Thank You and Welcome

The MMU Social Work programme is committed to providing a rigorous education in social work for all students and developing skilled, knowledgeable and capable social work practitioners. Practice placements are at the heart of this, as the teaching and learning involved in social work education cannot, and should not, take place purely in the academic domain. Students require wide ranging opportunities to work directly with service users and carers and to apply and develop their skills, knowledge and understanding of the social work role. Agencies, supervisors and Practice Educators – through the provision of learning opportunities; reflective supervision and fair assessment - play a huge role in helping students develop their capabilities and thus contributing to the safe and effective practice of future social workers.

This Handbook is for the Undergraduate (BA) and Masters (MA) students who are working to demonstrate their capability for the Professional Capabilities Framework and the Practice Educators, On-Site Supervisors and Tutors who support and assess them. Please note that the Professional Capabilities Framework (PCF) has been revised in 2018 and the updated version is included in this handbook.

An electronic version of this handbook, along with templates and pro forma for all relevant reports and meetings, are available for download at http://www2.mmu.ac.uk/hpsc/about-us/placements/social-work/2018-2019-placements/. Please ensure that you then follow the link to the materials for the relevant programme (MA or BA). These and other student materials are available for download from the relevant Moodle area.

We greatly value the contributions made by all to practice learning and we thank agencies, supervisors and Practice Educators for their continuing commitment to our students. We welcome this opportunity to continue to work together to ensure and sustain high quality placements.

The MMU Social Work Programme Team
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**Introduction to the Handbook**

The Social Work Placement Handbook provides general guidance and information relating to the placement aspect of the Social Work Degree at undergraduate (BA) and postgraduate (MA) levels.

The Handbook is organised in sections so that students and Practice Educators can easily access relevant information: however, it is useful for all those involved in the placement to read the whole handbook.

**Section 1: Introduction to Social Work Placements** details the placement process and structure and describes the key events in the placement and the roles of people involved.

**Section 2: Information for Students** outlines the portfolio requirements and outlines the key pieces of work that students must complete on placement

**Section 3: Direct Observations** is aimed at students and Practice Educators (and On-Site Supervisors where applicable) and outlines the requirements and procedures for Direct Observation.

**Section 4: Information for Practice Educators** includes information on holistic assessment against the Professional Capabilities Framework and the Practice Educator report.

**Section 5: Policies and Procedures** details policies and procedures relevant to placement.

**Section 6: Appendices** includes the Professional Capabilities Framework and the student level indicators, and the HCPC Guidance on Conduct and Ethics for Students.

The contact details for tutors are on page 71.

**Website and Placement Forms**

All forms relating to placement are available for reference, download and completion on the Practice Learning Website. In addition, there are further resources – including templates for service user feedback, models of reflection – that may be useful on placement.

**Abbreviations**

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Definition</th>
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<tr>
<td>PE</td>
<td>Practice Educator</td>
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<td>OSPE</td>
<td>Off-Site Practice Educator</td>
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<td>OSS</td>
<td>On-Site Supervisor</td>
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<td>PCF</td>
<td>Professional Capabilities Framework</td>
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<td>KSS</td>
<td>Knowledge and Skills Statements</td>
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<tr>
<td>TCSW</td>
<td>The College of Social Work</td>
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<tr>
<td>HCPC</td>
<td>The Health and Care Professions Council</td>
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<tr>
<td>GC&amp;ES</td>
<td>Guidance on Conduct and Ethics for Students</td>
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<td>PAP</td>
<td>Practice Assessment Panel</td>
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Section 1: An Introduction to Placement

- The Placement Process
- Structure of the Placement
- Practice Learning Requirements
- Roles of People Involved in the Placement
- Key Events in Placement
Process of Placement

The following flow chart gives an outline of the process in which students and Practice Educators will follow prior to and throughout the placement:

- **Informal Meeting**: Informal meeting between student and Practice Educator or On Site Supervisor (where applicable) after which placement is confirmed.

- **Learning Agreement Meeting**: At which Learning Agreement is drawn up and date for commencement of placement agreed - this must be attended by the student, tutor, Practice Educator and on-site supervisor (where applicable).

- **Placement Commences**: Induction Period, Work allocated to student, Regular supervision (formal and informal), Direct Observation of Practice.

- **Interim Assessment Meeting**: Mid way into placement. This must be attended by student, tutor, Practice Educator and on-site supervisor (where applicable).

