



University of  
**Salford**  
MANCHESTER

**School of Health and Society**

# **Practice Learning: First Placement Handbook (85 days)**

## **Postgraduate Diploma in Social Work (Step Up)**

2023-2024

School of Health and Society

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**NAPL1-2122**

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## SOCIAL WORK ENGLAND

Social Work England is the body responsible for the regulation of social workers in England. Its role is to ensure that people receive the best possible support from qualified social workers whenever they might need it in life.

Social Work England's website can be accessed at:

<https://www.socialworkengland.org.uk/>

Currently, Social Work England does not regulate students, however, please note the following:

*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.*

*The qualifying education and training standards are the standards against which we will assess and approve social work education and training courses. You can view and download our education and training standards on our website*

(Social Work England, 2021).

The programme incorporates relevant subject benchmarking requirements including:

- British Association of Social Workers 'The Professional Capabilities Framework' (PCF) outcome statements at Qualifying Level (PCF - IQ). <https://www.basw.co.uk/pcf/>
- Social Work England's Standards of Education and Training <https://www.socialworkengland.org.uk/standards/education-and-training-standards/>
- Social Work England's Professional Standards can be accessed at [https://www.socialworkengland.org.uk/media/1640/1227\\_socialworkengland\\_standards\\_prof\\_standards\\_final-aw.pdf](https://www.socialworkengland.org.uk/media/1640/1227_socialworkengland_standards_prof_standards_final-aw.pdf)

## Section 1 Introduction

This handbook is designed to act as a guide for students, practice educators, on-site supervisors and tutors to the practice learning experience incorporated in the Postgraduate Diploma in Social Work (Step Up). This handbook is accessible on Blackboard:Social Work Practice 1: Individuals and Communities module site and through the online portfolio (PARE).

All students training to become registered social workers complete two assessed practice placements. Students on the Step Up programme are required to complete a total of 185 days in a practice setting, divided into two placements: a first placement of 85 days and a final placement of 100 days. In addition, all students will complete 15 days of skills' development throughout the programme, delivered in partnership between academics and practitioners from the Regional Partnership and with People with Lived Experience. Students' practice is assessed against the Professional Capabilities Framework (PCF) and progress to the 85 day placement is subject to passing the Assessed Readiness for Direct Practice (RDP) assessment. Students must successfully complete each level of the PCF before progressing to the next (see Appendix 2). Assessment of students in practice will incorporate a range of evidence, including feedback from People with Lived Experience.

All placements are identified and supported by the Local Authorities within the Regional Partnership. Placements are quality assured to ensure that they provide appropriate learning opportunities and allow students to demonstrate capability within the practice arena. Placement components of the programme have been structured in line with requirements and guidance from Social Work England Professional Standards (SWEPS), Professional Capabilities Framework (PCF), now hosted by BASW, and the Quality Assurance Agency.

This handbook should be read in conjunction with the relevant programme handbook.

### Practice Learning Contacts

Practice Learning Support Staff can be contacted via email at [placements-chssc@salford.ac.uk](mailto:placements-chssc@salford.ac.uk) in the first instance. The admin/support team are the first point of contact for administrative queries relating to placement, and queries about the online portfolio (PARE) Practice tutors are the first point of contact for academic and assessment issues on placement.

Dr Lynda Shentall and Dr John-Paul King are the module leaders for Social Work Practice 1 (85-day placement) and can be contacted for additional support or advice where needed.

<b>Administration/Support Team</b>		
Abigail Ogun	Placement Administrator	A.J.Ogun@salford.ac.uk
Christine Reay	Placements Assistant	<a href="mailto:Placements-chssc@salford.ac.uk">Placements- chssc@salford.ac.uk</a>
<b>Module Leader (Social Work Practice 1)</b>		
Dr Lynda Shentall	Lecturer in Social Work	l.p.shentall@salford.ac.uk
Dr John-Paul King	Lecturer in Social Work	j.p.king1@salford.ac.uk

## Section 2 Preparation for Placement

### Suitability

In line with Social Work England's requirements (see: <https://www.socialworkengland.org.uk/standards/education-and-training-standards/>) the University of Salford has a robust admissions' process for entry to its social work programmes. All students must have an accepted Disclosure and Barring Service (DBS) check and an accepted occupational health assessment, with details approved by the Admissions Panel. Placements cannot start unless this process has been satisfactorily completed, the timing of this will be dependent on your programme.

**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 accessed via this link <https://www.gov.uk/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 occupational health assessment and 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. Any concerns raised will be considered under Fitness to Practise / Admissions procedures.

### Fitness to Practise

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

#### **Section 35.0 Notification to Placement Providers**

*35.1 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 Schools 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.*

### Section 3 Placement Finding and Allocation

Students undertake two placements during the Programme. The first placement is an 85 day placement which will usually include opportunities to experience social work provision for adults, and to consider the implications of adult issues for children and families' social work. Students may be based in a children's setting in some Local Authorities. Where this is the case, opportunities will be made available for some work to take place in other services, involving work with adults.

