

**BSc (Hons) Learning Disabilities Nursing and
Social Work (Integrated Practice)**

Practice Learning Handbook

Academic year 2023-24

School of Health and Society

Welcome to the guide for practice learning for the BSC (Hons) Learning Disabilities Nursing and Social Work (Integrated Practice) programme (the IPLD programme). This guide has been developed to help students and Practice Assessors/Practice Supervisors/Practice Educators to understand roles and responsibilities and to aid with completion of documentation for the assessment of practice.

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1.1 Glossary of terms and key to terminology used in guidance

NMC

Nursing and Midwifery Council – the regulatory body governing nursing who approve academic programmes and maintain the register for professional practice

SWE

Social Work England – from December 2019 the regulatory body governing social work who approve academic programmes and maintain the register for professional practice (previously carried out by the HCPC)

Practice Supervisor

A registered health or social care professional (including AHPs and Medics) who supports students learning in line with their scope of practice and experience, and are appropriately prepared to support, supervise, coach, and provide student feedback.

Practice Assessor

A registered nurse who may sign-off proficiency after each episode of care and at the end of a final period of practice learning. The Practice Assessor conducts assessments to confirm the student's achievement and makes objective assessment based upon feedback from Practice Supervisors, direct observations, student self-reflection and other resources. Works in partnership with the academic assessor to evaluate and recommend the student for progression.

Academic Assessor

An academic member of the student's programme of study who collates and confirms student achievement of proficiencies and programme outcomes in the academic environment for each part of the programme. The academic assessor works in partnership with the student's nominated Practice Assessor to evaluate and recommend the student for progression for each part of their programme.

Practice Educator (PE)

A registrant who has successfully completed a SWE approved competency assessment to support students in practice learning.

Off-site Practice Educator (OSPE)

Where appropriately qualified staff are not available in the placement area, an off-site Practice Educator who meets this standard will be supplied by the University.

Indirect Practice Assessor or Practice Supervisor

Assessors and supervisors do not need to be physically based or employed in each or any of the environments in which a student is placed. If there is not a suitably qualified registrant within the learning environment, then the student can be assessed by an indirect PA (also sometimes called an off-site PA or a long arm PA).

Practice Tutor

For the Integrated Programme the role of the practice tutor is fulfilled by the student's personal tutor.

Practice Learning Team (PLT)

University team responsible for the allocation and administration of social work placements.

Clinical Placement Unit (CPU)

University team responsible for the allocation and administration of nursing placements.

University Link Lecturer (ULL)

Academic staff from HEI who link to the practice placement area in a supporting role.

Practice Education Facilitator (PEF)

A Trust employee whose role is to facilitate learning in practice for all undergraduate healthcare students, with a particular focus on quality assurance and inter-professional learning.

Placement Educational Lead (PEL)

A designated individual in a practice learning setting who facilitates the maintenance of a quality learning environment.

Practice Learning Providers

NHS Trusts / Local authorities / voluntary, charity and private sector organisations

Standards of Proficiency (SOP)

Both the NMC and SWE have SOP's that must be evidenced by all students seeking qualification and on to their respective registers.

Standards for Education & Training

Both the NMC and SWE also have standards governing education programmes and what they must include in order to gain approval to deliver nursing and social work programmes

Higher Education Institution (HEI) / Approved Educational Institution (AEI)

The University the student is registered with to complete a pre-registration nursing/social work programme / approved by the NMC and SWE

Professional Capabilities Framework (PCF)

Developed by The College of Social Work to provide framework for professional capability for social work practice and now hosted by the British Association of Social Workers (BASW)

Summative assessment

An assessment **of** learning, whereby a mark is awarded.

Formative assessment

An assessment **for** learning, where the student is not given a mark, but is given guidance for improvement. Also referred to as 'practice for success'.

Programme requirement

Essential components that the student must attain before they can be registered as a qualified practitioner.

IPLD Programme

Refers to the BSc (Hons) Learning Disabilities Nursing & Social Work (Integrated Practice)

Capability

Refers to student performance in their practice learning and the demonstration of the required level of achievement. This includes reference to competence, achievement of outcomes, demonstration of standards, proficiency etc.

Practice Assessment Document (PAD)

Student assessment document for practice learning on the IPLD Programme. This document is within PARE.

Personal Development Record (PDR)

The 3 year document where students record their exposures to other fields of practice, clinical skills they have had the chance to observe and practise, and where they identify short and longer term goals. This document is within PARE.

Ongoing Achievement Record (OAR)

The 3 year document that summarises the students achievements in each of their placement and confirms achievement of the 'part' (or the year in the case of IPLD students). This document is within PARE.

Practice Assessment Record & Evaluation (PARE)

The platform that houses the online portfolio that contains the PAD, the PDR and the OAR.

1.2 Context

Assessment of practice represents 50% of the pre-registration BSc (Hons) Learning Disabilities Nursing and Social Work (Integrated Practice) programme assessment requirements. In keeping with the Nursing and Midwifery Council (NMC) & Social Work England (SWE) requirements, the online portfolio (PARE) acts as the student's evidence of achieving the practice element of the programme, and therefore contributes to their entry to the register at the end of training. The following guidance relates to the general principles for the assessment of practice throughout the programme.

The Practice Assessor/Practice Supervisor's and Practice Educator's assessment of practice is fundamental to maintaining professional standards in nursing and social work so they should read this document in order to understand expectations of students and themselves.

The PARE document covers the duration of the programme but is broken into parts to reflect practice learning across each stage of learning and each progression point. Assessment is continuous in nature and students are expected to evidence achievement throughout each practice learning experience.

Students on approved professional programmes are required to complete a total of 170 days practice for social work, and 2300 hours for nursing. The practice learning experiences across the IPLD Programme are structured to meet these requirements within the ethos of interprofessional learning meaning that placements should not be identified as either nursing or social work but as opportunities to demonstrate the capabilities required for integrated practice. The provision of 5 practice placements and a further possible elective learning opportunity across what is normally 3 years of study provides opportunities for students to develop and demonstrate capability in nursing and social work practice.

From September 2019 learners are on the Future Nurse Curriculum (NMC 2018). There are standards of proficiency that are grouped under seven platforms, followed by two annexes. Together, these reflect what a newly registered nurse is expected to know and be capable of doing safely and proficiently at the start of their career. Key components of the roles, responsibilities and accountabilities of registered nurses are described under each of the seven platforms:

1. Being an accountable professional
2. Promoting health and preventing ill health
3. Assessing needs and planning care
4. Providing and evaluating care
5. Leading and managing nursing care and working in teams
6. Improving safety and quality of care
7. Coordinating care

Annexe A: Communication and relationship management skills

Annexe B: Nursing procedures

SWE's Standards of Proficiency have been mapped to the Professional Capabilities Framework (PCF) which provides a structure for the development of all social work practice. This consists of nine domains against which students and social work practitioners will have to demonstrate an appropriate standard or capability relevant to their point of progression. These domains are:

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

- 2.Values and Ethics: Apply social work ethical principles and values to guide professional practice.
- 3.Diversity: Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice
- 4.Rights, Justice and Economic Wellbeing: Advance human rights and promote social justice and economic well-being
- 5.Knowledge: Apply knowledge of social sciences, law and social work practice theory
- 6.Critical reflection and Analysis - Apply critical reflection and analysis to inform and provide a rationale for professional decision-making
- 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
- 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
- 9.Professional Leadership: Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management

All placements, and additional skills based learning in university, provide an integration and balance of Nursing and Social Work elements.

- 1.Skills based training throughout the programme will provide a range of opportunities for development of both nursing and social work skills and enable fulfillment of NMC requirements for clinical skills, and SWE requirements for additional skills development in a non-practice setting. Skills sessions will be delivered in partnership between academics, practitioners and service users/carers to support student development in practice environments.
- 2.Practice placements in year 1, are assessed predominantly against nursing standards providing evidence for NMC achievement of part 1.
- 3.Practice placements in year 2 whilst providing broad and balanced opportunities in both fields of practice assess student capabilities with more emphasis on assessment of social work in placement 3 and on nursing in placement 4, the latter enabling students to demonstrate readiness for NMC achievement of part 2.
- 4.The final placement in year 3 places equal importance on the nursing and social work elements and provides a basis for NMC achievement of part 3 and completion of qualifying capability for both professional bodies.

All placements within the IPLD Programme are co-ordinated by the Practice Learning Team (PLT) or the Clinical Placements Unit (CPU). The CPU/PLT works closely with the Co-ordinators and Practice Education Facilitators (PEFs) in our stakeholder and placement provider agencies and with PAs, PSs, PEs and PEFs across the region. All placements are quality assured to ensure that they provide appropriate learning opportunities and allow students to demonstrate competence within the practice arena.

Assessment of students in practice will incorporate a range of evidence in the PAD and the PDR which will include feedback from people with lived experience and carers.

Further information can be obtained from the programme team, or the Practice Learning Team with details on the next page.

1.3 Contacts

Programme Team

The Practice Learning Team

Sarah Kennedy	Lecturer and IPLD placement lead; IPLD final placement module leader	s.e.kennedy@salford.ac.uk
Simone Litvaitis	Programme leader for IPLD; Placement 3 module leader (first social work placement)	s.l.litvaitis@salford.ac.uk
Su McCaughan	Lecturer in social work (Practice Learning) social work first placement module leader	S.Mccaughan@salford.ac.uk
Siobhain Shiel	Lecturer in Social Work (Practice Learning) social work final placement module leader	s.shiel2@salford.ac.uk
Amy Alajaty	Lecturer in social work (Practice Education)	A.N.Alajaty@salford.ac.uk

Placement Administration

The Administration Team and Practice Learning Team can be contacted via email at clinical-placements-nursing@salford.ac.uk (placements 1,2 and 4) and placements-chssc@salford.ac.uk (placements 3 and 5) in the first instance.

Clinical placement Unit clinical-placements-nursing@salford.ac.uk	Aura Davila	Placements Administrator	a.davilalopez@salford.ac.uk
Practice learning team placements-chssc@salford.ac.uk	Abigail Ogun	Placement Administrator	A.J.Ogun@salford.ac.uk

Practice learning team placements-chssc@salford.ac.uk	Christine Reay	Placements Assistant	C.Reay@salford.ac.uk
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2 Preparation for Placement

2.1 Suitability

The University of Salford has a robust admissions process for entry to its social work and nursing programmes.

All students must have an accepted Disclosure and Barring Service (DBS) check, checked against the Adults and Children's barred lists and an accepted occupational health assessment, with details approved by the Admissions Panel. Placements cannot start unless this process has been satisfactorily completed.

Agencies will request to see your copy of the DBS Enhanced Certificate and reserve the right to refuse a placement to any student who they deem to be unsuitable. **Students should ensure they keep their own copy of the DBS Enhanced Certificate safe**, as the DBS send copies of Enhanced Certificates to the applicants only. Should you lose your DBS Enhanced Certificate you will be required to pay for a further check to take place and this may cause delay to the start of the placement. We would encourage all students to participate in the DBS Update Service. Please note a DBS online subscription registration number cannot be used for an enhanced check, to check your DBS status via the Update Service we must have sight of your DBS Enhanced Certificate. If your programme of study extends beyond the planned completion dates, you may need to undertake a further check to ensure currency for the placement provider.

All students who interrupt study must complete a further DBS check prior to returning to the programme. Students are required to self-declare annually upon re-registration any offences or behaviour likely to bring the profession into disrepute (details of what might constitute such behaviour can be found on the NMC and Social Work England websites. Any concerns raised will be considered under Fitness to Practise / Admissions procedures.

Occupational Health

All IPLD Programme students attending The University of Salford will complete a health screening program before commencing clinical placements. The standards for nursing and midwifery education are set by the NMC, and those for social work by SWE. These standards meet the criteria in the Equality Act in that they are a proportionate means of achieving the legitimate aim of ensuring patient/service user safety. Students should be capable of safe and effective practice as a nurse and social worker without supervision by the end of the program.

A 'Statement of good health' also forms part of the student declaration at the beginning of each year and any concerns raised at this point, or in the course of a student's studies may be referred to the Occupational Health Department for further consideration.

All students who interrupt study are required to have a further occupational health check prior to their return to the programme

Fitness to Practise

The University of Salford Fitness to Practice policy and procedure states the following:

Section 26 Notification to Placement Providers

26.0 Schools work closely with employers to find placements. A School may share, as appropriate, information about the student's professional and academic progress with those placement providers. If a student has received a sanction under this Procedure, this will be made known to potential placement providers who, at their own discretion, may refuse to accept particular students. Whilst the School will endeavour as far as possible to secure placements for all students who require them, a student who by their own professional misconduct and/or professional unsuitability incurs a sanction under this Procedure may jeopardize the ability of the School to help students find placements and therefore may also jeopardize their own ability to complete their programme.

Please refer to the University policy for more information: [Fitness to Practise | University of Salford](#)

2.2 Identifying, Monitoring and Allocating Appropriate Placements

Identifying and Monitoring of Placements

All placements are quality assured to ensure they provide appropriate learning opportunities for students to develop their professional practice in relation to the PCF, and 'Future nurse: Standards of proficiency for registered nurses' and that they provide a positive, supportive learning environment for students. All placements meet the criteria for the appropriate level of the placement. A register of appropriate practice learning environments is maintained in the Placements Unit.

All practice learning environments are visited and audited before use by various representatives of the practice learning team, university teaching staff, and placement development staff from practice organisations. This process will assess suitability, learning opportunities and any development needs for the agency. It will also ensure the practice placement setting is a safe and supportive environment for the learner.

All placements are coordinated by the Clinical Placements Unit or Practice Learning Team in consultation with the programme teams. Students are placed in a wide range of practice settings including community, residential, health and education settings and may be in the independent, private or Statutory sector. It is essential, in order to ensure practice opportunities for all students, that all placement arrangements are co-ordinated by the team. Many students bring great experience to the programme, including valuable ideas about placement opportunities. The staff are happy to assess these as potential placements and they may then provide a valuable contribution to the placement pool. If you are aware of a potential placement opportunity please email details of the address, phone number and contact name to placements-chssc@salford.ac.uk and the appropriate module leader will assess the opportunities available with that agency.

Availability of placements at the University of Salford reflects the national shortage of learning disability and social work placements across all programmes. Choice is therefore limited and **the programme is under no obligation to provide an alternative placement should a placement offer be refused**, unless a student has mitigating circumstances, for example that the learning environment is unable to make reasonable adjustments to meet learning support plans.

The University seeks to allocate placements in a timely manner. As placements are provided by external agencies we are dependent on their availability which can occasionally lead to later placements. Occasionally, placements may be delayed due to circumstances beyond the control of the University. The University cannot be held responsible for potential loss of earnings, and students are required to keep the university and placement agency informed of any change in circumstances.

This is a Salford based programme and placements will generally happen within a 50 mile radius of Salford. Students will not usually travel more than one and half hours to and from placement. However, where students choose to live significant distances from Salford, this travel limit cannot be guaranteed, and need to be aware that the travel distance to and from placement will be determined by calculations from the University of Salford and not from the student's address.