- **Portfolio to Practice Educator**: 10 days before the end of placement the student submits complete portfolio to the Practice Educator.

- **Placement Assessment Report**: Placement Assessment Report is completed and shown to student before the end of the placement. The report must be signed and dated by the Practice Educator and the student.

- **Portfolio Hand-In**: Electronic portfolio submission of all required documentation via Moodle within 48 hours of placement end. Portfolio assessment completed by tutor.
Practice Learning Requirements

1. Length of Placement

All students must complete 200 days of practice, divided as follows:

- 30 days skills development delivered in the university (across the 2 or 3 years of the programme)
- 70 days first placement (in BA Year 2/MA Year 1)
- 100 days final placement (in BA Year 3/MA Year 2)

2. Placement Day

A placement day should be the equivalent to a working day for a full time member of staff in the placement setting but should be no less than 7 working hours (plus lunch break). In all settings it is important to bear in mind that students are not part of the normal staff team and should not be used to cover for shortages or to respond to pressures being experienced by the service except insofar as it is consistent with addressing their learning needs. It is not possible to reduce the number of placement days by working longer hours although local arrangements should be made to enable students to take time back if they occasionally work additional hours.

3. Requirements of Placements

Placements must provide students with experiences, which enable them to practice safely within the scope of their practice, and

- manage complex work with competing risks and where issues of resistance and control will need to be considered (in one of the placements)
- Work in a non-discriminatory manner
- build relationships with service users

The practice learning experience must provide the student with a broad experience and understanding of the profession. Students should have different experience in their first and last placements. This is likely to mean different settings, service user groups, ages or methods.

The setting selected for the last placement (100 days) must prepare students for the statutory aspects of a social worker’s role by offering them opportunities to demonstrate engagement with:

- Formal assessment processes (observation, gathering of information, analysis, reporting, use of evidence base, development of clear recommendations) to include:
  - formal processes considering risk and/or safeguarding for child protection, for practice in mental health or with vulnerable adults (PCF 7, 8)
  - opportunities to reflect on, discuss and analyse appropriate use of authority (PCF 7, 6)
  - Application and understanding of legal frameworks relevant for social work practice (PCF 5, 8) Organisational policies and decisions and their impact on service delivery to service users (PCF 8)
• The demands of a high pressured environment, where time and competing interests have to be managed effectively (PCF 1)

• Multiagency working, including planning interventions with other agencies, and analysing and managing tensions (PCF 7, 8)

• Presentation of outcomes of formal assessment processes, including analysis of risk/recommendations in line with organisational policy/procedure at, e.g. panels/meetings/courts. (PCF 6, 7, 8)

• Use of formal agency recording for assessment/risk. (PCF 1)

Organisations with concerns about the suitability of a setting for first or last placements should consult MMU.

Each placement must be supervised and assessed by a suitably qualified Practice Educator who provides the student with appropriate levels of support, taking into account the challenging nature of the work, and the individual needs of the student. Students should be expected to learn from their experiences on placement, including any early set-backs. If the Practice Educator is offsite the student must have an Onsite Supervisor.

Students will not hold case responsibility for formal assessment processes that include risk/safeguarding/child protection and arrangements must be made to ensure that accountability for such work is clear. The final placement should incorporate a blend of activity to reflect the fact that the students are still learning. Students will be able to participate in a range of opportunities through co-working with their Practice Educator or onsite social worker/supervisor:

• undertaking specific pieces of work in a case under supervision

• observing/shadowing work carried out by other social workers and/or professionals in the team or through spending time in other agencies

• accompanying team members to panels/meetings/court relating to their cases

• sharing responsibility with social workers for presentation of recommendations to panels or formal recording

In any placement arrangements must be made to ensure that service users know they are receiving services from a student and that they are entitled to opt not to if that is their preference.

At the end of the placement the Practice Educator must determine whether the student has achieved a sufficient standard of work to pass the placement and recommend accordingly to the Examination Board. The Practice Assessment Panel will arrange for the moderation of placement portfolios.

3. The Professional Capabilities Framework

The College of Social Work(TCSW) originally developed the Professional Capabilities Framework (PCF) in 2012. It is now owned by The British Association of Social Workers (BASW PCF 2018) and provides a framework for the way in which social workers should think about, and plan their careers and professional development. 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 9 levels, from entry to training as a social worker; the level students should have reached at the point of leaving university all the way through to the strategic social work level. Progression between levels is determined by people’s abilities to manage issues such as complexity,
risk and responsibility in a range of professional settings. The PCF level descriptors relating to students are found in Appendix I (End of First Placement) and Appendix II (End of final placement).

