University of Worcester

School of Allied
Health & Community

MA Social Work

Practice Learning E-portfolio

SOWK 4105 – First Level Placement
2020/21

This E-portfolio should be read in conjunction with the Student Course Handbook

Version 1 (February 2021)

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Practice Dates Academic Year 2020/21

Practice takes place within the period 17.1.21 – 18.9.21 and includes:

- 70 days
- Preparation for Practice Session 20th and 21st May
- Joint Briefing Session 21st May in the morning
- 2 University recall days - not counted in the 70 days
- 3 study days – to be negotiated, not counted in the 70 days
- 10-day leave – to be negotiated, not counted in the 70 days

Academic assignment submission:

- Assignments – assessed presentation 19th and 20th August

Pebblepad e-Portfolio submission date:
The e-portfolio must be handed in within 10 working days from the last day of the student's placement.

Quality Practice Assessment Panel date: TBC

Exam Board:

9th June 2021
20th October 2021

(NB. The last day for e-portfolio submission – 30th September 2021

STAFF INVOLVED IN THE MANAGEMENT AND DELIVERY OF THE PROGRAMME

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MA Year 1 Calendar 2020-21

w/c	*M*	*T*	*W*	*Th*	*F*	*w/c*	*M*	*T*	*W*	*Th*	*F*
14.09.20	**I**	**I**	**I**	**I**	**I**	22.03.21	**T**	**T**	**S**	**T**	**S**
21.09.20	**S**	**T**	**T**	**T**	**S**	29.03.21	**H**	**H**	**H**	**H**	**H**
28.9.20	**S**	**T**	**T**	**T**	**S**	05.04.21	**H**	**H**	**H**	**H**	**H**
5.10.20	**S**	**T**	**T**	**T**	**S**	12.04.21	**T**	**T**	**S**	**T**	**S**
12.10.20	**S**	**T**	**T**	**T**	**S**	19.04.21	**T**	**T**	**S**	**T**	**S**
19.10.20	**S**	**T**	**T**	**T**	**S**	26.04.21	**T**	**T**	**S**	**T**	**S**
26.10.20	**S**	**T**	**T**	**T**	**S**	03.05.21	**H**	**A**	**A**	**A**	**A**
2.11.20	**PW**	**PW**	**PW**	**PW**	**PW**	10.05.21	**A**	**A**	**A**	**A**	**A**
09.11.20	**S**	**T**	**T**	**T**	**S**	17.05.21	**S**	**S**	**S**	**T**	**T**
16.11.20	**S**	**T**	**T**	**T**	**S**	24.05.21	**P**	**P**	**P**	**P**	**P**
23.11.20	**S**	**T**	**T**	**T**	**S**	31.05.21	**H**	**P**	**P**	**P**	**P**
30.11.20	**S**	**T**	**T**	**T**	**S**	07.06.21	**P**	**P**	**P**	**P**	**P**
7.12.20	**S**	**T**	**T**	**T**	**S**	14.06.21	**P**	**P**	**P**	**P**	**R**
14.12.20	**S**	**T**	**T**	**T**	**S**	21.06.21	**P**	**P**	**P**	**P**	**P**
21.12.20	**H**	**H**	**H**	**H**	**H**	28.06.21	**P**	**P**	**P**	**P**	**P**
28.12.20	**H**	**H**	**H**	**H**	**H**	05.07.21	**P**	**P35**	**P**	**P**	**P**
04.01.21	**A**	**A**	**A**	**A**	**A**	12.07.21	**P**	**P**	**P**	**R**	**P**
11.01.21	**A**	**A**	**A**	**A**	**A**	19.07.21	**P**	**P**	**P**	**P**	**P**
18.01.21	**T**	**T**	**S**	**T**	**S**	26.07.21	**P**	**P**	**P**	**P**	**P**
25.01.21	**T**	**T**	**S**	**T**	**S**	02.08.21	**H**	**P**	**P**	**P**	**P**
01.02.21	**T**	**T**	**S**	**T**	**S**	09.08.21	**P**	**P**	**P**	**P**	**P**
08.02.21	**T**	**T**	**S**	**T**	**S**	16.08.21	**P**	**P**	**P**	**A/P**	**A/P**
15.02.21	**T**	**T**	**S**	**T**	**S**	23.08.21	**P**	**P**	**P**	**P**	**P**
22.02.21	**T**	**T**	**S**	**T**	**S**	30.08.21	**H**	**P 70**	**P**	**P**	**P**
01.03.21	**PW**	**PW**	**PW**	**PW**	**PW**	06.09.21	**P**	**P**	**P**	**P**	**P**
08.03.21	**T**	**T**	**S**	**T**	**S**	13.09.21	**P**	**P**	**P**	**P**	**P**
15.03.21	**T**	**T**	**S**	**T**	**S**						

I	**Induction**
T	**Teaching**
S	**Independent study**
H	**Holiday**
P	**Placement**
A	**Assessment/reassessment**
R	**Recall day**
PW	**Progress Week**

You are required to undertake 70 days of practice placement between 17/05/21 and 18/09/21. The portfolio must be handed in 10 working days from the last day of your placement.

INTRODUCTION AND E-PORTFOLIO GUIDANCE

The e-portfolio represents the shared framework of social work programmes in England, to provide for the management and assessment of the Practice Learning of the MA Social Work

The standards for the award of the MA Social Work are outcome statements that set out what a student social worker must know, understand, and be able to achieve in order to gain the qualification. The Professional Capabilities Framework (PCF) for Social Work set out what employers require from social workers on entering employment and these standards form the basis of the assessment of capability in practice in this e-portfolio. Social work students are required to demonstrate capability across the full range of standards before being awarded the MA Social Work. The PCF Domains are set out in the Appendix 1 together with possible indicators of achievement.

All students receive travel expenses, via a bursary, for travel to and from their Placement. Supported students should contact their employers regarding reimbursement of travel. The University holds a small hardship allowance for those students receiving no financial help. For further information contact the Course Leader. Students are reminded that placements will mainly be in Worcestershire, Herefordshire and Gloucestershire and the SWEET Project in Birmingham.

Practice Placement Statement

All placements are visited to ensure that quality requirements and the Professional Capabilities Framework requirements can be met in the settings. All settings will have a suitably qualified work based supervisor (where applicable) and the Practice Educators will have achieved the appropriate status Practice Educator Standards https://www.basw.co.uk/resources/basw-england-practice-educator-professional-standards-social-work-peps-2020 and have regular CPD updates. Both will be familiar with the PCF Domains and Social Work England Professional Standards (SWEPS) and the course requirements.

Attendance Whilst in Placement

1. Students are expected to attend 100% of the placement. Time lost through absence must be made good
2. All absences whilst on practice must be accounted for and reported to the placement.
3. Supported students must comply with the notification requirements of any organisation providing them with financial support
4. If the student is absent from placement for more than 5 consecutive days, then a Practice Assessment Panel (PAP may be required. (See P9 for PAP details)
5. If students have any time out of the placement relating to a significant change in circumstances, which are outside of their control, they are eligible to claim Mitigating Circumstances. http://www.worcester.ac.uk/registryservices/679.htm

Full Driving Licence

It is expected that students using a vehicle on placement will provide evidence that they hold a full driving licence with business insurance, and it is shown to the Practice Educator (PE)/Workplace supervisor (WPS).

Motor insurance for students

All students, who are using their own vehicle on placement need to have a clause in their insurance policies that gives them cover for journeys undertaken "*in the course of their business*" or equivalent wording and it is shown to the PE/WPS.

Travel Expenses during Placement

Some, but not all, agencies pay student travel expenses and students will need to adhere to the agency policy.

Enhanced DBS Certificate

This **must** be shown to the PE/WPS and the placement provider. (Please see the guidance in the Course Handbook). Herefordshire placements require a DBS that is no longer than 6 months old. Other agencies may undertake an additional DBS. It is strongly advised that all students sign up to the Up Dates Service. Where criminal convictions or investigations have occurred, the agency provider may undertake a risk assessment before offering the placement.

Social Network Sites

Students must at ALL times respect the right of privacy of people with lived experiences and must also follow the confidentiality protocols of placement agencies so that information confidential to those agencies is not divulged.

Students should NOT under any circumstances use social networking sites to discuss any aspect of their practice experiences, people with lived experiences, colleagues or the agency context. Breaches would contravene the SWEPS and may result in a breach of confidentiality. This would result in a failed assignment and possible referred to the Fitness to Practise Committee.
http://www.worcester.ac.uk/registryservices/documents/FitnesstoPractiseProcedures.pdf

Placement Hours

Students are required to undertaken 7 hours per day in placement, excluding lunch. If additional time is undertaken the agency's TOIL policy should be followed. Students are not allowed to accumulate TOIL time to shorten the placement days.

Study Time

Students are entitled to 3 study days during the 70-day placement to be negotiated with the PE and/ or WPS.

Holiday Time

Students are entitled to 10 days holiday during the placement period. Please negotiate this with the PE and/or WPS, as appropriate.

GUIDANCE NOTES FOR COMPILING THE E-PORTFOLIO

The overall purpose of the e-portfolio is to **provide the PE and/ or Workplace Supervisor (WPS) with sufficient evidence to enable him/her to assess, analyse and make a decision of the student's practice.**

Students will use PebblePad to build their e-portfolio and will share it with their PE and WPS (*where applicable*) to demonstrate the requirements for the First Level Placement and the SWEPS.

The e-portfolio is to enable the student to demonstrate their ability to practice as a social work student and achieve the requirements set out in the BASW's Professional Capabilities Framework at the end of First Placement Level https://www.basw.co.uk/system/files/resources/pcf-first-placement.pdf

Each e-portfolio item will be uploaded to PebblePad and provides students with the opportunity to demonstrate their capability in specific areas of work. Guidance on how to complete each of the items is provided under individual headings, including pro-forma where appropriate.

It is recommended that when uploading documents, they should be in **Word** so they can be accessed.

Students are strongly advised to read all the guidance notes carefully to ensure that all requirements are met and to guide your compilation of the e-portfolio.

Work Undertaken

To aid the e-portfolio readers, and for clarity in presenting their work, students are required to change **all** names of people with lived experiences, colleagues and other agencies (with the exception of the placement agency, PE and/or WPS and Tutor).

Confidentiality

It cannot be stated too strongly that confidentiality must be maintained through the portfolio. On the e-portfolio front sheet the student must provide a statement of confidentiality indicating the commitment to work within this.

An e-portfolio that contains breaches of confidentiality will be returned to the student for anonymisation.

Placement Meetings

The two placement meetings take place at the placement setting (the placement agreement and Mid-point Review), unless the nature of the work or accommodation makes this impossible.

Practice Educators/Workplace Supervisors

The content of the e-portfolio should provide a breadth of evidence to enable the PE to analyse, assess and make a decision about student's achievement in relation to the Professional Capabilities Framework (PCF) and Social Work England's Professional Standards (SWEPS). The e-portfolio contains the work needed to assess the student and therefore any additional written work, required by the PE of their student, should be kept to a minimum.

Although the academic presentation is not part of the e-portfolio, the student needs to share it with the PE so it can be used as evidence in the PE's final report.

The PE must read all e-portfolio items to confirm they have read them, and that the evidence is of the required standard and the original work of the student. The **Student and PE/WPS and tutor must sign and date each relevant e-portfolio item, as required.**

People with Lived Experiences Feedback

As part of the development of students' professional practice, people with lived experiences feedback should be an integral part of all work undertaken. Therefore, it is imperative that throughout placement feedback is sought and reflected on, demonstrating a commitment to the importance of people with lived experiences.

Practice Assessment Panel (PAP)

If concerns arise about the student's practice that cannot be managed in the placement setting using the Action Plan (appendix 10), or if the student leaves placement early a PAP meeting will be convened. If the student is absent from placement for 5 consecutive days a PAP may be required. The role of PAP is to independently chair a meeting, to consider all the presenting evidence, then make a decision and communicate the outcome to the student and placement.

