BSc (Hons) Social Work
MSc Social Work

PRACTICE LEARNING HANDBOOK

2017-18
CONTENTS

Introduction to the Handbook ........................................... 3

Section 1 - Key Contact Information ................................... 4

Section 2 - Readiness for Practice ...................................... 6

Section 3 - Practice Placements ........................................ 7
  3.1 Overview of Practice Learning and Placements ................. 7
  3.2 Structure of Practice Learning .................................. 8
  3.3 Placement Application Process .................................. 9

Section 4 - Practice Learning Assessment ............................ 11
  4.1 Assessment Requirements ....................................... 11
  4.2 Practice Quality Assurance Panel ............................. 12
  4.3 The College of Social Science Exam Board .................. 13

Section 5 – Roles and Responsibility .................................. 13
  5.1 Expectations of students on placement ......................... 13
  5.2 Expectations of the Practice Educator (directly employed by
       the placement provider) ....................................... 15
  5.3 Expectations of the Practice Educator (not directly employed by
       the placement provider) ..................................... 16
  5.4 Expectations of the On-Site Supervisor ......................... 19
  5.5 Support from the University .................................... 20

Section 6 – Practice Placement Requirements ......................... 21
  6.1 Attendance and absence ......................................... 21
  6.2 Study Leave ..................................................... 21
  6.3 Supervision and Observation .................................... 22
  6.4 Sharing Information ............................................. 22
  6.5 Disclosure and Barring Scheme ................................. 22
  6.6 Insurance ....................................................... 23
  6.7 Health and Safety .............................................. 23

Section 7 – Concerns and Difficulties on Placements ................. 25
  7.1 Concerns Resolution and Dealing with Difficulties and
       Significant Concerns ........................................... 25
  7.2 Concerns about Practice and Whistleblowing .................. 32
Appendices
Appendix One: BASW Professional Capability Framework
Appendix Two: Domains for End of First Placement Capabilities and End of Final Placement Capabilities
Appendix Three: HCPC Standards of Conduct, Performance and Ethics
Appendix Four: HCPC Standards of Proficiency for Social Workers in England (SoPs)

INTRODUCTION TO THE HANDBOOK
Practice placements at the University of Lincoln are an integral part of the learning and teaching on the social work programme. Practice learning at the University of Lincoln has been designed to meet the requirements of the BASW Professional Capability Framework (PCF), with the relevant levels for social work students found in Appendix One and details of the domains found in Appendix Two. Further practice placements meet the requirements of the Quality Assurance Agency’s Benchmark Statement for Social Work, and the HCPC Standards of Conduct, Performance and Ethics, which can be found in Appendix Three.

This Handbook is intended to guide Students, Practice Educators, On Site Supervisors and the wider agency and University Staff through the Social Work Practice Modules of the BSc (Hons) Social Work and MSc Social Work modules. Reference should also be made to the relevant Module Handbooks, the Practice Learning E-Portfolio and the Programme Handbooks (BSc (Hons) Social Work and MSc Social Work).

This Handbook contains key contacts and information on readiness for practice preparation and processes. It has information on practice placements including the expectations and structure of practice learning, and the expectations of assessment of the student in practice. The role and responsibilities of all those involved in practice learning are outlined, along with relevant processes and procedures to follow throughout the placement, including cases where difficulties or concerns arise or in relation to ‘Whistleblowing’, where there are concerns within an agency.

The Practice Placement Team at the University of Lincoln has worked together with partners over a number of years to develop a range of practice learning opportunities, which enable students to gain experience of working with a variety of service user groups in many different settings. Close partnerships and working relationships with many practice agencies from the voluntary, independent and statutory sectors ensures that the content of the social work degree is responsive to the changes in the practice environment, and that those involved with providing practice learning opportunities are familiar with the prescribed requirements for the award of the degree.
SECTION ONE – KEY CONTACTS

University Contact Details
School of Health and Social Care
College of Social Science
Sarah Swift Building
University of Lincoln
Brayford Pool
Lincoln
Lincolnshire
LN6 7TS

Telephone: 01522 882000
Website: www.lincoln.ac.uk

Social Work Practice Placement Staff
<table>
<thead>
<tr>
<th>Module Coordinators</th>
<th>Name</th>
<th>Phone</th>
<th>e-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ian Mathews (Undergraduate)</td>
<td>01522 886936</td>
<td><a href="mailto:imathews@lincoln.ac.uk">imathews@lincoln.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>Karen Hubbard (Undergraduate &amp; Masters)</td>
<td>01522 886328</td>
<td><a href="mailto:khubbard@lincoln.ac.uk">khubbard@lincoln.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>Jacqui Smith (Masters)</td>
<td>07920502712</td>
<td><a href="mailto:jsmith@lincoln.ac.uk">jsmith@lincoln.ac.uk</a></td>
</tr>
<tr>
<td>Social Work Placement Coordinator</td>
<td>Name</td>
<td>Phone</td>
<td>e-mail</td>
</tr>
<tr>
<td></td>
<td>Rachael Hunt</td>
<td>01522 886720</td>
<td><a href="mailto:rhunt@lincoln.ac.uk">rhunt@lincoln.ac.uk</a></td>
</tr>
<tr>
<td>Practice Administrator</td>
<td>Name</td>
<td>Phone</td>
<td>e-mail</td>
</tr>
<tr>
<td></td>
<td>Emily Pullan</td>
<td>01522 835042</td>
<td><a href="mailto:epullan@lincoln.ac.uk">epullan@lincoln.ac.uk</a></td>
</tr>
</tbody>
</table>

**SECTION TWO – READINESS FOR PRACTICE**
The School of Health and Social Care adopts a developmental approach to readiness for practice, continuing throughout the qualifying programmes. Professional development and behaviour is expected from all students during their studies and readiness for practice is assessed at a number of stages throughout the Programme.

Demonstration of readiness to practice begins during the admissions process, through exercises and an interview, signalling a developing understanding of being a professional social worker. There is also the completion of relevant documents, a suitability form, and declaration of any criminal convictions. During Induction week, social work students are asked to sign a Memorandum of Understanding, which sets out the expectations of professional conduct and behaviours required of students and staff. Students have a responsibility to comply with the expectations outlined in the Memorandum of Understanding and bring any issues or breaches to the attention of their academic tutor and/or the Programme Leader. Serious issues may be dealt with through the University’s Fitness to Practice procedures (see Section Seven).

There is a formal assessment of student readiness to practice prior to the first placement via an interview with a panel drawn from academic staff, qualified practitioners working in social work practice and service users and carers. Students must pass this interview in order to undertake a practice placement. This is checked prior to the start of the second placement via completion of a Re-declaration of suitability to practice form, which may result in a further interview. Readiness to Practice interviews will also take place prior to commencement of a re-sit placement, for example due to the student having failed a placement or having had to suspend placement/studies for personal issues. Serious issues may be dealt with through the University’s Fitness to Practice procedures (see Section Seven).