The placement period will begin on 4th March 2024 and end on 26<sup>th</sup> July 2024. In addition to the 85 practice days, the period between these two dates includes 5 skills/recall days (which do not form part of the 85 days' assessed practice), 5 study days, Bank Holidays and the scheduled Easter holidays.

All placements are assessed as meeting professional regulatory body requirements and provide appropriate learning opportunities for the student to meet the SWE Professional Standards (SWEPS) and the Professional Capabilities Framework (BASW).

Local Authorities will take account of students' prior knowledge and experience and specific learning needs in identifying placements. Students are expected to accept the placement that is offered to them. A student may only reject an offer of a placement on the grounds that it is not accessible due to physical disability or that the placement is unable to make reasonable adjustments to meet learning support plans.

The programme is under no obligation to provide an alternative placement should a placement offer be refused, unless a student has mitigating circumstances that are approved by the University and Local Authority.

#### **The placement finding process.**

The process of placement finding involves:

- 1) Students will complete a Profile document to assist the Local Authority in identifying an appropriate placement. The Local Authority should be informed 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.
- 2) When a provisional placement has been arranged:
  - a. The placement agency usually invites the student to attend an informal visit to meet the Practice Educator (PE) or On-Site Supervisor (OSS) within the agency. In some instances, a more formal interview may take place.
  - b. Where a student has a Reasonable Adjustment Plan, the module leader and Local Authority Step Up representative 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 any support requirements can be met within the placement. Under the GDPR regulations the University is not permitted to share a student's RAP

with the agency, so it is important that the student does so in order to ensure that the agency is able to make the 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](mailto: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.
  - e. If the placement matching is unsuccessful at this stage, students will be provided with any feedback received from the Agency about their interview and a further placement will be sought.
- 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 Tutor.

**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. In exceptional circumstances these meetings can take place in day one or two of the placement.**

**NB: This meeting must take place outside any scheduled face-to-face or online teaching sessions.**

- 5) Students and Practice Educators should ensure they have read this Practice Learning Handbook and accessed the correct documentation from Blackboard or from the online portfolio before attending the learning agreement meeting.

## **Roles and Responsibilities**

### **People with Lived Experience**

People with lived experience are a vital part of the practice learning process. Students and Practice Educators must be sensitive to potential disruption caused by students entering and exiting their lives on a regular basis. Their views must be sought by students and Practice Educators throughout the placement to aid the student's learning and to inform the final assessment.

### **Practice Tutor**

The Practice 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 to all parties as necessary. The Tutor has responsibility for chairing the Placement Meetings. The Tutor, following discussion with the Practice Educator, will provide formative assessment of one assignment submitted prior to the interim review and will provide tutorial support prior to final submission. The Tutor should be kept informed of the placement progress and they



should be sent samples of the record of supervision and reflective diary prior to the interim review. At the end of the placement it is the Tutor's role to assess the two practice assignments (critical reflections) within the portfolio and to allocate a mark, following discussion with the Practice Educator.

## **Practice Educator**

All students will be supported and assessed in practice by an appropriately qualified Practice Educator (Practice Educator Professional Standards for Social Work). The Practice Educator will provide support for the student's 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.**

Where an agency can provide good learning opportunities but lacks the time or appropriately qualified staff to provide a Practice Educator in house, an **Off Site Practice Educator (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 **On Site Supervisor (OSS)**. The functions of the Practice Educator will be split between these two people, with the On Site 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 with regards to development of professional practice and underpinning knowledge. Both will contribute to the final report but the responsibility for the final assessment will remain 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 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.

## **Placements for Students with Disabilities and Learning Challenges**

The University is committed to ensuring that the needs of students with disabilities are taken into account, and 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 as early as possible in their course. This can be done by making an appointment with Disability and Learner Support (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, 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 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 informal visit). 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 course of the placement, the student should inform their Tutor and Practice Educator.

## **Placement Process**

<b>Placement Application Form (PAF)</b>	Student submits PAF. Local Authority Step Up representatives will identify a suitable placement and send the form to the Practice Educator for consideration.
	
<b>Informal Discussion</b>	Informal discussion/meeting between Student and Practice Educator/ On-site supervisor after which placement is confirmed.
	
<b>Learning Agreement Meeting</b>	At which the Learning Agreement is drawn up and date for commencement of placement agreed. This must be attended by the student, tutor, and practice educator (OSPE and OSS where in place)
	
<b>Placement commences</b>	Induction Period Work allocated to Student Regular supervision (formal and informal) Direct Observation of Practice
	
<b>Interim Assessment Meeting</b>	Mid way into placement. This must be attended by student, tutor, and practice educator (OSPE and OSS where in place)
	
<b>Placement continues</b>	Work allocated to student which supports any learning needs /gaps in learning opportunities identified in Interim review Regular supervision Direct Observations
	
<b>Portfolio to PE/Tutor</b>	10 days before the end of placement, the student must ensure that the online portfolio is completed so that it can be viewed by PE/Practice Tutor. 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 the placement.