The placement finding process

On the IPLD programme, placement finding operates in two ways. Placements 1, 2, and 4 are allocated by the Clinical Placements Unit and provide students with a variety of experiences of different service user groups and settings.

Placements 3 and 5 are coordinated by the Practice Learning Team comprising of module leaders supported by the Placement Administrators and follow a structured process of placement identification and allocation. This is a complex process and can be lengthy. Some students may be linked more quickly with an agency than others. This is a normal part of the process and students should not worry when comparing progress to their colleagues, there will be regular communication with you throughout the process and you will be given notice of when your placement is likely to start.

For placement 3 and 5 the process involves:

1) Students complete an electronic placement request form and an additional information form. Both forms must be completed and emailed to the placement coordinator within the agreed timescales indicated by the module leader. The purpose of these documents is to identify particular areas of interest and inform the module leader of any sensitive issues that may need to be taken into consideration when placements are being allocated, for example if a family member is known to a particular service. The additional information form is not sent to the agency.

a. A placement briefing session will be timetabled for all students where advice will be given about completion of the forms.

b. Placement module leaders will use the forms to identify how students' learning needs and previous experience can be used to help identify a placement.

c. An initial linking of students with placements will be undertaken through a process of negotiation with Practice Educators in the placement agencies. Sometimes several approaches are necessary in order to find an appropriate placement, therefore timescales cannot be guaranteed.

d. Once a potential placement is identified, the form will be sent for consideration to the agency concerned and the student informed by email. If a placement has not been confirmed within 4 weeks, the administration team will liaise with the agency and student for an update on progress.

2) When a provisional placement has been arranged:

a. The placement agency invites the student to attend an informal visit to meet the Practice Educator or On-Site Supervisor within the agency. In some instances a more formal conversation may take place. Staying in communication with the practice learning team at this point is crucial. Students must inform the practice learning team of the outcome of the conversation as soon as is possible on the day of the conversation. If students have not heard within a week, they must be proactive and inform the practice learning team.

b. Where a student has a Reasonable Adjustment Plan (RAP), the module leader will have had initial discussions with the agency to establish that the student's needs can be accommodated. However, it is the student's responsibility to have more detailed discussions with the agency during the informal meeting to ensure that their support needs can be met within the placement. Under the GDPR regulations the university is no longer allowed to share a student's RAP with the placement agency, so it is important that the student does this in order to ensure the agency is able to make appropriate adjustments for them.

c. Students who have offences recorded on their DBS should discuss this with the agency during the informal meeting.

d. If the Practice Educator/On-Site Supervisor feels the placement can go ahead then the placement is confirmed. It is the student's responsibility to then email the Placement Team at placements-chssc@salford.ac.uk with the name, and full postal address of the placement setting, the name and contact number of the Practice Educator or an off-site Practice Educator request.

3) If required, an off-site Practice Educator will be allocated within 5 working days of receipt of the email by the Placement Team. The student will then be sent an email to confirm the placement and include all relevant contact details.

4) It is the student's responsibility to co-ordinate a placement learning agreement meeting within 2 weeks of confirming a placement. This meeting must include the student, Practice Educator, On-Site Supervisor (if applicable) and Practice Tutor. **If you delay the start of your placement at this stage, the placement could be withdrawn and offered to another student who could start more promptly. Placements cannot start until this meeting has taken place with all parties present and a placement learning agreement has been completed. If the placement starts before this the days are unlikely to be counted as official placement days.**

5) Students and Practice Educators should ensure they have read the Practice Learning Handbook/Guidance and accessed the correct documentation from blackboard (students) or from the website (Practice Educators) before attending the learning agreement meeting.

2.3 Placements for Students with Disabilities and learning challenges

The University is committed to ensuring that all students are given access to placement settings that meet their needs and provide them with appropriate learning opportunities. However, the safety of people with lived experience is paramount and must take priority over students' learning needs.

It can take time for placements to put appropriate adjustments in place and the earlier the placement module leader is alerted to a student's requirements, the better. Students are therefore encouraged to discuss required adjustments arising from any disability or learning challenge as early as possible in their course. This can be done by making an appointment with Disability Inclusion Service (via AskUS), where an advisor will be able to help you with any concerns you may have regarding disclosure.

Where a student discloses that s/he has a disability or learning challenge, the placement module leader will:

- Consult with the student (and where appropriate with the Disability Advisor) about the nature of the support/adjustments required in a placement setting
- Agree with the student how information concerning their disability or learning challenge should be shared with the placement staff.
- Where necessary, provide additional monitoring of the placement setting to ensure the adequacy of the adjustments/support provided.

Students are encouraged to provide a summary of the adjustments required on their placement application form. Where students have a Reasonable Adjustment Plan, they should share this with the placement at the earliest opportunity, (e.g. at the introductory conversation). Support requirements and adjustments can then be incorporated into the learning agreement at the initial placement meeting. This will be monitored by the Tutor throughout the placement.

If circumstances change during the placement the student should inform their Tutor and Practice Educator.

2.4 Expectations on Placement

Placements take place in a variety of settings and with different services and groups of people with lived experience. However there are some essential principles that all students should adhere to whilst on placement.

In line with SWE Professional Standards (2019) and the Professional Capabilities Framework (BASW) and NMC 'Future nurse: Standards of proficiency for registered nurses' and Code of Professional Standards (2018) you must adhere to the following essential principles whilst on placement:

Attendance

Students must complete the required days in each of the placements resulting in a minimum total during the course of 2300 hours. *The placement day will be at least 7.5 hours in length*, (clarified at initial meeting) excluding breaks. Students will need to be flexible and respectful of usual working patterns within the agency and in some placements will be required to work shifts, including evenings, long days and weekends and occasionally nights.

The detailed pattern of placement attendance will be determined at the preplacement contract meeting/initial meeting and will incorporate the student support plan and timetabled university attendance as appropriate. Practice Assessors/Practice Supervisors/Practice Educators will keep a record of student attendance and the completed student attendance sheet on the online portfolio must be kept up to date and signed off regularly.

Up to 5 days study leave may be taken during placements 3 & 5 to support student learning in placement and the development of practice assignments. This must be agreed in advance with the PA/PS and/or PE and must not interfere with required completion dates. *These days*

do not count as placement days. These placements are designated as 70 and 100 days respectively and the placement must constitute the required number of days.

Other leave may only be taken in exceptional circumstances and with the agreement of the PA/PS, PE, Tutor and Programme Leader if necessary. The regulatory requirements for 2300 hours of practice are included in the programme timetable but there is no allowance built in for any absence. This means that if you are off for whatever reason whilst you are on placement, you may not be able to qualify until this time has been made up at the end of the course.

The best way to avoid this happening, is to make up any lost time during the placement where absence occurs. This can be done by doing extra shifts, or by working in any holiday weeks that are scheduled during, or at the end of the placement period. We appreciate that this is not always possible due to agency working patterns/no scheduled holiday time/other commitments in the holidays, and for this reason all absence should be discussed with your tutor in order to identify and keep a record of any time missed, and to develop a plan of how this can be made up, possibly as part of the next placement period.

Any interruptions to placement of 3-4 weeks or more must be referred to the Programme Leader. *It is unlikely that a placement can be resumed following interruption of greater length.* Interruptions due to medical, unplanned, or unforeseen circumstances will be considered at an additional placement meeting with the programme leader and may be referred to the Programme Leader/Director and considered at the Placement Review Meeting (PRM).

In relation to working long days, these are permitted only if they are part of the usual shift pattern in the agency where you are placed as this will enable you to follow their usual cycle of care and get the best of the learning in that agency. Long days should not be used out of convenience but to support your learning and provide best opportunity for you to work effectively in the agency and achieve your outcomes.

If you do long days then you will of course claim for the hours worked (minus breaks) and then ensure your other shifts make up the weekly time to 37.5 hours. Due to working patterns in some agencies, it is possible that the hours are averaged over a longer period (usually 2 weeks - e.g. you may do rotations of 3 long days one week, and 4 the next to make up required hours without having to do 2 shorter shifts) but this should be discussed and agreed at your initial meeting. **NB the 70 and 100 day placements (placements 3 & 5) should not include long days as these are required to be 70 separate days of practice no matter what hours are worked. In exceptional circumstance, a small number of long days may be required in the 100 day placement to facilitate managing of shifts, these must be negotiated with personal Tutor and practice areas as required.**

Bank holidays: Students are entitled to have Bank Holidays as a public holiday. You should enter the activity code for Planned Leave "PL" on the timesheet to denote the day off. When you enter the code "PL" it will not require any hours inputting since it is a 'day off/holiday'. If students are placed in a learning environment that provides 24/7 care or support, this means that they should only be rostered for 30 hours during a week that contains a Bank Holiday. Night shifts that start in a Bank Holiday should not be allocated, but night shifts that continue into a Bank Holiday (e.g. from a Sunday into Bank Holiday Monday) can still be allocated.

Can students choose to be on placement on a Bank Holiday? Students can choose and negotiate to be on placement on a bank holiday if appropriate to their setting in order to 'make-up' time. Using Bank Holidays to make up time is explained in the "Making Up Time Policy" on the Clinical Placement Unit Blackboard site.

Night shifts: If the opportunity arises students are encouraged to do night shifts so that they can observe the 24 hour cycle of care. Whilst doing night shifts has been a requirement in the past, it no longer is however in order to demonstrate proficiency learners need to have cared for people around the clock, so we expect all students to do a mix of shifts including early, late and twilight shifts.

Please read the document '*Achievement of practice learning hours*' for additional guidance on hours and shifts on nursing placements.

Behaviour

Students should expect respect and consideration from agencies of their student status and in return be respectful, considerate, punctual, reliable and accountable to the agency in accordance with the NMC Code (2018) and SWE Professional Standards (2019).

As a student on placement you will spend time with people using the service. It is important that you give consideration to the manner in which you enter and exit from their lives and to the consequences of this for them and for you. **Your priority must be to put the needs of people with lived experiences' first** before your own learning needs and assessment requirements.

As a team member familiarise yourself with the expectations of workers within the service and the agency policies and procedures. Should there be any areas of confusion or concern, raise these with your PA/PS/ PE/On-site Supervisor. Should any issues arise that you are unable to resolve in this way you should discuss them with your tutor.

Guidance on the use of Social Media

Make sure you are aware of the agency's policies on the use of social media.

The NMC & SWE also publish guidance which you should familiarise yourself with. Some of the top tips are:

- Think before you post. Assume that what you post could be shared and read by anyone.
- Think about who can see what you share and manage your privacy settings accordingly. Remember that privacy settings cannot guarantee that something you post will not be publicly visible.
- Maintain appropriate professional boundaries if you communicate with colleagues, service users or carers.
- Do not post information which could identify a service user unless you have their and your placement agency's permission.
- When in doubt, get advice. Appropriate sources might include your PS/PA/PE or experienced colleagues. If you think something could be inappropriate or offensive, do not post it.

N.B. Privacy settings can be reset by the social networking site to a default which may not be as stringent as personal settings, so it is important to check these regularly (Social Work England, 2019).

Dress

Students are expected to dress appropriately whilst on placement. Different settings may require different forms of dress, for example residential work, street youth work or court work or a clinical environment. Some placements may require you to dress in a culturally appropriate way. Check policies and expectations with your PA/PS and/or PE/On-site Supervisor. Your tutor will be able to discuss this with you should any confusion/ disagreement arise.

Travel expenses

IPLD students can apply for reimbursement of excess costs incurred when undertaking practical training on placements via the learning support fund as Travel and Dual Accommodation Expenses (TDAE). The distance to placement from home, must exceed the distance from home to university in order to be eligible, and it is the difference that is reimbursed.

Up to date information is available via the Clinical Placements Unit Blackboard site and also here: <https://www.nhsbsa.nhs.uk/learning-support-fund/travel-and-dual-accommodation-expenses>

Reflective log

Throughout placements 3 and 5, students should complete a reflective diary on a daily basis and this should be shared with the Practice Educator in supervision (see section on Reflective Diary/Log for more details). The reflective diary is a key learning tool for the student and may be requested by the University as additional evidence in respect of assessment of the placement. Reflection is encouraged during all placements, but may not contribute towards the final assessment in the way that the reflective log does in placement 3 and 5 (see section 5.4 for more details).

Placement evaluation

It is an expectation of developing professional practice that students contribute to the placement evaluation process. All students are required to complete the electronic evaluation form at the end of their placement. This will not be shared with the placement agency until the assessment process has been completed. Comments made will be shared with all parties to the placement once the placement has ended. For placements 3 and 5 students should upload a receipt for their completed evaluation form into the online portfolio. A link to the evaluation form is included in the online portfolio in PARE.

The information completed will help the University and stakeholders continue to develop the quality of practice environments for social work and nursing students.

2.5 Roles and Responsibilities

People with lived experience (PLE)

People with lived experience are a vital part of the practice learning process. Students and PS's/PA's/PE's must be sensitive to potential disruption caused by students entering and exiting the lives of people with lived experience. Their views must be sought by students and assessors throughout the placement to aid the student's learning and to inform the final assessment..

Tutor

The tutor is the link between the University and the placement and will act as the first point of contact should any queries or difficulties arise during placement and will provide advice and support as necessary. The tutor is responsible for supporting the student, PA/PS and PE throughout the placement learning process and they should be kept informed of the progress.

In placements 1, 2 and 4, tutors do not generally attend the initial, mid point or final meetings, unless the learning environment is new to welcoming students, or if there are any issues or concerns around progression. They are able to communicate with the PS and PA via the discussion box on PARE.

In placement 3 and 5, tutors must attend the initial and interim meetings, with the student and all their assessors/supervisors. They should be sent a sample of the record of supervision and reflective diary at the interim review. At the end of the placement it is the tutor's role to assess the reflective assignment within the portfolio and to allocate a mark, following discussion with the Practice Educator. **The tutor should ensure that all portfolio work is completed and assessed by the final day of the placement.**

Practice Assessor and Practice Supervisor

In placements 1,2,4 and 5, you will be supported by a Practice Assessor and Practice Supervisor or appropriately qualified professional in line with the NMC Standards for Student Supervision and Assessment (2019). The PA and PS will provide support for the students learning, identify appropriate work to facilitate student development, support, coach and assess the student throughout the placement. The PA will make the final assessment as to the student's capability at the end of placement and complete the appropriate documentation within the online portfolio. The PS and PA may be on site or off site.

Practice Educator

In placements 3 and 5, all students will be supported and assessed in practice by an appropriately qualified PE (Practice Educator Professional Standards for Social Work). They will provide support for the students learning, identify appropriate work to facilitate student development, teach and assess the student throughout the placement. **They will make the final assessment as to the student's capability at the end of placement and provide a report evidencing their judgement.**

Off Site Practice Educator (OSPE) / On Site Supervisor (OSS).