SECTION THREE – PRACTICE PLACEMENTS

3.1 Overview of Practice Learning and Placements
All social work programmes are required to use a consistent model of 200 days of practice learning which at Lincoln will include:

- 30 days for development of skills for practice over the course of the Programme
- 70 days first placement
- 100 days final placement

Students must complete all of these days in full in order to meet the requirements of the programme, and to enable them to register as a social worker on graduation. In addition, students are required to have differing practice experiences in the first and final placements. Students will undertake tasks to prepare them for statutory interventions in the final placement.

There are three threshold levels related to practice placements on the social work, defined in the BASW Professional Capabilities Framework (PCF) as follows:

1. Readiness for Direct Practice (prior to placement): students should demonstrate basic communication skills, ability to engage with users, capacity to work as a member of an organisation, willingness to learn from feedback and supervision, and demonstrate basic social work values, knowledge and skills in order to be able to make effective use of first practice.

2. End of 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 be simple clear-cut situations.

3. End of Final Placement: on the completion of the qualifying Programme newly qualified social workers should have demonstrated the knowledge, skills and values to work with a range of user groups, and the ability to undertake a range of tasks at a foundation level, the capacity to work with more complex situations; they should be able to work more autonomously, whilst recognising that the final decision will still rest with their supervisor; they will seek appropriate support and supervision.
Students must meet each threshold level in order to be able to progress to the next level (Appendix One and Appendix Two).

### 3.2 Structure of Practice Learning at the University of Lincoln

**BSc (Hons) Social Work**

In year one all students will have undertaken training at the University prior to their first placements to develop relevant knowledge and skills to ensure *Preparedness for Direct Practice* and *Readiness for Direct Practice*. Students will be introduced to core social work processes and skills in order to prepare them for direct practice with service users, carers and others. Students will be required to pass a Readiness for Direct Practice interview in order to proceed to Practice Placement One.

In Year Two all students complete a 70 day assessed practice placement where they will begin to demonstrate their professional capabilities against the domains of the PCF *End of First Placement Level Capabilities*. The placement takes place in a social care setting and will include direct work with service users.

In their final year, students complete a 100 day assessed practice placement against the domains of the PCF *End of Final Placement Capabilities*. Prior to commencement of the second placement students’ readiness and suitability to practice is reaffirmed via completion of a *Re-declaration of Suitability to Practice* form, which may result in a further interview. This final placement is undertaken in a social work setting, including direct practice with service users. This will be in a contrasting service user group and include aspects of statutory social work, working within a legal framework.

**MSc Social Work**

In Year One all students will have undertaken training at the University prior to their first placements to develop relevant knowledge and skills to ensure *Readiness for Direct Practice*. Students will be introduced to core social work processes and skills in order to prepare them for direct practice with service users, carers and others.
Students will be required to pass a Readiness for Direct Practice interview in order to undertake Assessed Practice One.

In Year One all students complete a 70 day assessed practice placement where they will begin to demonstrate their professional capabilities against the domains of the **PCF End of First Placement Level Capabilities**. The placement takes place in a social care setting and will include direct work with service users.

In Year Two, the final year, students complete a 100 day assessed practice placement against the domains of the **PCF End of Final Placement Capabilities**. Prior to commencement of the second placement students readiness and suitability to practice is reaffirmed via completion of a **Re-declaration of Suitability to Practice form**, which may result in a further interview. This second and final placement is undertaken in a social work setting, including direct practice with service users. This will be in a contrasting service user group and include aspects of statutory social work, working within a legal framework.

### 3.3 Placement Application Process

For both placement opportunities students will submit their placement application form via Blackboard (the University of Lincoln’s virtual learning environment) on a specified date, which will be 4-5 months prior to start of the placement. Advice and support is provided by the Practice Learning Team to complete the form, including drop-in sessions and through pre-arranged appointments. The form requires students to provide detailed information about: work and life experiences; preferred areas of interest; geographical experiences; specific learning and developmental needs. Students are also asked to identify any health or responsibility needs.

The Student Wellbeing service is available to students with any disability needs to support them with any specific requirements, for example through a learning support plan. Students are strongly encouraged to share any assessment of need with the Practice Learning Team.
All application forms are checked and processed internally. Wherever possible preferences are matched to availability of placements, with application forms being sent to agency placement coordinators. If the application is successful, the agency will contact the student to arrange a pre-placement interview and/or meeting. Placement interviews can be part of a competitive selection process. Students are strongly recommended to prepare in advance for their pre-placement meeting/interview. If the interview is not successful, feedback will be provided and the application form will be sent to another placement provider. Regular updates will be provided on the progress of applications.

Students are responsible for the quality of their application forms and are therefore advised to complete these with care, ensuring there are no spelling or grammatical errors. Whilst the placement team make every effort to secure placements for students, if two placements refuse to offer a placement to a student on the basis of their application form or conduct in the pre-placement meeting, no further placement will be offered.

Once a placement has been offered a suitably qualified Practice Educator will be allocated by the host agency to support the student’s learning and development throughout the placement and provide regular supervision. They will be responsible for assessing the student’s practice and their achievement of the PCF domains. The University will allocate a Contact Tutor to provide a link between the student on placement and the University. The Contact Tutor can provide advice and support with regard to academic practice assessment, and/or any issues of concerns arising during the placement. They will normally visit the placement at significant points during the placement.
4.1 Assessment Requirements

The core of every practice placement and the set of standards that students will be assessed against are the BASW Professional Capabilities Framework (PCF) and HCPC Guidance on Conduct, Performance and Ethics for Students. Further at the end of the final placement there is an expectation that students will be able to comply with the HCPC Standards of Proficiency for Social Workers in England (SoPs), in order to register with the HCPC (see Appendices 1-4).

The BASW Professional Capabilities Framework (PCF) can be found in Appendix One. The PCF is an overarching professional standards framework to ensure consistent expectations of social workers at every stage of their career and in a variety of contexts. There are nine domains within the PCF, which should be seen as interdependent and often overlapping, and individual pieces of work may be relevant to more than one domain. The PCF is divided into levels, both before and after qualification. The levels relate to the complexity of work that someone with those capabilities would be able to manage. There are nine levels, from entry to training as a social worker, to the strategic social work level. Appendix Two details what is expected of a student in regard to their readiness for practice, at the end of their first placement and at a qualifying level demonstrated in their last placement.