**Portfolio Submission**



The on line 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.

## Section 4 Placement Structure

Placements are usually structured around two placement meetings:

### The Learning Agreement meeting

The student is responsible for organising the Learning Agreement Meeting. This must take place within 2 weeks of the placement being confirmed and before the placement starts. See above, exceptionally it can be in the first day or two of a placement starting.

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 circumstances/adjustments which need to be made etc. This meeting is led by the Tutor and includes the student, Practice Educator (or Off-Site Practice Educator and On-Site Supervisor) - see pro forma in the online portfolio.

The learning agreement 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. This 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.

### 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 Practice Educator provides an assessment of the student's progress on placement to date.

The Tutor formally checks sample supervision records, reflective diary entries, and one direct observation record. Prior to the meeting, the student has an opportunity to submit a copy of one assignment (critical reflection) to the Tutor and Practice Educator via email for formative assessment. At the meeting, the Practice Tutor and Practice Educator provide formative feedback on the submitted piece of work and the student then has the opportunity to 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 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.

## **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 two reflective assignments submitted to Turnitin by the submission dates agreed at the Learning Agreement Meeting, (usually 2 weeks prior to the end of placement).

The Tutor will assess the two critical reflections (see section 8) 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 student's practice and write their report making a pass or fail recommendation using the designated pro forma within the on line portfolio. This should be completed two days prior to the end of placement so that all parties can read it 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.

## Section 5 Expectations on Placement

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

In line with SWE Professional Standards and the Professional Capabilities Framework (BASW) you must adhere to the following essential principles whilst on placement:

### Attendance

Students must complete the total 85 (first placement) and 100 (final placement) days on their placement. **The placement day will be 7 hours in length, excluding breaks.** Students will need to be flexible and respectful of usual working patterns within the agency and may be required to work shifts, including evenings and weekends. If this is the case you would, in the case of the first placement, usually know beforehand. Please note that, although placements may operate a 'time off in lieu' system, students cannot make up extra days by accruing hours over a period of time. Placements are for 85/100 days and *not* 595/700 hours. If on occasion you accrue more than 7 hours this should be taken as flexible time within that week. In general, students should not be regularly completing working days which are significantly longer than 7 hours and should not be completing night-shifts without the agreement of their tutor.

The detailed pattern of placement attendance will be determined at the learning agreement meeting and will incorporate the student's Reasonable Adjustment Plan and timetabled university attendance as appropriate. A record of attendance must be maintained within the online portfolio by the student and signed off regularly by the Practice Educator.

Up to 5 days' study leave may be taken the placement to support student learning in placement and the development of practice assignments. This must be agreed in advance with the Practice Educator and must not interfere with required completion dates. **These days do not count as placement days.**

**For the whole programme, there are identified leave periods at Easter, over the summer and at Christmas. Other leave may only be taken in exceptional circumstances and with agreement of the Practice Educator, Tutor and Programme Leader.**

Any placement days missed (e.g. through illness) must be made up. You should notify your Practice Educator and the University via email at [placements-chssc@salford.ac.uk](mailto:placements-chssc@salford.ac.uk). An absence of more than 7 calendar days will have an impact on your end date and will require presentation of a Fit to Work Note to the Practice Educator and a copy to the Placement Administration team.

Any interruptions to placement of 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 module leader and may be referred to the Programme Leader/Director.

Placements are designated as 85 days and cannot be extended. Capability must be demonstrated within the given time.

## **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 Social Work England's Guidance on Conduct and Ethics for Students.

As a student on placement, you will spend time with people using the service. It is important that you consider 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 experience first** before your learning needs and assessment requirements.

As a team member you should 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 Practice Educator/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.

SWE also publish guidance which you should familiarise yourself with. See the 'technology' section in the SWE guidance.

<https://www.socialworkengland.org.uk/standards/professional-standards-guidance/#technology>

Social Work England Professional Standard No 5 asks the profession to adhere to the following standard;

**As a Social Worker I will not;**

**5.6 Use technology, social media or other forms of electronic communication unlawfully, unethically, or in a way that brings the profession into disrepute.**

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 person with lived experience unless you have their permission.
- When in doubt, get advice. Appropriate sources might include your practice educator 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, 2021).**

### **Confidentiality**

As students on placement in social work/community/healthcare agencies, 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 Educator and possibly other colleagues in the agency. This is because they are accountable to the agency for the work that you are doing. 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 person 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 using their services are entitled to see the records that are kept about them. You must record information accurately, which may mean checking the facts with the person with lived experience or anyone else who provides information.

You must also ascertain whether information given to you about a person with lived experience by a third party can be shared with that person 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 Educator/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.**



## **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. Some placements may require you to dress in a culturally appropriate way. Check policies and expectations with your Practice Educator/On-Site Supervisor. Your Tutor will be able to discuss this with you should any confusion/ disagreement arise.

## **Reflective Log**

Throughout the placement, students should complete a reflective log **on a daily basis** in the time allowed for this and these should be shared with the Practice Educator in supervision (see section 7 on Reflective Log for more details). The reflective log 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.

