



University of Essex

Social Work Practice Placement 1 Workbook

Level 7

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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. The workbook has been developed in line with the requirements and guidance from the Health and Care Professions Council (HCPC) and using the Professional Capabilities Framework (PCF) published by the British Association of Social Workers (BASW). Further information, including the HCPC guidance on conduct and ethics for students and the descriptors of the pre-qualifying roles in social work from BASW are available online at:

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

<https://www.basw.co.uk/resources/student-pcf-level-descriptors-pre-qualifying-levels-and-asye>

This workbook relates to your first year level 7 placement. This placement is a minimum 70 days long and all 70 days have to be completed. If you cannot complete your 70 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 70 days.

The Workbook should be completed within deadlines specified in the calendar in Section 5 and collated as outlined in the checklist for the completion of the Workbook in 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.

Overview of Essential Tasks

Learning Agreement – you devise the content of this in terms of the skills you want to develop and the experiences and activities you think will help you do this. Listen to your PE and OSS and take the time you need to develop the goals and objectives you want to make progress on.

Direct Observations – Your PE or OSS will carry out three observations of your practice, at least one of which will be of you working with a service user. Your workbook can (and this is often a very valuable source of evidence) include additional observations and feedback from colleagues, service users, and representatives of other agencies. Observational evidence should include both your most competent accomplishments and instances of your practice which were challenging or difficult for you.

Critical Reflections – you will reflect on three activities: a) work shadowing or the student's observations of the practice of professional colleagues b) The PE's observation of the student's practice in direct work with a service user(s), and c) an activity agreed with PE this might focus on observation feedback from colleagues and/or service user(s) a specific element of the PCF, an aspect of policy or legislation, an aspect of current case work, etc.

Midway – a meeting between you and your PE with the OSS and University Tutor to review your progress half way through your placement.

Reflective Review of Placement Learning – this is the final piece of work for you to complete where you consider three essential questions: 1) Have outcomes been realised? 2) Were any of the factors that impacted on the outcomes in your control? 3) What do you need to be learning about in your next stage of professional development?

Final Report – this is prepared by your PE and is an holistic assessment of your practice that summarises your achievements and identifies areas for further development. Your PE will circulate their final report to you, your OSS and your University Tutor before meeting with you to agree any final activities that need to be completed and conclusions about your professional practice.

Holistic Assessment

Your practice will be assessed holistically. This will focus on assessing your performance in practice with the content of your workbook being used as a source of supporting evidence. This approach places an emphasis on your practice educator's judgement in regard to your practice.

Clearly, self-evaluation and critical reflection in professional development remain important skills for you to demonstrate which are assessed through the production of a portfolio, significant weight is attached to the assessments made by your practice educator, who will observe you in practice and in supervision.

Consequently, the holistic assessment of your practice will be less concerned with each individual element of capability and more concerned with your capability as a practitioner at your specific level of development. Therefore specific elements of each capability are useful reference points but do not need to be atomised and evidenced individually

Therefore, it is your practice and not the Workbook which is your core assessed task and your Workbook should be thought of as 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 sources of evidence 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 you need to make 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. Inadequate management of confidentiality and anonymization may be considered an issue of fitness to practise and referred to the School's Professional Suitability Group.

Placement Failure/Suspension/Termination

This does not apply if the practice assessment process, at the end of the 70 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 on-site 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 Interventions / Experiences	
Critical Reflections one, two and three	
Direct observations one, two and three	
Practice Educator's 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 their practice educator and or on-site supervisor prior to beginning placement and will usually attend an interview.	
Prior relationships or conflict of interest	Any known or likely prior relationships with the practice educator, on-site supervisor, agency or service users must be declared, discussed and adjustments need to be 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/on-site 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 (on-site supervisor).	
Health disability learning difficulty including 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

Declaration: I have attended to all the above issues and undertakings and confirm that I am able to begin my practice placement.

Print Name

Signature

Date

University Tutor's Signature

Date

Section 4: Glossary

OSS	On-site Supervisor
PE	Practice Educator
HEI	Higher Education Institution
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: Placement Calendar

	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 9 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 10 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 Direct Observation of Student's Practice	5 days prior to Midway
9	First Critical Reflection by student	
10	Meet with PE (and OSS) to draft Midway	Within 27 days of beginning placement

11	Midway meeting 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 39 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 42 of placement
13	Second Direct Observation of Student's Practice	By day 50 of placement
14	Second Critical Reflection by student	
15	Third Direct Observation of Student's Practice	By day 60 of placement
16	Third Critical Reflection by student	
17	Reflective Review of Placement Learning to be drafted and given to PE.	By day 65 of placement
18	Final Placement meeting – draft Workbook to be discussed as well as overall holistic assessment of the student's practice.	Within 68 days of placement
19	Completed workbook to be handed into PE	By 4pm 3 days after the final placement day
20	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 9 days. Any tasks not completed by this point can either be agreed by the PE and UT 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 UT.

