

Social Work: Preparation for Practice Workbook

Academic Year 2018-2019

Level 4

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**Introduction**

* Understanding the Workbook

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

* Holistic Assessment

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

* Anonymity

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

* Workbook failure

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

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

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

1. **Thirty days: ‘Developing skills for practice’**

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

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

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

**2. ‘Readiness for direct practice’ assessment**

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

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

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

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

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

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

**Individual Tutorial**

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

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

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

**Checklist: Readiness for Practice**

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

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

Completion of reflections

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

|  |  |
| --- | --- |
| November 2018 | Community Development Day |
| December 2018 | Interpersonal skills mini seminar |
| January 2019 | Interpersonal skills Reflective Review |
| February 2019 | Child Observation Placement: Child Study |
| March 2019 | Community Study |
| April 2019 | Empathic Imagination Exercise  Critical Reflection of one activity |
| May 2019 | Critical Reflection on Adult Placement |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Essex-Logo(from-print-centr**Critical Reflection of Practice** (Practice Assessment Panel)   |  | | --- | | Brief outline of one significant activity in the programme (max 100 words) | |  |  |  | | --- | | A reflection on what happened (max 500 words) | | What did you do? What went well? What might you have done differently? How were your judgements informed by theory, legislation, guidance or other course/placement provision? How did you feel? What made you feel like that? How did the activity impact on others? What do you think and feel now about the activity? |  |  | | --- | | Evaluate your learning with particular reference to PCF domains (max 400 words) | | What did you learn and how did this activity meet PCF Domains? |   This form is available electronically [here](http://orb.essex.ac.uk/pd/pd200/Social%20Work/Critical%20Reflection%20of%20Practice%20(Readiness%20for%20Practice%20Board).docx).  Essex-Logo(from-print-centr**Critical reflection on adult placement**  Drawing on your participation on the older adult placement this exercise is intended to prompt an exploration and critical reflection on your experiences. First, you will think about the views or attitudes you had towards older people prior to this experience and identify their source. You will then reflect on your placement experiences and discuss whether, and why, these views and attitudes have changed or stayed the same. Finally, you will identify your key learning from this experience and link this to specific domains of the Professional Capabilities Framework (PCF).   |  | | --- | | What were your thoughts, beliefs, or expectations before this placement? What were your views of or attitudes towards older people and what were you expecting from the placement? These could be positive, negative, or neutral/indifferent (max 150 words) | |  |  |  | | --- | | Where do you think these thoughts, beliefs or expectations came from? Examples could be your own personal experience with older people, TV programs or social media, religious or cultural beliefs etc (max 100 words) | |  |  |  | | --- | | Reflecting on a particular occasion during your placement, or the placement as a whole, describe and reflect on how this experience fitted with your expectations of the placement, and the views or attitudes you identified in the first section. Have your views changed, or stayed the same, and why do you think this is? (max 350 words) | |  |  |  | | --- | | What were your key areas of learning from the placement and how do these align with the PCF domains? For example, this might include new learning about yourself in terms of your views/values, the experiences and diversity of older people, or the importance of challenging stereotypes. (max 400 words) | |  |   **Evaluation (optional)**  Overall, this placement enhanced what I had learned about ageing and older people in class:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Strong disagree** | **Disagree** | **Neither agree or disagree** | **Agree** | **Strongly agree** | |  |  |  |  |  |   Essex-Logo(from-print-centr  **Empathic Imagination Exercise** (Readiness for Practice Board)   |  | | --- | | You are going to imagine what the experience of participating in your child study was like for the child you observed. In particular, you are going to use your imagination to explore what interacting with you might have been like in terms of how this might have made the child feel, what they might have thought was happening and what this might have made them feel and think about themselves. | | Use this space to set the scene by outlining the occasion(s) you are going to explore from the child’s perspective (no more than 150 words). Please use your own language for this section. | | What was the experience like for the child? (no more than 350 words). Please use the language a child might use. | |
|  |

**Appendix 1**

**Developing Skills for Practice/Readiness for Practice**

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

**Appendix 2**

**Health and Care Professions Council**

Information for students:

The following is from the HCPC Website (<http://www.hcpc-uk.org.uk/education/studentsuitability/students/index.asp?printerfriendly=1> )

* Registration of Students

Social work students in England will no longer be required to register. However, as prospective registrants they will need to be aware of and understand the implications of the standards required of them when they are on our Register (our standards of conduct, performance and ethics).

If a student is removed from a programme following concerns about their character and conduct, we will consider whether this means that they are unfit to participate in all social work programmes in England and therefore need to be on our prohibited record. The outcomes of education providers’ student suitability procedures will be passed to us for consideration. This may involve students attending a hearing before a final decision is made.