Where an agency can provide good learning opportunities but lacks the time or appropriately qualified staff to provide a PE in house, an OSPE will be appointed by the University. The OSPE will be a qualified and Registered Social Worker who is a 'Stage 2' qualified Practice Educator. They will work in tandem with an experienced member of staff from the agency who will act as the OSS. The functions of the PE will be split between these two people, with the OSS being responsible for issues of accountability for the agency and directing the student's day to day work and the OSPE, providing the additional supervision re development of professional practice and underpinning knowledge. Both will contribute to the final report but the responsibility for the final assessment remains with the OSPE. Where OSPE arrangements are in place, it is important that arrangements are clearly detailed within the learning agreement so that all parties are clear with regards to expectations and responsibilities.

Practice Educators, Practice Assessors and Practice Supervisors, and Off-site Practice Educators will be working in conjunction with a range of other staff working within the placement setting. Often these team members will contribute greatly to student learning and student assessment.

Academic Assessor

A nurse qualified member of the programme team will fulfil the role of Academic Assessor - Academic Assessors collate and confirm student achievement in the academic environment for each part of the programme. They work with a nominated practice assessor to make recommendations for progression for the student that they are assigned to. The same person cannot be Academic Assessor for a student two consecutive years.

3 Placement Structure

3.1 Process for placements 3 and 5:

Preparation ↓	Student attends scheduled information sessions
Placement Application Form (PAF) ↓	Student submits PAF. Once a potential placement is identified the form is sent to the organisation for consideration.
Introductory meeting ↓	Introductory conversation between Student, Practice Educator/ On-site supervisor/PS/PA after which placement is confirmed.
Learning Agreement Meeting ↓	At which Learning Agreement is drawn up and date for commencement of placement agreed. This must be attended by the student, practice tutor, PE/OSS (and PA in placement 5)
Placement commences ↓	Induction Period Work allocated to Student Regular supervision(formal and informal) Direct Observation of Practice
Interim Assessment Meeting ↓	Mid way into placement. This must be attended by student, tutor, Off site Practice Educator/on-site supervisor/PA
Placement continues ↓	Work allocated to student which supports any learning needs /gaps in learning opportunities identified in Interim review Regular supervision Direct Observations
Portfolio to PE/Tutor ↓	10 days before the end of placement the student must ensure that the online portfolio is completed so that it can be viewed by the PE/Tutor/PA. Tutor to mark critical reflections and agree mark and assessment decision with PE
Practice Educator Report/Final Assessment Report ↓	Practice Educator Final Assessment Report is completed and shared with student, OSS and Tutor via the online portfolio by the end of placement.
Portfolio Submission ↓	The online portfolio will be completed by the end of the placement. The Tutor will review the whole portfolio and complete the signing off sheet.
Quality Assurance/ Examination Board	Module Leaders undertake the quality assurance of portfolios and marks are presented to the examination board.

Placements are usually structured around 3 placement meetings:

3.2 Placement Meeting 1: Learning Agreement

The student is responsible for organising the Learning Agreement Meeting. The purpose of this meeting is to consider all aspects of the placement and to formalise these in an agreement e.g. learning opportunities available, arrangements for supervision, any particular circumstance / adjustments which need to be made etc.

Meetings must take place in accordance with the following guidance:

Placement 1, 2, & 4 – the meeting takes place between the student and their Practice Assessor/Practice Supervisor/ or their representative within the first week of placement. The tutor may attend this meeting on occasions, for example if the learning environment is new to welcoming students.

Placements 3 & 5 – the meeting must take place within 2 weeks of the placement being confirmed and **before** the placement starts. This meeting is led by the tutor and includes the student, PA/PS, Practice Educator (or off-site Practice Educator and On-Site Supervisor).

The learning agreement initial meeting allows all parties to clarify their expectations and roles. It is essential that attention is paid to the completion of this form, which ensures that everyone has contact details and agreed arrangements for the remainder of the placement. Once completed, this establishes the agreed contract for the placement which all parties are expected to meet.

3.3 Placement Meeting 2: The Interim Review

The interim review provides an opportunity to check that the placement is proceeding satisfactorily and is in accord with the placement agreement. It reviews positive progress but also allows any party to express concerns about the arrangements for the placement, availability of learning opportunities, levels of demonstrated student competence and to agree changes that will address any issues that arise.

The student is responsible for organising the interim review which must take place in accordance with the following guidance:

Placement 1, 2, & 4 – the meeting takes place between the student, PA/PS to ensure satisfactory progress is being made against the capabilities and to identify any requirements for the remainder of the placement including an action plan if required. The tutor may attend this meeting on occasions, particularly if there are any issues or concerns about progression.

Placement 3 & 5 – the meeting is led by the tutor and includes the student, Practice Assessor/Practice Supervisor, Practice Educator (or off-site Practice Educator and On-Site Supervisor). The Practice Educator provides a written assessment of the student's progress on placement to date. The tutor formally checks a sample supervision record, reflective diary entry, and one direct observation record. Prior to the meeting the student can submit a copy of one assignment via BlackBoard for formative feedback. The student then can amend this piece of work prior to the final submission. The interim review form can be completed by the tutor in the online portfolio or in hard copy, and then entered in the online portfolio by the student. All parties must then sign off the agreement in the online portfolio within 1 week of the date of the meeting.

Where concerns are expressed about a student's progress on placement, their performance, the learning opportunities available or any other issue, **an action plan** should be developed at the interim placement meeting. A date will be set for an additional placement meeting no more than 3 weeks later to review progress against the action plan. The tutor should notify the Programme Leader and the placement module leader of the issues raised and the outcome. Notes of the Concerns meeting, Action Plan and Review meeting should be uploaded into the online portfolio by the tutor.

3.4 Placement Meeting 3: Final Meeting

In placements 1,2 4, and 5, the final assessment meeting is an opportunity to review the student's learning on the placement, to celebrate achievements, and to identify future learning needs. The meeting should ideally be held on the last day of placement. Tutors will only attend if there has been any previous cause for concern.

Following the final assessment meeting the student's online portfolio will be considered complete and ready to be signed off by the Academic Assessor.

In placement 3, there is no formal 'final assessment meeting' at the end of placement. The student must contribute to the online portfolio on a regular basis as the placement progresses and make weekly entries re hours / days for sign off by the Practice Educator. All student entries must be completed in the online portfolio and the reflective assignment also submitted to Turnitin by the submission dates agreed at the Learning Agreement Meeting (10 working days before the end of placement).

The tutor will assess the critical reflection and will liaise with the Practice Educator before providing feedback to the student via Turnitin.

The Practice Educator or Off-site Practice Educator and On-Site Supervisor will validate the work that the student has undertaken and the information about the agency's relevant policies and procedures.

The Practice Educator will assess the student's practice, mark the 'feedback from people with lived experience' assignment as a pass / fail and write their report making a pass or fail recommendation using the designated pro forma within the online portfolio. The proforma are also available on Blackboard. This should be completed two days prior to the end of placement so that it can be read by all parties and any queries raised for consideration.

The tutor must then complete the final mark sheet and sign off the placement portfolio as a Pass or Fail. This should be completed at the end of the placement.

3.5 Issues or Concerns:

Placement is usually a challenging and enjoyable learning experience for both student and Practice Assessor/Practice Supervisor/Practice Educator. However, in a very small number of cases, concerns may arise during a placement. If any party have a concern, they should raise it immediately. Delay in the hope that the problem will resolve itself often leads to an escalation of issues and does not give any party an opportunity to make changes. In the first instance, students and PS/PA/PE should discuss concerns together. Tutors and the practice learning team are available for additional support.

In case of any concern, parties should:

•**Notify the tutor in the first instance**

- identify and share the concern/s
- agree and record an action plan to outline targets, responsibilities and required support
- set a review date
- formally review and record the outcomes

Where a concern is considered by the PA/PE as relatively minor or manageable, the above process can be followed within the placement. It is not necessary to involve **the tutor in a meeting but the tutor should be kept informed and sent a copy of the action plan and the review with outcomes.**

Where concerns are significant or ongoing, a concerns meeting must be held to include the student, the PE/PA/PS Tutor and where appropriate a member of the practice learning team.

Whilst taking into account the safety of people with lived experience and agency accountability, a concerns meeting must offer the chance of an action plan which is **recorded and reviewed** formally, in order to give the student every chance of improving their practice. During the remaining time left on placement regular reference to the detail of the action plan must occur so that all parties are aware of the progress or response required towards the agreed outcomes.

In accordance with fair assessment principles, a student should receive clear indications of whether they are on track to pass the placement or not.

Wherever possible, placements should continue until all hours or days have been completed, as agreed in the Learning Agreement Meeting. Exceptionally, at a concerns meeting a decision may be taken that the placement cannot continue. A placement can only be withdrawn where the PA/PE/Agency feel that a fail recommendation or a referral under Fitness to Practise procedures is required. Even where a fail recommendation seems likely before the end of the placement the preference is for the placement to continue for the full days where possible **A placement must not be withdrawn without a concerns meeting being held.**

In all cases reasons for withdrawal of placement should be fully discussed and a written record circulated to all parties. Subsequently in placements 3 and 5 the Practice Educator must provide a Practice Educator Report in the usual format with their assessment and recommending a fail or referral under Fitness to Practice. The student can also provide a reflective statement to offer their perspective on the experience and assessment.

The process should be supported and monitored by the tutor with the support and advice of the PLT. Members of the PLT are available to provide informal advice to students, Practice Educators and Tutors through telephone or email contact. It is important to inform the PLT of any concerns meetings. Students can access further support from their Tutor and the Student Union. You can access further support for your wellbeing through Ask Us Wellbeing & Counselling service <https://www.salford.ac.uk/askus/our-services/wellbeing-and-counselling>

The evidence relating to all failed/ incomplete placements will be considered at the Placement Review Meeting (PRM). Reports are required from the Practice Educator, tutor and student to facilitate this process and advise the Exam Board.

Social work and nursing involve promoting and protecting the welfare of individuals and the wider community. In their training for the social work and nursing professions, students are required to attain the highest standards in their practice, underpinned by relevant theory and to demonstrate commitment to the social work and nursing value base. The assessment of practice learning is therefore key. If students do not attain the required standards within their practice, they cannot pass the practice component of the programme and cannot therefore be awarded the professional qualification.

Should the PA/PE have evidence that the student, despite being provided with appropriate opportunities to demonstrate capability, is not yet demonstrating satisfactory progress, then the PA/PE must consider recommending a fail. This should be clearly discussed with the student and tutor prior to completion of the placement to ensure that all parties are aware of the decision making. The PA/PE should use the usual range of evidence including the portfolio documentation, to provide narrative to evidence the decision made.

Where the PRM/Exam Board recommends that a student is offered another placement opportunity it is usual practice to repeat the full number of placement days and reports from the first attempt at placement, together with a statement from the student, will be sent to the next prospective setting.

This is to ensure clarity around learning needs and that the student can be properly supported in their second attempt at placement. Where appropriate, the PRM may recommend the student undertake some preparation for practice work in order that they are best prepared for the second opportunity. This may also help in the production of the student statement and updating of the application form to help secure an appropriate placement. Whilst every effort will be made to secure a second attempt, the timescales involved cannot be guaranteed.

IMPORTANT: With regards to placement 3 (70 days) and placement 5 (100 days) students are only permitted to fail one practice placement. For example, if a student fails their 70 day placement, is permitted to re-take the placement in a different setting and completes it successfully, they **MUST** pass their final 100 day placement on the first attempt. If they also failed the final placement, they would not be permitted to re-do it and professional status would not be conferred.

IMPORTANT: Students must complete full placements (ie 70 days or 100 days). Any student who fails a practice placement or does not complete it for any reason, must repeat the whole placement. Placement days cannot be carried over from one placement setting to the next

3.6 Completion of documentation

The student must complete all required documentation in accordance with the direction in the module assessment processes and by the programme team.

For placements 3 & 5 the student must complete the portfolio and additionally submit their placement assignments to Blackboard on the dates agreed at the Learning Agreement Meeting. This is usually 10 days prior to the end of placement.

The programme team will assess the Critical Reflection(s) and will liaise with the Practice Educator before providing feedback to the student via Turnitin.

The Practice Educator or Off-site Practice Educator and On-Site Supervisor will validate the work that the student has undertaken and the information about the agency's relevant policies and procedures.

The Practice Educator will make an assessment of the students practice and write their report making a pass or fail recommendation. The student and tutor should see this report in advance of the final assessment meeting.

At the end of placement the tutor completes the final marking of the Portfolio indicating on the Portfolio Marking Sheet they are satisfied with the contents and all documents are signed and present.

When the placement is completed, it is the student's responsibility to ensure that all required documentation as detailed in the relevant section of the PAD are submitted, along with any additional PDP/portfolio/ Academic work required.

These should be submitted/completed as directed by the programme team and by the dates on the assessment schedule.

The student's submitted work is then moderated at the University and a final mark confirmed at the programme examination board

3.7 Quality Assurance for Practice Learning

QAPL – Quality Assurance for Practice Learning

Quality assurance is undertaken via 3 monitoring tools—one audit form and two evaluation questionnaires. The audit form is completed by the University and agency representative to assess / review the suitability of a practice learning setting.

Once in use, two questionnaires, one for Practice Educators and one for students (completed at the end of placement), assist the University and agencies in monitoring and evaluating the quality of the practice placement. Additional information is also provided by tutors, students, PE's and Module Leaders on an informal basis following visits to the placement setting.

Placement Audit

Before a practice placement is used an audit visit takes place in order to check, be satisfied with and record the following on the QAPL audit form (for social work placements) and/or the North West Practice Education Group 2022 Audit Documents (for nursing placements):

1. The range and type of placements which are likely to be available in the immediate setting and any other placements linked to the workplace.
2. The specific learning and range of work opportunities available.
3. Confirmation that the agency is committed to the Social work England Standards of Conduct, Performance and Ethics (social work placements).
4. The complexity and type of work available and the level of student attainment necessary to participate in it.
5. The experience, training, qualifications and registration status of designated Practice Educators involved in the student's learning and information about anyone else who will normally contribute to a student's learning, assessment and support.
6. The capacity of other workplace team members to contribute to student learning.
7. Information about access and facilities to meet a range of student needs, including scope for reasonable adjustment.
8. Health and safety policy and procedures.
9. Any arrangements for financial resourcing of the provision, including students' travel costs while on agency business (student travel costs to and from placement are included within the bursary).
10. Any other key policies and procedures and any other information impacting on potential students and their suitability.
11. Any updating that is necessary to ensure currency of information and confidence in the continuing suitability of the setting.

Placement Evaluation

The evaluation process of the practice placement provides the opportunity for:

1. Each student to offer honest and safe feedback once the final assessment decision has been made.
2. The Practice Educator and/or any other key participant to offer feedback on their experience of managing the practice placement.
3. A process whereby the University may confirm the continuing suitability of the practice placement for future students or identify any necessary development work.
4. A process for collecting and collating feedback data from each particular practice placement in order to provide for an overall evaluation of practice learning provision.