It is the student’s responsibility to provide evidence for each of the nine domains, and the Practice Educator to determine whether they consider this satisfactory. Students should therefore familiarise themselves with the PCF. For each domain, there is a statement followed by an explanatory paragraph. The statements are then broken down into further detail so that students are aware of what they must demonstrate appropriate to their academic level. These can be found in Appendix Two. Students need to get in the habit of regularly reflecting on how their daily work is meeting the standards. Practice Educators and On-Site Supervisors will fully support this through the allocation of a variety of learning opportunities and through regular supervision.
The HCPC, the regulator of qualified social workers, sets out *Standards of Proficiency for Social Workers* in England (SoPs). The SOPs set out what a social worker in England should know, understand and be able to do when they complete their social work training so that they can register with the HCPC. They set out clear expectations of a social worker’s knowledge and abilities when they start practicing for the first time. Students must demonstrate that they meet these standards by the end of their final placement.

The HCPC have mapped the SOPs against the PCF expectations for social work students at the end of their last placement. Whilst there are some differences in the way the standards and PCF are expressed, the overall expectations are the same. This mapping document can be found on [http://www.hpc-uk.org/publications/standards/index.asp?id=569](http://www.hpc-uk.org/publications/standards/index.asp?id=569)

In order to qualify as a social worker, students must show how they have demonstrated all of the capabilities relevant to their first and second placement. As such it is important for Practice Educators to identify strengths and future learning needs at the end of each placement period.

Students and Practice Educators will provide evidence of meeting the relevant PCF standards through the completion of an E-Portfolio. In addition, students will be required to produce academic pieces of work critically reflecting on their practice in relation to the relevant PCF domains. Details of all requirements are provided in separate Module Handbooks.

### 4.2 Practice Quality Assurance Panel

The Practice Quality Assurance Panel monitors the standard and consistency of practice educator reports. It consists of experienced Practice Educators, practitioners, service users and representatives from the University staff.
4.3 The College of Social Science Exam Board
All marks awarded are provisional until verified by the College of Social Science Exam Board.

SECTION 5 - ROLES AND RESPONSIBILITIES
The University of Lincoln has very high expectations of the students and individuals who support them on placement. The following details are intended to provide guidance and procedures that will enable the student’s assessed practice to be positively achieved.

5.1 Expectations of student social workers on placement.
Students should be clear with colleagues and service users that they are on placement as a student social worker. In order to meet the assessment requirements students need to accept and understand that:

- All students must complete 70/100 days in placement. The days and length of day is judged as a normal working day for an employee at the placement (e.g. 8:30-5:30. 14:30-21:30). This requires that the student takes professional responsibility for their attendance and time keeping during the practice learning opportunity.

- Placement application forms completed by students are used, as far as possible to match students to placements and to inform placements which students they will be accepting. Support will be given to complete them. Previous social care/work experience does not imply the potential of receiving a placement. If two placement providers turn down a student based on the information provided in the placement application or their conduct at a pre-placement meeting then no further placements will be offered.

- Students are expected to visit the placement and Practice Educator/On-Site Supervisor before the start of the placement.

- Students are expected to travel for their placements, and meet the cost of this themselves. Whilst every effort will be made to secure a placement within a reasonable vicinity of the student’s address, no guarantee of this can be made.

- All students are expected to hold a full driving licence and to have access to a car by the time they enter their final placement. No compensation will be made
for students who do not own a car and full driving licence. If students cannot travel to placements in the Lincolnshire area, they may not be offered a placement. This may potentially lead to termination of their place on the course.

- Any days off sick or for any other reasons must be made up. Students must inform the placement and the University (module co-ordinator and contact tutor) if they are unable to attend placement, providing a reason for absence.

- Students must ensure that all service users and carers are aware of their status and the possibility of direct observations of practice being undertaken. All students must ask the permission of service users and carers before any direct observations are undertaken. The student will need to ensure that the service users and carers rights and needs are respected in this and all other areas of work/contact.

- Students are expected to actively contribute to all requirements for the placement. This includes attending all relevant University-based workshops prior to and during the placement; contribute and attend the Practice Learning Agreement meeting and mid-point Review; collect, collate and complete the required work for the Portfolio - which means that the student has to take full responsibility to ensure that the sources of evidence/examples of work are produced by the set deadlines and located in the portfolio sections.

- Students are expected to maintain a reflective journal ensuring that this is completed as directed and that the Practice Educator receives up to date copies on an agreed basis.

- Students are expected to adhere to all agency policies and procedures and professional practice requirements of the placement at all times. This includes adherence to the HCPC guidance on conduct and ethics.

- Students must maintain the confidentiality of service users and carers and agency information whether verbally, in writing, or electronically communicated. If there is any conflict of interest they must inform their Practice Educator and Contact Tutor/Module Coordinator as soon as possible.

- Students must attend and participate in supervision sessions ensuring that any requested work is completed/up to date, to have items for discussion and to fully participate in the supervision process.
• Students must inform the Practice Educator and/or the University Contact Tutor of any personal difficulties that might affect their ability to meet the requirements of professional training, or to practice competently and safely. Failure to do so may be taken into account in any Exam Board or Fitness to Practise Panel recommendations in relation to possible re-sits.
• Student must ensure that the fully completed Practice Portfolio is submitted to the University by the due date.

5.2 Expectations of the Practice Educator (directly employed by the placement provider)

A Practice Educator is a professional within a social care placement who has undertaken training and received the appropriate qualification in Practice Education. The overall role and responsibility of the named Practice Educator is to manage the practice learning opportunity and the student. If the Practice Educator is directly employed by the placement provider/organisation providing the practice experience this person has overall responsibility for the student, their learning and management of their workload.

Some agencies will need to employ the services of an Off-Site/Long Arm Practice Educator. In these instances, an On-Site Supervisor will need to be appointed and agreements need to be negotiated concerning how the management of the practice placement and student will be shared between the Off-Site Practice Educator and the On-Site Supervisor. Any arrangements / agreements negotiated will have to be agreed with the University and noted (in writing) in the relevant section of the practice portfolio.

It is important in all practice placements that the placement provider, student, Practice Educator, (on or off-site) carefully negotiate their respective roles and responsibilities based on the guidelines given below.
• Interview students requesting practice placements (this may also involve other staff).
• Ensure that students have the required DBS clearance certificate. If there are any concerns regarding the DBS these should be referred back to the appropriate person at the University.

• Practice Educators and On-Site Supervisors will need to attend the learning agreement meeting and mid-point review.

• Provide a suitable induction for the student at the beginning of the practice placement.

• Negotiate appropriate practice learning opportunities, taking into account the requirements of the PCF.

• Ensure that supervision and direct observations of practice are undertaken, and recorded appropriately in line with programme requirements.

• Complete a mid-point Report, which will contribute to the final report and gives a clear indication of the progress the student is making and the likely outcome of the placement.