* Who is now responsible for making decisions about your character and conduct

Education providers are responsible for deciding who is admitted onto their programmes. Education providers must only offer places to students on their programmes of suitable character, which involves carrying out criminal conviction checks.

As prospective registrants, all students need to be aware of and understand the implications of the standards of conduct, performance and ethics. The standards of conduct, performance and ethics are the standards required of all HPC registrants. Education providers must have procedures to deal with concerns about a student’s conduct on a programme and to work in partnership with employers and practice placement providers to deal effectively with concerns about a student’s conduct which arises whilst they are on a practice placement. Education providers will utilise these processes to identify if students may not be fit to practise and help them address any concerns about their conduct in relation to their profession.

* What standards and code should you adhere to

Students, as prospective registrants, must be aware of the implications of the standards required of them when they are on our Register (our standards of conduct, performance and ethics). We have published supporting guidance to help students understand what is required of them (our Guidance on conduct and ethics for students) and to think about what it is to be a professional

* Where will education providers pass information on to us (HCPC)

Where an education provider makes a final decision to remove a student from a programme because they are not of suitable character, the information will be referred to the HCPC for consideration.

If a student has been permitted to withdraw, or withdraws from a programme whilst being subject to a complaint which may have led to them being removed from a programme on the grounds of not being of suitable character, the education provider would also refer the student to the HCPC.

The education provider does not need to refer decisions to remove or withdraw a student from a programme which are based upon academic failure or personal reasons to HCPC.

* What will we (HCPC) do with the information

We will assess the information provided and may decide to conduct an investigation to determine whether the student concerned is unfit to participate in any social work programme in England.

As part of that investigation we may ask the education provider for further information including the full details of the events that led to the student being removed, being permitted to withdraw or withdrawing from the programme concerned.

Once any investigation has been completed we will determine whether the matter should be referred for Adjudication. The role of the Adjudicator is to determine whether a student should be prohibited from participating in a relevant programme. The student will be able to provide representations to the Adjudicator. The student and education provider will be informed of the decision to refer the case to the Adjudicator, when the case will be considered and the outcome.

* When will we (HCPC) contact you?

We will notify you in writing that we are considering a referral and inform you of the next steps that will take place. You will be informed of any action we intend to take in relation to the case including the date of any hearing and the outcome.

* Will you have to attend a hearing at HCPC?

You do not have to attend a hearing but you can attend, either on your own or with a representative, if you wish. Representations can be made to the Adjudicator in person or in writing.

* What is the purpose of the prohibited record?

The [prohibited record](http://www.hcpc-uk.org/Assets/documents/10003CD0Prohibitedrecord-Published26September2012.pdf) will be maintained and made available on our website. The record will contain those students who are not permitted to participate in a social work programme in England.

A student will be entered onto the record if a complaint is well founded and the adjudicator makes a Determination which prohibits the student from participating in a social work programme in England. This may apply permanently, for a specified period, or until specified conditions are met.

* What happens if you are on the prohibited record?

If you are on the [prohibited record](http://www.hcpc-uk.org/Assets/documents/10003CD0Prohibitedrecord-Published26September2012.pdf) you will not be able to participate in a social work programme in England.

* How will the GSCC student register and open conduct cases feed into the prohibited record?

All cases transferred from the GSCC will be reviewed. Where necessary they will be considered through the suitability scheme and we will write to the student and education provider to notify them of the process the case will follow.

* Who should you declare past and / or current character concerns to once you have completed an approved social work programme?

If you are making an application the HCPC Register you should declare any character issues to the HCPC.

* How long will these arrangements last?

The scheme is a transitional scheme which will operate whilst we undertake the task of scrutinising social work programmes in England against our standards of education and training. We anticipate this will take approximately three years to complete. We will review the implementation of the scheme after a year.

**Appendix 3**

**Health and Care Professions Council**

**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**

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

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

– Arts therapists

– Biomedical scientists

– Chiropodists / podiatrists

– Clinical scientists

– Dietitians

– Hearing aid dispensers

– Occupational therapists

– Operating department practitioners

– Orthoptists

– Paramedics

– Physiotherapists

– Practitioner psychologists

– Prosthetists / orthotists

– Radiographers

– Social workers in England

– Speech and language therapists

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

Introduction

Another important part of our role is to consider any concerns raised about our registrants to decide whether they are ‘fit to practise’. When we say that someone is ‘fit to practise’ we mean that they have the knowledge, skills and character to practise their profession safely and effectively. We look at every concern to

decide whether or not we need to take action. Based on the information we have collected we may hold a hearing to decide whether someone is fit to practise.