## **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. 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 (PARE).

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

## Section 6 Supervision

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

<https://www.socialworkengland.org.uk/standards/practice-placements-guidance/>

A core component of any practice placement is the supervision provided to promote a student's learning about professional practice. Students are supervised by a Practice Educator, either from within the placement, or from outside when an Off-Site Practice Educator will work with an On-Site Supervisor working within the placement agency.

Practice Educators 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 portfolio. During supervision, students should receive formal feedback about their progress. Any issues or concerns should initially be raised within the supervision forum but if unresolved a Concerns Meeting can be called by any party.

Where there is an off-site Practice Educator and On-Site Supervisor, responsibilities and assessment will be shared and there will be some joint, three-way supervision sessions to ensure clarity of roles, teaching and assessment. The Off-Site Practice Educator 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 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 all supervision must be made, and copies held by the student and Practice Educator (or Off-Site Practice Educator and On-Site 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, the Practice Educator (or Off-Site Practice Educator and On-Site Supervisor) will discuss values and attitudes. They will seek to see evidence of a well-integrated value base throughout all aspects of the student's work and this will inform the overall assessment.

The student is expected to be proactive within supervision. This includes being prepared to discuss current workload, providing evidence towards the PCF and SWE Professional Standards and actively engaging in the process of reflection. Supervision is a crucial part of 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.

## Section 7

## Reflective Log

Throughout the placement, students are required to keep a reflective log on a daily basis and this should be discussed with the Practice Educator in supervision. The log should 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 diary will reflect the process of change and professional development and will assist students to complete the written tasks for the portfolio. The log is intended 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.

The record should be shared with the Practice Educator prior to each supervision session.

The reflective diary 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.

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.

Name:		
Date:		
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? 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 domains and SWE guidance on conduct and ethics:		

## **Section 8     Assessment**

The Practice Educator will recommend that the student passes or fails the practice element of the placement based upon their assessment of the student's progress throughout the placement. The Practice Educator will make a holistic assessment of practice based upon the Professional Capabilities Framework, and the SWE Professional Standards, using their professional judgement. Evidence must be drawn from a range of sources.

The ongoing assessment should be discussed with the student throughout supervision and prior to the final placement meeting. The Practice Educator will assess and validate the work in the portfolio and write their report. The Practice Educator's report must clearly identify evidence of the student's progression in relation to the PCF.

The Practice Educator's assessment should be based on the student's:

- direct work with people with lived experience
- 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

The Tutor is responsible for assessing the two Critical Reflections within the portfolio and recommending a mark following consultation with the Practice Educators. If any of the pieces of work in the portfolio are marked at a recommended mark of less than 50% then the student cannot pass this assessment. The Tutor will provide feedback to the student.

A student cannot pass the Social Work Practice 1: Individuals and Communities Module unless practice and written evidence are assessed as being satisfactory and providing sufficient evidence towards the PCF and and SWE Professional Standards, adherence to the social work value base, and integration of theory in practice.

Failed assignments will go through the usual moderation process and marks will be presented to the Exam Board. The Exam Board can offer a resubmission opportunity.

Where the student has failed the practice component, reports (including a statement from the student) will be considered at Placement Review Meeting (PRM) (see page 40 for further information).

### **Portfolio of Evidence**

Students are required to complete the online portfolio (PARE). There is a PARE Guidance Manual and online tutorial on the Social Work Practice 1 Blackboard site.

### **Guidance for Students to help complete the Portfolio**

- Start work on your portfolio early and make regular entries
- Ensure that you and your 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 Educator/Off-site Practice Educator and seek advice from your 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 the Standards of Proficiency, the domains within the PCF and gather evidence of these as you progress through placement.
- Be concise. Social workers often have to write short reports that contain all the relevant information.
- The portfolio must contain reference to published materials about social work 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.

### **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)**.

### **Direct Observations**

The Practice Educator should formally observe the student's practice of direct work with people with lived experience on a minimum of two occasions for the first placement (85 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 one 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. Student and practice educator must sign off the document within the portfolio. 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 on line 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 who are using services 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 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 address the relevant domains of the PCF and adhere to the SWE Professional Standards.

### **Feedback to Students**

The Practice Educator/Off-site Practice Educator/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 Practice Educator 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 the most appropriate way. It may be helpful to offer the opportunity for people with lived experience 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 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 they are given the opportunity to comment on the student's capabilities, and/or for the people with lived experience to be given feedback about the student and assessor's own assessment. Not all people with lived experience 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 candidate will need to plan how this is managed using their experience and knowledge 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 has the opportunity to reflect and comment on the observer's report in the pro forma in the online portfolio

## **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?

### **Placement Assignments**

During your placement, you are required to complete two critical reflections. These are assessed pieces of work, marked by the tutor.

Although you do not need to make direct reference to the PCF domains within your 'Critical Reflections' 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 from the Practice Educator and Tutor and will have the opportunity to amend this piece of work prior to final submission.