For placements 3 and 5 the link to the placement evaluation survey can be found in the online portfolio. Once completed, students should then upload the receipt into their portfolio, which evidences they have completed the survey. Evaluations are submitted to the administrative team who perform an initial quality check highlighting any areas of concern that require immediate action and these are referred to the appropriate Module Leader. For placements 1,2 and 4 (and ideally 5) there is an 'Evaluation' tab within the online portfolio for students to complete once they have finished placement. Completed evaluations are accessible to Practice Education Leads and PEFs.

Evaluation reports are produced in line with the University's regulations.

Placement information is reviewed on a regular basis and considered alongside evaluation information as to suitability for continued use. Where concerns are raised, placement settings are re-visited by the module leader to discuss these issues raised and plan how these might be addressed. Any training needs will also be identified. If serious concerns are raised, the placement will not be used again unless measures are taken to address these and the agency is happy to work with the university to improve the quality of the experience for students

4 Placement assessments

Assessment of practice is the responsibility of the PA/PE who will recommend that the student passes or fails the practice element of the placement based upon their own assessment of the student's progress throughout the placement based on the student's:

- direct work with and feedback from people with lived experience
- feedback from colleagues and other professionals;
- professional conduct;
- adherence to agency policy and procedure;
- written work and record keeping within the agency;
- written work in the portfolio including the Analysis of Feedback from people with lived experience

4.1 Assessment of practice

A fundamental role of every registered nurse and social worker is to support and facilitate students in meeting their learning needs during practice experience. PA/PEs, should utilise the whole team in facilitating the student's learning, however it is the PA/PE who is accountable for the final assessment (judgement) and completion of the assessment documentation. They should however use a team approach to assess the student by gathering views from colleagues about the student's performance.

As registered practitioner's PA/PEs are responsible for the assessment process and need to have confidence in their judgement. There should be certainty that the student has achieved a competency level, before awarding a pass. If there is any concern that the student may not be able to achieve the required level, the University must be alerted so that appropriate support can be offered to the student and the PA/PS/PE. It is important that the student is not given 'the benefit of the doubt' when assessing competency.

The overall aim of the practice assessment process is to ensure that students can demonstrate that they are fit to practice. The PAD and PDP documents are designed to help PA's and PE's make judgements about the student's achievement of the proficiencies and capabilities that demonstrate satisfactory achievement of professional requirements stated by the NMC and SWE.

Once settled into the placement, students, PA/PE's and PS/on site supervisors where applicable, should begin to identify the assessment requirements for the placement and how they can provide evidence of meeting these. Evidence must be drawn from a range of sources and the student will be expected to provide evidence within their PDP/portfolio. The ongoing assessment should be discussed with the student throughout supervision and prior to the final placement meeting. PS/PA/PE's will provide advice and guidance on the plans for completing the work. In particular they will discuss the relevance of theory that the student presents in supervision.

4.2 Assessment documentation

Each placement outcome must be documented as achieved by the student with them demonstrating the knowledge, skills, attitudes and values defined by the NMC and SWE.

The PS/PA/PE should sign the appropriate section of the assessment document to authenticate the assessment of each competency but they should also have access to evidence produced by the student that supports their achievement.

For all placements assessment decisions must be recorded in the online portfolio.

4.3 Falsification or incorrect completion of any elements of the PAD

Any PS/PA/PE signature used in the PAD including registrants and other healthcare professionals must be added to the signature sheet at the front of each practice learning experience.

In connection with programmes leading to a professional qualification, falsely claiming to have completed practice requirements such as hours in practice or achievement of professional competencies or falsification of signatures are seen to be a breach of academic integrity and will result in disciplinary action and possible removal from the programme.

4.4 Providing evidence

Your competence in practice is recorded in the PAD and the Ongoing Achievement Record (OAR) where your Practice Assessor/Practice Educator will sign off your achievement of the required outcomes for each placement. The PAD also includes formal documentation of your learning needs in relation to each placement (including required outcomes), how these will be met in the organisation where you are placed, and formal review of your progression towards achievement at both mid and end point.

Further information on how to document in PARE will be provided by the programme team prior to each placement but it is important to note that you are required to provide documentary evidence of the work you have undertaken and how this demonstrates your achievement of the required outcomes.

Within PARE there is an 'Additional Evidence Portfolio' for you to upload any additional evidence during your time on the programme. The evidence that you provide can take many forms. It is essential that you provide a range of different evidence to support your achievement. i.e not just a learning diary, or several significant events. This may include:

- anonymised client documentation
- record of direct observation by your Practice Assessor/Practice Supervisor, Practice Educator or other professional
- service user feedback
- records of supervision
- training certificates and the learning that came from attending training

This is far from an exhaustive list and guidance on suitable evidence has been included in the PDP.

Whilst ensuring that you have evidence for all required outcomes, you need to be selective so your portfolio is clear concise and easy to follow. In discussion with your Practice Supervisor/Practice Assessor/Practice Educator you need to identify the best and most appropriate documents to use and be clear how they demonstrate your achievement. NB the same piece of evidence may demonstrate satisfactory achievement of a number of different outcomes.

In placements 1, 2, 4 & 5 students are required to maintain the evidence of their progress and capability in their PDP document and 'Additional Evidence Portfolio'. This should be shared and discussed with their PA/PE.

Guidance for Students to help complete the Portfolio

- Start work on your portfolio early and make regular entries
- Ensure that you and your Practice Supervisor/Practice Assessor/Practice Educator/Off-site Practice Educator have discussed the assessment tasks early in the placement.
- Maintain an on-going discussion about these tasks with your Practice Supervisor/Practice Assessor/Practice Educator/Off-site Practice Educator and seek advice from your practice tutor.
- Choose pieces of work that will provide the best evidence of your competence in each of the selected areas
- Provide a range of evidence across the academic assignments to illustrate your practice.
- Make sure that you understand and are aware of all required outcomes and revise these as you progress through placement
- Be concise. Nurses and social workers must often have to write short reports that contain all the relevant information.

- The portfolio should contain reference to published materials about social work and nursing theory and research
- Ensure all work contains evidence of your ability to evaluate outcomes and reflect on your work, especially your ability to learn from your mistakes.

Confidentiality

The portfolio and each piece of work must include a statement that clarifies that the names and other identifying features of all people with lived experience, staff, establishments, services and agencies have been changed. Any reference to the name of the agency or service should only be in the proforma placement meeting forms and Practice Educator's report. You should ensure you make consistent use of the same abbreviations when referring to people with lived experience, within your portfolio.

Assessment schedule

The student should complete their portfolio and include the Practice Educator Report by the date agreed at the learning agreement meeting. The student will submit the written pieces of academic work electronically via BlackBoard.

The student must keep their own copy of all the pieces of work they hand in.

Setting the Scene

Your portfolio should contain a brief description of the placement setting, type of agency, work carried out, geographical location (urban, rural etc), type of local community etc (**250 words**).

4.5 Assessment tasks for placement 3 – 70 days, Year 2 – Interprofessional Practice Across the Lifespan

First Placement Portfolio – Critical Reflection

Placement Assignment

During your placement you are required to complete one critical reflection. You may take up tutorial support at the interim stage and receive feedback on the draft plan. The final assignment is submitted via Turnitin and uploaded to the online portfolio. It is an assessed piece of work marked by the practice Tutor. Although you do not need to make direct reference to the PCF domains within your 'Critical Reflection' it will be used to inform your Practice Educator's assessment of your practice.

Practice Educators will provide advice and guidance on the plans for completing the work. They will discuss the relevance of theory that the student presents in supervision. Practice Educators should not read drafts of work until the portfolio is complete. This is to ensure that the student is not tempted to cross the boundary between seeking advice and quoting the Practice Educator's own views.

1. Critical Reflection on Direct Work - 3000 words

Assessment, Planning and Intervention

Using a reflective model of your choice identify an example of work from your placement that **you** have carried out with an individual, family or group which enables you to assess their need, discuss how you planned the intervention and explain what you did. You are also required to evaluate your practice by exploring how you have promoted the rights and needs of people with lived experience.

1. Explain and critically analyse your work. Consider the approach you have taken and how you applied a range of theories, models and methods to support your practice. (LO3)
2. Demonstrate your understanding of the impact of equality, diversity and inclusion when undertaking direct work with people with lived experience and explore the importance of operating within legal frameworks, to support your practice. (LO2)
3. Consider the skills and qualities you have developed to plan and conduct your work and reflect on the relationship(s) developed with the person(s) with lived experience. (LO4)
4. This piece of work will provide you with the opportunity to provide evidence towards the PCF domains.
5. Conform to the programme's expectations about the standard of written English and use the University Guide for referencing academic work.

2. Analysis of Feedback from People with Lived Experience – 2000 words

This piece of work will be assessed by the Practice Educator (as Pass/Fail) and provide evidence of your overall capability.

This task requires you to collect two separate pieces of feedback from different people with lived experience and then to provide **one combined** written analysis of this feedback which links to the PCF/SWEPS by identifying how this underpins your work

Task:

1. Analyse why and how the feedback from people with lived experience was obtained.
2. Record your reflections on the feedback given by the people with lived experience
3. Discuss how you will use this feedback to inform and develop future practice

Guidelines:

1. *Analyse why and how the people with lived experience feedback was obtained.*

- Consider issues of power in relation to obtaining feedback from people with lived experience. How have you tried to take into account and manage these issues?
- Explain why you have approached these particular people with lived experience and asked for feedback.
- Explain the method you have used to gather the feedback, including how you sought and gained consent. You may use an example given or devise your own method of obtaining feedback.
- Consider how the anonymity of people with lived experience has been protected.

2. Record your reflections on the feedback given by the people with lived experience

- Consider any areas of strength and what you need to improve on.
- Consider what skills you need to develop.

3. Discuss how you will use this feedback to inform and develop future practice

- Consider action planning for the future i.e. your ongoing learning and development needs and how you intend to meet these.
- Identify the domains of the PCF demonstrated by the people with lived experience feedback exercise.

You should draw on relevant theory to support your analysis.

You should conform to the programmes expectations about the standard of written English and use the University Guide for referencing academic work.

4.6 Assessment tasks for placement 5 – 100 days, Year 3 – Integrated Professional Practice

Placement Assignments

During your final placement you are required to complete two critical reflections. These are submitted via BlackBoard and are assessed pieces of work, marked by the programme team.

Although you do not need to make direct reference to the domains of the PCF within your 'Critical Reflection on Practice' and the 'Critical Reflection on Personal and Professional Development' they will be used to inform your Practice Educator's assessment of your practice.

Practice Educators will provide advice and guidance on the plans for completing the work. In particular they will discuss the relevance of theory that the student presents in supervision. Practice Educators should not generally read drafts of work until the portfolio is complete. This is to ensure that the student is not tempted to cross the boundary between seeking advice and quoting the Practice Educator's own views. However students are given the opportunity to submit a copy of one piece of work prior to the interim review. They will receive formative feedback and will have the opportunity to amend this piece of work prior to final submission.

1. Critical Reflection on Practice – 3000 words

Assessment, Planning and Intervention in the context of Risk

This assignment requires you to reflect on a piece of work you have undertaken in the context of the assessment and management of risk and your developing use and understanding of professional judgement and autonomy.

Task: Provide a critical reflection on a piece of work you have undertaken with an individual, family or group. This work should include the assessment and management of risk.

Assignment Guidelines:

- Briefly describe the background and context to the piece of work including the reasons for the agency's involvement. .
- Critically analyse the theoretical perspectives, legislation and values underpinning your practice in this case.
- Discuss your use and understanding of professional judgement and autonomy.
- Discuss and evaluate how risk was assessed and managed.
- Using a model of reflection, provide a reflective evaluation of your practice, and of the skills, methods and approaches that you applied or considered in relation to this case.
- Conform to the programmes expectations about the standard of written English and use the University Guide for referencing academic work.

2. Critical Reflection on Personal and Professional Development – 3000 words

Task: *Provide a critical reflection on your personal and professional development during the placements on the programme.*

Assignment guidelines:

- Make use of a model of reflection to reflect on your development in relation to:
 - How you have developed and applied values and ethics in practice
 - How you have dealt with dilemmas and challenges
 - How you have recognised, prepared for and used supervision
 - Your learning and skills development
 - Your areas of strength
 - Action planning for the future i.e. your on-going learning and development needs and how you intend to meet these
- You should reflect on your learning and development across the programme. In particular, you should reflect upon how you have continued to build on the learning from your previous placements during your final placement.
- You should draw upon relevant theory to support your critical reflection.
- Your work should conform to the programmes expectations about the standard of written English and use the University Guide for referencing academic work.

3. Analysis of Feedback from People with Lived Experience – 2000 words

This piece of work will be assessed by the Practice Educator (as Pass/Fail) and provide evidence of your overall capability.

This task requires you to collect two separate pieces of different service user feedback and then to provide **one combined** written analysis of this feedback which links to the PCF by identifying how this underpins your work. Some examples of proformas for gathering feedback are given on the Practice Learning blackboard site, but you may want to create your own.

Task:

1. Analyse why and how the service user feedback was obtained.
2. Record your reflections on the feedback given by the service users
3. Discuss how you will use this feedback to inform and develop future practice

Guidelines:

The two pieces of service user feedback should be completed, anonymised and included in the portfolio.

1. *Analyse why and how the service user feedback was obtained.*

- Consider issues of power in relation to obtaining service user feedback. How have you tried to take into account and manage these issues?
- Explain why you have approached these particular service users and asked for feedback.
- Explain the method you have used to gather the feedback, including how you sought and gained consent. You may use an example given or devise your own method of obtaining feedback.
- Consider how service user anonymity has been protected.

2. *Record your reflections on the feedback given by the service users*

- Consider any areas of strength and what you need to improve on.
- Consider what skills you need to develop.

3. *Discuss how you will use this feedback to inform and develop future practice*

- Consider action planning for the future i.e. your ongoing learning and development needs and how you intend to meet these.
- Identify the domains of the PCF demonstrated by the service user feedback exercise.

You should draw on relevant theory to support your analysis.

You should conform to the programmes expectations about the standard of written English and use the University Guide for referencing academic work.

4.7 Direct observation of practice (70 & 100 day placements)

The Practice Educator and/or Practice Assessor should formally observe the student's practice of direct work with service users on a minimum of two occasions on placement 3 (70 days) and three occasions on the final placement (100 days).

The aim of these direct observations is to provide a formal, planned and recorded assessment of the student's practice. In addition, these observations provide an excellent teaching tool and source of feedback about the development of professional competence for the student. It is essential that any people with lived experience involved in the observed practice give their consent to being part of an observed piece of practice. They must be invited to provide their comments about the student's practice following the direct observation.

Formal observations must be of the student working directly with people with lived experience.

Presentations to team meetings and other events may provide useful informal observations that contribute to learning and assessment and can be referred to in the Practice Educator report but cannot stand as one of the required direct observations. Co-working and joint working (in which the Practice Educator/ On-Site Supervisor/colleague are fully involved) also provide useful learning and assessment opportunities but do not count as direct observations in which the student carries sole, uninterrupted responsibility for the intervention.