• Ensure that the student has provided evidence of meeting the domains of the PCF and is practising in line with the HCPC Guidance on the Conduct and Ethics for Students. They should ensure the student collates the required pieces of evidence for the Portfolio and assessment of practice. In addition, the Practice Educator will need to review on a regular basis the student’s reflective journals (which provide an important source of evidence) to ensure that the student is achieving the appropriate level of practice at different stages of the practice placement. It is recommended that these pieces of work are used as regular items on the supervision agenda.

• Complete the Practice Educator’s Final Report according to the guidelines for the Programme, including making and recording their judgements as to whether the student has achieved a pass at the appropriate level of practice.

• Verify the student’s work for the Portfolio. Please see the practice learning portfolio for further guidance.
5.3 What is expected of the Practice Educator (not directly employed by the placement provider/Off Site),

- Undertake the above duties, negotiating with the On-Site Supervisor where this is not possible.
- Become familiar with the placement setting/organisation, its work and its specific service users. Where possible the Off-Site Practice Educator should be included in pre-placement interviews of students.
- Take overall responsibility for the management of the practice learning opportunity, and the student’s learning, including most importantly the assessment of the evidence collected and collated by the student as part of completing the Portfolio.
- Act as the link person with the student, On-Site Supervisor and contact tutor. They also negotiate the supervision schedule, direct observations and other meetings with the On-Site Supervisor.
- Ensure that the On-Site Supervisor is appointed by the placement provider/organisation and an introductory meeting arranged to negotiate the division of responsibilities. It is expected that a minimum of four meetings take place for a 70 day placement, and five meetings for a 100 day Placement. These meetings are in addition to formal supervision sessions. It is strongly recommended that these dates are negotiated and agreed at the start of the practice placement. The On-Site Supervisor, Student and Off Site Practice Educator should all be present.

The meetings as mentioned above should be used as follows:

**First Meeting** - to be held at the beginning of the practice placement to negotiate and agree the terms of the practice learning agreement. This meeting and subsequent contract should include the proposed allocation of workload, evidence planning, supervision arrangements, direct observations, report writing and dates will need to agree for completion of these items. The practice learning contract needs to be completed, and signed.
Second Meeting - should include discussion of the student's progress to date, examining the evidence collected and collated by the student, checking if the evidence is appropriate for inclusion in the portfolio. It is vitally important at this stage that consideration is given to the progress made by the student and how the assessment of practice has been achieved. This can be checked against the Progress sheets in the portfolio.

Third Meeting - midpoint progress - this meeting is also a review and needs to give consideration to the same items as in meeting two but also needs to review the practice learning agreement to ensure that the workload (quantity and range of tasks) originally negotiated has been available. Any adjustments can be made to the practice learning agreement at this point. At least one or two direct observations of practice should have been undertaken by this midpoint stage and the views of service users and carers should have been sought as part of this process. The practice learning portfolio should be examined and discussed to ensure that the evidence collected and collated by the student is as required, meets the requirements of the assessment of practice, has been matched to the PCF and is correctly located in the portfolio. By this stage of the placement the student should have accumulated a range of tangible examples of evidence to include in the portfolio.

Fourth Meeting (100 day placements only) - As this meeting will be taking place approximately 3/4 of the way through the practice learning opportunity it is expected that a similar review process will be undertaken as in meetings two and three. At this stage consideration needs to be given to the final stages of the assessment process, collection, collation and verification of any final evidence, the Student reflective evaluation, On Site Supervisor and Off Site Practice Educator reports. A date should be agreed for the final meeting to ensure that the contents of the reports and portfolio can be agreed by everyone and signed off.

Final Meeting - this meeting should take place approximately 1-2 weeks before the end of the practice placement. It should include a final examination of the portfolio
including the evidence collected and collated by the student, signatures should be carefully checked to ensure that all areas of the portfolio have been seen and assessed by the On Site Supervisor and Off Site Practice Educator. Please note that the e-portfolio will prevent students submitting portfolios where signatures are missing. Having this meeting 1-2 weeks before the end of the practice opportunity will enable any final adjustments to be made to the Portfolio, its contents and the reports before it is submitted to the University.

An additional meeting may be necessary if any further work on the portfolio needs to be undertaken. The completed portfolio must have been fully assessed by the Off Site Practice Educator before it is handed into the University. Please see the E-Portfolio for further guidance.

5.4 Expectations of the On-Site Supervisor

Some assessed practice placements will involve an On-Site Supervisor, where a suitably qualified Practice Educator is not available on site. They should:

- Take an active role in the day-to-day management of the student and the placement.
- Make arrangements for the supervision and direct observation of the student in negotiation with the Off-Site Practice Educator. Depending on the resources of the placement provider and skills, experience and knowledge of the On-Site Supervisor there may be variations needed to ensure the successful completion of the practice placement. All negotiated and agreed arrangements should be noted (in writing) in the appropriate sections of the portfolio and must be agreed with the University Practice Learning Team.
- Attend relevant meetings. Although the Off-Site Practice Educator will act as the main link person between the placement provider and the University Practice Learning Team, the On-Site Supervisor will be invited to attend meetings held at the University, for example practice preparation sessions. It is expected that the On-Site Supervisor will attend the five meetings as noted above and any other necessary meetings, for example the mid-point review.
Contribute to the assessment of the student, including providing comments for the Practice Educator’s Assessment Report and the Mid-Point Review. The On Site Supervisor should be fully consulted by the Off Site Practice Educator concerning the student and the progress of the practice placement.

Please see the relevant Module Handbooks and the Practice E-Portfolio for further guidance.

5.5 Support from the University
The Module Coordinator, or a named member of the Practice Learning Team, is available to provide advice, guidance and support.

Each student is provided with a Contact Tutor who is available to the student throughout the Practice Placement. The Contact Tutor will act as a link between the placement provider and any appointed Off-Site Practice Educator. They also have responsibility for making required visits to the placement provider during the practice placement and may be consulted if any issues or problems arise. The student should actively seek support from their Contact Tutor if any issues, concerns or problems arise during the course of their Practice Placement. The Contact Tutor or Module Coordinator will also liaise as necessary if any issues or problems arise. It is good practice to raise any issues with the Practice Educator and On-Site Supervisor in the first instance and then approach the Contact Tutor if issues remain unresolved. The Module Co-ordinator will be available if required following discussions with the above people and if a serious difficulty arises. The Practice Placement Team is available to address any day-to-day concerns about placements and general advice if required.
SECTION 6 - PRACTICE PLACEMENT REQUIREMENTS

6.1 Attendance and Absence
To meet the requirements for each Practice Placement the student must have undertaken 70/100 days in practice. As guidance, students are generally expected to work a working day of seven hours (not including a lunch break) whilst on placement. Some placements may expect students to work outside of normal hours, or to undertake shifts, including weekend work. Shorter working hours in placement will require an extended number of days. Any variation to these arrangements must be discussed and agreed.