## **Critical Reflection on Practice (Case Analysis)**

(3000 words)

*Title: An analysis of and critical reflection on an example of your practice involving assessment, planning and intervention with an individual, family or group.*

This assignment requires you to examine a piece of work carried out in placement, where you were directly involved in an assessment and in planning a course of action, and in delivering and/or monitoring and reviewing an intervention. The assignment should demonstrate your ability to critically reflect on and evaluate your practice.

Details of Task:

- Briefly describe the background and context for the piece of work, including the reasons for the service user's involvement with the organisation.
- Discuss the assessment process and conclusions, providing a rationale for your approach to assessment with reference to relevant theory and research.
- Discuss the chosen method of intervention, with reference to relevant theory and research.
- Identify, explain and apply a model of reflection to provide an evaluation of your practice in this case, with reference to knowledge, skills and values.

Marking Criteria:

The assignment will be assessed at L7 and against the following outcomes, and should demonstrate:

- Critical understanding of social work methods and approaches for assessment and intervention.
- Critical understanding of the role of reflection in supporting professional practice and development.
- Ability to reflect upon and evaluate own practice and identify strengths and areas for improvement.
- Ability to support your discussion with academic literature and research.

Ability to write according to programme requirements with respect to structure, grammar, spelling, punctuation and referencing.

## **Critical Reflection on the Context of Practice**

(3000 words)

*Title: A critical reflection on the legal and organisational context of service delivery in your placement setting.*

For this assignment, you should identify an example of your practice relating to the promotion of the rights and needs of an individual, family or group with whom you have worked with on placement. For example, this may be an issue about access to services, participation in decision-making forums or support to achieve independence and self-determination. You are required to reflect on

how legislation, national and local policy and organisational procedures impacted on your practice and the outcomes for service users.

Details of Task:

- Describe the placement setting, including its purpose, structure, and organisation with reference to relevant legislation and national and local policy and priorities.
- Briefly describe a piece of work in which you have promoted the rights and needs of an individual, family or group.
- With reference to theory and research, discuss how you took account of the expertise of service users/carers concerned, promoted their autonomy and self-determination and/or supported them to articulate their needs.
- Critically analyse how far legislation, policy and organisational procedures supported or constrained you in this piece of work.
- Critically reflect on the strategies used to apply the principles of human rights, social justice, inclusion and equality in your practice, with reference to theory and research.

Marking Criteria:

The assignment will be assessed at L7 and against the following outcomes, and should demonstrate:

- Critical understanding of the legal and policy frameworks governing service delivery and social work practice in the placement organisation.
- Critical understanding of the principles of human rights, social justice, inclusion and equality.
- Reflective evaluation of skills, knowledge and values applied in practice.
- Ability to support your discussion with academic literature and research.
- Ability to write according to programme requirements with respect to structure, grammar, spelling, punctuation and referencing.

### **Analysis of Service User Feedback – 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 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 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*

- 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 this 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.

### **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 Practice Educator must sign off the attendance/ timesheet each week. The whole portfolio must be completed, and the two Critical Reflections also submitted in Turnitin, on the dates agreed at the Interim Meeting. This is usually two weeks prior to the end of placement stands as a formal submission date as per any other module assessment. Usual penalties will apply to late/ non submissions. **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 Practice Tutor will assess the two Critical Reflections 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 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.

Once all is completed, the tutor must sign off the final portfolio by completing the form within the on line portfolio, incorporating the marks and final recommendation re Pass/Fail.

Portfolios will be moderated and further information may be requested as required prior to ratification by the examination board.

### **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.

### **The Placement Review Meeting (PRM)**

The Placement Review Meeting provides advice to the University on matters related to practice learning. 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. 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. Membership includes Head of SW, Programme leads plus PLT module leaders and PLT administrator to manage meetings and track decision making (see appendix 5 for terms of reference).

## Section 9 Issues or Concerns on Placement

Placement is usually a challenging and enjoyable learning experience for both student and practice educator. However, in a very small number of cases concerns may arise during the course of a placement. If any party should have a concern, they should raise this 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 practice educators should discuss concerns together. Tutors and the Practice Learning Team are available for additional support.

In the case of any concern, parties should:

- **notify 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 practice educator 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, practice educator, tutor and, where appropriate, a member of the PLT.

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 the 85 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 Practice Educator / Agency feel that a fail recommendation or a referral under Fitness to Practise procedures is required. **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, 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://testlivesalfordac.sharepoint.com/sites/Uos\\_Students/SitePages/Wellbeing-%26-Counselling.aspx](https://testlivesalfordac.sharepoint.com/sites/Uos_Students/SitePages/Wellbeing-%26-Counselling.aspx)

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 involves promoting and protecting the welfare of individuals and the wider community. In their training for the social work profession, students are required to attain the highest standards in their practice, underpinned by relevant theory and to demonstrate commitment to the social work 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 Practice Educator have evidence that the student, despite being provided with appropriate opportunities to demonstrate capability, is not yet demonstrating satisfactory progress, then the Practice Educator 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 Practice Educator should use the usual range of evidence (see page 18 'End of Placement') including the portfolio documentation, to provide narrative to evidence the decision made.