Where there is an off-site Practice Educator they should undertake at least two of the formal observations. One of the observations may be undertaken by another appropriate member of staff for example the On-Site Supervisor or a co-worker, with the agreement of the Practice Educator.

One formal observation should take place before the interim review and the completed entry in the online portfolio should be available prior to the meeting. This will contribute to the interim assessment of progress.

Planning and Preparation

Planning is an essential element of a useful direct observation. However well prepared, students may feel apprehensive or nervous about the direct observation and it is therefore advisable to wait until they have gained some confidence in the placement setting before the first direct observation takes place.

It may help students to overcome anxieties if they identify the work that will be observed and the skills and knowledge on which they would particularly like feedback.

Students should complete their sections of the direct observation pro forma within the online portfolio in advance of the observation so that Practice Educators can consider this prior to the observation. Planning around this is usually discussed in supervision. If the direct observation is to be carried out in a virtual space special consideration needs to be given to planning and preparation, for example the safe use of online platforms.

Preparing people with lived experience for an Observation

It is essential to obtain consent from people with lived experience before carrying out a direct observation of work with them. The student should be proactive in this process and provide evidence of their actions within the planning section of the report.

With good planning this can be an opportunity to empower people with lived experience, stress the importance of their involvement in educating new professionals and seek their full involvement in the session and feedback of their experience where possible.

The student should actively identify issues of values, ethics and confidentiality and how these are to be addressed. It is essential to adhere to relevant domains of the PCF and the SWE Professional Standards.

Feedback to Students

The Practice Educator/Off-site Practice Educator/Practice Assessor/On-Site Supervisor should discuss the intervention and seek the student's own assessment of their performance. Students frequently learn most from identifying themselves where they can improve.

Feedback from the observer should be clear, giving examples of positive skills and values and identifying learning and developmental issues. Allow time for immediate, informal feedback as soon as the observation is completed. Then the observer should complete the formal feedback within the online portfolio as soon as possible. This should be discussed in supervision to develop learning and provide an opportunity for the student to record their own comments whilst the situation is still fresh in their mind.

Ensure that people with lived experience have the opportunity to provide feedback and that this is done in a meaningful and the most appropriate way. It may be helpful to offer people with lived experience the opportunity to provide their views in writing after the event if they prefer.

Guidance for using the Direct Observation Report

Preparation for the direct observation of practice:

- The student and observer should plan the direct observation and agree objectives and assessment criteria for the observation (what do they want to achieve in the intervention and there any specific capabilities, identified as areas for development or concern, they would like the observer to focus on and provide feedback). The student should complete boxes 1 and 2 of the form in the online portfolio in advance of the observed session and the observer must ensure that they have accessed this prior to the observation. The observation should not proceed if this has not been undertaken.
- Wherever possible the people with lived experience involved should be asked if they are willing to be part of the process. If they agree, it is the responsibility of the observer and the student to ensure that the person/people with lived experience are given the opportunity to comment on the student's capabilities, and/or for people with lived experience to be given feedback about the student and assessor's own assessment. Not all individuals will be able to or want to be involved in the process; others will be willing to contribute and be part of the assessment process. The observer and student will need to plan how this is managed using their knowledge of, and relationship with the person with lived experience wherever possible to ensure that this is comfortable for all concerned. Best practice is that feedback from people with lived experience should be obtained unless there are exceptional reasons why this cannot be the case. (Adapted from 'Assessing practice at qualifying level for social work using the PCF')

- Student and observer should agree and clarify the role of the observer during the intervention: how will they be introduced, under what circumstances, if any, will they intervene.
- The observation should be planned to allow time for immediate feedback to be given to the student.
- The student should have the opportunity to reflect and comment on the observer's report in the pro forma.

1 Planning for Intervention

Questions you might want to think about:

- How did you prepare for this intervention?
- What is your purpose, role and responsibility?
- What are your personal learning objectives?
- What are the agency objectives?

2 Brief description of the intervention

Questions you might want to think about:

- What happened, what was achieved?
- Describe your role and the action of others.

3 Reflections on the observed practice

Questions you might want to think about:

- How did the theories and knowledge you identified work in practice?
- What went well?
- How did you know it had gone well?
- Were the outcomes achieved?
- What action do you need to take next in this intervention?
- How did you feel generally and about being observed?
- What key points have you learnt from this experience?
- Were there any surprises for you in this observation?
- Did the intervention go as you expected?
- What aspects of the interview are you pleased?
- Were there any aspects you found difficult?

You must comment on how you have used theory/research to inform your practice

4 Critical reflection and professional development

Questions you might want to think about:

- Bearing in mind the capabilities and level descriptors, have you identified or confirmed any specific areas for further development? (cross reference to capability statements if required)
- How do you intend to address these areas of development?
- What support do you require?

4.8 Submission of the Portfolio

The student should make regular entries throughout the placement to keep the online portfolio up to date. All parties to the placement will have access to the portfolio as it develops and the PS/PA/PE/OSS must sign off the attendance/ timesheet each week.

In Placement 3 (70 days) and 5 (100 days) the whole portfolio must be completed on the dates agreed at the Interim Meeting. This is usually 2 weeks prior to the end of placement and may be altered with the tutor's agreement if the placement end date changes. **Please note that this submission date stands as a formal submission date as per any other module assessment. Usual penalties will apply to late/ non submissions. Students should apply for a PMC if they feel that there are mitigating circumstances which have delayed submission.**

The PE and or PA (with support from the PS and OSS if applicable) will validate the work that the student has undertaken and the information about the agency's relevant policies and procedures.

The PE/PA will make an assessment of the student's practice and write their report making a pass or fail recommendation, in the proforma within the online portfolio. The student and tutor should access this report prior to the end of placement and enter their own comments. In Placement 3 (70 days) and 5 (100 days) once all is completed, the tutor must sign off the final portfolio by completing the form within the online portfolio, incorporating the final recommendation re Pass/Fail. All portfolios will be reviewed under the moderation process and further information may be requested as required prior to ratification by the examination board. For Placements 1, 2, 4 and 5 the Academic Assessor will check through the online portfolio and sign off the student at the end of the year (or part) on the *Verification of Programme Requirements* page within the PDR in the online documentation.

4.9 Second attempt at practice learning

Re-assessment will take place as indicated by the University.

In year 1 (placement 1 & 2), and year 2 (placement 4) the student will be reassessed only in the proficiencies that he or she has failed. The 'Placement 3' area in the online documentation for the year (or the part) is used for retrieval.

Students who do not achieve by the end of the Part will step off the programme and be offered a retake opportunity according to University Academic Regulations for Taught Programmes.

In year 2 (placement 3 – 70 day), and year 3 (placement 5 – 100 day) students will need to pass all competencies/proficiencies within a single placement opportunity and will need to re-do the entire placement and achieve all required competencies at the second attempt. Please note that students are only permitted to have one reassessment attempt in the case of these two placements (see section 3.5)

4.10 The Examination Board

The examination board has responsibility for all formal assessments of students, including taking pass or fail decisions in relation to all students and taking decisions on the further progress of failed, referred or deferred students etc. It is constituted according to University requirements.

5 Explanatory notes for other PAD/Portfolio sections

5.1 Student Self-Assessment

Student self-assessment is an important part of the practice learning process; students should make comment on this on the student self-assessment page. This must be discussed with the Practice Assessor/Practice Supervisor/Practice Educator at the initial interview by the student.

5.2 Attendance Record

The NMC requires students to complete 2300 hours of practice throughout the programme. SWE requires 170 days of practice learning. Students should document the hours/days worked and the total should exclude breaks. All student absence/sickness must be clearly recorded on the attendance sheet and verified by the Practice Supervisor/Practice Assessor/Practice Educator. When recording attendance on Placement 3 (70 days) and 5 (100 days) the days should be recorded as 'social work practice days' and on Placements 1, 2 and 4 the hours should be recorded as 'practice'.

5.3 Involvement of people with lived experience/their carers

The input of people with lived experience/their carers is of paramount importance. An important part of the students' development is the feedback that can be ascertained from those who are receiving care. Within the PAD there is the opportunity for students to receive feedback from people with lived experience/their carers.

It is acknowledged that this form is not accessible to all people with lived experience, particularly those using alternative methods of communication. Students are encouraged to seek other ways of getting feedback from individuals who may struggle with this format. Students are encouraged to develop other ways of doing this and/or seek support from carers of individuals to aid completion.

Whilst this form is optional, it is strongly recommended and it is anticipated that the input of people with lived experience/their carers will be of great benefit to the students.

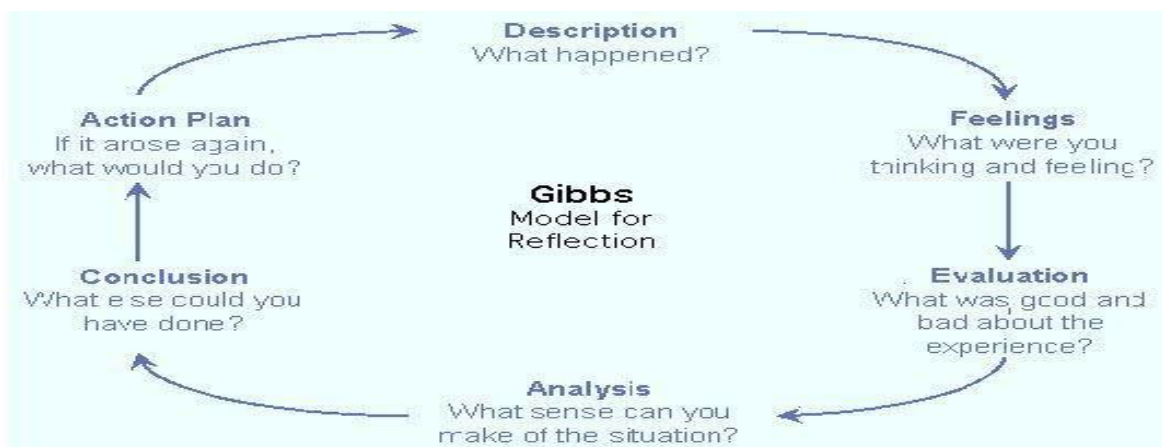
5.4 Reflective Diary

Throughout placements 3 and 5, students are required to keep a reflective log daily, to note thoughts and feelings during placement. However, we advise keeping a reflective diary on all placements. Students are reminded of confidentiality and ensuring the safe keeping and sharing of the document. The log should be discussed with the Practice Educator in supervision as it will enable the student and Practice Educator to identify the development of the student's professional skills and abilities combined with the application and integration of professional values and ethics. **Students should focus on significant learning experiences.** It is important to monitor such experiences and development because impressions often fade, and the immediacy of learning can be lost. The log will reflect the process of change and professional development and will assist students to complete the written tasks for the portfolio. The log is designed to enable students to measure their professional development along a range of dimensions and to explore the application of theory and research in practice, and skill development.

During placements 3 & 5, the placement day includes 30 minutes reflective time, so a daily writeup is expected. Students will be required to provide their Practice Educator with an agreed number of formal reflections prior to each supervision.

The reflective log is a key learning tool for the student and may be requested by the University as additional evidence of the student's capability.

There are a variety of reflective models available including Gibbs model outlined below and the Share Model by MacLean, Finch, and Tadam (2018) ('Share: A new model for social work' Kirwin Maclean Associates, Staffs). Please discuss with your tutor and Practice Educator to ensure your reflective learning is enhanced. Do try to use several different models across the placement.



A sample format for the Reflective Log:

Date and Number of days completed on placement:		
Description of events	Analysis	Action Plan/Learning Outcomes
What did you DO? SEE? HEAR? How were you INVOLVED? What did you FEEL? What did other people do Service users, staff, other significant people?	What did you THINK about the things you have recorded? g What theories or social policy impacts on these events and helps you to understand them? What IMPACT did you have on the events? What went well today?	What do you want to learn more about as a result of these events and your analysis? What would you do differently another time? What are you going to DO?
Identify links to the PCF and SWE Professional Standards/NMC Code		

5.5 Supervision

Students must be supervised appropriately during their placement to ensure the safety of people with lived experience/patients and their own safety. Appropriate supervision is also key to ensuring that students get a good learning experience and can access appropriate learning opportunities:

[Practice placements guidance - Social Work England](#)

[Standards for student supervision and assessment \(nmc.org.uk\)](https://www.nmc.org.uk)

A core component of any practice placement is the supervision provided to promote a student's learning about professional practice. Students from the IPLD programme are supervised by either a Practice Supervisor/Practice Assessor or Practice Educator from within the placement or an Off-site Practice Educator/indirect nurse assessor if the placement does not have a suitably qualified practitioner on site.

PAPS & PE's are expected to provide at least one hour of supervision for every 5 placement days.

Supervision sessions provide the forum to discuss a student's on-going work; and to promote the integration of theory into practice, and the preparation of assessment tasks for inclusion in the PDP/portfolio. During supervision, students should receive formal feedback about their progress. Any issues or concerns should be initially raised within the supervision forum but if unresolved a concerns meeting can be called by any party. Throughout the placement, a key element of discussion in supervision

will be professional values and ethics. Students should at all times adhere to the NMC Code and SWE Standards.

Where there is more than one person involved in the supervision and assessment of a student, responsibilities and assessment will be shared and there will be some joint, three way supervision sessions to ensure clarity of roles, teaching and assessment.

If an off-site Practice Educator is required, they will provide fortnightly supervision (i.e. once every 10 placement days) on issues related to social work theory and practice and assist the student with the development of their evidence and PDP/portfolio. The On-site Supervisor will give additional supervision on issues related to working within the agency, which includes managerial responsibility for the student within the agency. The specific arrangements will be discussed and agreed at the Learning Agreement Meeting.

A written record of supervision must be made and copies held by the student and the supervisor. Supervision notes may be requested by the University to assist in the resolution of disputes about the quality of the placement or the student's work.

Throughout the placement, a key element of discussion in supervision will be professional values and attitudes. Assessors will seek to see evidence of a well-integrated value base throughout all aspects of the students work and this will be part of the overall assessment.

The student is expected to be proactive within supervision. This includes being prepared to discuss current workload, providing evidence towards social work and nursing requirements and actively engaging in the process of reflection. Supervision is a crucial part of nursing and social work practice and students have a responsibility to ask for supervision if it is not occurring on a regular basis. If supervision does not take place the student should also raise this as an issue with their tutor.

5.6 Direct Observation

It is anticipated that Practice Assessor/Practice Supervisor/PE's will directly observe student practice on an ongoing basis through all placements and use their observations to inform their assessment decisions. Additionally for placements 4 and 6, PA/PEs should formally observe and write reports for the student's practice of direct work with service users on a minimum of two (placement 3 – 70 day) and three (placement 5 – 100 day) – see section 4.7.