Absences from the placement have to be added on to the end date. An illness or absence of a longer duration would normally require an extension in the placement setting to meet the required 70/100 days spent on placement related work. Prolonged or frequent absences, that affect the student's ability to engage with the practice placement, would require a repeat of the placement. A placement attendance sheet should be completed, checked and submitted to verify that students have fully completed their placement.

In the case of sickness/being absent from placement, the student must inform the placement Practice Educator or On-Site Supervisor, Contact Tutor and the University’s Module Co-ordinator and ensure that the required medical certificates are sent to the appropriate member of staff at the university.

6.2 Study Leave
Study leave can be taken as half a day per week or as one day per fortnight. This is subject to the agreement of the Practice Educator. Study leave cannot be accrued and taken in a block of time at a later stage in the placement.
6.3 Supervision and Observation
The Practice Learning Portfolio provides details of the minimum supervision and observation that will be required in order for a student to pass their placement. The recommended amount of supervision is 1.5 hours per 5 practice days. Supervision would normally be undertaken formally on a one to one basis. The supervisory relationship requires students and Practice Supervisors/Educators to engage actively and constructively in the supervisory process.

During the course of each placement a minimum of three direct observations of the student’s practice must take place for 70 day and four observations for 100 day placement. All but one of these must be undertaken by the Practice Educator. The On Site Supervisor or other relevant experienced practitioners may undertake the other one (see the guidance in the e-portfolio for more details).

6.4 Sharing Information
Students need to advise their Practice Educator and Contact Tutor if there is any potential conflict of interest during the placements; for example if they or a member of their family are or have ever been known to statutory social care agencies; if they become aware that a service user is known to them on a personal basis.

Students are also encouraged to share any learning assessments with their Practice Educator to ensure the placement is able to make any reasonable adjustments to support any specified needs.

6.5 Disclosure and Barring Scheme (DBS)
The University requires students to obtain a Disclosure and Barring Scheme (DBS) Certificate before they are allowed to commence placement. Students have a responsibility to inform the University of any changes to their DBS during their period of study, and prior to commencing their Final placement students will be asked to sign a further declaration to this effect. DBS certificates should not be more than 3 years old at the end of the placement and therefore students who have interrupted their studies will need to complete a further DBS disclosure.
Students must share any previous employment disciplinary issues or any current employment disciplinary issues with the Module Coordinator as soon as these occur as they may affect suitability for practice.

Placement providers are asked to inform the placement team and/or the wider social work programme of their requirements in relation to criminal records.

6.6  Insurance
It is expected that students will be covered while on placement under arrangements already in place for placement provider staff. However, if students are required to use their car on placement they must have the appropriate business insurance.

6.7  Health and Safety
Whilst on placement students should be informed of and follow the agency policies on health and safety, including HIV and AIDS. Health and safety issues should be discussed at the first informal meeting when the placement is confirmed. Students are required to complete an Induction Checklist and a Health and Safety statement which considers Health and Safety issues with their Practice Educator as part of their induction. These are provided within the E-Portfolio.

The HCPC (2008) ‘Standards of education and training guidance’ (SET) state: A ‘safe and supportive environment’ means one where staff and students have carried out relevant assessments of risk within the area of practice. It is also an environment where safety policies and procedures are in place, and where policies and procedures are in place to support students’ learning. In showing how you meet this SET, you may include evidence of how you consider issues such as:

– physical risk from equipment;
– manual handling;
– risk from substances that are dangerous to health;
– radiation risk;
– fire safety;
– infection control;
– aggression from service users, staff or students;
– emotional stress; and
– working alone.

Available from: http://www.hpc-uk.org/aboutregistration/standards SETS/

7. CONCERNS AND DIFFICULTIES ON PLACEMENTS

7.1 Concerns Resolution and Dealing with Difficulties and Significant Concerns

It is recognised that practice assessing is a partnership between practice educator and student, and on this basis all difficulties or concerns should be shared openly and honestly by both parties at the earliest opportunity.
Difficulties and/or concerns arising from the practice placement should, wherever possible, be clarified and resolved informally. In the first instance practice educators should raise any concerns directly with the student, and the student, should they experience difficulties or concerns, should first raise issues with their practice educator.

There are a number of reasons why difficulties may arise within a practice placement.

- The difficulties may be of a serious nature and may result in the student being suspended from the placement with short notice. This may include serious and/or persistent breaches of the HCPC Standards of Conduct, Performance and Ethics.
- Some difficulties may be more related to the student’s ongoing learning and development, and the placement may only be suspended after a period of discussion and negotiation with the parties concerned.
- Other difficulties may concern the practice setting itself and may relate to lack of appropriate learning opportunities, supervision or support. The student or practice educator may be experiencing ill health, or difficulties in their personal life.

The procedures below give an outline of the process that should be followed in each of these circumstances. In such instances guidance should be sought from the Module Coordinator or Placement Coordinator. The University reserves the right to suspend a student if serious issues arise (without prejudice).

There have been some instances where students have terminated their placements without the above formal procedures being implemented. Students must not end their placements as this will be a breach of these guidelines and the placement will be considered as a fail. Clearly if situations arise that make it untenable for students to return to a placement setting actions will be agreed with the Module Co-ordinators and Placement Coordinator.
1. Placement Interruptions
There may be questions about a placement continuing that are not related to the standard of the student's practice e.g. lack of learning opportunities, health, or personal issues. In these circumstances, the following procedure should be followed:

1. A meeting should be held between the Practice Educator, student and Module Coordinator. If the meeting is not able to resolve issues the placement may be interrupted i.e. brought to an early end. The Module Coordinator should record the reasons for this decision. The Practice Educator should provide a report on the student's practice to date.

2. An alternative placement may be negotiated, subject to availability. Any report produced by the Practice Educator may contribute to the student's overall assessment.

3. The student may return to the same placement, subject to negotiation with the agency, after an agreed period.

4. The student may suspend studies/ intercalate and a new placement applied for on their return to studies.

5. Placement Interruption procedures should only be used exceptionally and should not be used to avoid a fail decision being made.

2. Concerns about a student's practice learning and development
Sometimes a Practice Educator/On Site Supervisor may have concerns about the practice of a student which are significant but do not themselves constitute dangerous behaviour. For example, there may have been complaints about the student from other agencies or from service users, the student may miss appointments or antagonise colleagues, or may show lack of understanding of the procedures of the agency. These concerns may be linked to breaches of the HCPC Standards of Conduct, Performance and Ethics. Taking account of the level of the particular practice module, the student may not have provided sufficient evidence that they have met the TCSW Capabilities.
The Practice Educator's/On Site Supervisor's concerns should always be discussed with the student straightaway and the student given opportunity to learn from the experience. Omissions or lapses on one or two occasions usually can be explained and often result from miscommunications or lack of understanding. When the student learns from the experience the matter is usually no longer of concern.