E-portfolio Submission

The e-portfolio should be submitted by 3pm, ten days after the last placement day. An additional copy of the PE's Report (e-portfolio Item 9) and Attendance Diary Form (e-portfolio Item 10) are to be submitted, by students, to Work-based Learning.

Quality Assurance in Practice Learning (QAPL) Evaluation from

This is a practice requirement and forms part of the University Quality Assurance mechanism for practice learning. All students, PE, WPS and Tutors must complete the relevant electronic QAPL Evaluation Form. The QAPL Evaluation Form must be completed shortly before or after the placement has finished.

Quality Practice Assessment Panel (QPAP)

QPAP consists of external social workers, IMPACT members and tutors. The role of QPAP members is to sample and provide feedback to PEs and students on the quality standards of particular aspects of the e-portfolio (e.g. Direct Observations, people with lived experiences feedback and the PE report). The feedback will be emailed to the student and PE.

If a breach of confidentiality is found in the e-portfolio, students will be required to rectify it.

Please Note.

In order to progress to the final placement, a PASS grade for all 9 PCF Domains must be achieved and awarded by the PE. The academic assessment must also achieve a PASS grade with both elements being ratified by the exam board.

ROLES AND RESPONSIBILITIES

The following roles and responsibilities are standard programme practices. If variations occur on the placement, these should be noted on the placement agreement.

It is important that both the PE and WPS attend the University's joint briefing session where a further understanding of the requirements can be gained.

Where a WPS is involved, it is the responsibility of the PE to clarify the specific roles of each person. It is crucial that there is clarity at the outset, confirmed at the placement agreement meeting, as who has key responsibility for the teaching and assessment of the student.

During the Covid-19 situation it is important that if the student has any concerns regarding this, they discuss it with the PE/WPS and University Tutor, Course Leader or Practice Facilitator.

PRACTICE EDUCATOR

a) To attend the **Joint Briefing** session at the University and familiarise him/herself with the Practice E-portfolio and to adhere to relevant processes and procedures.

b) To ensure the provision of appropriate opportunities for the student to learn and demonstrate the capabilities, including a full induction.

c) To ensure the student is aware of agency's Health and Safety policy and procedures, including equality and diversity.

d) To attend the two placement meetings with the tutor and student.

e) To provide teaching to address the PCF domains, SWEPS and the development of knowledge, skills and values.

f) To supervise the student on a planned and regular basis **(weekly)** either individually and/or through group learning supervision, where appropriate. To ensure that alternative arrangements exist in the event of prolonged and unexpected absence. Regular **3-way** supervision meetings to be undertaken if the PE is off-site and this should be discussed, agreed and recorded at the Placement Agreement meeting

g) Liaise closely with the WPS regarding the student's induction, progress and all e-portfolio items, as necessary.

h) To provide regular feedback to the student on assessments and progress throughout the placement period.

i) To undertake a minimum of two of the three direct observations of the student's practice. **One** must be undertaken before the Mid-point Review.

j) To participate in the creation, accumulation and retention of evidence to support the assessment of the student's practice.

k) To assess the student's capability in the required areas, using a variety of methods.

l) Where concerns exist about the student's potential to fail the placement, please follow the guidance in Appendix 4 & 8.

m) In the event of the placement ending early for whatever reason, the PE/WPS must confirm with the student and Practice Facilitator, in writing, the number of days completed.

n) To undertake a final meeting with the student on their on-going learning needs and developmental areas

o) To verify all evidence in the e-portfolio by electronically signing and dating them indicating that they meet the required standards

p) To read the academic work and use it as evidence in the final report

q) To prepare a practice report on PebblePad according to the programme's requirements

r) To complete and return the electronic QAPL Evaluation Form.

s) To provide a final assessment decision of the student's practice.

t) To meet with the student toward the end of the placement and review all e-e-portfolio to ensure they are all present and meet the required standard.

Additional responsibilities where the Practice Educator is "in situ"

a) To allocate work to the student and retain responsibility within the usual arrangements for the accountability within the agency, such work being appropriate to the aims of the placement.

b) To introduce the student to the placement setting through a planned induction process, including equality and diversity, H&S, the legal framework as well as PCF & SWEPS.

c) To discuss with the student the functions of the placement setting and the needs of its People with lived experiences with whom they work.

d) To sign the record of the student's attendance weekly, using the form provided (See E-Portfolio Item 10 – Attendance Diary).

WORKPLACE SUPERVISOR

a) To attend the **Joint Briefing** session at the University and familiarize him/herself with the e-portfolio to adhere to relevant processes and procedures.

b) To allocate work to the student in consultation with the PE and retain responsibility within the usual arrangements for accountability within the agency, such work being appropriate to the aims of the placement.

c) Liaise closely with the PE regarding the student's progress and all e-portfolio items, as necessary.

d) To supervise the student on a planned and regular basis **(usually alternate weeks with the PE)** and to undertake regular **3-way** supervision meeting which should be discussed and agreed at the Placement Agreement meeting. To supervise the student's work according to the operational guidelines and policies of the agency, including the legal framework as well as PCF & SWEPS.

e) To introduce the student to the placement setting through a planned induction process, including equality and diversity, H&S and the legal framework.

f) To discuss with the student the functions of the placement setting and the needs of its People with lived experiences with whom they work.

g) To sign the record of the student's attendance weekly, using the form provided. (See e-Portfolio Item 10 – Attendance Diary).

h) To attend all training team meetings, as appropriate. To participate in a final placement meeting with the student and PE on the student's on-going learning in needs and their development areas.

i) To undertake any teaching of the student as may be agreed by all parties. (It is understood that this may be encouraged and appropriate as useful practice for the WPS in the context of her/his progress towards becoming a PE).

j) To assist in the provision of evidence for the student's assessment, including a direct observation and completing the required e-portfolio forms.

k) Where concerns exist about the student's practice or potential to fail the placement, work closely with the PE and follow the guidance in Appendix 4 & 8.

l) To complete and return the electronic QAPL form.

TUTOR

a) To familiarize him/herself with the e-portfolio and to adhere to relevant processes and procedures.

b) To attend the two placement meetings – Placement Agreement and Mid-point Review, as well as any additional meetings, as identified. Any additional meetings will need to be recorded.

c) To assist the student in the identification of appropriate learning objectives for practice and appropriate settings for the achievement of those objectives.

d) To act as a resource for the student, through tutorials and training team meetings, in understanding and developing the links between theory and practice whilst on placement.

e) To collaborate with the agency providing the placement in the achievement of - c) and d).

f) To respond to any concerns raised within the practice environment. To record concerns, meeting and any action plans. (Appendix 10).

g) To complete and return the electronic QAPL Evaluation Form.

STUDENT

a) To familiarise her/himself with the e-portfolio and to adhere to relevant processes and procedures.

b) To engage in the process of learning that the placement provides. To type up the Practice Learning Agreement and Mid-point Review documents. (Within five placement days of the meetings)

c) Advise the tutor of any issues or incidence pertaining to the completion of the placement. The student must report any incidents of physical or verbal aggression to the PE/WPS and Tutor.

d) To be fully engaged with the agency induction programme, including all of the agency policies and procedures, as well as equality and diversity.

e) To familiarise themselves with and adhere to the relevant Health & Safety policies and procedures.

f) To understand and be prepared to be managed and supported by the PE/WPS.

g) To adhere to the Social Work England Professional Standards (SWEPS)

h) To maintain confidentiality of People with lived experiences and colleagues when making reference to them in the e-portfolio and academic assignment

i) To be available for supervision with the PE and/or WPS. Attend all placements and 3-way meetings.

j) To engage in social work practice as required by the PE and WPS and to share their e-portfolio evidence via PebblePad to demonstrate the required level of the PCF domains.

k) To engage with and be creative when gaining people's with lived experiences feedback.

l) To inform both the PE and/or WPS of relevant learning at university.

m) To attend placement for the required number of days.

n) To inform the agency of any absence in line with agency policy as detailed in the placement learning agreement. Absences of more than **5 days** duration should be reported to the university tutor and a doctor's note may be required.

o) To collect, select and present evidence of achievement of PCF domains and SWEPS to the PE/WPS, and compile a e-portfolio of evidence via PebblePad to support this.

p) To share the academic presentation with the PE so that it can be used as evidence in the PE's report.

q) Before submitting the e-portfolio the students must sign and date the required e-portfolio evidence confirming they are the student's own work.

r) To meet with the PE towards the end of the placement to review and ensure that all e-portfolio evidence has been completed.

s) To complete and return the electronic QAPL Evaluation Form.

t) To submit a second copy of the Attendance Diary and PE's Report at the end of placement to Work Based Learning.

u) To respond to the requirements of the QPAP or Programme Examination Board.

FRONT SHEET

Student	
Practice Educator	
Work Based Supervisor (if applicable)	
Placement Setting	
Social Work Programme	
Date of E-Portfolio Submission	
Statement of Confidentiality (Insert here)	

Please indicate that each item has been included in the e-portfolio

Item 1 Student Agreement	
Item 2 Key Learning Summary	
Item 3 Placement Agreement Meeting	
Item 4 Mid-Point Review Meeting	
Item 5 Final Meeting – Discussion Record	
Item 6 Direct Observations of Practice x 3	
Item 7 People with Lived Experiences Feedback x 3	
Item 8 Practice Educator's Report	
Item 9 Attendance Diary	

E-Portfolio Item 1 Conduct and Health & Safety Agreement

SCHOOL OF ALLIED HEALTH AND COMMUNITY
Social Work Student Placement Conduct and Health & Safety Agreement

To be completed by the Student prior to the commencement of placement

This agreement outlines the expectations of the University and the responsibilities of the Student in respect of the provision of placement learning and meeting the Social Work England Professional Standards (SWEPS). Student information will only be shared in line with General Data Protection Regulations (GDPR).

The Student, as a representative of the University, (and its collaborative partners) will behave in a professional and responsible manner and in accordance with University Regulations and SWEPS. The Student will attend any pre-placement briefing, induction and/or health and safety training offered by the Placement or University (or its collaborative partners).

1. INTRODUCTION

1.1 When the University confers appropriate academic qualifications, that lead to a professional qualification, eligibility to admission to a professional body and/or statutory registration, it must be satisfied that its students will be safe and suitable entrants to the given profession.

1.2 I understand that successful completion of the Social Work course leads to eligibility to apply to register with the SWEPS. I acknowledge that it is not in my interests to proceed into a career for which I may not be well suited or for which a professional body may not register me.

1.3 I will undertake to familiarise myself with, and behave in a manner appropriate to the following professional regulations and procedures:

1. Social Work England Professional Standards (2019)
2. BASW (2014) Code of Ethics for Social Work

2. STUDENT BEHAVIOUR

2.1 I must not act in any way that brings the University of Worcester (and its collaborative partners) into disrepute and to actively work to promote a good reputation for the University (and its collaborative partners) and their fellow students. I will treat people with lived experiences, colleagues, staff and other members of partner organisations with honesty and respect and will conduct myself in a professional manner at all times.

2.2 I understand that I must gain an understanding of working within a framework of Equality and Diversity in order to appropriately and effectively work with people with lived experiences in health and social care settings.

2.3 I understand that I should not engage in any conduct that renders me not fit to apply to register with the SWEPS and practise the profession of Social Work.

2.4 The SWEPS requires adherence to the requirements of the standards and of the University Fitness to Practice procedures: http://www.worcester.ac.uk/registryservices/documents/FitnesstoPractiseProcedures.pdf

2.5 I understand that I must disclose to the University (and its collaborative partner) any conviction or caution if it occurs while I am registered as a student social worker. I understand that the Rehabilitation of Offenders Act (1975) may not apply, and that any criminal convictions or cautions may never be considered "spent". If I fail to disclose such information and it subsequently comes to light, I understand that I will be referred to the Fitness to Practise Committee.

