to starting placement. | |
| Car Documents | If a student is to use a car to travel to or from her agency or within placement they need to ensure it is taxed, insured, roadworthy and they have a current driving licence. If they will transport service users they need a business use certificate. These must be shared with the University Tutor/Practice Educator/Onsite Supervisor prior to placement. | |
| Attendance | Student is to attend the placement a minimum of 7 hours per day (not including a minimum 30 minute lunch break and 30 mins reflection) Placement timing to be agreed with Practice Educator (Onsite Supervisor). | |
| Health/disability/ learning difficulty incl dyslexia | Students are strongly advised to declare disabilities, health needs and/or learning support needs and work with Student Services and their placement to ensure appropriate support and measures are in place. | |
| Travel | Students need to ensure they have made suitable arrangements to travel to and from placement and to travel whilst on placement prior to beginning their placement. | |
| Other Commitments/ Personal Issues | Students need to make suitable arrangements for care of others or work commitments prior to placement. These need to take into account the placement hours plus study time. Any other personal issues likely to impact on the placement or practice need to be discussed and considered. | |
| Placement Handbook and Workbook | The student must have read and understood both the placement Handbook and Workbook prior to beginning the placement and discussed any questions or queries. | |
| Inoculation | Student on placement has been screened by Occupational Health (for hospital placements only) and had the necessary inoculations | |
| <p>Declaration: I have attended to all the above issues and undertakings and confirm that I am able to begin my practice placement.</p> <p>Print Name</p> <p>Signature</p> <p>Date</p> <p>University Tutor's Signature</p> <p>Date</p> | | |

Section 4: Glossary

| | |
|------|--|
| OSS | On-site Supervisor |
| PE | Practice Educator |
| HEI | Higher Education Institute |
| PCF | Professional Capabilities Framework |
| UT | University Tutor |
| DBS | Disclosure and Barring Service |
| LA | Learning Agreement |
| HCPC | Health and Care Professions Council |
| SOPS | Standards of Proficiency |
| APC | Agency Placement Co-ordinator |
| PC | Placement Co-ordinator (HEI) |
| BASW | British Association for Social Workers |

Section 5: Practice Placement Level 6 (Second Placement) Flowchart

| | Events/Actions | Deadlines |
|----|--|---|
| 1 | Pre-Placement Meeting with PE, student and or, if there is one, OSS at agency | At least 2 weeks prior to beginning placement |
| 2 | Completion of Pre Placement Check List | |
| 3 | Begin Placement and maximum 16 day induction period | |
| 4 | Meet with PE (and OSS) to draft Learning Agreement | Within 6 days of starting placement |
| 5 | Draft of Learning Agreement to be sent to UT, PE and OSS 2 days prior to LA meeting. | Within 12 days of beginning of placement |
| 6 | Learning Agreement Meeting – Student, UT, PE and OSS must all attend. The LA will be finalised during this meeting if possible. At meeting all parties agree Midway date. | Within 12 days of beginning placement |
| 7 | If the LA is not completed at LA meeting then a finalised copy must be sent to the HEI. If there is no finalised LA in place and there is no formally agreed extension of the deadline for this then the placement may be suspended. | By day 15 of placement |
| 8 | First Two Direct Observations of Student's Practice | 5 days prior to Midway |
| 9 | First Two Critical Reflections by student | |
| 10 | Meet with PE (and OSS) to draft Midway | Within 42 days of beginning placement |

| | | |
|----|--|---|
| 11 | Midway Meeting with Student, UT, PE and OSS must all attend. Midway documents to be sent to all parties 2 days prior to Midway meeting. At meeting all parties agree Final Meeting date. | Within 55 days of beginning placement |
| 12 | Completed Midway document to HEI– if this is not done and there is no formally agreed extension of the deadline for this then the placement may be suspended | By day 60 of placement |
| 13 | Third Direct Observation of Student's Practice | By day 70 of placement |
| 14 | Third Critical Reflection by student | |
| 15 | Fourth Direct Observation of Student's Practice | By day 85 of placement |
| 16 | Fourth Critical Reflection by student | |
| 17 | Final Placement meeting – draft Workbook to be discussed as well as overall holistic assessment of the student's practice. | Within 95 days of placement |
| 18 | Completed workbook to be handed into PE | By 4pm 3 days after the final placement day |
| 19 | PE to mark and return the workbook to the student for handing in to the University. | Within 3 weeks of end of placement |

Section 6: Learning Agreement- Introduction

It is the joint responsibility of the student and the PE (and OSS if there is one) to complete the Learning Agreement form and to circulate it to all parties at least two working days prior to the Learning Agreement meeting. The Learning Agreement meeting must be completed by the 12th day of the placement and the agreed and completed paperwork sent to the university tutor by the 15th day of the placement. Failure to do so without agreement may lead to the suspension of the placement.

Induction

The student induction period which is part of the learning agreement should not normally last longer than 16 days. Any tasks not completed by this point can either be agreed by the PE and PT to be carried over to be completed by a specific date or if non-essential, such as a particular agency visit, can be abandoned with agreement of the PE and PT.

Where possible, the induction will include opportunities to engage with service. All meetings with colleagues, visits to other agencies and shadowing must be discussed in advance with the PE (and OSS) and reasons for the opportunities understood by the student in advance and fed back afterwards. It may be as the placement continues that the PE will identify further opportunities to network with colleagues or shadow other workers but this would not be understood as being part of the induction process but rather as part of ongoing learning and assessment.