Students have the responsibility to inform their Practice Educator if they believe there are particular personal circumstances that are impacting on their learning and performance.

A short summary of any concerns during the placement and their resolution should be included in the portfolio in the mid-point review and the Practice Educator’s final report. If the student’s practice continues to be of concern despite being given opportunities to learn from the experiences the Practice Educator may consider the student’s practice to be of marginal or fail standard.

2.1 Procedures relating to the above:

Stage 1 Practice Educator / On Site Supervisor

On having concerns about a student's practice, the Practice Educator/On Site Supervisor should initially respond as follows:

1. The student should be informed immediately of the nature of the concerns regarding their practice
2. be given the opportunity to respond to the matters raised
3. be provided with:
   (i) advice and guidance about how they may respond to the concerns raised;
   (ii) a written time scale and set of procedures for monitoring the student's response to the advice and guidance provided;
   (iii) a date when a review meeting will take place.

Written records should be kept of (i) - (iii) above and the outcome of the review meeting.
It is expected that Stage 1 of the procedures will be used before the mid-point of the placement, but it will still apply should matters of concern arise after the mid-point. The principle should be that attention be brought to the matter at the earliest opportunity.

Evidence concerning how the student dealt with such issues may be used as evidence in the final assessment. In the event of the Practice Educator’s concerns continuing after the review meeting, the following action should be taken without delay.

**Stage 2 Practice Educator / On Site Supervisor**
The Practice Educator/On Site Supervisor should contact the student's Contact Tutor (who should liaise with the Module Coordinator) in writing indicating the nature of their concerns about the student and the actions already taken. They should refer to the HCPC Standards of Conduct, Performance and Ethics if relevant. Records of Stage 1 should be included in the report. Simultaneously, the Practice Educator should advise the student of the actions taken, providing them with a copy of the correspondence sent to the Contact Tutor and Module Coordinator.

**Stage 3 Module Coordinator**
1. On receipt of the Practice Educator/On Site Supervisor's report, the Module Coordinator should arrange a meeting with the Practice Educator/On Site Supervisor and student to discuss the Practice Educator/On Site Supervisor's concerns.
2. The Module Coordinator should invite the student to make a written report about their perception of the situation and to provide adequate copies for parties involved in the meeting.
3. The Module Coordinator will ensure a recording of the meeting is taken which should include the following:
   i) the nature of the Practice Educator / supervisor's concerns;
   ii) the student's perceptions of the situation;
iii) an outline of the major points of discussion;
iv) the recommendations reached by the meeting may include one of the following;

- Allow the student to continue with the interrupted placement, ensuring that any conditions are recorded.
- Interrupt the placement and move the student to a new setting with the reasons and any conditions being recorded.
- Terminate the placement and record a fail decision with opportunity for reassessment in a different placement setting.
- Terminate the placement and record a fail decision without opportunity for reassessment.

Where this is the recommended outcome the matter should be referred to the School Fitness to Practice Panel following the procedures outlined by the University General Regulations (Part D page 30) which can be accessed here:

[link to University General Regulations]

4. The Module Coordinator gives a copy of the report of the meeting to the Chair of the Subject Board and the Chair of the Practice Quality Assurance Panel.

The student has the right to appeal or complain using University procedures.

**Serious concerns about a student’s practice / behaviour**

If parties have any concerns about a Practice Placement and are unsure how to proceed, they should in the first instance seek guidance from the University Contact Tutor. If the concerns are serious then the Module Coordinator should also be informed.
Any decision to suspend a student from a placement will usually be taken after consultation between the placement provider and the Module Coordinator. Suspension may be necessary for the protection of people other than the student and allows for the speedy but thorough investigation into the allegations of behaviour that were considered to be inappropriate and resulted in suspension.

**The reasons for suspending a placement may include but not be limited to allegations of:**

i. Damaging or dangerous behaviour in respect of service users, agency staff or others, that in an employee would be considered gross misconduct; or  
ii. Behaviour that creates unacceptable risk to the student, agency staff, service users or members of the general public that in an employee would be considered a disciplinary offence; or  
iii. Behaviour that brings or is likely to bring the University or agency into disrepute; or  
iv. Failing to make appropriate use of their learning opportunity. Persistent failure to attend, lateness at supervision, work, appointments; not completing tasks agreed with the Practice Educator as appropriate; being in breach of the HCPC Standards of conduct, performance and ethics, and other behaviour which may raise concerns about their professional suitability.

There may be questions about a placement continuing that are not related to the standard of the student’s practice e.g. lack of learning opportunities, health, or personal issues. In these circumstances, the following procedure should be followed:

i. A meeting should be held between the Practice Educator, student and Module Coordinator. If the meeting is not able to resolve issues the placement may be interrupted i.e. brought to an early end. The Module Coordinator should record the reasons for this decision. The Practice Educator should provide a report on the student’s practice to date.  
ii. An alternative placement may be negotiated at the earliest opportunity, subject to availability.
Any report produced by the Practice Educator may contribute to the student’s overall assessment.

iii. The student may return to the same placement, subject to negotiation with agency, after an agreed period.

iv. The student may suspend studies/ intercalate and a new placement applied for on their return to studies.

v. Placement Interruption procedures should only be used exceptionally and should not be used to avoid a fail decision being made.

7.2 Concerns about Practice and Whistleblowing

The University recognises that student on placement have a duty to report dangerous, abusive, discriminatory or exploitive behaviour and practice that sits outside their immediate learning activity. The relative powerlessness and vulnerability of students who may well be undergoing a process of assessment by work-based staff during the placement is also recognised.

In the normal course of events students are encouraged to raise concerns with the Practice Educators and/or through a member of staff, for example the Contact Tutor or Module Coordinator. Where concerns are deemed sufficiently serious it may be necessary to use the Agency Whistleblowing or ‘Public Interest Disclosure’ procedures. Practice Educators are asked to make students aware of these procedures.

It may be more appropriate following discussion with the Contact Tutor/Module Coordinator that the University whistle blowing procedures are more appropriate.

UNIVERSITY OF LINCOLN PUBLIC INTEREST DISCLOSURE (Whistle-Blowing) POLICY

The University’s whistle-blowing procedure can be located at the following:
https://ps.lincoln.ac.uk/services/hr/Employment/Whistleblowing/SitePages/Home.aspx
APPENDIX ONE

Domains within the BASW Professional Capabilities Framework

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

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

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

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

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

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

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

3. Diversity – Recognise diversity and apply anti-discriminatory principles in practice

Social workers understand that diversity characterises and shapes human experience and is critical to the formation of identity. Diversity is multi-dimensional and includes race, disability, class, economic status, age, sexuality, gender and transgender, faith and belief. Social workers appreciate that, as a consequence of
difference, a person's life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim, and are able to challenge appropriately.