4. Knowledge and Skills Statements (Children & Families and Adults)

Social work education and training is undergoing a period of significant change and development. The programme supports students to keep up to date and prepared for contemporary professional standards and requirements, as they emerge as newly qualified social workers. The current changes concern the introduction of the Knowledge and Skills Statements (KSS). In November 2014 the Government introduced the Knowledge and Skills Statement for Child and Family Social Work. This was followed in early 2015 with the introduction of the Knowledge and Skills Statement for Social Workers in Adult Services. From day one the BA and MA programmes introduce these statements to help you to make the links between the generic PCF standards and the more specialist KSSs; so that as you progress on your journey to becoming a qualified social worker you are prepared for the next step of Assessed and Supported Year in Employment (ASYE). Students are required to consider their progress towards the KSS in the student section (Part 2) of the Placement Assessment Report. The KSS are available for viewing and download on Moodle and on the Social Work Placement Website.

4. The Health and Care Professions Council Guidance on Conduct and Ethics for Students

Students are not required to register with the Health and Care Professions Council (HCPC) but they must conduct themselves in accordance with the Council’s Guidance on Conduct and Ethics for Students (GC&ES): these can be seen in Appendix IV. Students are required to provide evidence that they have met these and Practice Educators must confirm that students have behaved accordingly (Placement Assessment Report- Part 1 and Part 2).

The full guidance can be seen at:
http://www.hpc-uk.org/assets/documents/10002C16Guidanceonconductandethicsforstudents.pdf

5. Quality Assurance of Practice Learning (QAPL)

In order to approve and monitor the quality of practice placements MMU operates a Quality Assurance in Practice Learning system referred to as QAPL. The system consists of 3 elements:

- An audit of the placement (HEI QAPL Audit form) - placements are audited before being used to ensure learning opportunities are suitable. There is a QAPL database of all placement settings used.

- The Student QAPL form which the student completes at the end of the placement

The link to the student survey is available on Moodle. QAPL feedback from students is important and is read thoroughly and acted upon. Where it is deemed necessary or desirable, the feedback and contents are shared with agencies in order to improve the placement for future students.

- A Practice Educator QAPL feedback form – required from PEs when the placement has finished. The link is emailed out to practice educators and can also be accessed online – http://www2.mmu.ac.uk/hpsc/about-us/placements/social-work/2018-2019-placements/ and click on QAPL placement feedback. This gives the PE the opportunity to provide feedback to the university about their experience during the placement and identify any issues form their perspective. All feedback is warmly welcomed as a way of helping improve processes, systems and placements for future students.
5. **Range of Placements**

It is a requirement that students should have experience of placement that will allow for a broad and generic experience of practice that includes:

- Experience of different placement settings
- Experience of work with different service user groups
- Experience of working with different approaches and methods
- Experience of work that allows for increased complexity and autonomy between the first and final level placement

The final placement should prepare students for the statutory aspect of social work and this is defined by the tasks and work involved in the placement rather than the actual setting.

6. **Greater Manchester Social Work Teaching Partnership (GMSWTP)**

MMU is part of the Greater Manchester Social Work Teaching Partnership (made up of 3 universities and 10 employers across Greater Manchester). Teaching partnerships require all students to develop knowledge and have experience of legal frameworks. This may be achieved through a variety of means including direct and shadowing experiences, skills training and additional opportunities.
Roles of People Involved in Placement

1. Student

The student is expected to:

- Complete and pass their Assessed Readiness for Direct Practice before starting their first placement
- Liaise between all those required to attend the Learning Agreement Meeting and make arrangements for the meeting
- Attend and contribute to all placement meetings
- Attend placement punctually and regularly or follow agreed procedures to notify of lateness or absence
- Be proactive and engage with the range of practice and learning opportunities provided within the placement
- Adhere to the policies and procedures governing the placement setting
- At all times conduct themselves in a professional manner and in accordance with the HCPC Guidance on Conduct and Ethics for Students (see Appendix IV)
- Attend supervision with the Practice Educator and on-site supervisor (where applicable) on a regular basis
- Prepare for, participate in and contribute to supervision
- Respond constructively to developmental feedback
- Engage in reflection and reflective discussion on their learning and professional development
- Complete and provide, with the assistance of the Practice Educator, appropriate evidence of capability
- Complete all tasks required for the Placement Portfolio
- Raise any concerns about the placement in a timely and professional way in accordance with Procedures for Problems on Placement (see Handbook)
- Attend recall and skills development days in the University and inform the placement agency of when these are
- Complete the student QAPL form and include proof of completion (receipt) in Placement Portfolio