Section 7: Learning Agreement

| | | | |
|---|--|--|--|
| Student name: | | | |
| Placement Year | | Student Registration Number: | |
| Email: | | Telephone: | |
| Placement start date: | | Number of days to be completed: | |
| Agency/Team name: | | Agency address: | |
| University Tutor: | | | |
| Email: | | Telephone: | |
| Practice educator: | | | |
| Email: | | Telephone: | |
| On Site Supervisor: | | | |
| Email: | | Telephone: | |
| Brief Description/Profile of Agency (to be completed by student) e.g. service user groups, staffing team, services provided, contextual information, funding and organisational structure | | | |

| Practical Arrangements | |
|---|---|
| Practical Arrangements | Date Completed and details if required |
| Seating arrangements for student (hot desk/own space etc.). | |
| Dress code requirements | |
| Access to administrative support, office equipment, telephone and laptop/P.C | |
| Arrangements for student to attend staff meetings | |
| Procedure for notifying of absences; (your PE and HEI must be informed of any absences and the day made up – see Section 7) | |
| Human Resources procedures e.g. agency ID card / email account /car usage /travel reimbursement | |

Learning Agreement: Induction Sheet

| Task | Details | Date Completed |
|---|---------|----------------|
| Induction pack Risk management Health and Safety Confidentiality Policy and Procedures Legal framework and processes Safeguarding and Protection Other | | |
| I.T. systems | | |
| Training | | |
| Working with Service Users and others | | |
| Liaison with local services | | |
| Introduction to team/workplace | | |
| Shadowing (if appropriate) | | |

Learning Agreement: Placement Hours

| Placement Hours | |
|---|--|
| <p>Please record normal working hours student is expected to attend: [N.B Students are expected to work at least a 7 hour per day in addition to at least 30 mins for lunch and 30 mins reflection time]. Students are not expected to work at home unless authorised by the manager, Practice Educator and the practice learning co-ordinator. They are not to carry out academic work or complete, non-placement Workbook requirements in their working hours.</p> | |
| Working hours start-time: | |
| Working hours end-time: | |
| Arrangements for 30 mins reflective time and completion of reflective diary every day.(It is not to be taken outside the placement or accumulated and taken in longer time periods) | |
| Please state any arrangements for regular or occasional work outside normal hours including time off in lieu | |

| | |
|---|--|
| Please detail any additional arrangements for lunch breaks, and arrangements for medical or other essentials appointments in work time. | |
| Complete attendance form stating which days you will be on placement(See Section 7) | |

Learning Agreement: Supervision arrangements

| | |
|---|--|
| <p>It is expected that students will be provided with a minimum of one and a half hours supervision every five placement days. Where there are a number of students in a placement and group supervision is offered it is important that students are also provided with individual time. Supervision sessions are used as evidence to demonstrate student’s capability in practice and any practice likely to be used as evidence in the Midway or Final report needs to be discussed and recorded in supervision.</p> | |
| PE expectations of supervision | |
| OSS expectation of supervision | |
| Students expectation of supervision | |
| <p>Recording of sessions- Who will undertake the recording PE/OSS and or student. Supervision notes will include issues discussed, outcome and any actions. Supervision notes to be agreed and signed off by all parties.</p> | |
| <p>Supervision Arrangements (with off-site practice educator)</p> <ul style="list-style-type: none"> • Day of week: • Time: • Venue: • Duration: • Content: | |
| <p>If agreed by all parties the Practice Educator and OSS will share supervision records with each other once they have been agreed and signed off</p> | |

**Learning Agreement: Disability and Equality Arrangements
Special Educational Needs and Disability Act (2001) & Equality Act (2010) requirement**

| | |
|---|--|
| Please outline disability and equality arrangements below including any equipment and who is responsible for the provision of this | |
| | |
| Does the student consider that he or she has any disability or specific learning needs that need to be taken into consideration during this placement? | Yes/No If yes, these should be outlined above |

Learning Agreement: Learning Styles and needs

| |
|---|
| Plan to meet students learning needs based on diagnostic and learning styles assessment |
| PE (and OSS) to undertake an evaluation of students learning preferences based on previous experience and current knowledge and skills. |
| |

Learning Agreement: Safety

| | |
|--|---|
| The Practice Educator/agency and the student need to consider their safety and the safety of colleagues and service users at all times. | |
| The agency will ensure that the student is made fully aware of the agency's policy and practice in relation to conducting work safety (e.g. loan working, risk assessments, panic buttons, logging in and out, joint visits etc). | |
| Risks identified in respect of student, colleagues or service users. | Policy, procedures and systems to address identified risks |
| | |

Learning Agreement: Practice Placement Learning Opportunities

The student needs to in collaboration with the PE (and OSS) to identify a number of substantial pieces of work the vast majority of which will involve direct contact with service users or working on their behalf. These pieces of work will form the basis for the PE's holistic assessment and also allow the student to demonstrate their capability of meeting the PCF requirements at the relevant stage.

Domain 1: Professionalism

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

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

Work to be undertaken

Domain 2 Values and Ethics

Apply social work ethical principles and values to guide professional practice

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

Work to be undertaken

Domain 3 Diversity

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

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

Work to be undertaken

Domain 4 Rights, Justice and Economic Wellbeing**Advance human rights and promote social justice and economic well-being**

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

Work to be undertaken**Domain 5 Knowledge****Apply knowledge of social sciences, law and social work practice theory**

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

Work to be undertaken**Domain 6 Critical reflection and Analysis****Apply critical reflection and analysis to inform and provide a rationale for professional decision-making**

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

Work to be undertaken**Domain 7 Intervention and Skills****Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse**

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

Work to be undertaken

Domain 8 Contexts and organisations

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

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

Work to be undertaken**Domain 9 Professional Leadership**

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

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

Work to be undertaken**Learning Agreement: Significant Dates:**

| Placement Dates | | | |
|-------------------------------------|-------------|-----------------|--|
| Start Date: | | End Date: | |
| Meeting | Date | Location | |
| Practice Learning Agreement Meeting | | | |
| Mid Way Review Meeting | | | |
| Final Review Meeting | | | |

| Submission Dates | |
|---|--|
| Practice Learning Agreement to be forwarded to university tutor | |
| Student to submit midway evidence to all relevant parties. | |
| Student to submit Portfolio to Practice Educator | |

| | |
|--|--|
| | |
| Practice Educator's Final Report to be provided to Student | |
| Student to submit Portfolio to University | |

Learning Agreement

The Learning Agreement has been read and agreed by all parties:

We agree that this learning agreement meets the individual needs of the student and the requirements of the social work training programme.

We agree to abide by all the guidance and procedures as outlined in the Practice Placement Handbook and Workbook

We agree to adhere to the stated deadlines for submission of documentation. If exceptional circumstances prevent this, please advise University.

Signed:

Student

University Tutor

Practice Educator

On-site supervisor



Section 8: Organisation of Practice Placement

The university has allocated 110 days over which your 100 placement days need to be completed. In discussion with you PE (and OSS) please select the 100 days you intend to use. If for any reason such as illness, inclement weather or care roles you cannot attend you need to select another day. It is therefore sensible to leave a few days at towards the end of the placement to use if there are any difficulties. In **exceptional circumstances** if you are unable to complete your 100 days within the allocated period you must discuss this with you PE and PT and apply for an extension.