Where 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.

**Students are only allowed one fail across both placements.** A student failing the portfolio of practice evidence may have one further attempt, unless there are Fitness to Practice concerns. A second fail would mean the student cannot be allowed to proceed with professional training.

In the unlikely event of a first placement having to be repeated Step Up students who will not be able to continue on the programme but may be able to transfer to the Masters programme.

**Identifying and Monitoring Appropriate Placements**

The University of Salford has responsibility for the quality assurance of placements and works in partnership with host Local Authorities and the Regional Partnership to ensure that placements identified by the host Local Authorities provide appropriate learning opportunities for students to develop their professional practice in relation to the PCF and SWE Standards, and provide a positive, supportive learning environment for students.

All placements are audited to assess suitability, learning opportunities and any development needs for the agency. This will also ensure the Practice Placement setting is a safe and supportive environment for the student.

The University uses the QAPL tools to record and manage the data collected via audit and evaluation.

**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 or an agency 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, Practice Educators and Module Leaders on an informal basis following visits to the placement setting.

**Placement Audit**

Before a practice placement is used the host Local Authority will record the following on the QAPL audit form:

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 SWE Standards of Conduct, Performance and Ethics.
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.

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.

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-audited and steps taken to consider 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.



## 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 6 Practice Assessment Panel (PAP) 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 Guidance** (last updated April 2020)

The SWE Professional Standards can be found at:

<https://www.socialworkengland.org.uk/standards/professional-standards/>

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

<https://www.socialworkengland.org.uk/standards/professional-standards-guidance/>

### **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.

## Appendix 2

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:

<https://www.basw.co.uk/social-work-training/professional-capabilities-framework-pcf>

### **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.

### **End of First Placement -**

#### **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...

- recognise the role of the professional social worker in a range of contexts
- recognise the important role of supervision, and make an active contribution
- demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness
- with guidance take responsibility for managing my time and workload effectively
- am able to show awareness of personal and professional boundaries in all contexts and media
- with guidance, recognise my limitations, and how to seek advice
- recognise and seek to meet my own learning needs in response to practice experience
- show awareness of my own safety, health, well-being, self-care priorities and emotional resilience, and seek advice as necessary
- identify concerns about practice, procedures or ethos in the workplace and how they might be questioned and/or improved

## **2. VALUES AND ETHICS - Apply social work ethical principles and values to guide professional practices**

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...

- understand and, with support, apply the profession's ethical principles from our Code of Ethics
- recognise and with support, explore and manage the impact of my own values on professional practice
- identify and, with guidance, manage potentially conflicting values and ethical dilemmas
- 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.
- recognise and, with support, promote individuals' legal and ethical rights to autonomy and self-determination
- promote and protect the privacy and confidentiality of individuals within and outside their families and networks, recognising the requirements of professional accountability and appropriate information sharing.

### **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...

- 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
- 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.
- recognise and, with support, manage the impact on people of the power invested in my role.

### **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....

- Understand and, with support, apply in practice the principles of human rights, social justice, inclusion and equality
- Understand how legislation and policy can advance or constrain people's rights
- Work within the principles of human and civil rights and equalities legislation
- 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
- Recognise the value of independent advocacy



## **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...

- 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
- understand the legal and policy frameworks and guidance that inform and mandate social work practice, relevant to my placement setting
- understand forms of harm, their impact on people, and the implications for practice
- 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
- value and take account of the expertise of people with lived experience and carers and other professionals in my practice and judgement

## **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 experiences. 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...

- recognise the importance of applying imagination, creativity and curiosity to my practice

- inform my decision-making through the identification and gathering of information from more than one source and, with support, evaluate its reliability and validity
- With guidance use reflection and analysis in practice
- With guidance understand how to evaluate and review hypotheses in response to information available at the time and apply in practice
- With guidance, use evidence to inform decisions.

## **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

I....

- with guidance, use a range of verbal, non-verbal and written methods of communication relevant to the placement
- with guidance communicate information, advice, instruction and opinion to advocate, influence and persuade others
- demonstrate the ability to build and conclude compassionate and effective relationships appropriate to the placement setting
- with guidance, demonstrate a holistic approach to the identification of needs, circumstances, rights, strengths and risks
- identify and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate progress and outcomes
- with guidance, demonstrate the application of a planned and structured approach, informed by at least two relevant social work methods and models
- recognise the importance of community resources, groups and networks for individuals
- demonstrate skills in recording and report writing appropriate to the setting
- with guidance demonstrate skills in sharing information appropriately and respectfully
- demonstrate awareness of the impact of multiple factors, changing circumstances and uncertainty in people's lives

- with guidance understand the authority of the social work role
- with guidance identify the factors that may create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including yourself
- with guidance identify appropriate responses to safeguard vulnerable people.