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 and OSS 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	

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.	
Supervision Arrangements (with off-site practice educator) <ul style="list-style-type: none"> • Day of week: • Time: • Venue: • Duration: • Content: 	
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	

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

<p>Apply knowledge of social sciences, law and social work practice theory</p> <p>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.</p>
<p>Work to be undertaken</p>
<p>Domain 6 Critical reflection and Analysis</p> <p>Apply critical reflection and analysis to inform and provide a rationale for professional decision-making</p> <p>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.</p>
<p>Work to be undertaken</p>
<p>Domain 7 Intervention and Skills</p> <p>Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse</p> <p>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.</p>
<p>Work to be undertaken</p>
<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>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.</p>
<p>Work to be undertaken</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>

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:	
<p>We agree that this learning agreement meets the individual needs of the student and the requirements of the social work training programme.</p> <p>We agree to abide by all the guidance and procedures as outlined in the Practice Placement Handbook and Workbook</p> <p>We agree to adhere to the stated deadlines for submission of documentation. If exceptional circumstances prevent this, please advise University.</p>	
Signed:	
Student	
University tutor	

Practice educator	
On-site supervisor	

Section 8: Organisation of Practice Placement

The university has allocated 80 days over which your 70 placement days need to be completed. In discussion with you PE (and OSS) please select the 70 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 towards the end of the placement to use if there are any difficulties. In **exceptional circumstances** if you are unable to complete your 70 days within the allocated period you must discuss this with you PE and UT 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				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				

Section 9: Record of Supervision-

Formal supervision should take place for a minimum of one and a half hours every five placement days and will be split equally between the PE and OSS if you have both. If there are a number of students on placement and group supervision is offered it is important that students are also provided with individual supervision. Supervision sessions are used to evidence the student's capability in practice. The PE (OSS) and student need to agree who will record supervision sessions this is often on a 50/50 basis but may be varied depending on the student's needs and the significance of the evidence being recorded. Any practice likely to be used as evidence in the Midway or Final report needs to be discussed and recorded in supervision.

Date of Supervision	Name and role of person who conducted the session (i.e. PE or OSS)	Signed by student and PE/OSS to agree that the session has taken place or if missed the rescheduled date should be recorded

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

Section 11: Critical Reflection Practice Guidance

There is no limitation on the amount of Critical Reflections the PE can expect from the student 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 three events. One of these is to be completed prior to the midway and submitted with the midway documentation. The other two will be completed by 50 and 63 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.

The following activities should be the focus of one of each of the three required critical reflections.

1. Work shadowing or the student's observations of the practice of professional colleagues
2. The PE's observation of the student's practice in direct work with a service user(s)
3. Agreed with PE this might focus on observation feedback from colleagues and/or service user(s) a specific element of the PCF, an aspect of policy or legislation, an aspect of current case work, etc.

All critical reflections should explore some aspect of human rights and it is expected that the student will discuss possible Critical Reflections with their PE to ensure they have selected an appropriate focus.

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. Consequently, in each of reflection there should be some indication of what impact the student expects their reflections to have on their own practice and/or outcomes for service users, colleagues or the agency or service where they are placed.

Each Critical Reflection of Practice provides the students with an opportunity to exercise concision when selecting material to illustrate their practice and support their discussion and conclusions by appropriate reference to relevant sources.

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.

The form in the next section is suggested as a template and could be adapted by as needed; the only requirement with respect to the format is that it is acceptable to both the PE and student.

Section 12: Critical Reflection of Practice Form

Brief outline of the event: Your context and what happened
An analysis of what happened: What did you do, what went well, what might have been done differently, how did theory, legislation, guidance, personal values or ethics and beliefs inform choices and interventions?
Outcomes: A statement of outcomes for those concerned
Learning including PCF Domains: An evaluation of your learning with particular reference to PCF domains
Human Rights: Please consider how you acted within the HCPC Guidance in this event.
Identified issues for development: Issues you need to work on or practice to be developed
References:

Quality of writing and whether this meets expected professional standards		
Summative comments on the student's reflection and any action points of identified learning needs		
I believe this to be an accurate reflection of the student's activities	Yes	No
The work presented is consistent with the professional standards expected at this stage in the student's professional development	Yes	No
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, OSS, colleagues and other professionals. Feedback will be sought 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 70 day placement there will be a minimum of three observations. Normally these will be undertaken by the PE although one may be done by the OSS. It is expected that the PE will undertake the first observation, unless exceptional circumstances prevent this from happening. One of these will be completed 5 days prior to the Midway meeting one by 50 days and the other by 63 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 needs to bear in mind that PE's are often very busy and that service users may not be available for a wide variety of reasons and may cancel at short notice or not be available at the agreed time. It is the student's responsibility to organise and plan all the observations and to get dates for observations in their PE's diary as soon as possible and also to have back up or contingency plans in place if a particular service user is not available. It will therefore be the student's responsibility if they have failed to do this and have not carried out the necessary number of observations at any point. If a student is aware there are likely to be difficulties in completing observations within timescales due to issues beyond their control they must discuss this with their PE and UT as soon as they become aware of the difficulties.

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 organise 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's 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 up their evaluation of the direct observations using the format provided within 3 days of the observation 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 student's 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	Observer's Name:	

Consent:

Explain how you gained informed consent from service users, carers and other professionals and what information was conveyed.

Context:

Provide a brief outline of the context in which the direct observation is to take place e.g. outline of agency's role, service users situation, circumstances, background, needs, abilities, location.

Aims:

What are the aims of the intervention/session/meeting being observed?

Theory:

What knowledge, skills and theory are you using to underpin your practice and understanding?

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

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.

Service User Feedback:

If possible the PE is to get the service user's and or carer's feedback directly after the observation, the following

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 observer's 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 student's 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?
Legal Context How were the agency's policies and procedures and the wider legal framework demonstrated and applied?
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)
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

Final observation only: Please comment on: <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

Please record your reflection on the observed session and the related feedback including anything you might have done differently

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 should be held by day 39 of the placement and the correct and completed paperwork submitted to the UT by the 42nd 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, one observation, one critical reflection, the overview of interventions and experience and the 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:	
University Tutor	
Date of Midway Meeting:	
The PE/OSS have received copies of the student's 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
Please provide brief details of your roles and duties
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

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

<p>Assessment of student's future learning need/priorities for the rest of the placement</p>
<p>On-site Supervisors report of the student's practice and progress to date in placement</p> <p>Please outline the student's 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.</p>

Student's comments on the assessment reports
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				

<p>Domain 7 Intervention and Skills</p> <p>Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse</p>				
<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? 70 day placements – One Direct Observation Report to be attached			
Has the student completed; 70 day placement – One 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 student's 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			
University Tutor's signature			
Onsite Supervisor's 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 student's 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.

<https://www1.essex.ac.uk/it/services/information-security/>

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 (or four) 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 on any specific learning needs related to the student's work/professional development.

--

Section 21: Reflective Review of Placement Learning

The final piece of work for you to complete is a reflective review of your placement learning experiences. There is no prescribed format for this as you should be finding ways to think through and share your insights that suit you and your PE. However, you will need to address the following key questions:

1. *Have outcomes been realised?*

To what extent have the activities you have been engaging in and reflecting on throughout your placement resulted in the outcomes you expected? You should be able to identify what aspects of your practice have been instrumental in realising these outcomes. However, you need to remember that there is much more valuable information in instances where things did not develop as we expected. When anticipated outcomes are not realised you should be identifying what aspects of your practice, the situation and the activities of the others you were working with have contributed to this.

2. *Were any of the factors that impacted on the outcomes in your control?*

Looking back on the work you have been doing are you surprised at any of the outcomes you have seen? If so, is this surprise at something working out well or were there unforeseen negative consequences of your work? What things would do differently with the benefit of hindsight and should you have been able to foresee these?

3. *What do you need to be learning about in your next stage of professional development?*

Start planning the content of the learning agreement for your next placement now and make sure some of the issues you are identifying here will inform what you plan to go on to do next.

Section 22: 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		
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	Additional information?
Placement e.g. workload, PE and/or organisational		YES/NO

factors etc.		
Student e.g. health, personal circumstances, disability etc.		YES/NO
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

PCF level descriptor

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

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

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

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

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.

Feedback on overall capability

Assessment of student's future learning need/priorities

Student's comments on assessment

On-site supervisors comments/ report on the assessment
University tutor's comments on the assessment

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.