You must ensure your PE/OSS or a nominated person signs of your attendance on a **weekly basis** and that you include this document at the Midway and in the Final report.

| Week | Dates attended | Supervisor/PE Signature | Student's Signature | Running Total |
|------|----------------|-------------------------|---------------------|---------------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
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| 27 | | | | |

Section 10: Overview of Interventions/Experiences

The student must keep a record of any substantial pieces of work or interventions throughout the course of the placement. It is expected that the student will bring this up to date record to each supervision session so the PE can be aware of the scope, type and quantity of practice. This record can be used to ensure the student is both being given and is undertaking a sufficient range and complexity of practice as is expected at their practice level.

The record should indicate the duration of the work, the frequency and nature of the contact (e.g. number of interviews, meetings, phone contacts, letters, etc). Please also record other learning opportunities such as attending meetings and training. This record should be presented as part of the Midway and Final Reports.

| Intervention/Experience – Brief outline only | Timescale & Duration | Nature, outcome and impact of intervention/experience (Link to relevant PCF's number) | PE and Student initials and date |
|---|-------------------------|---|-------------------------------------|
| | | | |
| | | | |
| | | | |
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Section 11: Critical Reflection Practice Guidance

There is no limitation on the amount of Critical Reflection the PE can expect from the student to do during the period of the placement. It could also be used as a tool for the student's preparation for supervision.

The student is required to analyse at least four events for the 100 day placement. Two of these is to be completed prior to the midway and submitted with the midway documentation. The other two will be completed by 70 and 90 days respectively and submitted in the final workbook. It is expected that all Critical Reflections should be shared in draft form at least once with their PE and the student make any changes or improvements as suggested. It is up to the PE how many further drafts they are prepared to read and comment upon. The PE will assess whether they believe the piece of work has been written at a standard equivalent to professional writing and submission i.e. of a social work report or assessment at your level of practice and whether they believe it to be a true reflection of your practice as they understand it.

All critical reflections should relate to direct work with service users or carers although attending professional meetings about or on their behalf would be acceptable for one of the reflections. It is expected that the student will discuss possible Critical Reflections with their PE to ensure they have selected appropriate examples of their practice.

The purpose of this task is to demonstrate that the student understands what it means to 'critically reflect' and can apply this in respect of own their learning from practice. In each of their Critical Reflections they should write knowledgeably about their own social work practice (not their observation of others' practice).

Each Critical Reflection of Practice should be a **maximum of 1200 words**. Students are expected to use references in the same way as in their academic work. Students are required to use citations in the text where necessary and to include full references at the end of Critical Reflection (this list is not included in the word count).

The pieces of work used must be different to work used for other workbook items. Students should be demonstrating their capability in the PCF domains relevant to their placement stage. Students are reminded that this is a reflective piece of work and they should concentrate on critical reflection, analysis, values and ethics, in writing about their own practice.

Section 12: Critical Reflection of Practice Form –ref 1/2/3/4

| |
|---|
| <p>Brief outline of the event: (Maximum 100 words) Your context and what happened</p> |
| <p>An analysis of what happened (max 300 words): What did you do, what went well, what might you have done differently, how were your judgements informed by theory, legislation, guidance, personal values or ethics and beliefs?</p> |
| <p>Outcomes (max 150 words): A statement of outcomes for those concerned</p> |
| <p>Learning including PCF Domains (max 150 words): An evaluation of your learning with particular reference to PCF domains</p> |
| <p>HCPC Guidance on conduct and ethics for students (max 150 words): Please consider how you acted within the HCPC Guidance in this event.</p> |
| <p>Identified issues for development (max 150 words): Issues you need to work on or practice to be developed</p> |
| <p>References:</p> |
| <p>Practice Educators Verification of critical reflection of practice</p> |
| <p>Quality of writing and whether this meets expected professional standards</p> |
| |

| |
|---|
| Confirmation that this work is an accurate record of work undertaken on placement to the best of your knowledge and that it meets appropriate professional standards and any comments or queries |
| |
| Overall opinion as to the students reflection and identified learning needs |
| |
| Practice Educator Name: Signature: Date: |

Section 13: Observation of Practice- Guidance

Requirements

As a student social worker you will be frequently observed by both your PE, colleagues and other professionals. Feedback will be sort from colleagues, other professionals and service users and these can be used as part of the holistic assessment. In addition to this ongoing informal observation the HCPC requires that students are formally directly observed during their practice learning. On a 100 day placement there will be four observations. Normally these will be undertaken by the PE although one may be done by the OSS or another professional in the team. It is expected that the PE will undertake the first observation, unless exceptional circumstances prevent this from happening. Two of these will be completed 5 days prior to the Midway meeting one by 70 days and the other by 90 days.

The observations must involve direct contact with a service user or carer but one of them can be the attendance at a professional meeting in regard to or on behalf of the service user. You should be observed in practice which is representative of your usual practice and that of the agency rather than special set pieces.

The observation acts as both a developmental and summative assessment tool. That is it is intended to assist the student in understanding and improving their practice through reflection and feedback, but it is also summative as it forms a significant part of the holistic assessment. Feedback will be given on areas of practice which are not yet demonstrated or are not yet at the standard expected relevant to the particular placement. It is then expected that the student will address any identified areas for development in future observations or as agreed with the PE in other pieces of work or interventions.

Preparation

All formal observations need to be planned in advance. It is not appropriate to decide retrospectively that an interaction or other practice will be treated as an observation or to decide an example of practice will be treated as a formal observation during or just before the observation. An observation can be planned and discussed and the paperwork completed quickly if a suitable opportunity presents itself but this would still be with at least one day's notice. Normally, at least a week's planning and preparation would be required and expected.

Preparation for all observations should be undertaken in consultation with the practice educator (and OSS where appropriate). The student is expected to be looking for suitable observation opportunities from the start of the placement and to discuss them with the PE (and OSS) whose agreement is required as to the suitability of any observation. If the student selects a piece of work where they are

working with others such as a group or meeting the student needs to have a planned part of that intervention or be reasonably confident they will be very actively involved in that piece of work. Generally observations should be between 30 minutes and an hour although longer observations might be appropriate in some circumstances.