2.6 I understand that the following circumstances would, prima facie, render me unfit to practise:

a. exploiting the vulnerability of a patient, client or pupil to establish a sexual relationship
b. offences against the vulnerable, including children, the elderly and the mentally incapacitated
c. chronic drug or alcohol abuse
d. acting in an inappropriate manner on or away from University premises
e. conviction of a relevant criminal offence or has accepted a caution in relation to such an offence
f. intimidation of fellow students, patients, clients or pupils
g. failure to rectify behaviour that has been subject to any disciplinary actions under the University's regulations
h. repeated inappropriate behaviour towards others
i. falsification of professional records
j. severe and relapsing mental illness
k. being a carrier of a serious communicable disease
l. any other circumstance which may call into question a student's fitness to be admitted to and to practise their profession.

2.7 I understand that as a professional I must maintain a standard of dress that is appropriate to the workplace and the university setting.

2.8 I understand that I must abide by all the rules regarding health and safety requirements, and other practices and procedures within the placement.

2.9 I understand that I must carry out the work specified by the Placement Learning Provider under the supervision of the specified PE/WPS, as agreed to be appropriate to the learning experience.

3. INITIATION OF THE FITNESS TO PRACTICE PROCEDURE

3.1 I have read and understood the section in my Course Handbook that relates to Student Concerns in Practice and the implications for my Fitness to Practice

3.2 I understand that on receipt of information regarding any areas of concern which may render me unfit to practise the social work profession the Head of School or nominee will undertake an initial investigation as to whether there are grounds for concern regarding my Fitness to Practise.

3.3 I understand that the Fitness to Practise Committee has the power to:

a. Permit a student to continue with the course
b. Permit a student to continue with the course but under additional supervision and within an additional reporting procedure
c. Impose disciplinary sanctions on the student, consistent with disciplinary procedures set out in the Student Code of Conduct
d. Suspend the studies of a student for a specified time or until the occurrence of a specified event to be decided by the Committee
e. Refer a case to a relevant Board of Examiners for consideration whether or not a resit of a specified part or parts of the course is required
f. Recommend to the Vice Chancellor that the student's studies on a course leading to a professional qualification be terminated, but permit registration for an alternative academic qualification
g. Recommend to the Vice Chancellor that the student's studies on a course be terminated and that the student be required to withdraw from the University.

4. BARRIERS TO LEARNING OR PRACTISING AS A SOCIAL WORKER

4.1 I understand that as a student social worker I must notify the appropriate staff of any new or pre-existing condition that may affect my ability to study or practice on the Social Work course. I must inform the University (and its collaborative partner) of any personal factors or changes to personal factors (e.g. health, disability, linguistic or cultural) that may affect the level of risk or may require reasonable adjustments to be made whilst on placement.

4.2 I understand that should I require additional support, I should collaborate and work with the Course team and PE to engage fully with support services required to enable learning and practice.

5. ACADEMIC AND PRACTICE LEARNING

5.1 I understand that as a student Social Worker with eligibility to apply to register with the SWEPS, the University is required to demonstrate that I meet the course requirements in attendance, professional, attitudinal and practice capabilities. This will ultimately inform a reference written by my Personal Academic Tutor, taken from documentary evidence of my attendance, academic assessment of my University course work and my clinical assessments from PE.

5.2 I have read and understand the Policy for Attendance and the Expectations of Student Behaviour in the Course Handbook.

5.3 I understand that the SWEPS require that my attendance is monitored on the course. I understand that I should notify the University and Practice Placement of any absence in line with the appropriate guidance or policy, and that this will be recorded. Any special leave must be approved by the Course Leader.

5.4 I am aware that I must complete a minimum of 170 days supervised and assessed practice in accordance with professional requirements.

5.5 I understand that I must attend the required number of days in practice placement in order to meet the attendance requirement. If I am unwell, I understand that I am expected to follow the procedure for reporting sickness/ absence and make up the missed days. Any unreported sickness will be recorded as absence, which could affect my ability to progress on the course.

5.6 I understand that as a requirement of undertaking a social work course, my views and opinions of the learning and teaching opportunities will be requested. As a student social worker, I appreciate my professional responsibility to feedback my views and opinions of these opportunities by completing module evaluations and evaluations of practice learning at the end of each placement/semester.

5.7 I understand that I must keep my contact details (address, telephone number, email address and next of kin details) up to date on my SOLE page. I understand that by not doing so, there may be a delay in me receiving potentially important information.

5.8 I understand that I must use my university email address in email communication with academic, practice and administrative staff. In such email communication, I understand that by including my name, student number and cohort details, it will be easier for the email recipient to respond to my email.

5.9 I understand that as a student social worker I will have access to confidential People with lived experiences information. I understand that I must comply with data protection legislation and not disclose any information to a third party other than in accordance with the Law, the SWEPS (2019).

6. DUTY OF CARE

6.1 I will at all times conduct myself in a professional manner, acting always in the best interest of People with lived experiences.

6.2 I will ensure that I am familiar with all University and Practice Partner policies including health and safety, codes of conduct, uniform policy and equality and diversity.

6.3 I understand that I need to make People with lived experiences aware that I am a student social worker

6.4 I will report to the appropriate authority and to the University Department actions by others that may put patients, People with lived experiences, pupils, staff or other students at risk. Failure to report such actions could lead to disciplinary

action being taken against myself. Persons making disclosures must identify themselves.

6.5 I will allow personal data which is reasonably believed to be relevant to be shared by the University (and/or collaborative partner) and the Placement Learning Provider, as appropriate.

6.6 I will confirm that any vehicle insurance covers travel to/from and any business use work during the placement.

6.7 I understand that I must consult with the University (or collaborative partner) prior to seeking any changes in the term and duration of the placement.

6.8 I agree to share next of kin information with the placement provider.

I understand that I am signing this document to say that I have read, understood and agree what is required of me as a student social worker at the University of Worcester.

NAME:

SIGNATURE:

DATE:

E-Portfolio Item 2 Key Learning Summary

Guidance

The key learning summary is in the form of a table and provides an opportunity to critically reflect on and demonstrate, to the PE, the learning that has taken place in relation to the work undertaken in placement. This should be discussed in reflective supervision and agreed on which of the learning gained, from the various experiences should be included in the e-portfolio.

It should not exceed 1500 words and should be written under the following bold headings.

Practice Educator Please use supervision to provide feedback of your opinion on the student's learning and development.

NB This e-portfolio item is does not require academic references.

E-Portfolio Item 2 Key Learning Summary

Activities Undertaken	**Legislation**	**Theories**	**Key Learning Points from Activities Undertaken and in Discussion with PE/WPS during Supervisor**
Examples: Case 4: Adults Referral was made by the service users. Support to be provided for debt and form completion as the service user has mental health issues and social isolation. Service user is in sheltered housing. Weekly welfare calls to check what support the service user requires and for some regular contact. Income and expenditure form and referral to outside agency for debt support. Acted as advocate to service user to liaise with council over concerns service user has with sheltered housing, they reside in	Care Act 2014 - section 1 wellbeing principle. Section 9 assessment of need Mental Health Act 2014 Human Rights Act 1998 – Article 8 Respect for your private and family life, home and correspondence Equality Act Data Protection / GDPR 2018	Person Centred Practice Narrative Approach Questioning and Procedural Model	I learned the importance of effective multi agency working, I was able to refer the service user to an outside agency who were best placed to provide her the support she needed. I learned how important it is to have a good relationship with the service user and to build rapport and engage inactive listening. I was able to ask the service user over the telephone for service user feedback, this would have been difficult if we did not have a sound relationship Enhanced my knowledge on Personal Independence Payment (PIP) and increased my confidence.

One to one work with mother (X) who has issues with emotional abuse, sexual abuse and mental health. To also support mother with children who have experienced sexual abuse	Children Act 1989 Children Act 2004 Working together to safeguard children (2018) Human rights Act (1988) The care Act (2014) The Equality Act (2010) GDPR (2018)	Systems Theory Adult learning theory Grief and Loss Person centred approach Attachment theory Narrative approach	This involved contacting my service user on a weekly basis. This helped me to understand the importance of building relationships. This also helped me to develop my skill with active communication and listening. I used a Narrative and person-centred approach where my service user was able to discuss her own situation and able to describe her own identity in the form she wished.

E-portfolio Item 3 Placement Agreement Meeting

The purpose of the Placement Agreement Meeting is to ensure that all parties are clear about the objectives of the placement, practical arrangements, individual roles and responsibilities, the proposed workload and support for the student. This should include target dates for e-portfolio items to be completed.

The student is responsible for convening and recording the meeting, using the pro-forma provided and the tutor will chair the meeting. The meeting should take place within **two weeks** of the placement starting.

The Placement Agreement meeting should **only** be convenient when **all** parties can attend thus ensuring that everyone is aware of requirements and their role and responsibilities.

This Placement Agreement document should be drawn up by the student, PE, WPS (if applicable) and Tutor at the Placement Agreement meeting.

The pro-forma needs to be completed, by the student, within **five placement days** of the meeting and sent to all parties for signing with an agreement that it is an accurate reflection of the meeting.

It is advisable to set a date for the Mid-point Review meeting at this point. However, if any party experiences serious concerns about either the placement opportunities or the student's progress, they should convene a training team meeting as soon as possible.

PLACEMENT AGREEMENT MEETING

*This placement agreement must be completed within **5 placement days** of the meeting taking place and copies sent to all relevant parties.*

Meeting Date	
People Present	
Contact Telephone Numbers	
Email Address	

Practice Educator Name	
Contact telephone numbers	
Email Address	

Workplace Supervisor Name *(If applicable)*	
Contact Telephone Numbers	
Email address	

Tutor	
Contact Telephone Numbers	
Email Address	

Work Setting and Sector	
Address	
Telephone Number	

PLACEMENT START AND END DATES:

HOURS OF WORK:

7-hour placement day, lunch not included. If additional time is taken over and above the 7 hours the agency's TOIL policy should be followed.

SPECIFIC REQUIREMENTS:

Individual support needs including any requests for "Reasonable Adjustments" either from a Disabled Student's Assessment or from an Equality Act assessment. Please discuss who should be contacted if any concerns arise.

FACILITIES, SUPPORT AND INDUCTION AVAILABLE TO THE STUDENT: (e.g. access to telephone, computer, parking, remote working, support from the team, Health and Safety, accountability, IT, agency policies).

Please ensure that all parties are clear about the role and responsibly of the –

- *Student (including the name of the person to whom any concerns should be reported).*
- *Practice Educator*
- *Workplace Supervisor (where applicable)*
- *Tutor*

In the event of any change or prolonged illness of Practice Educator/Workplace Supervisor, please identify a named person as back up. If there are any such changes the tutor needs to be informed.

Please indicate that the following induction aspects have been made available to the Student:	
Agency, policy and procedures	
Familiarisation with services and key staff	
Introduction to local communities and people groups who use the service	
Networking opportunities with allied professionals and other linked service providers	
Health and safety policy	
Working arrangements	
Equality and Diversity policy	
Complaints procedure	
Safeguarding policy	
Confidentiality policy	
Please identity any other relevant policies: e.g. lone working, Covid-19	

STUDENTS LEARNING NEEDS ON PLACEMENT:
(Identify particular learning needs for the Student in the practice setting).
Please identify the PCF domain against each learning need.

PROPOSED WORKLOAD AND DIRECT OPPORTUNITIES AVAILABLE: Please specify how this would be managed in the Covid-19 situation.

PEOPLE WITH LIVED EXPERIENCES FEEDBACK:

How will you be able to support their contribution and gain meaningful feedback?

SUPERVISION ARRANGEMENTS:

Weekly supervision must be provided to the students.

(To include WPS where applicable). Covering frequency, model/s preparation and respective responsibilities for agenda-items and recording

SOCIAL WORK PRACTICE:

What theories, models, methods and legislation might to be used in placement?