**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...

- with guidance, recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts
- with guidance, understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and practice, and people with lived experience and carer experience
- with guidance work within the organisational context of your placement setting and understand the lines of accountability
- understand and respect the role of others within the organisation and work effectively with them
- take responsibility for my role and impact within teams and with guidance contribute positively to team working
- understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and, with guidance, demonstrate partnership working.

**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...

- identify how professional leadership in social work can enhance practice
- recognise the value of sharing and supporting the learning and development of others.
- understand my responsibility to develop individual and collective/collaborative professional leadership capabilities

The PCF Domains for end of last placement/completion can be found at:

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

The PCF fan graphic can be found here: <https://www.basw.co.uk/system/files/resources/pcf-fan.pdf>

## Appendix 3

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

<p><b>1. PROFESSIONALISM – Identify and behave as a professional social worker, committed to professional development</b></p> <p>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</p>	
I .....	
End of First placement	SWE Professional Standards
<ul style="list-style-type: none"> <li>recognise the role of the professional social worker in a range of contexts</li> </ul>	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"> <li>recognise the important role of supervision and make an active contribution</li> </ul>	3.2, 3.8 4.2, 4.3, 4.4, 4.5, 4.6, 4.8
<ul style="list-style-type: none"> <li>demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness</li> </ul>	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"> <li>with guidance take responsibility for managing my time and workload effectively</li> </ul>	3.2, 3.8 4.2

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

I .....	
End of First placement	SWE Professional Standards
<ul style="list-style-type: none"> <li>understand and, with support, apply the profession's ethical principles from our Code of Ethics</li> </ul>	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"> <li>recognise and with support, explore and manage the impact of my own values on professional practice</li> </ul>	1.2 2.1, 2.7 4.8 5.2, 5.4, 5.5
<ul style="list-style-type: none"> <li>identify and, with guidance, manage potentially conflicting values and ethical dilemmas</li> </ul>	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"> <li>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.</li> </ul>	1.1, 1.2, 1.3 2.4, 2.5 3.13, 3.14 5.5 6.3
<ul style="list-style-type: none"> <li>recognise and, with support, promote individuals' legal and ethical rights to autonomy and self-determination</li> </ul>	1.1, 1.2 2.2, 2.4 3.1, 3.13 6.3

<ul style="list-style-type: none"> <li>promote and protect the privacy and confidentiality of individuals within and outside their families and networks, recognising the requirements of professional accountability and appropriate information sharing.</li> </ul>	2.2, 2.3, 2.6, 2.7 3.2, 3.7, 3.8, 3.9 5.2, 5.3, 5.6
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<p><b>3. DIVERSITY AND EQUALITY – Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice</b></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 .....	
<b>End of First placement</b>	<b>SWE Professional Standards</b>
<ul style="list-style-type: none"> <li>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</li> </ul>	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"> <li>with reference to current legislative requirements, I recognise personal and organisational discrimination and oppression,</li> </ul>	1.3, 1.6 2.6 3.1



and identify ways in which they might be challenged by me and by people with lived experiences and families.	4.4, 4.5 6.1 – 6.5
<ul style="list-style-type: none"> <li>recognise and, with support, manage the impact on people of the power invested in my role</li> </ul>	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 .....

<b>End of First placement</b>	<b>SWE Professional Standards</b>
<ul style="list-style-type: none"> <li>understand and, with support, apply in practice the principles of human rights, social justice, inclusion and equality</li> </ul>	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"> <li>understand how legislation and policy can advance or constrain people's rights</li> </ul>	1.7 2.7 3.1 4.4
<ul style="list-style-type: none"> <li>work within the principles of human and civil rights and equalities legislation</li> </ul>	1.7 3.1, 3.7 4.8
<ul style="list-style-type: none"> <li>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</li> </ul>	1.2, 1.6 2.4 3.14 4.4, 4.8
<ul style="list-style-type: none"> <li>recognise the value of independent advocacy</li> </ul>	1.6 3.13 4.4 6.3

**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 First placement	SWE Professional Standards
<ul style="list-style-type: none"> <li>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</li> </ul>	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"> <li>understand the legal and policy frameworks and guidance that inform and mandate social work practice, relevant to my placement setting</li> </ul>	3.1, 3.3, 3.11 4.3, 4.4, 4.5
<ul style="list-style-type: none"> <li>understand forms of harm, their impact on people, and the implications for practice</li> </ul>	3.3, 3.4, 3.5, 3.12, 3.15 4.4 6.4, 6.5
<ul style="list-style-type: none"> <li>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</li> </ul>	1.7 3.3, 3.4, 3.6, 3.12, 3.15 4.2, 4.3, 4.4
<ul style="list-style-type: none"> <li>value and take account of the expertise of people with lived experiences and carers and other professionals in my practice and judgement</li> </ul>	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"> <li>recognise the importance of applying imagination, creativity and curiosity to my practice</li> </ul>	2.5 3.10 4.3, 4.6
<ul style="list-style-type: none"> <li>inform my decision-making through the identification and gathering of information from more than one source and, with support, evaluate its reliability and validity</li> </ul>	1.4 2.1, 2.4 3.2, 3.5, 3.6, 3.7
<ul style="list-style-type: none"> <li>with guidance use reflection and analysis in practice</li> </ul>	1.7 3.5 4.1, 4.2, 4.3, 4.6, 4.8 6.2
<ul style="list-style-type: none"> <li>with guidance understand how to evaluate and review hypotheses in response to information available at the time and apply in practice</li> </ul>	3.12 4.3
<ul style="list-style-type: none"> <li>with guidance, use evidence to inform decisions.</li> </ul>	1.7 2.5

	3.2, 3.3, 3.5, 3.6, 3.13 4.2, 4.3
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**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.