The student must ensure that everybody who is involved in the observation understands the purpose and nature of the observation and their part in this and have given prior consent. This will include whether they are happy to give verbal feedback to the observer directly following the observation although if they are not this would not prevent an observation going ahead. Informed consent is obviously paramount with service users but includes carers and other professionals. If there are several people involved in a meeting or intervention then all of them need to be contacted prior to the meeting and their informed consent sought. If a service user is unable to give informed consent due to age or illness then, depending on the situation and the legal implications, a suitable adult can be approached to provide consent. As well as securing prior consent the student must check at the point of the observation that everyone still understands the observation and is in agreement as situations can change, as might people's views as to the appropriateness of a third party being present.

The student social worker is required to discuss the observation with their PE prior to undertaking it. This will include why they have chosen this particular opportunity and what they intend to demonstrate or work on. Observation organisation will also be discussed such as seating and in what situations the PE would or would not interject. The student is responsible for completing the relevant section of the Direct Observation Report and sending this to their observer at least 24 hours prior to the observation or at least the evening before on a short notice observation. The student and observer are to use the Direct Observation Report format to inform their discussions.

Verbal feedback

The observer will if at all possible feedback verbally to the student immediately following the observed session, this is sometimes not possible if for example the observer is only observing part of a session, meeting or group. If the PE and student know that direct feedback after the session will not be possible then they must organize a time to speak as soon as possible after the observation either on the phone or face to face. This initial feedback will attend to the student's initial understanding of how the observation went and the PE key areas of positive and developmental feedback. Any serious issues of concern will be immediately fed back and any remedial actions discussed and executed.

Written feedback

The observer will write their evaluation of the direct observations using the format provided within 3 days of the assessment and the student is required to write a reflection on the observed session and the feedback received in order for it to be discussed at the next supervision session within one week of receiving the PE's feedback. In this supervision session the observation will be discussed in greater detail with particular respect to critical reflection on the part of the student.

The students writing both pre and post observation will be written to professional standards with relevant referencing and bibliography.



Section 14: Direct Observation Form

Section A: Student Preparation Report

To be discussed with the PE prior to the observation. To be completed by student prior to the Direct Observation and forwarded to the observer at least 24 hours in advance of the observation taking place.

| | | | |
|----------------------------|---------------|-----------------------------|--|
| Student Name: | | Date of Observation: | |
| Observation number: | 1 / 2 / 3 / 4 | Observers Name: | |

| |
|---|
| <p>Consent: Explain how you gained informed consent from service users, carers and other professionals and what information was conveyed. (200 words)</p> |
| <p>Context: Provide a brief outline of the context in which the direct observation is to take place e.g. outline of agencies role, service users situation, circumstances, background, needs, abilities, location. (200 words)</p> |
| <p>Aims: What are the aims of the intervention/session/meeting being observed (200 words)</p> |
| <p>Theory: What knowledge, skills and theory are you using to underpin your practice and understanding (200 words)</p> |
| <p>Legal Context: Outline the legal context in which you are working with the service user including your agencies policies and procedures in this area – bullet point all significant points</p> |
| <p>PCF's: Discuss how your practice will meet and address the relevant PCF's you believe may be covered as part of this piece of practice (300 words)</p> |
| <p>Service User Feedback: If possible the PE is to get the service users and or carer's feedback directly after the observation, the following</p> |

questions are suggestions and can be flexed based on the service users' needs and the particular intervention

How did the student explain the observation process and observers presence?

What did you understand the purpose of today's session/meeting to be?

How well do you think the student communicated with you?

How useful did you find today's meeting / the students input?

Is there anything you would want the student to have done differently?

Is there anything else you would like to say/ suggest?

Section B: Practice Educator Feedback Report

Service User

How well did the student prepare the service users and account for your presence?

Information

Was the context and any other information useful and appropriate

Aims

Were there clear aims for the session and were these all attended to and how well was this done

Theory to practice

How were theory, skills and knowledge identified demonstrated in practice

| |
|--|
| |
| <p>Legal Context How were the agencies policies and procedures and the wider legal framework demonstrated and applied?</p> |
| |
| <p>What key holistic skills were demonstrated How did the overall intervention reflect social works skills and practice in key areas, such as beginnings and endings, communication, assessment, time management, dealing with change and challenge etc. (link to PCF)</p> |
| |
| <p>Development: Identify which areas of the student's practice need more attention and identify any aspects for practice that will be followed up at the next direct observation or through other practice or interventions e.g. informal observations, supervision</p> |
| |
| <p>Final observation only: Please comment on:</p> <ul style="list-style-type: none"> • the student's ability to use observations as a developmental tool • areas in which the student has developed during the period of observations • any outstanding areas which were highlighted but not addressed adequately. |
| |

Section C: Student Reflection

| |
|--|
| <p>Please record your reflection on the observed session and the related feedback including anything you might have done differently</p> |
|--|

| | | | |
|-------------------------------|--|--------------|--|
| Signature of observer: | | Date: | |
| Signature of student: | | Date: | |

Section 15: Midway Report Guidance

The midway review is a formative assessment of the student's practice to date. It provides an opportunity to identify both the student's progress in the placement and areas for further development or any specific concerns that need to be addressed.

The midway report is to be completed at the Midway point in the placement and is an overview and assessment of the student's progress to date. The meeting must be held by day 55 of the placement and the correct and completed paperwork submitted to the UT by the 60th day, if this is not done the placement could be suspended. The observation and critical reflection need to be completed five days prior to the midway meeting to allow the PE to take these into account in the writing of her Midway report. The updated overview of interventions and experience should also be made available to the PE 5 days prior to the meeting and will inform their report. The completed Midway report, two observation, two critical reflection, the overview of interventions and experience and Record of Supervision to that point must be completed and sent to all parties two days prior to the meeting date. If any of these documents cannot be provided within the expected timescale both the PE and UT must be informed. Failure to provide these documents within the expected timescales could result in suspension of the placement.