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

Demonstrated ☐

Not demonstrated ☐

placement		
<p>Domain 3 Diversity</p> <p>Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice</p> <p>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.</p>		
Assessment		
Evidence used to support judgement		
Capability at level for this placement	Demonstrated <input type="checkbox"/>	Not demonstrated <input type="checkbox"/>
<p>Domain 4 Rights, Justice and Economic Wellbeing</p> <p>Advance human rights and promote social justice and economic well-being</p> <p>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.</p>		
Assessment		

Evidence used to support judgement		
Capability at level for this placement	Demonstrated <input type="checkbox"/>	Not demonstrated <input type="checkbox"/>

<p>Domain 5 Knowledge</p> <p>Apply knowledge of social sciences, law and social work practice theory</p> <p>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.</p>		
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

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 ☐

Not demonstrated ☐

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 ☐

Not demonstrated ☐

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: Concerns about Placement Progression Forms

Appendix 2: QAPL (for Students)

Appendix 3: Student Placement Profile

Appendix 1

Social Work: Concerns 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 university tutor 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 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 _____

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 2

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?	<input type="checkbox"/>	<input type="checkbox"/>

If yes, please give details

(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?

☐☐

If yes, was it completed within the expected time frame?

☐☐

If no, please give details why not

Yes No

- 18 Did you have a planned induction period?

☐☐

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

Agency, policy and procedures

☐

Familiarisation with services and key staff

☐

Introduction to local communities and people and groups who use the service

☐

Networking opportunities with allied professionals and other linked service providers

☐

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

Yes

No

- 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?

☐☐

On-site practice educator

☐☐

On-site practice supervisor (if applicable)

☐☐

Off-site practice educator (if applicable)

☐☐

HEI tutor

☐☐

Agency manager

☐☐

Other staff

☐☐

Yes

No

22 Is there anything critical you needed to know which was not made known to you at the time?

☐☐

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	<input type="checkbox"/>	<input type="checkbox"/>
------------	--------------------------	--------------------------

Grievances	<input type="checkbox"/>	<input type="checkbox"/>
------------	--------------------------	--------------------------

Harassment	<input type="checkbox"/>	<input type="checkbox"/>
------------	--------------------------	--------------------------

Bullying	<input type="checkbox"/>	<input type="checkbox"/>
----------	--------------------------	--------------------------

Whistle blowing	<input type="checkbox"/>	<input type="checkbox"/>
-----------------	--------------------------	--------------------------

Disagreements	<input type="checkbox"/>	<input type="checkbox"/>
---------------	--------------------------	--------------------------

Dissatisfaction	<input type="checkbox"/>	<input type="checkbox"/>
-----------------	--------------------------	--------------------------

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

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

If not please explain

Yes	No
-----	----

25	Overall, do you feel you were well supported throughout the placement?	<input type="checkbox"/>	<input type="checkbox"/>
----	------------------------------------------------------------------------	--------------------------	--------------------------

Yes	No
-----	----

26 Did you encounter any major concerns regarding this placement?

☐☐

If yes, please describe the concern

Poor > Excellent

1

2

3

4

How do you rate the response?

☐☐☐☐

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

☐

Direct feedback from service users or carers

☐

Direct feedback from other people

☐

Regular supervision

☐

Constructive and timely feedback

☐

Periodic assessment and review

☐

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

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

Appendix 5

Student Placement Profile

Application Form

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

Educational Qualifications			
Qualification	Subject	Grade	Year Awarded

Vocational Qualifications			
Qualification	Subject	Grade	Year Awarded
Access to higher education			

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

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

Strengths and Development	
Areas of Interest: Which particular aspects of social work are you most interested in and would like to develop or explore	
Learning Needs: How would you define your learning needs for this period of practice learning? What do you hope to gain from it?	
Overview of current strengths: Please detail any experience, skills and knowledge you believe you bring to placement. This would include 'life' experience and relevant personal interests and capacities.	

Disability/ Health/Learning Difficulties

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

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

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

What is the nature of your disability?	
Do you hold a Disabled Students Allowance:	
If you do hold a DSA, what were the areas that were identified as needing to be addressed to reduce the barriers to your learning on placement?	
If you do not hold a DSA, can you identify any areas that need to be addressed?	
What equipment or strategies for managing on placement do you already have? <i>Please be specific</i>	
Are you aware of any needs for equipment, services or coping strategies (yours or those of staff at the placement) that need to be in place?	
Are there any additional matters that you think important or helpful for the placement agency to be aware of?	
Have you any written statements/reports that you think might be helpful for the Practice Learning Co-ordinator in the college or the placement agency? If so, please note what they are and why they will help and then attach a copy with your application.	