SOCIAL WORK VALUES

What opportunities will there be to address values and ethics and to explore issues of power and oppression?

DATE AND TIME OF MIDPOINT REVIEW

(to be attended by all parties to the learning agreement)

Student	
Practice Educator	
Workplace Supervisor *(if applicable)*	
Tutor	
Date	

E-Portfolio Item 4 Mid-Point Review Meeting

Guidance

Approximately halfway through the practice learning opportunity those involved in drawing up the agreement should meet again to review the student's progress.

During the meeting there is an expectation that the **tutor will see** some pieces of work towards the e-portfolio at this meeting.

The student will be responsible for compiling the document, to be completed within **5 placement days** of the meeting and sent to all parties for agreement and signing.

Should any party to the agreement have concerns about the practice learning opportunity or the student's progress, following this meeting, they should request a training team meeting at the earliest opportunity to share the concerns and seek a resolution.

Please note: **it is important that supervision dates are included in the Mid-point Review document**

MID-POINT REVIEW MEETING

Meeting Date	
People Present	
Supervision Dates Undertaken:	

PROGRESS OF E-PORTFOLIO

Evidence	**Target Date**
Item 1 Student Agreement	
Item 2 Key Learning Summary	
Item 3 Placement Agreement Meeting	
Item 4 Mid-Point Review Meeting	
Item 5 Final Meeting – Discussion Record	
Item 6 Direct Observations of Practice x 3	1. 2. 3.
Item 7 People with Lived Experiences Feedback x 3	1. 2. 3.
Item 8 Practice Educator's Report	
Item 9 Attendance Diary	

Note: There is an expectation that the **tutor will see** some pieces of work undertaken for the e-portfolio at this meeting.

How has the proposed Induction Programme supported the student's learning needs?

Has the proposed workload in the Placement Agreement been met?

Yes ☐ No ☐

Please identity how the student's learning needs have been addressed:

Has the PE undertaken at least one of the DOs prior to the Mid-point Meeting?

Yes ☐

No ☐

If not, what is the reason for this?

What learning has the student gained from the DO/s?

Comment on the student's ability to link theory, methods and legislation to practice, including anti-oppressive practice:

How have you obtained feedback from People with lived experiences and what have you learned from this?

Identification of the student's strengths:

Please identify the work and ongoing developments that will be undertaken by the student during the second part of the placement:
*(These should be identified against the **PCF Domains**)*

At this point, is the student on course to pass the placement?

Yes ☐

No ☐

If not, what action is required? Please use the Action Plan (appendix 10).

Signatures of all parties

Student	
Practice Educator	
Workplace Supervisor *(if applicable)*	
Tutor	
Date	

E-Portfolio Item 5 Final Meeting – Discussion Record

Guidance

The student, PE and WPS *(where applicable)* has a final meeting to discuss and record the student's strengths, applying social work theory to practice, the ability to relate to People with lived experiences and their on-going development areas.

This record is to be used as evidence towards the last practice placement.

E-Portfolio Item 5 Final Meeting – Discussion Record

Meeting Date:
People Present:
The Student's Identified strengths:
Evidence of the student's ability to relate to People with lived experiences:
Evidence of the student's ability to apply social work theory, methods and legislation to practice:
Developmental areas for the final practice placement: (Identified against the ***PCF Domains***)

Signatures of all parties

Student	
Practice Educator	
Workplace Supervisor (*if applicable*)	
Date	

E-Portfolio Item 6 Direct Observations of Practice x 3

Guidance

During the course of the placement a minimum of 3 Direct Observations of the student's practice are undertaken. **The PE undertakes two of these. One of the three can be delegated to the WPS or other suitably qualified person.**

Each Direct Observation provides the opportunity for the PE/WPS to directly observe the student's practice and provided constructive feedback.

One direct observation **must** be undertaken by the PE prior to the Mid-point Review with the outcomes being fed back at the meeting.

Each of Direct Observation **must** be jointly planned in supervision beforehand, and the student **must** prepare a written plan for each of the observer. This will assist the observer in assessing the student's ability and skills in planning and preparing for direct practice. **(max 1000 words per plan on a Word document is to be uploaded.** This should include:

- A brief explanation of the intervention
- Identification of objectives and how these are going to be achieved
- Social work method(s), model(s) and theories to be used
- Legislation to be used
- Skills to be used
- Use of Anti-Oppressive Practice (AOP)

Please ensure that you upload your written plan as well as the Direct Observation Form for each observation

At least two observations should be of direct practice with People with lived experiences. Other suitable observations could include the student interviewing Carers or family members, meaningful contributions to or chairing meetings and delivering a presentation.

Consent from People with lived experiences must be obtained prior to any the Direct Observations.

The observer should provide the student with verbal feedback as soon as possible after the observation. The Direct Observation Form should then be completed as soon as possible after the observation with the first section being completed by the student, who passes it to the PE/WPS/observer for comments. This should be done before any further direct observations take place as it will assist the PE/WPS/observer in assessing the student's reflective ability and enable the student to understand their future developmental needs.

All feedback from the previous Direct Observation must be completed and shared with the student prior to any subsequent Direct Observation.

E-*Portfolio Item 6* Direct Observations of Practice Form

Name of Student	
Name of Observer	
Date of Direct Observation	
Type of Direct Observation	
Has Permission for the Direct Observation been Obtained?	**Yes / No**

Student's initial reflection and evaluation of performance (This section should be completed by the student immediately following the direct observation and then shared with the observer)

How well did the student has prepared and planned for the session

How did the student achieve their objectives?

How did the student demonstrate the following in their practice: **Communication skills** **Knowledge, including agency policy and use of legislation** **Anti-oppressive practice (APO)** **Respect and values** **Decision making skills** **Power** **Other skills:**

How did the student respond to unanticipated opportunities/problems? If applicable

Identification of future development/learning needs

Should the student have the opportunity to repeat this observation? If so, what learning needs be addressed?
Yes ☐ No ☐

Student's response to the observer's feedback and reflections on their practice

Signatures of all parties to the agreement

Student	
Observer	
Date	

E-Portfolio Item 7 People with Lived Experiences Feedback x 3

Expectations and Guidance

It is recognised that feedback is one of the most important tools for learning on placement. People with lived experiences feedback must be at the core of this learning. Although students are asked to provide **THREE** instances of structured feedback for their e-portfolios, they are encouraged to seek feedback at every appropriate opportunity to demonstrate their learning. However, it is only the three required pieces that are to be included in the e-portfolio.

The **PE** will be responsible for collecting **at least two** sources of feedback, mainly from direct practice, usually the direct observations. **The student** is responsible for collecting **one** piece of feedback for the e-portfolio and is encouraged to be as creative as possible in gaining feedback.

Each piece of feedback should be jointly planned in supervision beforehand with a discussion about the relevant method and how it is going to be used.

The PE's feedback should be completed without the student being present, so that the People with lived experiences do not feel inhibited in expressing their views, though it is important to acknowledge that there may still be difficulties owing to the PE's unequal power relationship.

If there are any gaps in evidence with regard to skills or value base, this is the PE's opportunity to gain more information on the student's direct practice.

The student is required to reflect upon and complete the following for each of the 3 pieces of feedback: **Max 1000 words per reflection, uploaded to PebblePad via a Word document).**

- Brief description of the engagement with the People with lived experiences
- Reason why you chose the particular feedback.
- How consent was achieved?
- What method was used to gain feedback, why was this chosen and reflections on its application?
- Reflections on the learning gained from the feedback to develop your practice.

Gathering feedback from People with lived experiences

People with lived experiences have cited a number of requirements they believe are fundamental and students should consider these in the gathering of all People with lived experiences feedbacks.

Fundamental Requirements

- Reassurance that comments made during feedback will not affect the service they receive
- Clear information about who will use the information and for what purpose
- Reassurance about confidentiality
- A choice of ways to give feedback
- Information about how honest feedback can benefit student and, by extension, service delivery
- Information about what they can reasonably expect from the student so they can give a considered opinion
- Opportunity to add or amend comments after the event with clear pathway for making contact
- Courtesy
- Respect in regard to their levels of rapport, interpersonal and communication skills, and their feelings
- Permission to say NO, either before or during the process, without fear of adverse effects on service
- Reassurance that sufficient time will be allocated to allow for both their service delivery needs and the needs of the observation process to be met.

It is also fundamental that observers:

- Be aware of the service user's level of expectation
- Consider innovative ways of seeking information where necessary
- Be able to value the importance of comments and support service users to explore them where necessary
- Include "raw" service user comment, which are important to student learning, in reports
- Be able to identify relevant feedback and augment service user perspective with comment where necessary
- Provide feedback to service user

The above information provided by: Nina Osborne based on Service User and Carer research 2011. – Updated 2012, 2013, 2014, 2015, 2016, 2017 & 2018.

E-*Portfolio Item 8* Practice Educator's Report

Guidance

The purpose of the report is to provide supporting evidence for the PE's judgement concerning the student's capability to practice and meet the Final Placement/Completion Level against the 9 PCF domains and the SWES.

It is important that the PE is familiar with the domains which make up the Professional Capabilities Framework, End of Final Placement Level Capabilities. (See Appendix 1)

The student should submit the e-portfolio evidence to the PE in good time, ensuring that the PE has all the required evidence to complete the report.

Using the pro-forma provided, the PE has the opportunity to comment on the student's performance in relation to each of the 9 domains of the Professional Capabilities Framework, End of Final Placement Level Capabilities.

The PE is also asked to refer to the student's ability to work within the SWEPS. (See Appendix 2a and 2b).

Where a WPS is responsible for the day-to-day learning opportunities of the student it is expected that their views will be included within the final report.

Once the PE has written the report it is to be shared with the students so that the student has the opportunity to read, provide comments, sign and date the report.

In order to complete this report all e-portfolio evidence must be read, agreed, electronically signed off and dated by the PE.

Once the placement is complete the student **MUST** submit an additional signed copy of the PE's report to the Work Based Learning office at the University.

E-Portfolio Item 8 PRACTICE EDUCATOR'S REPORT

Professional Capabilities Framework – End of First Placement Level Capabilities:

Student's Name	
Practice Educator's Name	
Placement Supervisor's Name (if applicable)	

Number of days completed by student on placement	

Pass / Fail	

Supervision Dates Undertaken:

Practice Educator's signature	
Student's signature	
Placement Supervisor's Signature (if applicable)	
Date	

SUMMARY OF ANY UNEXPECTED ISSUES OR CIRCUMSTANCES THAT HAVE AFFECTED THE PRACTICE LEARNING OPPORTUNITY

Please give brief summary

Issue	**Brief description (*max 150 words each)***
Placement *E.g. workload, PE and/or organizational factors etc.*	
Student *E.g. health, personal circumstances etc.*	

HOLISTIC ASSESSMENT

PCF level
By the end of the first placement students should demonstrate effective use of knowledge, skills and commitment to core values in Social Work in a given setting in predominantly less complex situations, with supervision and support. They will have demonstrated capacity to work with people and situations where there may not be simple clear-cut solutions. Please provide an overall judgement of the student's professional capability with reference to the level descriptor for this placement, taking into account: 1. Capability across all nine domains of the **PCF at Frist Level Practice** 2. Progressive assessment of the candidate's capability during the placement 3. Any factors that may have affected the student's progress during the placement 4. Student capacity to gather and use People with lived experiences feedback 5. The student's ability to work within the **Social Work England Professional Standards (SWEPS)**
Feedback on overall capability
Assessment of student's future learning needs/priorities

HOLISTIC ASSESSMENT OF EACH DOMAIN

Please provide additional information to support your overall assessment above. This will be essential if the student has not demonstrated capability in one of more of the domains, or you have other, specific concerns. You may also wish to comment on other relevant evidence from the placement.