By the Midway point the PE (and OSS) and student should have a good idea as to how the placement is progressing and how the student meeting the PCF at the relevant level. If the PE has concerns that the student will not pass the placement it is expected that this will be identified by this point. Any serious concerns about the student, the PE (OSS) or the placement should have been identified and begun to be addressed. It is expected that the PE (OSS) and student should have attempted to resolve any issues initially through discussion and supervision. If issues have not been resolved the UT needs to be informed and relevant procedures followed which may include calling a Concerns Meeting. If this has not yet been instituted the Midway meeting can decide to institute a Concerns Meeting however neither the student or PE (OSS) should wait until the Midway meeting to raise any issues which they feel may lead to a breakdown in the placement or the failure of the student. Concerns will be discussed in a three (or four) way meeting where a decision will be made as to the most appropriate response to the concerns. If these concerns are sufficient to cause concern over performance to the point where there is a possibility of the student failing the placement a Concerns about Placement Progression form will be completed and will form an action plan. If an action plan is established this can be reviewed twice. If this does not resolve the initial concern then the concern will be put to the Practice Assessment Panel or Professional Suitability Group as appropriate to the nature of the concern. See diagram: Concerns and Professional Misconduct Process in Placement Handbook



Section 16: Midway Report Form

| | |
|--|---------------|
| Placement Details (to be completed by the student) | |
| Student | |
| Practice Educator | |
| On-site Supervisor (if applicable) | |
| Type of Placement | |
| Team/Agency name | |
| Number of days completed by the date of the Midway meeting: | |
| Placement University Tutor | |
| Date of Midway meeting: | |
| The PE/OSS have received copies of the students time sheets and agree that the total number of days recorded thus far are an accurate representation of the completed days on placement | Yes/No |

Section B: Student Social Worker Progress Report

| |
|---|
| The student social worker is to complete this section: |
| Please provide a brief description of the placement (100-150 words) |
| |
| Please provide brief details of your roles and duties (100-150 words) |
| |
| Please provide details of any difficulties or concerns with regard to the placement, OSS and/or PE, and any suggested actions for resolution. This also includes any issues relating to your attendance. |

Self-Assessment / Reflective Review of Placement /Development needs

Reflect upon your progress so far on placement in regard to the PCF specifically consider how you plan to meet these standards during the remainder of your practice placement. This section should include a summary of what you have learned from the practice placement (300)

Section C: Practice Educator Progress 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.

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

- Holistic assessment of the student’s practice as social worker
- Capability across all nine domains of the PCF
- Progressive assessment of the student’s capability including response to feedback and overall development
- Any factors that may have affected the student’s progress during the placement so far

Feedback on overall capability at the midway point

(Guideline approx. 500 words)

Assessment of student's future learning need/priorities for the rest of the placement

(Guideline approx. 200 words)

On-site Supervisors Report of the students practice and progress to date in placement

Please outline the students key duties and responsibilities and how well they have undertaken these. Include progress made and response to supervision and feedback. Clearly outline any areas of concern or developmental needs.

(Guideline approx. 300 words)

Student's comments on assessment reports

(Guideline approx. 300 words)

University Tutor's comments on the assessment reports

| Practice Educator to complete this section: | | | | |
|---|---|---|----------------------------------|------------------------------|
| PCF Capability at level appropriate to placement stage | Satisfactory Progress/ opportunities fully available | Satisfactory Progress but limited learning opportunities | Some concerns re progress | No evidence presented |
| Domain 1: Professionalism Identify and behave as a professional social worker, committed to professional development | | | | |
| Domain 2 Values and Ethics Apply social work ethical principles and values to guide professional practice | | | | |
| Domain 3 Diversity Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice | | | | |
| Domain 4 Rights, Justice and Economic Wellbeing Advance human rights and promote social justice and economic well-being | | | | |
| Domain 5 Knowledge Apply knowledge of social sciences, law and social work practice theory | | | | |
| Domain 6 Critical reflection and Analysis Apply critical reflection and analysis to inform and provide a rationale for professional decision-making | | | | |
| Domain 7 Intervention and Skills Use judgement and authority to intervene with individuals, families and communities to promote | | | | |

| | | | | |
|---|--|--|--|--|
| independence, provide support and prevent harm, neglect and abuse | | | | |
| <p>Domain 8 Contexts and organisations</p> <p>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</p> | | | | |
| <p>Domain 9 Professional Leadership</p> <p>Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management</p> | | | | |

| | Yes | No |
|--|-----|----|
| Has the student met the attendance requirement on placement to date? | | |
| Have Practice Educator supervision sessions taken place in accordance with the duration and frequency identified in the Learning Agreement? Please attach supervision record | | |
| Have direct observations of the student working with Service-User(s) or carers, by the mid-way point of the placement been achieved? 100 day placements – Two Direct Observation Report to be attached | | |
| Has the student completed; <ul style="list-style-type: none"> • 100 day placement – Two Critical Reflection of Practice • All placements - An overview of work completed so far | | |
| Has all personal information referred to in this report been anonymised and the agency policy regarding confidentiality been adhered to? | | |
| Are the students practice documents to appropriate professional standards- if No how is this to be addressed | | |
| Have any concerns been highlighted which lead to concerns that the student may not meet the requirements of a holistic assessment or any PCF's by the end of the placement if Yes please state how these will be addressed in the box below | | |
| Concerns to be addressed: | | |

| Agreement with midway report: | |
|--|--|
| Practice educator signature | |
| Student signature | |
| Academic Tutor/Placement University Tutor signature | |
| Date | |
| If a further date has been agreed to review the student's progress please record it here: | |

Section 17: Service User and Carer Feedback

The social work student is responsible for collecting and collating 3 to 5 examples of , service user or carer feedbacks for the workbook. This is in addition to any service user feedback the observer may obtain in relation to the three required direct observations.

Feedback can be obtained from any service user or carer that the student has directly worked with as long as the service user can give informed consent to provide their views. Feedback should if possible reflect a broad range of the students practice and interactions.

It is best practice that feedback is collected when the student is not present so as not to influence the process. This may involve the student involving a colleague in requesting feedback on their behalf or in leaving written forms with service users to be completed at a later date.

The student needs to create a standard feedback form or format and to share this with the PE prior to asking service users to complete any process. This format needs to take account of the sort of information that the student wants to collect in order to provide service users with a voice and also to develop their own practice. The student must make sure that any written format is accessible to any service user and that alternative media or resources are used if necessary. This could include using a scribe or providing video or audio feedback.

All feedback from service users is to be anonymised; no service user names are to be identified anywhere within the Workbook. Any student who does not anonymise service user details may become subject to Fitness to Practice procedures.

Section 18: Professional/Colleague Feedback

Students are required to submit 3 to 5 pieces of feedback from colleagues, at least one of which should be feedback from a professional outside of your direct agency.