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

**How the HCPC is run**

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

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

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

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

**Approving education programmes**

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

**Our Register**

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

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

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

**Applying to be on our Register**

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

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

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

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

– you are who you say you are;

– you meet our standards; and

– we can contact you if we need to.

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

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

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

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

**Delegation**

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

About this guidance

**Language**

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

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

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

**Personal and professional conduct**

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

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

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

– complete your programme;

– gain the final qualification; or

– register with us.

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

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

– You should treat service users and carers as individuals, respecting their privacy and dignity.

– You should make sure that you have consent from service users or other appropriate authority before you provide any care, treatment or other services.

– You should follow your education provider’s or practice placement provider’s policy on consent.

– You should make sure that before you provide any care, treatment or other services, the service user is aware that you are a student.

– You should respect a person’s right to have their care, treatment or other services carried out by a professional and not a student.

– You should treat everyone equally and not discriminate against anyone because of your personal views.

– You should keep relationships with service users and carers professional.

**2 Communicate appropriately and effectively**

– You should be polite and considerate to service users, other students and staff at your education provider and practice placement provider.

– You should listen to service users and carers and take account of their needs and wishes when carrying out any care, treatment or other services.

– You should take all reasonable steps to make sure that you can communicate appropriately and effectively with service users and carers.

– You should communicate effectively and co-operate with members of staff at your education provider and practice placement provider to benefit service users and carers.

– If you are experiencing any difficulties or other issues which may affect your learning or ability to successfully participate in your programme, you should tell your education provider and practice placement provider.

– You should use all forms of communication appropriately and responsibly, including social media and networking websites.

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

– You should make sure that you are appropriately supervised for any task that you are asked to carry out.

– You should ask for help when you need it.

– You should be aware of any restrictions which apply to you in carrying out certain tasks and follow any relevant policies of your education provider or practice placement provider.

– You should recognise that opportunities for carrying out any unsupervised tasks will vary during your programme and may depend on your knowledge, understanding, skills and experience.

– You should only carry out an unsupervised task if you feel that you have the appropriate knowledge and skills to do so safely and effectively.

– You should take responsibility for your own learning.

– You should be aware of and follow any guidance issued by your education provider or practice placement provider for working with service users and carers.

– You should ask for, listen to, think about and respond proactively to feedback you are given.

**4 Delegate appropriately**

– You should recognise that the opportunities for delegation will vary during your programme depending on your knowledge, understanding, skills and experience.

– You should discuss the delegation of tasks with an appropriate member of staff at your education provider or practice placement provider before you take any action.

– You should follow local policies or guidelines on delegation and working with others produced by your education provider or practice placement provider.

– If you give tasks to another person to carry out on your behalf, you should make sure that they have the knowledge, skills and experience to carry out the tasks safely and effectively. The education provider or practice placement provider should support your decision to delegate.

– If you give tasks to another person to carry out on your behalf, you should make sure that they have the appropriate information to carry out the tasks safely and effectively.

– You should explain to service users and carers when you have asked another person to provide any care, treatment or other services.

**5 Respect confidentiality**

– You should keep information about service users and carers confidential, and only use it for the purpose for which it was given.

– You should follow local policies or guidelines on confidentiality produced by your education provider or practice placement provider.

– You should remove anything that could be used to identify a service user or carer from information which you use in your assessments or other academic work related to your programme.

– If any confidential information raises concerns about the safety or wellbeing of someone, you should discuss this promptly with an appropriate member of staff at your education provider or practice placement provider.

**6 Manage risk**

– You should make sure that you take all appropriate steps to limit the risk of harm to service users, carers and others.

– You should not do anything that you think will put someone in danger or at unacceptable risk.

– You should follow your education provider’s or practice placement provider’s policy on managing risk.

– You should be aware that you may put your service users or yourself at risk if your performance or judgement is affected by your physical or mental health.

– You should ask for appropriate support and adapt your study or stop studying if your performance or judgement is affected by your physical or mental health and could put service users, yourself or others at risk.

– You should get advice from a doctor or other appropriate professional if you are worried about your physical or mental health.

**7 Report concerns about safety**

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

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

**8 Be open when things go wrong**

– You should tell an appropriate member of staff at your education provider or practice placement provider if something has gone wrong in any care, treatment or other services you have carried out involving a service user.

– You should co-operate with members of staff at your education provider and practice placement provider if something has gone wrong in any care, treatment or other services you have carried out involving a service user. You should learn from this experience.

– You should tell an appropriate member of staff at your education provider or practice placement provider if a service user or carer wants to raise concerns about any care, treatment or other services they have received.

**9 Be honest and trustworthy**

– You should make sure that your conduct and behaviour does not damage public trust and confidence in your profession.