Super Domain – IMPACT **1. PROFESSIONALISM – Identify and behave as a professional social worker,**		
Assessment		
Evidence used to support judgement		
Capability at level for this placement	**Demonstrated** ☐	**Not demonstrated** ☐

Super Domain - PURPOSE		
Assessment		
Evidence used to support judgement		
Capability at level for this placement	**Demonstrated** ☐	**Not demonstrated** ☐

Super Domain – PURPOSE **3.DIVERSITY AND EQUALITY – Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice**		
Assessment		
Evidence used to support judgement		
Capability at level for this placement	**Demonstrated** ☐	**Not demonstrated** ☐

Super Domain - PURPOSE **4. RIGHTS, JUSTICE AND ECONOMIC WELLBEING – Advance human rights and promote social justice and economic wellbeing**		
Assessment		
Evidence used to support judgement		
Capability at level for this placement	**Demonstrated** ☐	**Not demonstrated** ☐

Super Domain – PRACTICE **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**		
Assessment		
Evidence used to support judgement		
Capability at level for this placement	**Demonstrated** ☐	**Not demonstrated** ☐

Super Domain – PRACTICE		
Assessment		
Evidence used to support judgement		
Capability at level for this placement	**Demonstrated** ☐	**Not demonstrated** ☐

Super Domain – PRACTICE 7. SKILLS AND INTERVENTION - Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support,		
Assessment		
Evidence used to support judgement		
Capability at level for this placement	**Demonstrated** ☐	**Not demonstrated** ☐

Super Domain – IMPACT 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.
Assessment

Evidence used to support judgement		
Capability at level for this placement	**Demonstrated** ☐	**Not demonstrated** ☐

Super Domain – IMPACT **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.**		
Assessment		
Evidence used to support judgement		
Capability at level for this placement	**Demonstrated** ☐	**Not demonstrated** ☐

WPS Comments

Student's Comments on Assessment

E-Portfolio Item 9 **Attendance Diary – Guidance**

Guidance

The student, in conjunction with the PE and or WPS (*where applicable*), is to complete and sign the Attendance Diary.

It is recommended that this be undertaken weekly so that everyone is clear about the completed number of days.

A total of 70 days in placement are to be completed.

Once the placement is complete the student **MUST** submit a signed paper copy of the Attendance Diary to the Work Based Learning Office.

E-Portfolio Item 9 - *70 Day* Attendance Diary

STUDENT NAME: **PRACTICE EDUCATOR/WORKPLACE SUPERVISOR:**

Wk. Beg	MON	TUES	WED	THUR	FRI	SAT	SUN	TOTAL	Signature	Wk. Beg	MON	TUES	WED	THUR	FRI	SAT	SUN	TOTAL	Signature
Example	✓	✓	✓	✓	✓			*5*		*Subtotal c/f*									
								.											
SUB TOTAL										**TOTAL**									

TOTAL PLACEMENT DAY ☐

PE/WPS Signature …… Student Signature …… Date ……..……

Quality Assurance In Practice Learning (QAPL)
Evaluation Form Student

At the end of the placement, the Student and PE and or WPS and Tutors are required to complete the relevant QAPL Feedback form. See link below

Student Evaluation Form:
QAPL Student Practice Placement Feedback Form

Practice Educator & Workplace Supervisor Evaluation Form:
QAPL Practice Educator and Workplace Supervisor Feedback Form

Tutor Evaluation Form:
QAPL Tutor Practice Feedback Form

APPENDICES

PCF Domains

PRACTICE
PURPOSE
IMPACT
(2) VALUES & ETHICS
(3) DIVERSITY & EQUALITY
(4) RIGHTS, JUSTICE & ECONOMIC WELLBEING
(5) KNOWLEDGE
(6) CRITICAL REFLECTION & ANALYSIS
(7) SKILLS & INTERVENTIONS
(8) CONTEXTS & ORGANISATIONS
(9) PROFESSIONAL LEADERSHIP
(1) PROFESSIONALISM
STRATEGIC SOCIAL WORKER
ADVANCED SOCIAL WORKER
EXPERIENCED SOCIAL WORKER
SOCIAL WORKER
Newly Qualified Social Worker (ASYE level)
End of second placement/completion
End of first placement
Readiness for practice
Point of entry to training
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APPENDIX 1 *Professional Capabilities Framework*

END OF FIRST PLACEMENT LEVEL CAPABILITIES:

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

Super Domain – IMPACT **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.	
	Suggested Evidence Indicator
I recognise the role of the professional social worker in a range of contexts	Placement Agreement Document Academic Assignment Key Learning Summary Practice Educator's Report
I recognise the important role of supervision, and make an active contribution	Direct Observations People with lived experiences Feedback Academic Assignment
I demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness	Direct Observations Key Learning Summary Academic Assignment Supervision Notes
I, with guidance, take responsibility for managing my time and workload effectively	Supervision Notes Key Learning Summary Practice Educator's Report
I am able to show awareness of personal and professional boundaries in all contexts and media	Direct Observations People with lived experiences Feedback Key Learning Summary Mid-point Review
I, with guidance, recognise my limitations, and how to seek advice	Academic Assignment Practice Educator's Report Mid-point Review
I recognise and seek to meet my own learning needs in response to practice experience	Direct Observations Mid-point Meeting People with lived experiences Feedback

I show awareness of my own safety, health, well-being, self-care priorities and emotional resilience, and seek advice as necessary	Placement Agreement Direct Observations Practice Educator's Report
I identify concerns about practice, procedures or ethos in the workplace and how they might be questioned and/or improved	Supervision Notes Key Learning Summary Academic Assignments Practice Educator's Report

Super Domain – Purpose

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.

	Suggested Evidence Indicator
I understand and, with support, apply the profession's ethical principles from our Code of Ethics	Placement Agreement Key Learning Summary Practice Educator's Report
I recognise and with support, explore and manage the impact of my own values on professional practice	Direct Observations Placement Agreement Key Learning Summary Academic Assignments
I identify and, with guidance, manage potentially conflicting values and ethical dilemmas	Key Learning Summary Final Meeting – Discussion Record Academic Assignments Practice Educator's Report
I elicit and respect the needs and views of service users, carers and families, and with support, promote their participation in decision-making, wherever possible	Direct Observations People with lived experiences Feedback Academic Assignment Practice Educator's Report
I recognise and, with support, promote individuals' legal and ethical rights to autonomy and self-determination	People with lived experiences Feedback Mid-point Review Practice Educator's Report
I 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.	Key Learning Summary Academic Assignment Direct Observations Practice Educator's Report

Super Domain – Purpose

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

	Suggested Evidence Indicator
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	Academic Assignment Direct Observations Mid-point Review Final Meeting – Discussion Record
I 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 service users and families.	Direct Observations Key Learning Summary Final Meeting – Discussion Record Practice Educator's Report Supervision Notes
I recognise and, with support, manage the impact on people of the power invested in my role	Direct Observations People with lived experiences Feedback Key Learning Summary

Super Domain – Purpose

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.

	Suggested Evidence Indicator
I understand and, with support, apply in practice the principles of human rights, social justice, inclusion and equality	Academic Assignment Practice Educator's Report Direct Observations

I understand how legislation and policy can advance or constrain people's rights	Direct Observations Mid-Point Review Academic Assignment
I work within the principles of human and civil rights and equalities legislation	Direct Observations Key Learning Summary Academic Assignment Practice Educator's Report
I 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	Mid-point Review Direct Observations Academic Assignment
I recognise the value of independent advocacy	Direct Observations Academic Assignment

Super Domain – Practice

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.

	Suggested Evidence Indicator
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	Placement Agreement Direct Observations Mid-point Review Academic Assignment Practice Educator's Report
I understand the legal and policy frameworks and guidance that inform and mandate social work practice, relevant to my placement setting	Placement Agreement Key Leaning Summary Direct Observations
I understand forms of harm, their impact on people, and the implications for practice	Key Learning Summary Direct Observations Academic Assignment

I 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	Academic Assignment Key Learning Summary Supervision Notes Mid-point Review
I value and take account of the expertise of service users and carers and other professionals in my practice and judgement	People with lived experiences Feedback Direct Observations Final Meeting – Discussion Record Educator's Report

Super Domain – Practice

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 service users. 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.

	Suggested Evidence Indicator
I recognise the importance of applying imagination, creativity and curiosity to my practice	Direct Observations Key Learning Summary Final Meeting – Discussion Record
I inform my decision-making through the identification and gathering of information from more than one source and, with support, evaluate its reliability and validity	Key Learning Summary Placement Agreement Mid-point Review Practice Educator's Report
I, with guidance use reflection and analysis in practice	Direct Observations Academic Assignment Final Meeting – Discussion Record
I, with guidance, understand how to evaluate and review hypotheses in response to information available at the time and apply in practice	Direct Observations Key Learning Summary Practice Educator's Report
I, with guidance, use evidence to inform decisions	Supervision Notes Direct Observations Key Learning Summary Academic Assignment

Super Domain – Practice

7. SKILLS AND INTERVENTION AND - 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

	Suggested Evidence Indicator
I, with guidance, use a range of verbal, non-verbal and written methods of communication relevant to the placement	Direct Observations Key Learning Summary Placement Agreement Practice Educator's Report
I, with guidance, communicate information, advice, instruction and opinion to advocate, influence and persuade others	Key Learning Summary Academic Assignment People with lived experiences Feedback Final Meeting – Discussion Record
I demonstrate the ability to build and conclude compassionate and effective relationships appropriate to the placement setting	Direct Observations Final Meeting – Discussion Record People with lived experiences Feedback
I, with guidance, demonstrate a holistic approach to the identification of needs, circumstances, rights, strengths and risks	Direct Observations Mid-point Review Final Meeting – Discussion Record Practice Educator's Report
I implement and review effective interventions and evaluate progress and outcomes	Direct Observations Academic Assignment People with lived experiences feedback Final Meeting – Discussion Record
I, with guidance, demonstrate the application of a planned and structured approach, informed by at least two relevant social work methods and models	Academic Assignment Key Leaning Summary Mid-point Review
I recognise the importance of community resources, groups and networks for individuals	Academic Assignment Placement Agreement Document Key Leaning Summary Mid-point Review

I demonstrate skills in recording and report writing appropriate to the setting	Supervision Notes Mid-point Review Practice Educator's Report
I, with guidance, demonstrate skills in sharing information appropriately and respectfully	Direct Observations Supervision Notes People with lived experiences feedback
I, demonstrate awareness of the impact of multiple factors, changing circumstances and uncertainty in people's lives	Academic Assignment Key Learning Summary Practice Educator's Report
I, with guidance, understand the authority of the social work role	Academic Assignment Key Learning Summary Mid-pint Review Practice Educator's Report
I, 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	Direct Observations Academic Assignment Key Learning Summary Mid-pint Review
I, with guidance, identify appropriate responses to safeguard vulnerable people	Supervision Notes Academic Assignment Key Learning Summary Mid-pint Review Practice Educator's Report

Super Domain – IMPACT

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.

	Suggested Evidence Indicator
I, with guidance, recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts	Placement Agreement Document Direct Observation Mid-point Review Practice Educator's Report
I, with guidance, understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and practice, and service user and carer experience	Key Learning Summary Direct Observations Academic Assignment Induction Practice Educator's Report

I, with guidance work within the organisational context of your placement setting and understand the lines of accountability	Academic Assignment Direct Observations Induction Supervision Notes Practice Educator's Report
I, understand and respect the role of others within the organisation and work effectively with them	Induction Supervision Notes Direct Observations Practice Educator's Report
I, take responsibility for my role and impact within teams and with guidance contribute positively to team working	Supervision Notes Mid-point Review Final Meeting – Discussion Practice Educator's Report
I, understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and, with guidance, demonstrate partnership working	Induction Supervision Notes Key Learning Summary Direct Observations Practice Educator's Report

Super Domain – IMPACT

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.