It is best if feedback is provided from those who have had some fairly extensive experience of working with the student such as joint working or regular networking. Feedback should if possible reflect a broad range of the student's practice and interactions.

Colleague feedback is separate to the practice educator's (and on-site supervisor as appropriate) feedback.

Students are expected to create their own format for gathering feedback. This format should be shared with the PE prior to its use with colleagues. This format needs to take account of the sort of information the student wants to collect in order to provide insight into how their practice has been viewed in order to develop their practice.

It is the student's responsibility to ensure that all colleagues who offer feedback consent to their name being in the Workbook (optional). This can be assured by adding a statement to the end of the feedback sheet for example. It is also the student's responsibility to make sure any colleagues refrain from identifying service users in any way.

Section 19: Confidentiality Statement

You should remove anything that could be used to identify a service user from confidential information which you use in your assessment. All documents and inclusions in the Workbook must be anonymised and it made clear how this has been undertaken.

The Confidentiality statement has to be filed at the front of the Portfolio.



| | |
|--|--|
| Confidentiality Statement | |
| Within my Workbook I have anonymised names and other identifying information in relation to all service users, carers/families, and professionals (e.g. health, education, and police) and other individuals, except where permission has been granted to include documentary evidence of feedback on my practice. All references to organisations (except the placement agency) have been anonymised. | |
| Student Signature: | |
| Date: | |

Section 20: Onsite Supervisor Report

(Only to be completed where applicable)

To be completed at the end of the placement, discussed with the student during the final three way meeting and passed to the Practice Educator prior to him/her completing their final report. It is important that any concerns that have been raised in this report have been raised previously with the student during their placement.

| | | | |
|-----------------|--|----------------------------|--|
| Student: | | On-site supervisor: | |
| Agency: | | Date of report | |

| |
|--|
| Please provide a brief description of the work allocated to the student |
| |
| Please provide an overview of the student's progress and positive practice during their placement |
| |
| Please comment on the student's use of supervision and support |
| |
| Please comment upon any specific learning needs related to the student's work/professional development. |
| |

Section 21: Final Report

| | | | |
|---|--|----------------------------|--|
| 1.1 Placement Details | | | |
| Student | | | |
| Practice Educator | | | |
| On-site Supervisor (if applicable) | | | |
| Placement type | | | |
| Team name/Agency | | | |
| Start Date of Placement: | | Placement end Date: | |
| Number of days completed | | | |
| University Tutor | | | |

| | |
|--|-------------|
| 1.2. Summary of documentation and assessments taken into account in this recommendation | |
| Assessment | Date |
| Learning agreement | |
| Interim review(s) | |
| Midway Report | |
| On-site supervisor's report | |

| | | |
|--|---|--------------------------------|
| 1.3. 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). | | |
| Issue | Brief description (max 150 words each) | Additional information? |
| Placement e.g. workload, PE and/or organisational factors etc. | | YES/NO |
| Student e.g. health, personal circumstances, disability etc. | | YES/NO |

| 1.4. Summary of evidence linked to the PCF used to support this recommendation | | |
|--|-------------|---|
| Type of evidence | Evidence No | List title(s) of documents used in each category with dates |
| Direct Observations | | |
| Service User and Carer feedback | | |
| Critical reflections | | |
| Supervision notes | | |
| Student work overview | | |
| Other e.g. presentations | | |

Section A: Assessment Report

| Holistic Assessment |
|---|
| <p>PCF level descriptor</p> <p>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.</p> <p>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.</p> <p>Please provide an overall judgement of the student's professional capability with reference to the level descriptor for this placement, taking into account:</p> <ul style="list-style-type: none"> • Holistic assessment of the students practice as social worker • Capability across all nine domains of the PCF • Progressive assessment of the student's capability including response to feedback and overall development • Any factors that may have affected the student's progress during the placement so far <p>Link your comments to examples of evidence presented over the course of the placement and, if appropriate, information provided in Section B to support the overall assessment.</p> <p style="text-align: right;"><i>(Guideline approx. 500 words)</i></p> |

| Feedback on overall capability |
|--------------------------------|
| |

| |
|---|
| Assessment of student's future learning need/priorities (Guideline approx. 200 words) |
| |
| Student's comments on assessment (Guideline approx. 300 words) |
| |
| On-site Supervisors comments/ report on the assessment |
| |
| University Tutor's comments on the assessment (Guideline approx. 300 words) |
| |

Section B: Holistic Assessment of Each Domain

Please provide additional information to support your overall assessment in Section 2.

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 approx. 250 words maximum per domain)

Domain 1: Professionalism

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

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

Assessment

Evidence used to support judgement

Capability at level for this placement

Demonstrated

Not demonstrated

Domain 2 Values and Ethics

Apply social work ethical principles and values to guide professional practice

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

Assessment

Evidence used to support judgement

Capability at level for this placement

Demonstrated

Not demonstrated

Domain 3 Diversity

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

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

Assessment

Evidence used to support judgement

Capability at level for this placement

Demonstrated

Not demonstrated

Domain 4 Rights, Justice and Economic Wellbeing

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

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

Assessment

Evidence used to support judgement

Capability at level for this placement

Demonstrated

Not demonstrated

Domain 5 Knowledge**Apply knowledge of social sciences, law and social work practice theory**

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

Assessment**Evidence used to support judgement**

| | | |
|---|--|--|
| Capability at level for this placement | Demonstrated <input type="checkbox"/> | Not demonstrated <input type="checkbox"/> |
|---|--|--|

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

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

Assessment**Evidence used to support judgement**

| | | |
|---|--|--|
| Capability at level for this placement | Demonstrated <input type="checkbox"/> | Not demonstrated <input type="checkbox"/> |
|---|--|--|

Domain 7 Intervention and Skills

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

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

Assessment

Evidence used to support judgement

| | | |
|---|--|--|
| Capability at level for this placement | Demonstrated <input type="checkbox"/> | Not demonstrated <input type="checkbox"/> |
|---|--|--|

Domain 8 Contexts and organisations

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

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

Assessment**Evidence used to support judgement**

| | | |
|---|--|--|
| Capability at level for this placement | Demonstrated <input type="checkbox"/> | Not demonstrated <input type="checkbox"/> |
|---|--|--|

Domain 9 Professional Leadership

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

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

Assessment**Evidence used to support judgement**

| | | |
|---|--|--|
| Capability at level for this placement | Demonstrated <input type="checkbox"/> | Not demonstrated <input type="checkbox"/> |
|---|--|--|