2. Practice Educator

A student on placement will need to have a Practice Educator to undertake their support, teaching and assessment. In most cases, this person will be based in the same setting as the student and is known as an ON-SITE PRACTICE EDUCATOR. In some settings, there may be no one who is appropriately qualified to undertake this role in the placement setting. In these instances, the University will supply someone from their ‘pool’ of Practice Educators to undertake this role. This person will be known as the OFF-SITE PRACTICE EDUCATOR. The roles of both on-site Practice Educators and off-site Practice Educators will be similar but there are some differences.

Practice Educators are responsible for the overall management and assessment of the student on placement. They must arrange for the allocation of work and learning opportunities for the student that are appropriate and will allow for the assessment of the student’s capability at the relevant level of the PCF. Where the Practice Educator is off-site, they will liaise with the on-site supervisor to ensure that appropriate work is allocated.

Practice Educators are expected to:

- Arrange or ensure arrangements are made for an induction programme for the student
• Provide or ensure that a wide range of work and learning opportunities are offered that are suitable to the developmental and PCF level of the student
• Provide the student with a safe and supportive learning environment that is free from oppression, harassment and exploitation in line with the equality
• Provide regular supervision to the student. Supervision should be for the equivalent of an hour for every five working days but should take place at intervals of no longer than ten working days.
• Act as the observer for at least two Direct Observations during each placement.
• Support the student in developing their theoretical understanding and evaluation of their work
• Inform the student if their practice is not reaching the required standard and work with the with the student, on-site supervisor (where applicable) and tutor to ensure that the student is given the opportunity to improve and, where necessary, follow the procedures for Problems on Placement: Poor Performance and Progress
• Prepare the Placement Assessment Report: this must include their recommendation of either PASS or FAIL
• Email a copy of the Placement Assessment Report to socialworkplacements@mmu.ac.uk
• Confirm that all work presented in the portfolio is suitably anonymised
• Complete the Practice Educator QAPL form

3. On-Site Supervisor

Where an off-site Practice Educator is appointed there will also need to be an on-site supervisor: in some settings where there is an on-site Practice Educator, there may also be a designated “supervisor”. This person will be a nominated member of staff based in the placement setting who is responsible for the day-to-day monitoring and supervision of the student and allocation of their work. The On-Site Supervisor will be the student’s main point of contact in the placement setting.

• To offer task focused supervision and tuition to enable students to develop their social work skills. Formal supervision should take place no less than an hour every four weeks but it is also expected that the on-site supervisor will offer ongoing, informal support and supervision
• In consultation with the practice educator, team manager and student, to identify and develop suitable pieces of work for the student’s practice learning.
• To hold a structured contact sessions with students.
• In consultation with the Practice Educator and student, to agree a system for giving feedback to the Practice Educator about the student’s learning.
• To participate in joint supervision sessions with the Practice Educator and student as agreed.
• To carry out direct observations of student practice where it is appropriate.

NOTE: In placements where there is an on-site supervisor and an off-site Practice Educator the responsibilities of each must be discussed and agreed at the Learning Agreement Meeting. It is usual that the on-site supervisor will have responsibility for the day-to-day allocation of work, offer regular supervision and ensure that the work is in line with agency policies and practice and meets required standards. The off-site Practice Educator will focus on supporting the student to make the links between theory and practice and to reflect on the work undertaken, and consider ongoing learning needs and professional development in relation to the PCF.

4. Tutor/Professional Academic Advisor (PAA)

Each student will have an individual tutor (who may also be known as Professional Academic Advisor (PAA)), from the university, who is responsible for supporting the student and liaising with the placement personnel throughout the duration of the placement: they are the link between the
placement and the University. Sometimes the academic and placement roles will be split between two tutors. The tutor’s role with regards to placement is outlined below.