5.7 Student placement responsibilities

Remember this is YOUR assessment and you must accept responsibility to ensure accurate completion:

- Prior to the start of each practice experience make an initial identification of your learning needs and complete the student self-assessment
- If you have an assessment of need/support plan, identify any reasonable adjustments with your Practice Assessor/Practice Supervisor/Practice Educator
- Actively participate in initial, interim and final interviews with your Practice Assessor/Practice Supervisor/Practice Educator
- Identify and affirm learning needs with your Practice Assessor/Practice Supervisor/Practice Educator
- Agree an action plan with your Practice Assessor/Practice Supervisor/Practice Educator for every practice experience
- Take advantage of every opportunity to work with your Practice Assessor/Practice Supervisor/Practice Educator/supervising practitioner
- Take advantage of all the learning opportunities available
- Maintain your assessment of practice document
- Provide your Practice Assessor/Practice Supervisor/Practice Educator with examples and evidence from practice to demonstrate how the competencies have been achieved (these should be included in your PDP)
- Co-operate with your Practice Assessor/Practice Supervisor/Practice Educator to ensure the assessment is completed by the date(s) specified
- Make the assessment of practice document available to Practice Assessor/Practice Supervisor/Practice Educators or academic staff on request

- Submit the assessment of practice documentation to university by the date specified
- Complete the evaluation of each practice experience
- Arrange to meet your personal tutor to discuss your placement experience, and to verify your document ready for submission.

6 Confidentiality

As students on placement in any agency you will have access to a considerable amount of personal information relating to the people who use the service. It is expected that you will treat this information in a discreet and confidential manner.

Confidentiality is not the same as secrecy.

Secrecy means that information that you are given will **not** be divulged to anyone else in any circumstances. Confidentiality means that the circumstances in which information may be shared is understood and all parties are aware of the people with whom it may be shared.

You will need to share information about the people with lived experience with whom you are working with your Practice Assessor/Practice Supervisor and/or PE and possibly other colleagues in the agency. This is because they are accountable to the agency for the work that you are doing with people with lived experience. You should be honest and open about this with people with lived experience. Information may also need to be shared elsewhere in the agency if there is clear evidence of serious danger to the people with lived experience, worker or any other persons in the community.

Do not let people with lived experience think they can expect you to keep secrets.

Most agencies have an open access to records policy that means that people with lived experience are entitled to see the records that are kept about them. You must record information accurately, which may mean checking the facts with the individual or anyone else who provides information.

You must also ascertain whether information given to you about an individual with lived experience by a third party can be shared with the individual or not. This will affect where you record the information and what you do with it. This is also important as it demonstrates the requirement to understand legislation and agency policy and procedures in this area.

Any information regarding people with lived experience must not be disclosed in any way to unauthorised persons. You will need to check with your Practice Assessor/Practice Supervisor and/or PE/On-site supervisor who is considered to be an authorised person in each case. You must check the authenticity of anyone, but particularly telephone enquiries before disclosing any information. Ask for guidance on the agency policy for checking authenticity.

It is important that people with lived experience cannot be identified from anything that you write or say about them unless you have their express permission that has not been given under duress. This includes all assessment work and your reflective diary. ***In all written course work ensure that you specifically refer to the fact that you have changed the names of the agency and individuals and that you have consent from the people concerned to refer to the work that you have undertaken with them.***

Appendices

Appendix 1 Social Work England Professional Standards (SWEPS)

Appendix 2 The Professional Capability Framework (PCF)

Appendix 3 Mapping of the PCF against the SWEPS

Appendix 4 Whistleblowing

Appendix 5 Placement Review Meeting (PRM) Terms of Reference

Appendix 1 Social Work England Professional Standards

Responsibility for the regulation of social work was assumed by Social Work England (SWE) from the Health Care Professions Council in November 2019. They have developed a set of professional and education and training standards which set out the requirements that they expect social workers and social work courses to meet.

The SWE Professional Standards are the threshold standards necessary for safe and effective social work practice. They are specific to the social work profession and apply to all registered social workers in all roles and settings. The professional standards set out what a social worker in England must know, understand and be able to do after completing their social work education or training.

“Social work courses aim to ensure that students develop the skills and knowledge necessary to meet the professional standards by the time they complete the course. Although we do not regulate students, we do expect them to understand and work towards our professional standards in preparation for when they apply for registration. Students should make sure that during their course, including while they are on placement, they do not do anything that contravenes the professional standards or the policies and procedures of their course or placement provider”.

SWE Professional Standards (last updated April 2020)

The SWE Professional Standards can be found at:

[Professional standards - Social Work England](#)

The SWE Professional Standards Guidance which accompanies the Professional Standards can be found at:

[Professional standards guidance - Social Work England](#)

SWE Professional Standards

Standard 1: Promote the rights, strengths and wellbeing of people, families and communities.

As a social worker, I will:

1.1 Value each person as an individual, recognising their strengths and abilities.

1.2 Respect and promote the human rights, views, wishes and feelings of the people I work with, balancing rights and risks and enabling access to advice, advocacy, support and services.

1.3 Work in partnership with people to promote their wellbeing and achieve best outcomes, recognising them as experts in their own lives.

1.4 Value the importance of family and community systems and work in partnership with people to identify and harness the assets of those systems.

1.5 Recognise differences across diverse communities and challenge the impact of disadvantage and discrimination on people and their families and communities.

1.6 Promote social justice, helping to confront and resolve issues of inequality and inclusion.

1.7 Recognise and use responsibly, the power and authority I have when working with people, ensuring that my interventions are always necessary, the least intrusive, proportionate, and in people's best interests.

Standard 2: Establish and maintain the trust and confidence of people

As a social worker, I will:

2.1 Be open, honest, reliable and fair.

2.2 Respect and maintain people's dignity and privacy.

2.3 Maintain professional relationships with people and ensure that they understand the role of a social worker in their lives.

2.4 Practise in ways that demonstrate empathy, perseverance, authority, professional confidence and capability, working with people to enable full participation in discussions and decision making.

2.5 Actively listen to understand people, using a range of appropriate communication methods to build relationships.

2.6 Treat information about people with sensitivity and handle confidential information in line with the law.

2.7 Consider where conflicts of interest may arise, declare conflicts as early as possible and agree a course of action.

Standard 3: Be accountable for the quality of my practice and the decisions I make

As a social worker, I will:

3.1 Work within legal and ethical frameworks, using my professional authority and judgement appropriately.

3.2 Use information from a range of appropriate sources, including supervision, to inform assessments, to analyse risk, and to make a professional decision.

3.3 Apply my knowledge and skills to address the social care needs of individuals and their families commonly arising from physical and mental ill health, disability, substance misuse, abuse or neglect, to enhance quality of life and wellbeing.

3.4 Recognise the risk indicators of different forms of abuse and neglect and their impact on people, their families and their support networks.

3.5 Hold different explanations in mind and use evidence to inform my decisions.

3.6 Draw on the knowledge and skills of workers from my own and other professions and work in collaboration, particularly in integrated teams, holding onto and promoting my social work identity.

3.7 Recognise where there may be bias in decision making and address issues that arise from ethical dilemmas, conflicting information, or differing professional decisions.

3.8 Clarify where the accountability lies for delegated work and fulfil that responsibility when it lies with me.

3.9 Make sure that relevant colleagues and agencies are informed about identified risks and the outcomes and implications of assessments and decisions I make.

3.10 Establish and maintain skills in information and communication technology and adapt my practice to new ways of working, as appropriate.

3.11 Maintain clear, accurate, legible and up to date records, documenting how I arrive at my decisions.

3.12 Use my assessment skills to respond quickly to dangerous situations and take any necessary protective action.

3.13 Provide, or support people to access advice and services tailored to meet their needs, based on evidence, negotiating and challenging other professionals and organisations, as required.

3.14 Assess the influence of cultural and social factors over people and the effect of loss, change and uncertainty in the development of resilience.

3.15 Recognise and respond to behaviour that may indicate resistance to change, ambivalent or selective cooperation with services, and recognise when there is a need for immediate action.

Standard 4: Maintain my continuing professional development.

As a social worker, I will:

4.1 Incorporate feedback from a range of sources, including from people with lived experience of my social work practice.

4.2 Use supervision and feedback to critically reflect on, and identify my learning needs, including how I use research and evidence to inform my practice.

4.3 Keep my practice up to date and record how I use research, theories and frameworks to inform my practice and my professional judgement.

4.4 Demonstrate good subject knowledge on key aspects of social work practice and develop knowledge of current issues in society and social policies impacting on social work.

4.5 Contribute to an open and creative learning culture in the workplace to discuss, reflect on and share best practice.

4.6 Reflect on my learning activities and evidence what impact continuing professional development has on the quality of my practice.

4.7 Record my learning and reflection on a regular basis and in accordance with Social Work England's guidance on continuing professional development.

4.8 Reflect on my own values and challenge the impact they have on my practice

Standard 5: Act safely, respectfully and with professional integrity.

As a social worker, I will not:

- 5.1 Abuse, neglect, discriminate, exploit or harm anyone, or condone this by others.
- 5.2 Behave in a way that would bring into question my suitability to work as a social worker while at work, or outside of work.
- 5.3 Falsify records or condone this by others.
- 5.4 Ask for, or accept any money, gifts or hospitality which may affect or appear to affect my professional judgement.
- 5.5 Treat someone differently because they've raised a complaint.
- 5.6 Use technology, social media or other forms of electronic communication unlawfully, unethically, or in a way that brings the profession into disrepute.

Standard 6: Promote ethical practice and report concerns.

As a social worker, I will:

- 6.1 Report allegations of harm and challenge and report exploitation and any dangerous, abusive or discriminatory behaviour or practice.
- 6.2 Reflect on my working environment and where necessary challenge practices, systems and processes to uphold Social Work England's Professional Standards.
- 6.3 Inform people of the right to complain and provide them with the support to do it, and record and act on concerns raised to me.
- 6.4 Take appropriate action when a professional's practice may be impaired.
- 6.5 Raise concerns about organisational wrongdoing and cultures of inappropriate and unsafe practice.
- 6.6 Declare to the appropriate authority and Social Work England anything that might affect my ability to do my job competently or may affect my fitness to practise, or if I am subject to criminal proceedings or a regulatory finding is made against me, anywhere in the world.
- 6.7 Cooperate with any investigations by my employer, Social Work England, or another agency, into my fitness to practise or the fitness to practise of others.

The Professional Capabilities Framework (PCF) is an overarching professional standards framework, originally developed by the Social Work Reform Board, and now managed and delivered by the British Association of Social Workers (BASW). The PCF has been reviewed and refreshed in 2018.

The PCF:

- Sets out consistent expectations of social workers at every stage in their career
- Provides a backdrop to both initial social work education and continuing professional development after qualification
- Informs the design and implementation of the national career structure
- Gives social workers a framework around which to plan their careers and professional development.

Further guidance on using the refreshed PCF can be found here:

[Professional Capabilities Framework \(PCF\) | BASW](#)

Domains within the PCF

The Professional Capabilities Framework has nine domains (or areas) within it. For each one, there is a main statement and an elaboration. Then at each level within the PCF, detailed capabilities have been developed explaining how social workers should expect to evidence that area in practice.

The nine capabilities should be seen as interdependent, not separate. As they interact in professional practice, so there are overlaps between the capabilities within the domains, and many issues will be relevant to more than one domain. Understanding of what a social worker does will only be complete by taking into account all nine capabilities.

Professionals and their practice will be assessed 'holistically', by which we mean that throughout their careers, social work students and practitioners need to demonstrate integration of all aspects of learning and provide a sufficiency of evidence across all nine domains.

The BASW website (via the link above) contains the descriptors of what is expected of students at the end of their 70 day and 100 day (final) placement.

The PDF fan graphic can be found here:

[The Professional Capabilities Framework \(PCF\) 2018 Graphic | BASW](#)

Appendix 3

Mapping of the End of First Placement PCF Domains 2019 against the SWE Professional Standards 2021

1. PROFESSIONALISM – Identify and behave as a professional social worker, committed to professional development

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

I

End of First placement	SWE Professional Standards
<ul style="list-style-type: none"> recognise the role of the professional social worker in a range of contexts 	2.1, 2.3, 2.4, 2.7 3.1, 3.3, 3.4, 3.6, 3.8, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15 All of Standards 5 and 6
<ul style="list-style-type: none"> recognise the important role of supervision and make an active contribution 	3.2, 3.8 4.2, 4.3, 4.4, 4.5, 4.6, 4.8
<ul style="list-style-type: none"> demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness 	1.7 All of Standard 2 3.1, 3.5, 3.12 5.3, 5.4, 5.5, 5.6 6.4, 6.5, 6.6, 6.7

<ul style="list-style-type: none"> with guidance take responsibility for managing my time and workload effectively 	3.2, 3.8 4.2
<ul style="list-style-type: none"> am able to show awareness of personal and professional boundaries in all contexts and media 	1.7 2.3
<ul style="list-style-type: none"> with guidance, recognise my limitations and how to seek advice 	1.7 3.2, 3.6, 3.8
<ul style="list-style-type: none"> recognise and seek to meet my own learning needs in response to practice experience 	3.10 4.1, 4.2, 4.3
<ul style="list-style-type: none"> show awareness of my own safety, health, well-being, self-care priorities and emotional resilience, and seek advice as necessary 	2.7 4.2
<ul style="list-style-type: none"> identify concerns about practice, procedures or ethos in the workplace and how they might be questioned and/or improved. 	1.7 2.1, 2.7 3.6, 3.7, 4.5 5.3, 5.4, 5.5 All of Standard 6

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

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

1	
End of First placement	SWE Professional Standards
<ul style="list-style-type: none"> understand and, with support, apply the profession's ethical principles from our Code of Ethics 	1.1, 1.3 2.1, 2.2, 2.7 3.14 4.8 All of Standard 5 All of Standard 6
<ul style="list-style-type: none"> recognise and with support, explore and manage the impact of my own values on professional practice 	1.2 2.1, 2.7 4.8 5.2, 5.4, 5.5
<ul style="list-style-type: none"> identify and, with guidance, manage potentially conflicting values and ethical dilemmas 	1.7 2.7 3.15 4.5, 4.8 5.2, 5.4, 5.6 All of Standard 6
<ul style="list-style-type: none"> elicit and respect the needs and views of people with lived experiences, carers and families, and with support, promote their participation in decision making wherever possible. 	1.1, 1.2, 1.3 2.4, 2.5 3.13, 3.14 5.5 6.3
<ul style="list-style-type: none"> recognise and, with support, promote individuals' legal and ethical rights to autonomy and self-determination 	1.1, 1.2 2.2, 2.4 3.1, 3.13 6.3
<ul style="list-style-type: none"> promote and protect the privacy and confidentiality of individuals within and outside their families and networks, 	2.2, 2.3, 2.6, 2.7 3.2, 3.7, 3.8, 3.9

recognising the requirements of professional accountability and appropriate information sharing.	5.2, 5.3, 5.6
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<p>3. DIVERSITY AND EQUALITY – 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 multi-dimensional and includes race, disability, class, economic status, age, sexuality, gender (including transgender), faith and belief, and the intersection of these and other characteristics. We understand that because of difference, and perception of difference, a person’s life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim. We identify this and promote equality</p>	
I	
End of First placement	SWE Professional Standards
<ul style="list-style-type: none"> understand how an individual's identity is informed by factors such as culture, economic status, family composition, community, life experiences and characteristics – and the intersection of such factors - and take account of these to understand their experiences 	1.1, 1.2, 1.3, 1.4, 1.5 2.3, 2.4, 2.5 3.4, 3.5, 3.14, 3.15 4.2, 4.4
<ul style="list-style-type: none"> with reference to current legislative requirements, I recognise personal and organisational discrimination and oppression, and identify ways in which they might be challenged by me and by people with lived experiences and families. 	1.3, 1.6 2.6 3.1 4.4, 4.5 6.1 – 6.5
<ul style="list-style-type: none"> recognise and, with support, manage the impact on people of the power invested in my role 	1.1, 1.7 2.6, 2.7 3.1, 3.5, 3.7