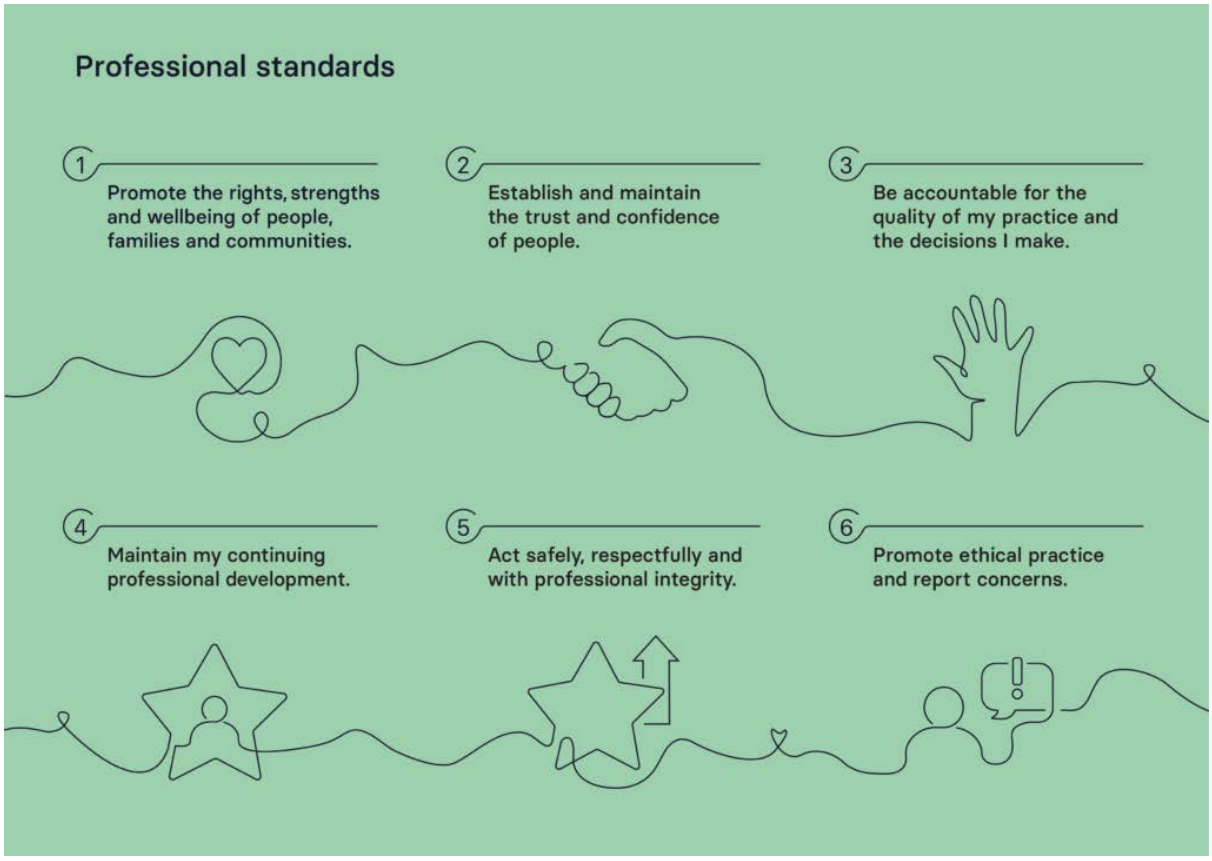
We develop and show our leadership, individually and collectively, through promoting social work's purpose, practices and impact. We achieve this through diverse activities which may include: advancing practice; supervising; educating others; research; evaluation; using innovation and creativity; writing;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

	Suggested Evidence Indicator
I identify how professional leadership in social work can enhance practice	Academic Assignment Mid-point Review Key Learning Summary
I recognise the value of sharing and supporting the learning and development of others.	Supervision Notes Final Meeting – Discussion Record Practice Educator's Report
I understand my responsibility to develop individual and collective/collaborative professional leadership capabilities	Supervision Notes Final Meeting – Discussion Record Practice Educator's Report

APPENDIX 2 *Social Work England Professional Standards (2019)*

Full details can be found on the following website:

https://socialworkengland.org.uk/professional-standards/



APPENDIX 2A *British Association of Social Work – Values*

The Code of Ethics for Social Principles

1.1 Ethics in social work

Ethical awareness is fundamental to the professional practice of social workers. Their ability and commitment to act ethically is an essential aspect of the quality of the service offered to those who engage with social workers. Respect for human rights and a commitment to promoting social justice are at the core of social work practice throughout the world.

This document can be obtained from:

http://cdn.basw.co.uk/upload/basw_112315-7.pdf

Or hardcopies:

The British Association of Social Workers
Wellesley House, 37 Waterloo Street, Birmingham, B2 5PP
Tel: +44 (0) 121 622 3911
Fax: +44 (0) 121 622 4860

www.**basw**.co.uk

Appendix 3 *Module Specification*

<table>
<tr><th colspan="6">MODULE SPECIFICATION</th></tr>
<tr><td>Module Code and title*</td><td colspan="5">SOWK4105 Practice – Developing Capabilities</td></tr>
<tr><td>Institute*</td><td colspan="5">Institute of Health and Society</td></tr>
<tr><td>Location of teaching*</td><td colspan="5">University of Worcester</td></tr>
<tr><td>Subject*</td><td colspan="5">MA Social Work</td></tr>
<tr><td>Module Leader</td><td colspan="5">Kay Wall</td></tr>
<tr><td>Module Type*</td><td colspan="5">Master in Arts</td></tr>
<tr><td>Module Level and Credits*</td><td colspan="5">15 credits at Level 7</td></tr>
<tr><td>Mode of delivery*</td><td colspan="5">Undertaking practice placement for 70 days, normally over 5 days per week.</td></tr>
<tr><td>Module Status in relation to courses*</td><td colspan="5">Mandatory</td></tr>
<tr><td>Pre-requisites*</td><td colspan="5">SOWK4101</td></tr>
<tr><td>Co-requisites*</td><td colspan="5">None</td></tr>
<tr><td>Restrictions, excluded combinations, DBS requirements, if appropriate*</td><td colspan="5">DBS is required on any module with a practice component</td></tr>
<tr><td>Short Module Descriptor</td><td colspan="5">The student is required to demonstrate capability in all the Professional Capabilities Framework (PCF) at the End of First Placement Level, and to meet the Social Work England (SWE) Standards of Proficiency.</td></tr>
<tr><td>Intended Learning Outcomes*</td><td colspan="5">‘On successful completion of the module, students should be able to:’

1. Demonstrate professional capability at the End of First Placement Level of the PCF Domains
2. Critically analyse and evaluate the impact of anti-oppressive practice, and personal and professional values in social work practice.
3. Critically evaluate and apply theories and models of reflection.
4. Critically evaluate the development of professional identity at the End of First Placement Level of the PCF domains.
5. Prepare an action plan for continuing professional development</td></tr>
<tr><td>Indicative Content</td><td colspan="5">• With support, work with a limited caseload
• Undertake activity that enables the student to learn and be assessed against each domain of the PCF Domains
• Engage in reflective practice and supervision to enhance learning
• Link theory and legislation to practice
• Consider ethics and values in social work practice</td></tr>
<tr><td rowspan="4">Summative Assessment*</td><td colspan="5"></td></tr>
<tr><td>Summative Assessment Items</td><td>Indicative Word Limit or equivalent (e.g. time)</td><td>Weighting</td><td>Intended Learning Outcomes Assessed</td><td>Anonymous Marking</td></tr>
<tr><td>Practice portfolio</td><td>70 days</td><td>Pass/Fail</td><td>ILOs 1</td><td>No</td></tr>
<tr><td>Presentation, followed by</td><td>20 min (10 mins</td><td>100%</td><td>ILOs 2,3, 4 & 5</td><td>No</td></tr>
</table>

<table>
<tr><td></td><td>questions and answers</td><td>presentation followed by 10 min questions and answers)</td><td></td><td></td><td></td></tr>
<tr><td></td><td colspan="5">Compensation between assessment items is not permitted.</td></tr>
<tr><td>Sample assignments for summative assessment</td><td colspan="5">Portfolio:
Students are required to produce a portfolio of specified content, including direct observations of practice, service user and carer feedback, and written work related to their work on placement to demonstrate the 9 PCF Domains assessment criteria.

Presentation :
Choosing a model of reflection critically analyse and evaluate the impact of anti-oppressive practice, and personal and professional values in social work practice.”

The presentation will be followed by supplementary questions for 10 minutes (structured), e.g.,

1. Talk through your rationale for choosing that particular model of reflection over others available
2. How has your professional identity developed throughout the course of your placement
3. What challenges have you experienced during placement and what have you learned for your future practice
4. You will be engaging in statutory work in your final placement. What will you need to develop in order to become an effective newly qualified social worker by the end of your final placement?</td></tr>
<tr><td>Formative assessment strategy and examples of formative assessment</td><td colspan="5">Tutorial support during recall days regarding academic assignment will be provided. Individual supervision will be offered throughout placement, providing feedback on practice and casework support.</td></tr>
<tr><td>Learning and teaching strategy</td><td colspan="5">Learning will be guided by the requirement to demonstrate capability against the PCF Domains - End of First Placement Level, and to fulfil any other obligations to the agency and its service users and carers arising from the work allocated.

The student will have a designated Practice Educator whose role is set out in the placement handbook. The student will be expected to draw on and develop the academic learning to date. Much of the learning will be driven by the needs of the workload, which will be determined on the basis of its ability to provide learning and assessment opportunities enabling the student to demonstrate achievement in relation to the intended learning outcomes.

Additional learning opportunities will be developed by practice and university staff and will involve group learning tasks during university recall days. Students will be required to keep a reflective learning journal to aid discussion.</td></tr>
<tr><td>Learning and Teaching methods*</td><td colspan="5"><table><tr><th>Activity type</th><th>Number of weeks and hours/days</th><th>Total</th></tr><tr><td>Taught sessions</td><td>3 x 6 hours</td><td>18</td></tr><tr><td>Placement</td><td>70 days</td><td>490</td></tr><tr><td>TOTAL</td><td></td><td>508</td></tr></table></td></tr>
</table>

Date Module Specification Approved:	April 2018
Date and Record of Revisions:	
Resource list information	*All current module resource lists are accessible at http://resourcelists.worc.ac.uk* *The resource list for this module can be accessed at* https://worc.rl.talis.com/lists/A5311EE2-A016-7030-D408-F781A4CD7164.html

Date	Version	Reason for Change	Effective from	Author
	1.0			

APPENDIX 4 *Complaints made against students on placement*

1.1 It is during the practice learning elements of the MA Social Work that students enact their role as autonomous, independent and professional social workers in training. The relationship between the agency providing the practice learning environment and the student is of mutual benefit and places obligations on each.

1.2 The placement agency is accountable for the quality of service that it provides and the work environment of its workforce. Suitable placements will have internal systems and procedures to deal with complaints about both service, and staff (Disciplinary and Grievance procedures).

1.3 SWEPS expect that for the purposes of liability, students on placement are acting on the instruction of that agency and under its supervision. The student is therefore in the same position as employees and entitled to the same degree of protection. Equally whilst on a placement, the student is acting as the agent of the agency in delivering service or, where they exist, executing its statutory duties. The student is expected at all times to behave in a manner commensurate with the required and reasonable performance of agency staff.

1.4 When a complaint is made against a student on placement, the programme expects this complaint to be subject to agency procedures for complaints against or between its own staff.

The course does not support placements in agencies where these procedures do not exist.

2.1 Agency procedures as described above should be transparent, open, fair, and effective and provide natural justice. Such procedures should be included in the induction of the student into the agency to enable accessibility and clarification of roles and responsibilities.

2.2 Agency procedures are likely to include both formal and informal dimensions. As with any procedures laid out to resolve a potential conflict, it is expected that ways will be explored to find a resolution as near as possible to the point of concern and in the shortest time practicable. Students are subject to these procedures in the same manner as they apply to agency employees. Implementing these procedures is an internal issue for that agency. This could involve agency management and the practice educator, and/or work-based supervisor as part of that management process.