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

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

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

6. Critical Reflection & Analysis – Apply critical reflection and analysis to inform and provide a rationale for professional decision making.

Social workers are knowledgeable about and apply the principles of critical thinking and reasoned discernment. They identify, distinguish, evaluate and integrate multiple sources of knowledge and evidence. These include practice evidence, their own practice experience, service user and carer experience together with research-based, organisational, policy and legal knowledge. They use critical thinking augmented by creativity and curiosity.

7. Intervention & Skills – Use judgements and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse.

Social workers engage with individuals, families, groups and communities, working alongside people to assess and intervene. They enable effective relationships and are effective communicators, using appropriate skills. Using their professional judgement, they employ a range of interventions: promoting independence, providing support and protection, taking preventative action and ensuring safety whilst balancing rights and risks. They understand and take account of differentials in power, and are able to use authority appropriately. They evaluate their own practice and the outcomes for those they work with.

8. Contexts & Organisations – Engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and
Social workers are informed about and pro-actively responsive to the challenges and opportunities that come with changing social contexts and constructs. They fulfil this responsibility in accordance with their professional values and ethics, both as individual professionals and as members of the organisation in which they work. They collaborate, inform and are informed by their work with others, inter-professionally and with communities.

9. Professional Leadership – Take responsibility for professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management.

The social work profession evolves through the contribution of its members in activities such as practice research, supervision, assessment of practice, teaching and management. An individual’s contribution will gain influence when undertaken as part of a learning, practice-focused organisation. Learning may be facilitated with a wide range of people including social work colleagues, service users and carers, volunteers, foster carers and other professionals.
APPENDIX TWO
Details of the PCF Domains

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>End of First Placement</th>
<th>End of Final Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognise the role of the professional social worker in a range of contexts</td>
<td>Be able to meet the requirements of the professional regulator</td>
<td>Be able to explain the role of the social worker in a range of contexts, and uphold the reputation of the profession</td>
</tr>
<tr>
<td>Recognise the important role of supervision, and make an active contribution</td>
<td></td>
<td>Demonstrate an effective and active use of supervision for accountability, professional reflection and development</td>
</tr>
<tr>
<td>Demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness</td>
<td></td>
<td>Demonstrate professionalism in terms of presentation, demeanor, reliability, honesty and respectfulness</td>
</tr>
<tr>
<td>With guidance take responsibility for managing your time and workload effectively</td>
<td></td>
<td>Take responsibility for managing your time and workload effectively, and begin to prioritise your activity including supervision time</td>
</tr>
<tr>
<td>Be able to show awareness of personal and professional boundaries</td>
<td></td>
<td>Recognise the impact of self in interaction with others, making appropriate use of personal experience</td>
</tr>
<tr>
<td>With guidance recognise your limitations, and how to seek advice</td>
<td></td>
<td>Be able to recognise and maintain personal and professional boundaries</td>
</tr>
<tr>
<td>Recognise and act on own learning needs in response to practice experience</td>
<td></td>
<td>Recognise your professional limitations and how to seek advice</td>
</tr>
<tr>
<td>Show awareness of own safety, health, wellbeing and emotional resilience and seek advice as necessary</td>
<td></td>
<td>Demonstrate a commitment to your continuing learning and development</td>
</tr>
<tr>
<td>Identify concerns about practice and procedures and how they can be questioned</td>
<td></td>
<td>With support, take steps to manage and promote own safety, health, wellbeing and emotional resilience</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify concerns about practice and procedures and, with support, begin to find appropriate means of challenge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Values and Ethics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>End of First Placement</strong></td>
<td><strong>End of Final Placement</strong></td>
<td></td>
</tr>
<tr>
<td>Understand and, with support, apply the profession's ethical principles</td>
<td>Understand and apply the profession's ethical principles and legislation, taking account of these in reaching decisions.</td>
<td></td>
</tr>
<tr>
<td>Recognise and with support manage the impact of own values on professional practice.</td>
<td>Recognise and, with support, manage the impact of own values on professional practice</td>
<td></td>
</tr>
<tr>
<td>Identify and, with guidance, manage potentially conflicting values and ethical dilemmas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elicit and respect the needs and views of service users and carers and, with support, promote their participation in decision-making wherever possible</td>
<td>Manage potentially conflicting or competing values, and, with guidance, recognise, reflect on, and work with ethical dilemmas</td>
<td></td>
</tr>
<tr>
<td>Recognise and, with support, promote individuals' rights to autonomy and self-determination</td>
<td>Demonstrate respectful partnership work with service users and carers, eliciting and respecting their needs and views, and promoting their participation in decision-making wherever possible</td>
<td></td>
</tr>
<tr>
<td>Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing</td>
<td>Recognise and promote individuals' rights to autonomy and self-determination</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing</td>
<td></td>
</tr>
<tr>
<td><strong>Diversity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand how an individual's identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics, and take account of these to understand their experiences</td>
<td>Understand how an individual's identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics, and take account of these to understand their experiences, questioning assumptions where necessary</td>
<td></td>
</tr>
<tr>
<td>With reference to current legislative</td>
<td>With reference to current legislative</td>
<td></td>
</tr>
</tbody>
</table>