Section C: Final Assessment of the Placement

| 1.1 Final Assessment for this Placement | | | |
|---|-------------------------------|--|--|
| Recommendation | Pass <input type="checkbox"/> | Placement and Workbook Fail <input type="checkbox"/> | Workbook Fail <input type="checkbox"/> |
| Practice educator signature | | | |
| Student signature | | | |
| University signature | | | |
| Date | | | |

Appendices:

Appendix 1: PCF's at Level 6

Appendix 2: Concerns about Placement Progression Forms

Appendix 3: HCPC Code of Conduct and ethics for Students

Appendix 4: QAPL form

Appendix 1- Professional Capability Framework – End of Placement 2 Capabilities:

1 Professionalism – By the end of last placement/the completion of qualifying programmes:

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

2 Values and Ethics: Apply social work ethical principles and values to guide professional practice – By the end of last placement/the completion of qualifying programmes:

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

3 Diversity: Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice – By the end of last placement/the completion of qualifying programmes:

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

4 Rights, Justice and Economic Wellbeing: Advance human rights and promote social justice and economic wellbeing - By the end of last placement/the completion of qualifying programmes:

- Understand, identify and apply in practice the principles of social justice, inclusion and equality
- Understand how legislation and guidance can advance or constrain people's rights and recognise how 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
- Recognise the impact of poverty and social exclusion and promote enhanced economic status through access to education, work, housing, health services and welfare benefits
- Recognise the value of, and aid access to, independent advocacy

5 Knowledge: Apply knowledge of social sciences, law and social work practice theory - By the end of last placement/the completion of qualifying programmes:

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

6 Critical Reflection and Analysis: Apply critical reflection and analysis to inform and provide a rationale for professional decision-making - By the end of last placement/the completion of qualifying programmes:

- 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, systemic, critical and reflective reasoning and apply the theories and techniques of reflective practice
- Know how to formulate, test, evaluate, and review hypotheses in response to information available at the time and apply in practice
- Begin to formulate and make explicit, evidence-informed judgements and justifiable decisions

7 Intervention and Skills: Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse - By the end of last placement/the completion of qualifying programmes:

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

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-personal partnerships and settings - By the end of last placement/the completion of qualifying programmes:

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

9 Professional Leadership: Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management - By the end of last placement/the completion of qualifying programmes:

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

Appendix 2 - Concern about Placement Progression Form

This form is an official record of the under-performance of a pre-registration Social Work student. It is completed by the University Tutor, Practice Educator and the student concerned.

The use of the form signifies concerns and/issues on placement that may lead to the student underperforming or failing to perform at a satisfactory level. If improvement is not demonstrated within an agreed timescale it is likely to result in the student failing the placement.

The form outlines the areas of poor performance and is used to create an action plan to assist the student in improving their performance to the required level. A copy of this form is given to the student, the practice educator and the university tutor. The original must be given by the lecturer to the Administrator – Centre for Social Work for confidential storage in the student's placement file. The practice educator's and university tutor's copies must be treated as confidential documents and must be destroyed when the student completes the placement.

| | | | |
|---|--|--------------------------------|--|
| Student | | Date | |
| Year of Study | | Level/Type of Placement | |
| Practice Educator | | Name of Placement | |
| Placement Locality | | University Tutor | |
| Indicators of poor performance: | | | |
| (these must be aligned with the relevant placement assessment criteria i.e. HCPC Standard of Proficiency and or PCF Domain) | | | |
| Indicator 1 | | | |
| Indicator 2 | | | |
| Indicator 3 | | | |
| Indicator 4 | | | |
| Indicator 5 | | | |

| | |
|--|--|
| | |
| Student and date (to be achieved) | Objectives to be achieved by first review: (these should include what action will be taken and how success will be demonstrated) |
| Objective 1 | |
| Objective 2 | |
| Objective 3 | |
| Objective 4 | |
| Objective 5 | |
| Date of Review: (Usually 2 weeks or within an agreed timeframe after this form is completed and then reviewed within agreed timeframe until student is performing at the required level or has failed the placement). | |

Signature of Student _____

Signature of Practice Educator _____

Signature of University Tutor _____

BA Social Work: Concern about Placement Progression Form

This form is completed by the University Tutor and the Practice Educator in discussion with the student. The use of the form acts as an official record of the review of the performance of a student who is underperforming or failing to reach a satisfactory standard.

The student, the practice educator and the university tutor must be provided with copies of this form. The original must be given by the UT to the Administrator – Centre for Social Work for confidential storage in the student's placement file. Practice Educator and University Tutor's copies must be treated as confidential documents and must be destroyed when the student completes the placement.

| | | | |
|---|--|--------------------------------|--|
| Student | | Date | |
| Year of Study | | Level/Name of Placement | |
| Practice Educator | | University Tutor | |
| Current student performance in relation to the indicators of poor performance identified on the original danger of failure form dated | | | |
| Progress on Indicator 1 | | | |
| Progress on Indicator 2 | | | |
| Progress on Indicator 3 | | | |
| Progression on Indicator 4 | | | |
| Progress on Indicator 5 | | | |
| Current student performance in relation to the objectives to be achieved identified on the original danger of failure form/last review form dated _____: | | | |

| | |
|---|--|
| Progress on Objective 1 | |
| Progress on Objective 2 | |
| Progress on Objective 3 | |
| Progress on Objective 4 | |
| Progress on Objective 5 | |
| Summary of student's current level of performance: | |
| | |
| Recommended Further Action: | |
| | |
| Is the student now making satisfactory progress? YES NO (If yes the student can be signed off from the danger of failure process below) | |
| If NO what objectives needs to be met by next review to ensure student still reach a satisfactory standard (set review date and sign off below) | |
| Objectives to be achieved by next review: | |
| Objective 1 | |
| Objective 2 | |
| Objective 3 | |

| | |
|--|--|
| Objective 4 | |
| Objective 5 | |
| Reviews should usually be undertaken weekly until student is performing at the required level or has failed the placement Date of Review: | |

Signature of Student_____

Signature of Practice Educator_____

Signature of University Lecturer_____

Appendix 3

Information for students and education providers

Guidance on conduct and ethics for students Contents

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 us

Move from HCPC to Social Work England (2nd December 2019)

https://socialworkengland.org.uk/?dm_i=2NJF%2CXGO1%2C6RQ43Q%2C3I1K1%2C1

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. 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 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

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).