– You should be aware that your conduct and behaviour outside of your programme may affect whether or not you are allowed to complete your programme or register with us.

– You should not claim that you have knowledge, skills, qualifications and experience which you do not.

– You should be honest about your role with service users, carers and others.

– You should make sure that your personal appearance is appropriate for your practice placement environment.

– You should follow your education provider’s or practice placement provider’s policy on attendance.

– You should follow your education provider’s policies on ethics when carrying out research.

– You should make sure that all attendance, achievement and assessment records are completed accurately and truthfully.

– You should reference other people’s work appropriately and not pass it off as your own.

– You should provide constructive feedback on the quality of your teaching and learning experience in both the education and practice placement setting.

– You should provide, as soon as possible, any important information about your conduct, competence or health to your education provider and practice placement provider.

– You should tell your education provider, as soon as possible, if you are charged with, convicted of, or accept a caution for, any offence.

– You should co-operate with any investigation into your conduct or competence.

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

– You should make sure that the records you keep are clear and accurate.

– You should help to protect records from being damaged, lost or accessed by someone without permission.

– You should follow your education provider’s or practice placement provider’s policy on record keeping.

**Other useful documents**

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

– Confidentiality – guidance for registrants

– Guidance on health and character

– Health, disability and becoming a health and care professional

– Standards of conduct, performance and ethics

– Standards of proficiency (which are profession specific)

– Continuing professional development and your registration

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

**Contacting us**

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

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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Mark

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Clarity approved by

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**Appendix 4**

**Professional Capabilities Framework**

**Readiness for Practice Capabilities**

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

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

**1. Professionalism:-**

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

• Describe the role of the social worker

• Describe the mutual roles and responsibilities in supervision

• Describe the importance of professional behaviour

• Describe the importance of personal and professional boundaries

• Demonstrate ability to learn, using a range of approaches

• Describe the importance of emotional resilience in social work

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

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

• Understand the profession’s ethical principles and their relevance to practice

• Demonstrate awareness of own personal values and how these can impact on practice.

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

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

• Recognise the importance of diversity in human identity and experience, and the application of anti-discriminatory and anti-oppressive principles in social work practice.

**4. Rights, Justice and Economic Wellbeing:**

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

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

• Understand the principles of rights, justice and economic wellbeing, and their significance for social work practice.

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

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

• Demonstrate an initial understanding of the application of research, theory and knowledge from sociology, social policy, psychology, health and human growth and development to social work

• Demonstrate an initial understanding of the legal and policy frameworks and guidance that inform and mandate social work practice

• Demonstrate an initial understanding of the range of theories and models for social work intervention

**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.

• Understand the role of reflective practice and demonstrate basic skills of reflection

• Understand the need to construct hypotheses in social work practice

• Recognise and describe why evidence is important in social work practice

**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.

• Demonstrate core communication skills and the capacity to develop them

• Demonstrate the ability to engage with people in order to build compassionate and effective relationships

• Demonstrate awareness of a range of frameworks to assess and plan intervention

• Demonstrate basic ability to produce written documents relevant for practice

• Demonstrate initial awareness of risk and safeguarding

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

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

• Demonstrate awareness of the impact of organisational context on social work practice

**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.**

• Demonstrate awareness of the importance of professional leadership in social work

**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 | *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* | | | | |
| Placement Tutor: |  | | | | |
| Placement Level: |  | Year of entry into the programme? | |  | |
| Length of Placement: |  | Is this a repeat placement? | |  | |
| Part-time student? |  | | | | |
| Are you sponsored by your employer? |  | Name of employer sponsor: | |  | |
| Valid driving licence |  | Own car/motorbike to use to and from placement, and whilst on placement? | |  | |
| I confirm that the vehicle I use for placement travel has current business insurance cover and therefore is appropriately insured for me to travel between placements |  | Do you have access to a bicycle and are you able to use it to travel during your placement? |  | | |
| What is the name of your nearest tube/rail station? |  | Could you work flexibly e.g. some evenings or weekends? |  | | |
| Do you have any children under 12 years old? |  | Are you the main carer of other dependent relatives? |  | | |
| Is there any type of placement you would feel unhappy to 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 |
|  |  |  |  |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **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**  *Please detail where you completed your observation placement and first placement or repeat placement(if applicable)* | | |
| 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 (DSA): |  |
| If you do hold a DSA, what were the areas that were identified as needing to be addressed to reduce the barriers to your learning on placement? |  |
| If you do not hold a DSA, can you identify any areas that need to be addressed? |  |
| What equipment or strategies for managing on placement do you already have?  *Please be specific* |  |
| Are you aware of any needs for reasonable adjustments (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. |  |