2.3 The formal responsibility for the procedure rests within the placement agency. Nevertheless, the practice educator should ensure that the

training team are kept informed of the status of any complaint as it progresses. To maintain confidentiality the practice educator should limit comments to the process of the complaint and not to any content. In the event that the practice educator is an external free-lance, the work-based supervisor should be the point of liaison.

2.4 The formal involvement of the programme becomes active at the point of resolution to any complaint. In the case of a complaint against an agency employee the agency has a number of potential disciplinary measures (e.g. no further action, verbal or written warnings, suspension, termination of contract). As the contractual employer, the agency determines which action is required as a result of the complaint

As the contractual holder with the student is the university, the conclusion of any complaint during placement will have implications for:

- the student's learning
- the continuation of a placement
- subsequent placements
- possible patterns of the student's performance on other areas of the programme
- the possible need to invoke suitability criteria
- termination of learning

3 Outcomes of complaints and the role of the programme

3.1 If an informal complaint is made and it remains of an informal nature to point of resolution, this needs to be recorded by the practice teacher and addressed in the Placement Report. It should include any corrective action agreed and progress made against that action.

3.2 In the event that any agreed action has not been progressed, these should be discussed with the tutor during the Mid-point placement meeting or as soon as practicable, to pursue how these can be resolved.

3.3 Should any complaint be lodged at, or progress to a formal level the training team should meet at the point of conclusion (or at least within five working days) to determine the impact of any complaint decision. This should be written up and copies held by each of the training team.

3.4 If the conclusion of a formal complaint is in favour of the student, the training team should de-brief with the student, extract relevant learning and make a record to be progressed through the student's development. Equally careful consideration should be given to any changes, which may be required of that particular placement to ensure it remains high quality and does not prejudice the practice educator and/or workplace supervisor.

3.5 If a formal complaint is upheld, which for an agency employee would ordinarily result in action short of suspension or dismissal (e.g. verbal or written warning), the training team should meet to determine the impact of

that decision. Options considered including specific corrective action, should be recorded and kept on the student's file, as they may be needed later, or for reference purposes etc. Any corrective action must be clear, measurable and specific with time scales and standards of achievement. Review of these corrective actions should be timetabled into the training team calendar.

3.6 Should a formal complaint be upheld and of such a serious nature as ordinarily to result in the suspension or dismissal of an agency employee, then the Programme Manager should inform the Chair of the Professional Suitability Panel to invoke suitability procedures

4 The issue of an upheld complaint has several compounding elements, particularly in relation to part-time students.

4.1 It is possible that a complaint may be upheld against a student who is also a part-time employee. This may, or may not be within a partner agency. Equally, a complaint may be made against a student who is also an employee within a partner agency but during a placement outside that agency. Clearly any outcome of a complaint will need to be considered in the context of that student's current contract of employment particularly if the programme has subsequently invoked suitability criteria. The Programme Manager will need to ensure that all relevant employing parties are conversant with the outcome of the complaint, any action taken by the placement provider and subsequent decisions in relation to the student's status within the programme.

4.2 Any of the above scenarios has implications if a peripatetic practice Educator is employed as part of the training team. Contracts with practice Educator should clearly state the obligations of confidentiality. Should that practice teacher be employed as an independent or from another agency, the limits of their role in relation to any investigation of complaint should also be clear.

This procedure is intended to complement and be run in parallel with other agency procedures for example 'Confidential Reporting'.

As with other procedures of the MA Social Work, this one will be subject to review to maintain its effectiveness.

APPENDIX 5 *Student Lone Working guidance*

Students Lone Working/ Working Under Indirect Supervision

Students should familiarise themselves with individual organisations lone working policies and they should be read in conjunction with this guidance.

Introduction

There is a general acknowledgement that the private, independent and statutory sectors offer valuable learning opportunities to social work students. This experience may include:

- working on a one to one basis with a service users/carers
- working under informal supervision (service user/carers home or clinic situation).

This guidance is for students and their Practice Educator/Workplace Supervisor. The need to ensure adequate and appropriate preparation to engage with lone working situations is paramount and therefore each individual placement must have their own risk assessment processes completed prior to students undertaking lone working.

The placement agency, with responsibility for the student, remains accountable at all times for the work carried out by students placed with them.

Programme Introduction

Within the social work programme student undertake 2 practice placements, one in the second and third years. It may be an expectation that student visit service users/carers on their own in order to develop their professional capability. This reflects the practice of social work where most of the work with service users/carers is based in the community or in the service user's home.

Preparation

Prior to engaging with lone working the Practice Educator/Workplace Supervisor needs to take account of staff availability and alternative arrangements in the case of staff absence. Consideration also needs to be given to the location of the practice experience and the practicalities of working in the service user's/ carer's home environment.

Students should be mindful of their personal individual responsibilities within a lone working environment. It is important to remind all students about the SWEPS for practice, their own scope of practice and the responsibilities that accompany professional status.
There are varying ways students could be supervised depending on their level of ability and stage of training/ education;

- Practice Educator/Workplace Supervisor in the same room
- Practice Educator/Workplace Supervisor in another room
- Practice Educator/Workplace Supervisor outside in car
- Practice Educator/Workplace Supervisor at the end of a mobile phone

Considerations

- The Practice Educator/Workplace Supervisor needs to be satisfied that the student has demonstrated the capabilities required to perform the activities that will be expected within the lone working (indirect supervision) situation.

- Practice Educator/Workplace Supervisor needs to be satisfied that, through discussion, the student is deemed capable to respond appropriately to untoward circumstances.

- It is acknowledged that in certain circumstances where it is deemed appropriate for qualified staff to work alone, it may not be acceptable for the student to be placed in that situation – the responsibility and accountability for making a decision about this lies directly with the Practice Educator/Workplace Supervisor.

- The student must talk to his/her Practice Educator/Workplace Supervisor s/he has concerns about lone working and if to so would jeopardise their own health and safety or that of the service user/carer.

- The student should be aware of their own limitations and be reminded about practising within their personal and professional scope of practice.

Consideration for students undertaking visits in the community

Prior to students undertaking lone visits in the community, the Practice Educator/Workplace Supervisor should have;

1. Deemed the student to be capable within their scope of practice and in alignment with the requirements of their programme
2. Ensured that the geographical location is deemed safe
3. Ensured that the student provided the University with a new Disclosure and Barring Service Enhanced Clearance Certificate on joining the programme, and that there were no issues raised which would prevent the student from undertaking a placement
4. Checked the student is aware of safety procedures/lone working policy for the organisation
5. Ensured that the student has contact numbers and means of contact/backup
6. Ensured the student knows what to do in case of emergency, personal safety and safety of personal property, behaviour of others and escape route
7. Ensured the student is certain of the location of the visit and the travel route
8. Ensured that the Practice Educator/Workplace Supervisor has the agreement of the service user/carer for the student to visit alone
9. Ensured the home visit is undertaken in line with the agency's work requirements

10. Ensured the student is aware of the need to leave details i.e. name, address, telephone number and time and expected duration of visit in an agreed location
11. Advised the student to arrange for someone to make contact with them if their return is overdue
12. Ensured a map is available if necessary, mobile telephone or money for a public call box, and that the route is planned
13. Advised the student to park the vehicle, if practical, facing toward the return journey
14. Made sure the student is aware they must wear their identity badge
15. Advised the student that if at any time they feel threatened or unsafe, advise them to leave immediately
16. Advised the student never to allow doors to be locked, locking them inside residences
17. Reminded the student to assess risk beyond the service user/carers - risk may come from an unsafe building, animals, and other members of the public. If any of these give cause for concern, the student knows to leave immediately
18. Reminded the student to assess their exit from the premises, keeping their possessions nearby, and placing themselves with a clear line to the exit, if possible
19. Advised the student, if an incident occurs, to complete the necessary procedures for their work area and inform the University.
20. Ensure that the student is able to complete the relevant service user/carer documentation
21. Ensured the student knows how to keep records safe in line with the organisation's policy
22. If using their own car/vehicle, ensure the student has checked that their car/vehicle is currently insured for business use
23. Students using their own vehicle to transport service users/carers may require additional insurance
24. Ensured the student is aware of the importance of not divulging personal contact details to service users/carers

After students have undertaken lone visits in the community, the Practice Educator/Workplace Supervisor should have;

- Ensured the arrangements were fit for purpose
- Ensured an opportunity for students to give feedback was provided.

This checklist is based on information provided by the Institute of Health at the University of East Anglia and adapted from Guidance for Developing Student Placements in Community and Non-Traditional Setting (The Chartered Society of Physiotherapists 2006) and University of West of England (2008) Guidance for Nursing Students Lone Working in the Community.

APPENDIX 6 *Complaints by Students on Placement*

Social workers in training are preparing to be autonomous, independent and professional social workers and it is expected that they will take responsibility for informing their practice teacher or university tutor of any matters of concern and for maintaining appropriate confidentiality. When a student feels that there is an issue of concern s/he should first seek advice from a member of the training team to explore ways of resolving the issue as close as possible to the point of issue. Notes should be kept of the discussion. Any concerns continuing to be expressed will be shared with all members of the training team.

If the issue is one of possible serious malpractice by a staff member, (e.g. bullying, harassment, fraud and abuse) no attempt should be made to resolve the matter by the process detailed below. Following consultation between student, practice teacher or tutor, and the Programme Manager, the Programme Manager will alert the employing organization that will deal with the matter.

If the matter is not one involving serious malpractice the training team (i.e. the student, practice teacher, university tutor and workplace supervisor, if applicable) has initial responsibility to meet and discuss any continuing concern. This meeting should take place within 5 working days (or placement days) of the student initially seeking advice. The student may wish to bring an advocate/supporter to this meeting. The training team will seek a resolution of the matter, which is acceptable to all the training team. A written record of the meeting should be kept and may be required later if the matter is not resolved at this stage. It should be signed by each of the training team and copied to each. It is important that everyone involved has an understanding of the boundaries of confidentiality of the issue(s).

If any member of the training team feels this process has not resolved the matter, the training team has responsibility to inform the Programme Manager of the continuing concern. This should be done within 48 hours of the training team meeting so that the student is not exposed to continuing anxiety within the placement for longer than necessary. (If the Programme Manager is involved in the training team, s/he will ask the Programme Management Board to nominate an arbitrator). S/he will also inform the person in the organization with designated responsibility for placements and involve this person in the process.

Each party in the dispute will submit in writing their views on the situation and the Programme Manager will arbitrate if appropriate and assist the training team to seek a resolution or will gather information prior to information the employing organization(s) that the matter has not been resolved. The student may wish to involve an advocate/supporter in the arbitration process. If the matter cannot be resolved by consultation/arbitration with programme staff, a decision on what further action is necessary will be the responsibility of the Programme Manager.

If the student is not satisfied with the outcome of the arbitration a complaint can be lodged, either with the University or with the relevant organization. The student may use the complaints procedures of the organization if the complaint is an agency matter, or the University complaints procedure if it relates to University staff.

Appeals against decisions made following formal complaints will also follow organization or university guidelines.

Every effort will be made to ensure the student is not disadvantaged in completing the placement while investigations continue.