37
<table>
<thead>
<tr>
<th>Requirements, recognise personal and organisational discrimination and oppression, and identify ways in which they might be challenged</th>
<th>requirements, recognise personal and organisational discrimination and oppression and with guidance make use of a range of approaches to challenge them</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognise and, with support, manage the impact on people of the power invested in your role</td>
<td>Recognise and manage the impact on people of the power invested in your role</td>
</tr>
<tr>
<td><strong>Rights, Justice and Economic WellBeing</strong></td>
<td></td>
</tr>
<tr>
<td>Understand and, with support, apply in practice the principles of social justice, inclusion and equality</td>
<td>Understand, identify and apply in practice the principles of social justice, inclusion and equality</td>
</tr>
<tr>
<td>Understand how legislation and guidance can advance or constrain people’s rights</td>
<td>Understand how legislation and guidance can advance or constrain people’s rights and recognise how the law may be used to protect or advance their rights and entitlements</td>
</tr>
<tr>
<td>Work within the principles of human and civil rights and equalities legislation</td>
<td>Work within the principles of human and civil rights and equalities legislation, differentiating and beginning to work with absolute, qualified and competing rights and differing needs and perspectives</td>
</tr>
<tr>
<td>Recognise the impact of poverty and social exclusion and promote enhanced economic status through access to education, work, housing, health services and welfare benefits</td>
<td>Recognise the impact of poverty and social exclusion and promote enhanced economic status through access to education, work, housing, health services and welfare benefits</td>
</tr>
<tr>
<td>Recognise the value of independent advocacy</td>
<td>Recognise the value of - and aid access to - independent advocacy</td>
</tr>
<tr>
<td><strong>Knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>With guidance apply research, theory and knowledge from sociology, social policy, psychology, health and human growth and development to social work practice</td>
<td>Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health</td>
</tr>
<tr>
<td>Understand the legal and policy frameworks and guidance that inform and mandate social work practice, relevant to placement setting</td>
<td>Demonstrate a critical understanding of the legal and policy frameworks and guidance that inform and mandate social work practice, recognising the scope for professional judgement</td>
</tr>
<tr>
<td>Understand forms of harm, their impact</td>
<td>Demonstrate and apply to practice a</td>
</tr>
<tr>
<td>on people, and the implications for practice</td>
<td>working knowledge of human growth and development throughout the life course</td>
</tr>
<tr>
<td>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</td>
<td>Recognise the short and long term impact of psychological, socio-economic, environmental and physiological factors on peoples lives, taking into account age and development, and how this informs practice</td>
</tr>
<tr>
<td>Value and take account of the expertise of service users and carers and professionals</td>
<td>Recognise how systemic approaches can be used to understand the person-in-the-environment and inform your practice</td>
</tr>
<tr>
<td></td>
<td>Acknowledge the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience</td>
</tr>
<tr>
<td></td>
<td>Understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to practice</td>
</tr>
<tr>
<td></td>
<td>Demonstrate a critical knowledge of the range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them</td>
</tr>
<tr>
<td></td>
<td>Demonstrate a critical understanding of social welfare policy, its evolution, implementation and impact on people, social work, other professions, and inter-agency working</td>
</tr>
<tr>
<td></td>
<td>Recognise the contribution, and begin to make use, of research to inform practice</td>
</tr>
<tr>
<td></td>
<td>Demonstrate a critical understanding of research methods</td>
</tr>
<tr>
<td></td>
<td>Value and take account of the expertise of service users, carers and professionals</td>
</tr>
</tbody>
</table>

**Critical Reflection and Analysis**

<p>| Recognise the importance of applying imagination, creativity and curiosity to practice | Apply imagination, creativity and curiosity to practice |
| Inform decision-making through the identification and gathering of information from more than one source and, with support, question its reliability | Inform decision-making through the identification and gathering of information from multiple sources |</p>
<table>
<thead>
<tr>
<th>and validity</th>
<th>With support rigorously question and evaluate the reliability and validity of information from different sources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>With guidance use reflection and analysis in practice</strong></td>
<td><strong>Demonstrate a capacity for logical systematic, critical and reflective reasoning and apply the theories and techniques of reflective practice</strong></td>
</tr>
<tr>
<td><strong>With guidance understand how to evaluate and review hypotheses in response to information available at the time and apply in practice with support</strong></td>
<td><strong>Know how to formulate, test, evaluate, and review hypotheses in response to information available at the time and apply in practice</strong></td>
</tr>
<tr>
<td><strong>With guidance use evidence to inform decisions</strong></td>
<td><strong>Begin to formulate and make explicit, evidence-informed judgements and justifiable decisions.</strong></td>
</tr>
</tbody>
</table>

**Intervention and Skills**

| With guidance use a range of verbal, non-verbal and written methods of communication relevant to the placement. With guidance communicate information, advice, instruction and opinion so as to advocate, influence and persuade. Demonstrate the ability to build and conclude compassionate and effective relationships appropriate to the placement setting. With guidance demonstrate an holistic approach to the identification of needs, circumstances, rights, strengths and risks | Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples age, comprehension and culture |
| Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade | Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships |
| **Identify and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes** | **Recognise the importance of community resources, groups and networks for individuals** |
| **With guidance use a planned and structured approach, informed by at least two social work methods and models** | **Demonstrate an holistic approach to the identification of needs, circumstances, rights, strengths and risks** |
| **Demonstrate skills in recording and report writing appropriate to the setting** | **Select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with service** |
| With guidance, demonstrate skills in sharing information appropriately and respectfully | Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence and to prevent harm |
| Demonstrate awareness of the impact of multiple factors, changing circumstances and uncertainty in people’s lives | Recognise how the development of community resources, groups and networks enhance outcomes for individuals |
| With guidance understand the authority of the social work role | Maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgement and organisational responsibilities |
| 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 | Demonstrate skills in sharing information appropriately and respectfully |
| With guidance identify appropriate responses to safeguard vulnerable people | Recognise complexity, multiple factors, changing circumstances and uncertainty in people’s lives, to be able to prioritise your intervention |
| | Understand the authority of the social work role and begin to use this appropriately as an accountable professional |
| | Recognise the factors that create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including yourself, and contribute to the assessment and management of risk |
| With support, identify appropriate responses to safeguard vulnerable people and promote their well being | |

**Contexts and Organisations**

<p>| With guidance, recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts | Recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts |
| With guidance understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and | Understand the roles and responsibilities of social workers in a range of organisations, lines of accountability and the boundaries of professional autonomy |</p>
<table>
<thead>
<tr>
<th>practice</th>
<th>and discretion</th>
</tr>
</thead>
<tbody>
<tr>
<td>With guidance work within the organisational context of your placement setting and understand the lines of accountability</td>
<td>Understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and practice</td>
</tr>
<tr>
<td>Understand and respect the role of others within the organisation and work effectively with them</td>
<td>Be able to work within an organisation’s remit and contribute to its evaluation and development</td>
</tr>
<tr>
<td>Take responsibility for your role and impact within teams and with guidance contribute positively to team working</td>
<td>Understand and respect the role of others within the organisation and work effectively with them</td>
</tr>
<tr>
<td>Understand the inter-agency, multidisciplinary and inter-professional dimensions to practice and, with guidance, demonstrate partnership working</td>
<td>Take responsibility for your role and impact within teams and be able to contribute positively to effective team working</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Professional Leadership</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify how professional leadership in social work can enhance practice</td>
</tr>
<tr>
<td>Recognise the value of sharing and supporting the learning and development of others</td>
</tr>
</tbody>
</table>
APPENDIX THREE

HCPC *Guidance on Conduct, Performance and Ethics for Students*

Can be accessed here;

http://www.hpc-uk.org/assets/documents/10002c16guidanceonconductandethicsforstudents.pdf

APPENDIX FOUR

HCPC *Standards of Proficiency (SoPs): Social Workers in England*

Can be accessed here;