I .....

<b>End of First placement</b>	<b>SWE Professional Standards</b>
<ul style="list-style-type: none"> <li>with guidance, use a range of verbal, non-verbal and written methods of communication relevant to the placement</li> </ul>	2.5 3.3, 3.11 4.4
<ul style="list-style-type: none"> <li>with guidance communicate information, advice, instruction and opinion to advocate, influence and persuade others</li> </ul>	2.4 3.13
<ul style="list-style-type: none"> <li>demonstrate the ability to build and conclude compassionate and effective relationships appropriate to the placement setting</li> </ul>	All of Standard 2
<ul style="list-style-type: none"> <li>with guidance, demonstrate a holistic approach to the identification of needs, circumstances, rights, strengths and risks</li> </ul>	1.1, 1.2 3.9, 3.12, 3.13, 3.15

<ul style="list-style-type: none"> <li>identify and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate progress and outcomes</li> </ul>	<p>2.5 3.12, 3.13, 3.14 4.2, 4.4, 4.6</p>
<ul style="list-style-type: none"> <li>with guidance, demonstrate the application of a planned and structured approach, informed by at least two relevant social work methods and models</li> </ul>	<p>4.2, 4.3, 4.4</p>
<ul style="list-style-type: none"> <li>recognise the importance of community resources, groups and networks for individuals</li> </ul>	<p>1.4 3.14 4.4</p>
<ul style="list-style-type: none"> <li>demonstrate skills in recording and report writing appropriate to the setting</li> </ul>	<p>3.10, 3.11 4.3, 4.4</p>
<ul style="list-style-type: none"> <li>with guidance demonstrate skills in sharing information appropriately and respectfully</li> </ul>	<p>1.7 2.6 3.10</p>
<ul style="list-style-type: none"> <li>demonstrate awareness of the impact of multiple factors, changing circumstances and uncertainty in people's lives</li> </ul>	<p>1.5 3.13, 3.14, 3.15 4.4, 4.8</p>
<ul style="list-style-type: none"> <li>with guidance understand the authority of the social work role</li> </ul>	<p>1.7 3.8, 3.15 4.8 6.1 - 6.5</p>
<ul style="list-style-type: none"> <li>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</li> </ul>	<p>3.9, 3.12, 3.14, 3.15 4.4</p>
<ul style="list-style-type: none"> <li>with guidance identify appropriate responses to safeguard vulnerable people.</li> </ul>	<p>1.7 3.12, 3.15 4.4</p>

**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"> <li>with guidance, recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts</li> </ul>	1.6, 1.7 3.10, 3.13, 3.15 4.5 6.2
<ul style="list-style-type: none"> <li>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</li> </ul>	1.7 3.1, 3.11 6.2, 6.3, 6.4, 6.5
<ul style="list-style-type: none"> <li>with guidance work within the organisational context of my placement setting and understand the lines of accountability</li> </ul>	3.8, 3.11 4.5 6.4
<ul style="list-style-type: none"> <li>understand and respect the role of others within the organisation and work effectively with them</li> </ul>	3.8, 3.9 4.5

	6.2, 6.4, 6.5, 6.7
<ul style="list-style-type: none"> <li>take responsibility for my role and impact within teams and with guidance contribute positively to team working</li> </ul>	3.8 4.5
<ul style="list-style-type: none"> <li>understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and, with guidance, demonstrate partnership working</li> </ul>	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 .....

<b>End of First placement</b>	<b>SWE Professional Standards</b>
<ul style="list-style-type: none"> <li>identify how professional leadership in social work can enhance practice</li> </ul>	3.13 4.1, 4.2, 4.5 6.1 – 6.5
<ul style="list-style-type: none"> <li>recognise the value of sharing and supporting the learning and development of others</li> </ul>	3.13 4.5 6.1 – 6.5



<ul style="list-style-type: none"><li>• understand my responsibility to develop individual and collective/collaborative professional leadership capabilities.</li></ul>	3.10 4.5
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## 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



University of  
**Salford**  
MANCHESTER

### Placement Review Meeting (PRM)

#### Terms of Reference

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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 FFPP referrals and Fitness to study referrals.
5. The Placement Administrator will track decision making.

## References

Professional Capabilities Framework 2023 BASW

Social Work England Professional Standards 2021

Social Work England, (2019). Professional Standards Guidance,

Social Work England Practice Placements Guidance 2021

Social Work England Qualifying Education and Training Standards 2021