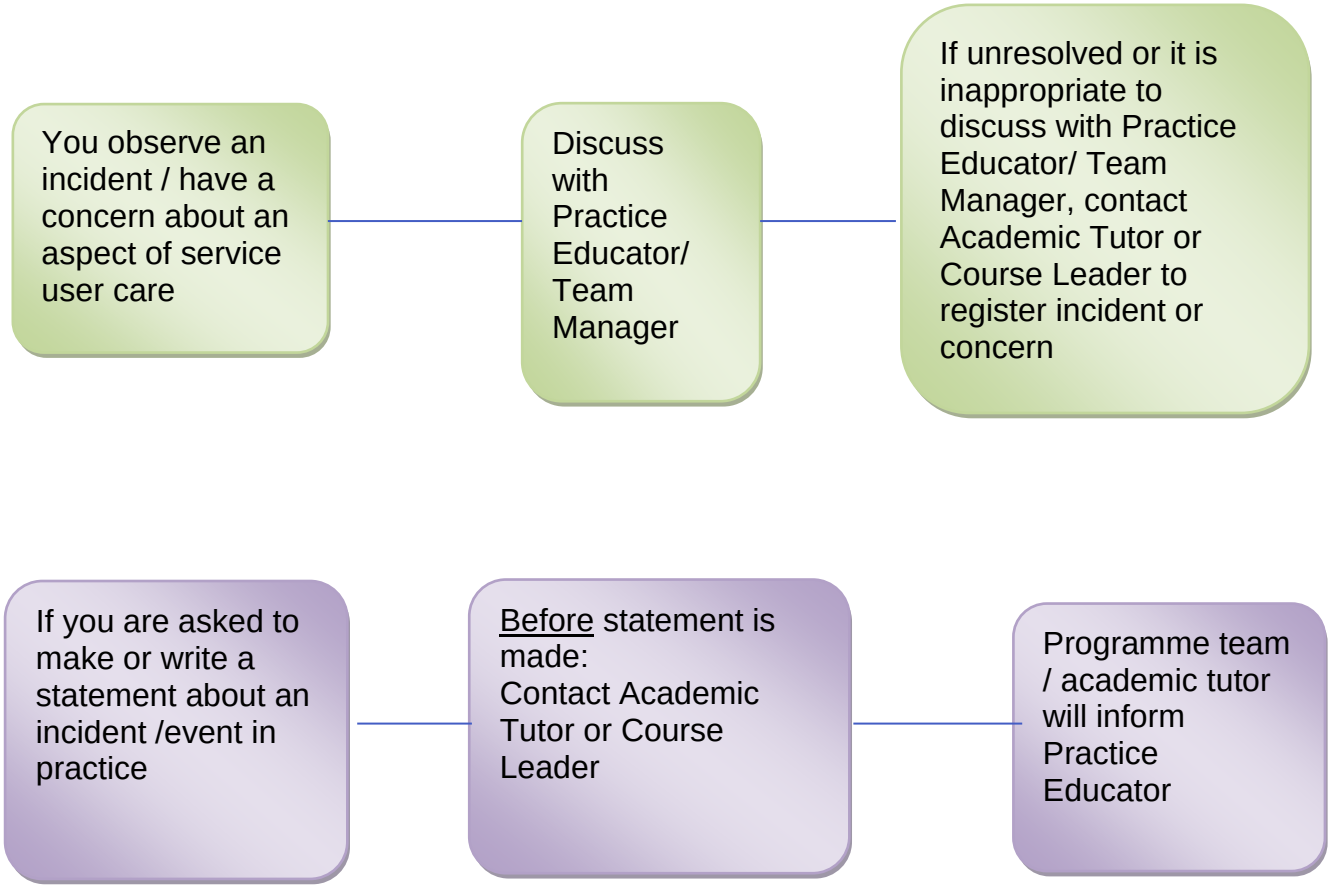
Counselling for students in this process will be made available if required through the student counselling system of the university.

Free-lance practice teachers are contracted to the practice-learning agency to provide a service. Any complaint about a free-lance practice teacher should be dealt with using the procedures of the agency to whom the practice teacher is contracted. The programme will offer students advice and guidance on how to follow this up. If upheld any complaint could constitute a breach of contract. This could mean that the practice teacher's employer is contacted by the programme and further action decided by the employer.

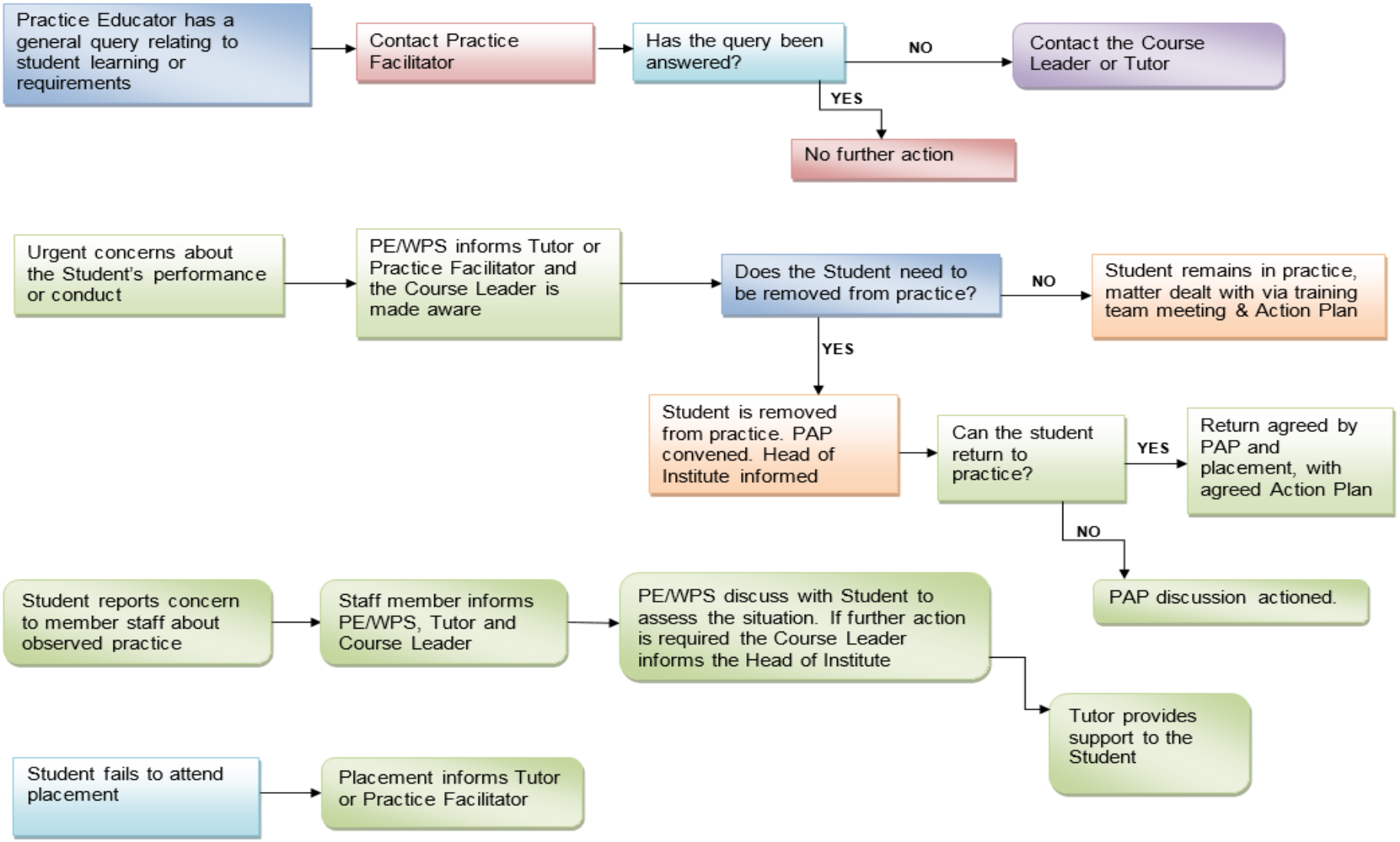
APPENDIX 7 *Whistle Blowing Procedures*

You will experience a range of different settings during your practice learning placements. In some cases, you may see a member of staff doing something that is deemed inappropriate. Although this is a difficult situation to be presented with it should not be ignored.

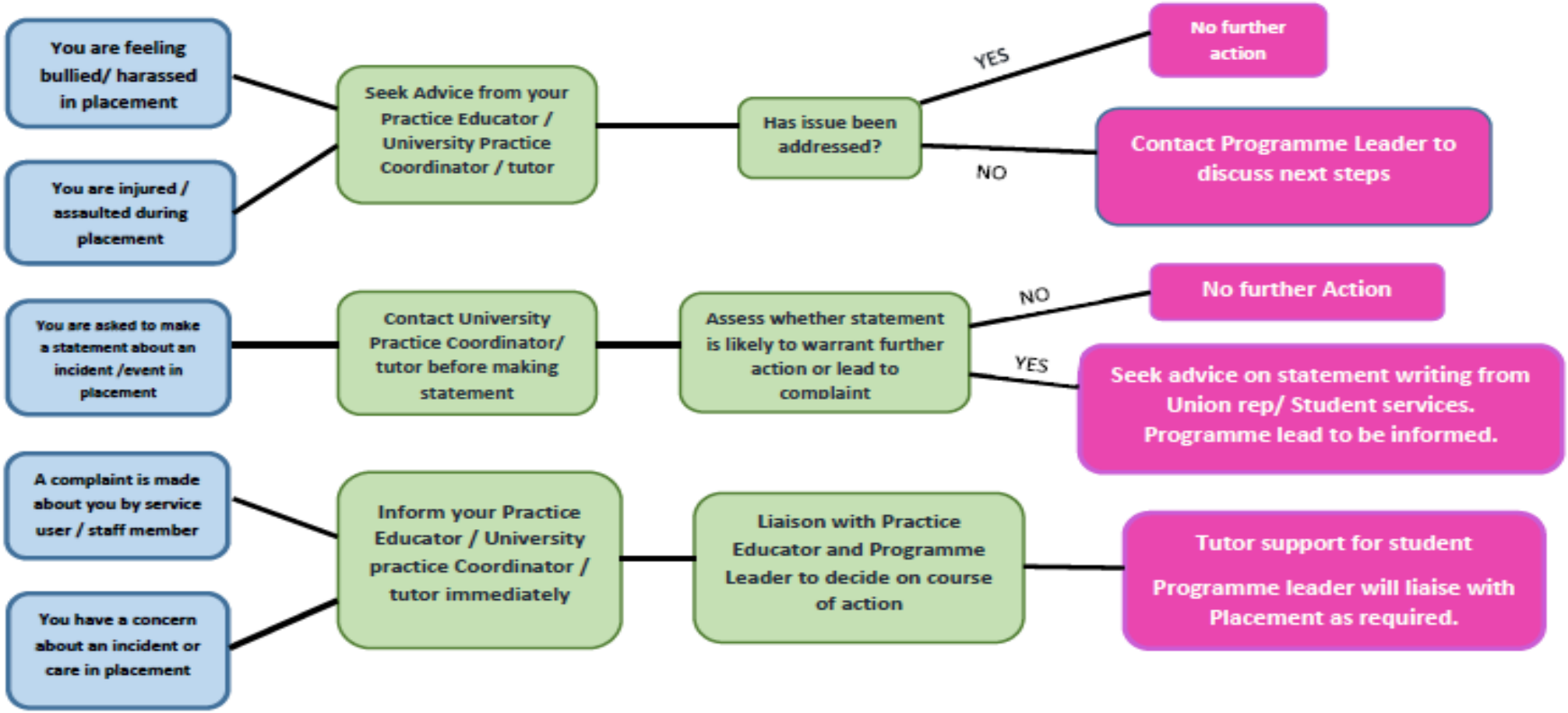
If you believe that a service user is being compromised due to poor, illegal or dangerous practice you have a responsibility to report this to the most appropriate person. Please see the algorithm below for the process that should be followed.



APPENDIX 8 *Managing Student Issues in Practice*



APPENDIX 9 *Raising Concerns in Practice*



APPENDIX 10 *Action Plan for Addressing Placement Concerns*

PLEASE IDENTIFY THE SPECIFIC CONCERN(S)	**ACTION TO BE TAKEN TO ADDRESS CONCERN(S)** *(Please state what actions will be done & by whom)*	**TIMESCALE** *(By what date will this action have been taken?)*