4.4
6.3

4. RIGHTS, JUSTICE AND ECONOMIC WELLBEING – Advance human rights and promote social justice and economic wellbeing

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

I

End of First placement

SWE Professional Standards

- | | |
|--|---|
| <ul style="list-style-type: none"> understand and, with support, apply in practice the principles of human rights, social justice, inclusion and equality | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7
2.1
3.1, 3.13, 3.14
4.4, 4.8
All of Standard 5
6.1 – 6.5 |
| <ul style="list-style-type: none"> understand how legislation and policy can advance or constrain people's rights | 1.7
2.7
3.1
4.4 |
| <ul style="list-style-type: none"> work within the principles of human and civil rights and equalities legislation | 1.7
3.1, 3.7
4.8 |
| <ul style="list-style-type: none"> recognise the impact of poverty and social exclusion and promote enhanced economic status, income and equal | 1.2, 1.6
2.4 |

opportunities through access to education, work, housing, health services and welfare benefits	3.14 4.4, 4.8
<ul style="list-style-type: none"> recognise the value of independent advocacy 	1.6 3.13 4.4 6.3

<p>5. KNOWLEDGE – Develop and apply relevant knowledge from social work practice and research, social sciences, law, other professional and relevant fields, and from the experience of people who use services</p> <p>We develop our professional knowledge throughout our careers and sustain our curiosity. As a unified profession, we develop core knowledge that relates to our purpose, values and ethics. We also develop specific knowledge needed for fields of practice and roles. Our knowledge comes from social work practice, theory, law, research, expertise by experience, and from other relevant fields and disciplines. All social workers contribute to creating as well as using professional knowledge. We understand our distinctive knowledge complements that of other disciplines to provide effective services.</p>	
I	
End of First placement	SWE Professional Standards
<ul style="list-style-type: none"> with guidance, apply research, theory, evidence and knowledge from social work and other relevant fields (e.g. sociology, social policy, psychology, health, human growth and development, technological and digital spheres, and from the experience of people who use services) to social work practice 	2.3 3.3, 3.4, 3.5, 3.10, 3.14, 3.15 4.2, 4.3, 4.4

<ul style="list-style-type: none"> understand the legal and policy frameworks and guidance that inform and mandate social work practice, relevant to my placement setting 	3.1, 3.3, 3.11 4.3, 4.4, 4.5
<ul style="list-style-type: none"> understand forms of harm, their impact on people, and the implications for practice 	3.3, 3.4, 3.5, 3.12, 3.15 4.4 6.4, 6.5
<ul style="list-style-type: none"> apply knowledge from a range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them 	1.7 3.3, 3.4, 3.6, 3.12, 3.15 4.2, 4.3, 4.4
<ul style="list-style-type: none"> value and take account of the expertise of people with lived experiences and carers and other professionals in my practice and judgement 	1.2 2.1, 2.2, 2.4, 2.5 3.2 3.6, 3.7 4.4 6.3

6. CRITICAL REFLECTION AND ANALYSIS – Apply critical reflection and analysis to inform and provide a rationale for professional decision-making

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

I

End of First placement	SWE Professional Standards
<ul style="list-style-type: none"> recognise the importance of applying imagination, creativity and curiosity to my practice 	2.5 3.10 4.3, 4.6
<ul style="list-style-type: none"> inform my decision-making through the identification and gathering of information from more than one source and, with support, evaluate its reliability and validity 	1.4 2.1, 2.4 3.2, 3.5, 3.6, 3.7
<ul style="list-style-type: none"> with guidance use reflection and analysis in practice 	1.7 3.5 4.1, 4.2, 4.3, 4.6, 4.8 6.2
<ul style="list-style-type: none"> with guidance understand how to evaluate and review hypotheses in response to information available at the time and apply in practice 	3.12 4.3
<ul style="list-style-type: none"> with guidance, use evidence to inform decisions. 	1.7 2.5 3.2, 3.3, 3.5, 3.6, 3.13 4.2, 4.3

7. SKILLS AND INTERVENTIONS - Use judgement, knowledge and authority to intervene with individuals, families and communities to promote independence, provide support, prevent harm and enable progress

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

1	
End of First placement	SWE Professional Standards
<ul style="list-style-type: none"> with guidance, use a range of verbal, non-verbal and written methods of communication relevant to the placement 	2.5 3.3, 3.11 4.4
<ul style="list-style-type: none"> with guidance communicate information, advice, instruction and opinion to advocate, influence and persuade others 	2.4 3.13
<ul style="list-style-type: none"> demonstrate the ability to build and conclude compassionate and effective relationships appropriate to the placement setting 	All of Standard 2
<ul style="list-style-type: none"> with guidance, demonstrate a holistic approach to the identification of needs, circumstances, rights, strengths and risks 	1.1, 1.2 3.9, 3.12, 3.13, 3.15
<ul style="list-style-type: none"> identify and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate progress and outcomes 	2.5 3.12, 3.13, 3.14 4.2, 4.4, 4.6
<ul style="list-style-type: none"> with guidance, demonstrate the application of a planned and structured approach, informed by at least two relevant social work methods and models 	4.2, 4.3, 4.4
<ul style="list-style-type: none"> recognise the importance of community resources, groups and networks for individuals 	1.4 3.14 4.4
<ul style="list-style-type: none"> demonstrate skills in recording and report writing appropriate to the setting 	3.10, 3.11 4.3, 4.4
<ul style="list-style-type: none"> with guidance demonstrate skills in sharing information appropriately and respectfully 	1.7 2.6 3.10

<ul style="list-style-type: none"> demonstrate awareness of the impact of multiple factors, changing circumstances and uncertainty in people's lives 	1.5 3.13, 3.14, 3.15 4.4, 4.8
<ul style="list-style-type: none"> with guidance understand the authority of the social work role 	1.7 3.8, 3.15 4.8 6.1 - 6.5
<ul style="list-style-type: none"> with guidance identify the factors that may create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including myself 	3.9, 3.12, 3.14, 3.15 4.4
<ul style="list-style-type: none"> with guidance identify appropriate responses to safeguard vulnerable people. 	1.7 3.12, 3.15 4.4

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

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

I

End of First placement	SWE Professional Standards
<ul style="list-style-type: none"> with guidance, recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts 	1.6, 1.7 3.10, 3.13, 3.15

	4.5 6.2
<ul style="list-style-type: none"> with guidance, understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and practice, and people with lived experiences and carer experience 	1.7 3.1, 3.11 6.2, 6.3, 6.4, 6.5
<ul style="list-style-type: none"> with guidance work within the organisational context of my placement setting and understand the lines of accountability 	3.8, 3.11 4.5 6.4
<ul style="list-style-type: none"> understand and respect the role of others within the organisation and work effectively with them 	3.8, 3.9 4.5 6.2, 6.4, 6.5, 6.7
<ul style="list-style-type: none"> take responsibility for my role and impact within teams and with guidance contribute positively to team working 	3.8 4.5
<ul style="list-style-type: none"> understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and, with guidance, demonstrate partnership working 	3.6, 3.9, 3.13 4.4

9. PROFESSIONAL LEADERSHIP – Promote the profession and good social work practice.

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

We develop and show our leadership, individually and collectively, through promoting social work's purpose, practices and impact. We achieve this through diverse activities which may include: advancing practice; supervising; educating others; research; evaluation; using

innovation and creativity; writing; using social media positively; being active in professional networks and bodies; contributing to policy; taking formal leadership/ management roles. We promote organisational contexts conducive to good practice and learning. We work in partnership with people who use services and stakeholders in developing our leadership and aims for the profession.

I	
End of First placement	SWE Professional Standards
<ul style="list-style-type: none"> • identify how professional leadership in social work can enhance practice 	3.13 4.1, 4.2, 4.5 6.1 – 6.5
<ul style="list-style-type: none"> • recognise the value of sharing and supporting the learning and development of others 	3.13 4.5 6.1 – 6.5
<ul style="list-style-type: none"> • understand my responsibility to develop individual and collective/collaborative professional leadership capabilities. 	3.10 4.5

Appendix 3

Mapping of the End of Last Placement / Completion PCF Domains 2019 against the SWE Professional Standards 2021

1. PROFESSIONALISM – Identify and behave as a professional social worker, committed to professional development

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

I

End of last placement/completion	SWE Professional Standards
<ul style="list-style-type: none"> am able to meet the requirements of the professional regulator 	All Standards 1 - 6
<ul style="list-style-type: none"> am able to explain the role of the social worker in a range of contexts and uphold the reputation of the profession 	1.7 2.3, 2.6, 2.7 3.6, 3.8, 3.13 4.6 5.3, 5.4, 5.5, 5.6, 6.3, 6.4, 6.5
<ul style="list-style-type: none"> understand that social work is an international profession with a global definition 	6.6
<ul style="list-style-type: none"> demonstrate an effective and active use of supervision for accountability, professional reflection and development 	2.7 3.2, 3.8, 3.15 4.1, 4.2, 4.4, 4.5, 4.6, 4.8 6.1, 6.2, 6.4, 6.5
<ul style="list-style-type: none"> demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness 	1.7 All of Standard 2 3.1, 3.5, 3.12

	5.3, 5.4, 5.5, 5.6 6.4, 6.5, 6.6, 6.7
<ul style="list-style-type: none"> take responsibility for managing my time and workload effectively, and begin to prioritise my activities including ensuring supervision time 	3.2, 3.8, 4.2
<ul style="list-style-type: none"> recognise the impact of self in interaction with others, making appropriate use of personal experience and awareness and begin to develop effective use of 'self' in practice 	1.3 2.3, 2.4 3.6 4.1, 4.2, 4.6, 4.8 5.2, 5.3, 5.4, 5.5
<ul style="list-style-type: none"> recognise and maintain personal and professional boundaries in all contexts and media 	2.3, 2.4, 2.7 3.10 4.8 5.2, 5.4, 5.5 6.4, 6.5, 6.6, 6.7
<ul style="list-style-type: none"> recognise my professional strengths and limitations and how to seek advice 	3.6 4.2, 4.6
<ul style="list-style-type: none"> demonstrate a commitment to my continuing learning and development 	3.10 4.1, 4.2, 4.5, 4.6, 4.8
<ul style="list-style-type: none"> with support, take steps to manage and promote own safety, health, wellbeing, self-care and emotional resilience 	2.7 4.2 6.6
<ul style="list-style-type: none"> identify concerns about practice, procedures and ethos in the workplace, and seek support to find appropriate means of challenge and/or offer suggestions for improvement. 	2.1, 2.7 3.6, 3.7, 4.5 5.3, 5.4, 5.5 All of Standard 6

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

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

I

End of last placement/completion	SWE Professional Standards
<ul style="list-style-type: none"> understand and apply the profession's ethical principles (as defined in the Code of Ethics) and legislation, taking account of these in reaching decisions 	1.1, 1.6, 1.7 2.1, 2.2, 2.3, 2.4 3.1 4.8 All of Standard 5 6.3, 6.4, 6.5
<ul style="list-style-type: none"> recognise and, with support, explore and manage the impact of my own values on professional practice 	1.7 2.1, 2.7 3.7 4.1, 4.2, 4.8 6.2
<ul style="list-style-type: none"> manage situations of potentially conflicting or competing values, and, with guidance, recognise, reflect on, and work with integrity with ethical dilemmas 	1.2, 1.5, 1.6, 1.7 2.1, 2.4, 2.6, 2.7 3.1, 3.5, 3.7, 3.8 4.5, 4.8 All of Standard 6
<ul style="list-style-type: none"> demonstrate respectful partnership work with people with lived experience and carers, eliciting and respecting their needs and views, and promoting their participation in decision-making wherever possible 	1.1, 1.2, 1.3, 1.7 2.2, 2.3, 2.4, 2.5 3.11, 3.15 4.1 6.3
<ul style="list-style-type: none"> recognise and promote individual's rights to autonomy and self-determination 	1.1, 1.2, 1.3, 1.6, 1.7 2.3, 2.4 3.1

	4.8 6.3
<ul style="list-style-type: none"> promote and protect the privacy and confidentiality of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing 	1.1, 1.2, 1.3, 1.4 2.2, 2.3, 2.4, 2.6, 2.7 3.1 4.8 6.1, 6.2, 6.4, 6.5

3. DIVERSITY AND EQUALITY – Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice

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

I

End of last placement/completion	SWE Professional Standards
<ul style="list-style-type: none"> understand how an individual’s identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics – and the intersection of such factors – and take account of these to understand their experiences, questioning assumptions where necessary 	1.1, 1.3, 1.4, 1.5, 1.6 2.5 3.3, 3.4, 3.5, 3.14, 3.15 4.3, 4.4, 4.4, 4.8
<ul style="list-style-type: none"> with reference to current legislative requirements, I recognise personal and organisational discrimination and oppression, and, with guidance, I make use of a range of approaches to challenge them, working in partnership with people using services, carers, families and/or communities where possible 	1.2, 1.6 2.4, 2.6, 2.7 3.1, 3.4 4.3, 4.4, 4.5, 4.8 6.1, 6.2, 6.3, 6.4, 6.5
<ul style="list-style-type: none"> recognise and manage the impact on people of the power invested in my role in accordance with our Code of Ethics. 	1.7 2.3, 2.4, 2.6, 2.7 3.1, 3.8 4.8 5.1, 5.2, 5.4, 5.5 6.1, 6.2, 6.3, 6.4, 6.5