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

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

You can contact us at the following address.

The Health and Care Professions Council

Park House

184 Kennington Park Road

London

SE11 4BU

Phone: +44 (0)300 500 6184

Fax: +44 (0)20 7820 9684

Email: 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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**To request this document in
Welsh or an alternative format,
email publications@hcpc-uk.org**

This publication is produced using trees from sustainable forests and recycled fibre.

Appendix 4 - QAPL Form -This form is to be completed on PEMS.

Student practice placement feedback form

1 Student Name

Student HEI ID Number

2 HEI name

3 Year Commenced Training

4 Details of practice placement setting

5 Name of on-site practice educator

6 Name of on-site practice Supervisor (if applicable)

7 Name of off-site practice educator (if applicable)

8 Name of placement establishment

9 Dates of placement

From:

To:

10 Number of placement days

11 Which practice learning placement is this?

First assessed practice

Second assessed practice

| | | |
|--|--------------------------|--------------------------|
| | Yes | No |
| 12 Did your placement start according to the agreed timetable? | <input type="checkbox"/> | <input type="checkbox"/> |

| | | |
|--|--------------------------|--------------------------|
| | Yes | No |
| 13 Did you liaise with the prospective provider before commencing? | <input type="checkbox"/> | <input type="checkbox"/> |

| | | |
|--|--------------------------|--------------------------|
| | Yes | No |
| 14 Is there anything critical you needed to know which was not made known to you at the time? If yes, please give details | <input type="checkbox"/> | <input type="checkbox"/> |

(Please tick the rating which best expresses your evaluation)

| | | | |
|--|--------------------------|--------------------------|---|
| | Inadequate | > | Excellent |
| | 1 | 2 | 3 4 |
| 15 How do you rate the information you received about the placement before commencement? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> |

| | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 | 2 | 3 | 4 |
| 16 From your point of view how do you rate the process for allocating you to this particular placement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Commencement of the practice placement

| | | |
|---|--------------------------|--------------------------|
| | Yes | No |
| 17 Did you discuss, complete, and then sign a contract or learning agreement? | <input type="checkbox"/> | <input type="checkbox"/> |

| | | |
|--|--------------------------|--------------------------|
| If yes, was it completed within the expected time frame? | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|

If no, please give details why not

| | | |
|---|--------------------------|--------------------------|
| | Yes | No |
| 18 Did you have a planned induction period? | <input type="checkbox"/> | <input type="checkbox"/> |

If yes, please indicate which of the following it covered:

| | |
|-------------------------------|--------------------------|
| Agency, policy and procedures | <input type="checkbox"/> |
|-------------------------------|--------------------------|

| | |
|---|--------------------------|
| Familiarisation with services and key staff | <input type="checkbox"/> |
|---|--------------------------|

| | |
|---|--------------------------|
| Introduction to local communities and people and groups who use the service | <input type="checkbox"/> |
|---|--------------------------|

| | |
|---|--------------------------|
| Networking opportunities with allied professionals and other linked service providers | <input type="checkbox"/> |
|---|--------------------------|

Health and safety

Working arrangements

Inadequate > Excellent
1 2 3 4

19 How do you rate your induction period? (Please tick the rating which best expresses your evaluation)

Your support arrangements, accountability and role clarity

20 Was it clear to you who you were accountable to for your work with service users and carers? Yes No

21 Were the roles of all of the following participants in your learning and assessment made clear to you? Yes No

On-site practice educator

On-site practice supervisor (if applicable)

Off-site practice educator (if applicable)

HEI tutor

Agency manager

Other staff

22 Is there anything critical you needed to know which was not made known to you at the time? Yes No

Not very well at all > very well
1 2 3 4

If yes, how well did this arrangement work for you?

- 23 Was it clear to you how you could raise any concerns about any aspects of your work learning or assessment? Yes No
- Complaints
- Grievances
- Harassment
- Bullying
- Whistle blowing
- Disagreements
- Dissatisfaction

- 24 Were any specifically agreed needs not fully met? Yes No
-

If not please explain

- 25 Overall, do you feel you were well supported throughout the placement? Yes No
-
- 26 Did you encounter any major concerns regarding this placement? Yes No
-

If yes, please describe the concern

- How do you rate the response? Poor > Excellent
- 1 2 3 4
-

Please explain the rating you have given

Your learning and assessment programme

| | | Hardly at all > Very much so | | | |
|----|--|------------------------------|--------------------------|--------------------------|--------------------------|
| | | 1 | 2 | 3 | 4 |
| 27 | Did you have a placement learning programme that: | | | | |
| | Developed your knowledge and skills? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Developed your values? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Addressed your areas for development? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Required you to integrate theory with practice? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Enabled holistic assessment against the Professional Capabilities Framework? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | Hardly at all > Very much so | | | |
|----|--|------------------------------|--------------------------|--------------------------|--------------------------|
| | | 1 | 2 | 3 | 4 |
| 28 | Did your placement learning programme cover: | | | | |
| | Inter-professional or multi-disciplinary practice? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | The HCPC Standards of proficiency and Standards of conduct, performance and ethics? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Opportunities to undertake tasks involving formal assessment of risk, safeguarding and use of authority? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | Poor > Excellent | | | |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | | 1 | 2 | 3 | 4 |
| 29 | How do you rate the placement learning programme overall? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | |
|----|---|--------------------------|
| 30 | Which of the following did your placement assessment programme include? (Please tick all that are applicable) | |
| | Direct observation of your practice | <input type="checkbox"/> |
| | Direct feedback from service users or carers | <input type="checkbox"/> |
| | Direct feedback from other people | <input type="checkbox"/> |
| | Regular supervision | <input type="checkbox"/> |
| | Constructive and timely feedback | <input type="checkbox"/> |
| | Periodic assessment and review | <input type="checkbox"/> |

31 Were your areas for development and improvement made clear to you throughout the placement? Yes No
If no:

Did you have the support and opportunity to address these areas?

Did your assessor make clear to you the reasons for the final holistic assessment decision?

Has your practice educator recommended a placement pass?

Was the end of your placement delayed?

If yes, please explain the reason for the delay

Poor > Excellent
1 2 3 4

32 Overall, how do you rate your placement assessment?

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

Student Name

Date

Response from HEI tutor

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

Tutor Name

Date