4. RIGHTS, JUSTICE AND ECONOMIC WELLBEING – Advance human rights and promote social justice and economic wellbeing

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

I

End of last placement/completion	SWE Professional Standards
<ul style="list-style-type: none"> understand, identify and apply in practice the principles of human rights, social justice, inclusion and equality 	1.1, 1.2, 1.5, 1.6, 1.7 2.1, 2.3, 2.6, 2.7 3.1 4.3, 4.4, 4.8 5.2 6.3
<ul style="list-style-type: none"> understand how legislation and policy can advance or constrain people’s rights and recognise how the law may be used to protect or advance their rights and entitlements 	1.6, 1.7 2.6, 2.7 3.1, 3.7 4.3, 4.4, 4.8 5.5 6.1, 6.2, 6.3
<ul style="list-style-type: none"> work within the principles of human and civil rights and equalities legislation, differentiating and beginning to work with absolute, qualified and competing rights and differing needs and perspectives 	1.1, 1.2, 1.5, 1.6, 1.7 2.4, 2.7 3.1, 3.6 4.8 5.2 6.2, 6.3, 6.4, 6.5

<ul style="list-style-type: none"> recognise the impact of poverty and social exclusion and promote enhanced economic status, income and equal opportunities through access to education, work, housing, health services and welfare benefits 	1.3, 1.5, 1.6 3.3, 3.4, 3.5, 3.13, 3.14, 3.15 4.3, 4.4, 4.8 5.1
<ul style="list-style-type: none"> recognise the value of – and aid access to – independent advocacy 	1.2 3.3, 3.13, 3.15 4.4 6.3
<ul style="list-style-type: none"> demonstrate skills and approaches to practice that promote strengths, agency, hope and self-determination in people using services, carers, families and communities. 	1.2, 1.3 2.2, 2.3, 2.4, 2.5 3.2, 3.3, 3.5, 3.10, 3.11, 3.13, 3.13 4.8

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

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

I

End of last placement/completion	SWE Professional Standards
<ul style="list-style-type: none"> demonstrate a critical understanding of the application to social work of research, theory, evidence and knowledge from social work and other relevant fields (eg sociology, social policy, psychology, health and human development, 	3.2, 3.3, 3.4, 3.5, 3.10, 3.14, 3.15 4.3, 4.4

technological and digital spheres, and from the experience of people who use services)	
<ul style="list-style-type: none"> demonstrate a critical understanding of the legal and policy frameworks and guidance that inform and mandate social work practice, recognising the scope for professional judgement and its importance to ethical practice. This may include Knowledge and Skills statements in adults and children's social work. 	2.6 3.1, 3.2, 3.3, 3.4, 3.11 4.3, 4.4 5.4 6.2 6.4, 6.5, 6.6, 6.7
<ul style="list-style-type: none"> demonstrate and apply to practice a working knowledge of human growth and development throughout the life course 	3.2, 3.3, 3.4, 3.5, 3.14 4.3, 4.4
<ul style="list-style-type: none"> recognise the short and long-term impact of psychological, socio-economic, environmental and physiological factors on people's lives, taking into account age and development, and how this informs practice 	1.5 3.2, 3.3, 3.4, 3.5, 3.14, 3.15 4.3, 4.4, 4.8
<ul style="list-style-type: none"> understand the value of systemic approaches and how they can be used to understand and work with the person in their environment, social context and relationships, and inform social work practice 	1.4, 1.5, 1.7 2.4 3.2, 3.3, 3.5, 3.6, 3.14, 3.15 4.3, 4.4, 4.8
<ul style="list-style-type: none"> acknowledge the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience 	1.4, 1.5 3.3, 3.4, 3.5, 3.14 4.3, 4.4, 4.8
<ul style="list-style-type: none"> understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance 	1.7 3.3, 3.4, 3.5, 3.9, 3.12, 3.14 4.3, 4.4, 4.8 5.1, 5.5, 5.6 6.1, 6.2, 6.3, 6.4, 6.5

<ul style="list-style-type: none"> demonstrate a critical knowledge of the range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them 	2.5 3.2, 3.3, 3.5, 3.12, 3.15 4.3, 4.4
<ul style="list-style-type: none"> demonstrate a critical understanding of social welfare policy, its evolution, implementation and impact on people, social work, other professions, and inter- agency working 	3.3, 3.4, 3.13 4.3, 4.4
<ul style="list-style-type: none"> recognise the contribution, and begin to make use, of research and evidence to inform practice 	3.2, 3.3, 3.5, 3.15 4.3, 4.4
<ul style="list-style-type: none"> demonstrate a critical understanding of research methods 	3.10 4.3
<ul style="list-style-type: none"> value and take account of the knowledge and expertise of people with lived experience and carers and other professionals 	1.2, 1.3 3.2, 3.5, 3.6 4.5, 4.6, 4.8
<ul style="list-style-type: none"> develop knowledge and understanding of the opportunities and risks of online communications, virtual environments and social media in social work. 	3.3, 3.4, 3.8, 3.9, 3.10, 3.12 4.3, 4.4, 4.5, 4.6 5.6 6.5, 6.7

6. CRITICAL REFLECTION AND ANALYSIS – Apply critical reflection and analysis to inform and provide a rationale for professional decision-making

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

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End of last placement/completion

SWE Professional Standards

<ul style="list-style-type: none"> • apply imagination, creativity and curiosity to practice 	2.4, 2.5 3.6 4.1, 4.2, 4.3, 4.4, 4.8
<ul style="list-style-type: none"> • inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources 	2.4 3.2, 3.3, 3.5, 3.6, 3.7, 3.11 4.3, 4.4
<ul style="list-style-type: none"> • with support, rigorously question and evaluate the reliability and validity of information from different sources 	3.2, 3.5, 3.6, 3.7 4.2, 4.5
<ul style="list-style-type: none"> • demonstrate a capacity for logical, systematic, critical and reflective reasoning and apply the theories and techniques of reflective practice 	3.2, 3.3, 3.5, 3.7, 3.15 4.3, 4.3, 4.5, 4.6
<ul style="list-style-type: none"> • know how to formulate, test, evaluate, and review hypotheses in response to information available at the time and apply in practice 	3.2, 3.3, 3.5, 3.7 4.3
<ul style="list-style-type: none"> • begin to formulate and make explicit, evidence-informed judgements and justifiable decisions. 	2.1, 2.3, 2.4 3.2, 3.3, 3.4, 3.5, 3.7, 3.9, 3.11, 3.14, 3.15 4.2, 4.3

7. SKILLS AND INTERVENTIONS - Use judgement, knowledge and authority to intervene with individuals, families and communities to promote independence, provide support, prevent harm and enable progress

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

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End of last placement/completion	SWE Professional Standards
<ul style="list-style-type: none"> identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with people's age, comprehension and culture 	1.1 2.5 3.10, 3.14 4.3, 4.4
<ul style="list-style-type: none"> am able to communicate information, advice, instruction and professional opinion to advocate, influence and persuade 	2.1, 2.3, 2.5 3.7, 3.13, 3.15 5.2 6.3
<ul style="list-style-type: none"> demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships 	1.1, 1.2, 1.3 2.3, 2.4, 2.5 3.3, 3.13, 3.15
<ul style="list-style-type: none"> demonstrate a holistic approach to the identification of needs, circumstances, rights, strengths and risks 	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.4, 2.5 3.2, 3.3, 3.4, 3.7, 3.9, 3.14 4.8
<ul style="list-style-type: none"> select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with people with lived experience 	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.4, 2.5 3.1, 3.2, 3.3, 3.4, 3.7, 3.9, 3.12, 3.13, 3.14 4.3, 4.4, 4.8 5.1, 5.5

	6.1
<ul style="list-style-type: none"> use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence and to prevent harm 	1.6, 1.7 3.5, 3.7, 3.12, 3.14 4.3, 4.4, 4.6 5.1, 5.5 6.1, 6.4, 6.5, 6.6, 6.7
<ul style="list-style-type: none"> understand and can apply knowledge, skills and interventions in accordance with organisational and national policy while maintaining professional, evidence informed critical perspectives 	2.4, 2.6 3.1, 3.5, 3.7, 3.15 4.3, 4.4, 4.5, 4.6 6.3
<ul style="list-style-type: none"> recognise how the development of community resources, groups and networks enhance outcomes for individuals and understand social work's role in promoting this 	1.4, 3.3, 3.6, 3.13
<ul style="list-style-type: none"> maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgement and organisational responsibilities 	2.2, 2.6, 2.7 3.2, 3.10, 3.11 4.3, 4.4, 4.6 5.2, 5.3
<ul style="list-style-type: none"> demonstrate skills in sharing information appropriately and respectfully 	2.6 3.7, 3.10, 3.11 4.3, 4.4, 4.5 5.2
<ul style="list-style-type: none"> recognise complexity, multiple factors, changing circumstances and uncertainty in people's lives, to be able to prioritise my intervention 	1.7 3.3, 3.4, 3.5, 3.7, 3.11, 3.12, 3.14, 3.15
<ul style="list-style-type: none"> understand the authority of the social work role and begin to use this appropriately as an accountable professional 	1.7 2.3, 2.7 3.1, 3.8, 3.9, 3.12, 3.13, 3.15 4.8

	5.1, 5.2, 5.4, 5.6 6.2, 6.3, 6.4, 6.5
<ul style="list-style-type: none"> recognise the factors that create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including myself, and contribute to the assessment and management of risk 	2.3, 2.7 3.3, 3.4, 3.5, 3.7, 3.9, 3.12, 3.14 4.3, 4.4 5.1, 5.2, 5.5 6.1, 6.2, 6.4, 6.5, 6.6, 6.7
<ul style="list-style-type: none"> with support, identify appropriate responses to safeguard vulnerable people and promote their wellbeing. 	2.1, 2.5, 2.6, 2.7 3.3, 3.4, 3.5, 3.6, 3.7, 3.9, 3.12, 3.13, 3.14, 3.15 4.3, 4.4, 4.8 5.1, 5.2, 5.3, 5.4, 5.5 All of Standard 6

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

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

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End of last placement/completion	SWE Professional Standards
<ul style="list-style-type: none"> recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts 	1.5, 1.6 2.7 3.1, 3.5, 3.6, 3.10, 3.13, 3.14 4.3, 4.4, 4.5, 4.6 5.1, 5.2 6.3, 6.7

<ul style="list-style-type: none"> understand the roles and responsibilities of social workers in a range of organisations, lines of accountability and the boundaries of professional autonomy and discretion 	1.7 2.3, 2.6 3.1, 3.6, 3.7, 3.8, 3.9, 3.11, 3.12, 3.13, 3.15 4.3, 4.4, 4.5 5.1 6.1, 6.4, 6.5, 6.7
<ul style="list-style-type: none"> am able to work within an organisation's remit and contribute to its evaluation and development 	2.6 3.6, 3.8 4.2, 4.5 6.2, 6.3, 6.5, 6.7
<ul style="list-style-type: none"> understand and respect the role of others within the organisation and work effectively with them 	3.2, 3.3, 3.6, 3.8, 3.9, 3.13 4.5, 4.8, 5.1, 5.5
<ul style="list-style-type: none"> take responsibility for your role and impact within teams and be able to contribute positively to effective team working 	3.8, 3.9 4.2, 4.5, 4.6, 4.8 5.1, 5.5
<ul style="list-style-type: none"> understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working. 	2.6 3.2, 3.4, 3.5, 3.6, 3.7, 3.8, 3.13 3.5

9. PROFESSIONAL LEADERSHIP – Promote the profession and good social work practice.

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

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

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End of last placement/completion	SWE Professional Standards
<ul style="list-style-type: none"> recognise the importance of, and begin to demonstrate, professional leadership as a social worker, promoting our professional purpose, practice and impact 	2.1, 2.6 3.6, 3.9, 3.13 4.5, 4.6 6.3, 6.4, 6.5, 6.7
<ul style="list-style-type: none"> recognise the value of - and contribute to supporting - the learning and development of others 	2.3 3.6, 3.8, 3.9, 3.10 4.5 6.2, 6.4, 6.5, 6.7
<ul style="list-style-type: none"> begin to contribute to collective/collaborative professional leadership 	3.10 4.5
<ul style="list-style-type: none"> recognise own ongoing responsibility to seek, plan and undertake continuing professional development throughout my career 	3.10 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8 5.2
<ul style="list-style-type: none"> recognise the significant opportunities and risks of online communications, virtual environments and social media use in social work. 	3.10 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8 5.2, 5.6 6.2, 6.4, 6.5, 6.6, 6.7

Appendix 4

Whistleblowing (Public Interest Disclosure)

Policy for social work students on work placements

Introduction

The University recognises that students on placements have a duty to report dangerous, abusive, discriminatory or exploitative behaviour and practice that sits outside their immediate learning activity. It also recognises the relative powerlessness and vulnerability of students who may well be undergoing a process of assessment by work-based staff during their placement. The University takes seriously its duty of care for students and regards as important that students are able to voice their concerns and that their interests are safeguarded as far as possible.

The University also recognises that where a concern unrelated to the learning experience is raised about an external body the University's own powers to investigate may be limited both by practical consideration and legal constraint. Accordingly, where an incident results in whistleblowing outside the institutional and academic context of learning the following procedure shall apply:

Procedure

A student wishing to report a matter should in the first instance report their concerns to the Programme Leader. The Programme Leader will advise the student on the preparation of a statement setting out the issues ('Statement of Issue') and of the procedure that will be followed. This advice shall include advising the student on the possible limits placed on any investigations as a result of protecting anonymity. It is not the role of the Programme Leader to draft the Statement of Issue or to counsel for or against its submission. It is however appropriate for the Programme Leader to advise the student in circumstances where the alleged incident is in fact part of normal practice such that the evidence identifies no malpractice (e.g. misinterpretation of legal methods of constraint in appropriate circumstances:

- a) The Statement of Issue will be submitted by the Programme Leader to the Registrar and Secretary on behalf of the student. This action will not imply any endorsement or support for the allegation by the Programme Leader.
- b) The student's name will be disclosed to the Registrar and Secretary. The Registrar and Secretary will forward the Statement of Issue to a named person at the organisation concerned requesting that the matter be investigated. The identity of the student will only be disclosed by the Registrar and Secretary with the express written permission of the student.
- c) All organisations accepting students on placements must identify an appropriate contact person for the purposes set out above, who is competent to implement an appropriate internal investigation. Normally this will be via the organisation own established whistle-blowing process. Where no such process currently exists, the placement organisation will be required to put in place an appropriate process, which will be specified in an annex to their agreement with the University. This will set out the circumstances in which such a procedure might be invoked, and confirm the rights on anonymity and freedom from discrimination for the student submitting a Statement of Issue.
- d) On conclusion of the investigation by the organisation concerned a report setting out the findings will be submitted by the organisation to the Registrar and Secretary, who will forward the finding to the Programme Leader and student.

Appendix 5

Placement Review Meeting (PRM)

Terms of Reference

PRM membership to include:

Head of Social Work
Programme Leaders
Practice Learning Module Leaders
Placement Administrator

1. The panel will meet at the University of Salford.
2. The Placement Review Meeting provides advice to the University on matters related to practice learning.
3. The panel meets monthly during the academic year to consider the placement allocation process regarding specific students and review progress of placements that have been paused or terminated.
4. The panel It ensures consistency of decision making across all programmes; offers opportunity for open discussion forum; considers Fitness to Practise referrals and Fitness to study referrals.
5. The Placement Administrator will track decision making.