There may be slight differences in the role of the tutor/PAA dependant on cohort but they are expected to:

- Attend the Learning Agreement Meeting
- Contribute to the meetings and ensure that an appropriate range of learning opportunities is available
- Complete the Learning Agreement Meeting form and ensure that all parties have a signed copy for their records
- Provide copies of required paperwork/forms to the Placement Office
- Attend and facilitate the Interim Assessment Meeting, and ensure that appropriate learning opportunities are being offered and the student is making satisfactory progress, agree objectives for the remainder of the placement
- Complete relevant sections of the Interim Assessment Review form and ensure that all parties have a signed copy for their records
- Provide telephone/email contact and support to the Practice Educator and student
- Provide feedback/comments for students on written work relating to placement
- Liaise with Practice Educator, on-site supervisor (where applicable) and student regarding any difficulties that arise and ensure that procedures for Problems on Placement are adhered to
- Inform the Practice Learning Team regarding any difficulties that arise on placement and liaise with them
- Attend any additional meetings that are required in order to address problems that arise on the placement and ensure procedures relating to concerns are followed appropriately

5. **Practice Learning Team**

Once the Practice Learning Team have completed the placement finding process they are not centrally involved in the placement but are available for guidance and support and must be informed and involved if any problems arise during the placement. The Practice Learning Team must be consulted regarding any situation that may result in a placement start or end date being delays.
Key Events in Placement

1. The Pre-Placement (Informal) Visit

This meeting takes place in the agency setting before the placement is formally agreed. The nature and content of the meeting may vary depending on the Practice Educator/on-site supervisor: in some cases it may be very informal and in other more formal and not unlike an interview. It is essential that the student makes a good first impression in order to maximise their chances of being offered the placement. The student should prepare for this meeting by finding out what they can about the agency and being up-to-date on current issues relating to the service user group(s) or communities the placement organisation works with.

The meeting has several functions:

- It is an opportunity for the student to ask any questions s/he may have about the placement setting and work opportunities
- It is an opportunity for the Practice Educator/on-site supervisor to find out what particular interests, aspirations, needs and concerns the student may have
- It is an opportunity for the student and the Practice Educator/on-site supervisor to identify areas where clarity is needed or for further discussion at the Learning Agreement Meeting
- It is an opportunity for the student and the Practice Educator/on-site supervisor to identify learning opportunities that will enable the student to demonstrate capability
- It is an opportunity for the Practice Educator/on-site supervisor to confirm that the placement will go ahead.

At the end of the meeting it should be agreed whether the placement will go ahead and clarified whether the student or the Practice Educator/on-site supervisor will let the member of the Practice Learning Team responsible for finding the student’s placement that the placement is confirmed. It is essential that the Practice Learning Team are informed so that they can inform the Tutor the placement is confirmed and, where necessary, arrange for the appointment of the Off-Site Practice Educator. The member of the Practice Learning Team will need to know:

- The name of the placement agency
- The address where the placement will be based
- The name, phone number and email address of the person who will be the Practice Educator or where there will be an off-site Practice Educator, the name, phone number and email address of the person who will be the on-site supervisor

2. The Learning Agreement Meeting

The Learning Agreement Meeting must take on or before the first day of placement. Students must not start placement without the meeting having taken place. Tutors cannot commit to the Learning Agreement Meeting until they have had confirmation from the Practice Learning Team that the placement is confirmed (see above)

The student, Practice Educator, Tutor and where applicable the On-Site Supervisor must attend the meeting.

The student must bring their Record of Personal and Professional Development to the meeting.
The meeting should be chaired by the Tutor and the Learning Agreement Form (see website) must be completed during the meeting.

The key people involved in the placement and their contact details must be recorded.

Where it is the first placement it must be confirmed that the student has successfully completed their Assessed Readiness for Direct Practice. Where it is the final placement, it must be ensured that the Practice Educator has had, or will have, sight of the Practice Educator Assessment Report from the previous placement.

It is essential that the student has the opportunity to raise and discuss their learning needs and their aspirations for the placement. The meeting should then identify and record how these will be met within the placement setting.

3. **Induction and the Learning Environment**

It is expected that all placements will ensure a learning environment for the student that is safe and supportive. Placement providers are expected to provide an induction for the student of no less than 2 weeks duration. Induction must include the following:-

- Introduction to **key** agency policies and procedures. These must include health and safety policies and procedures and equality and diversity policies and should include other key policies such as confidentiality; safeguarding; lone working and recording policies
- Familiarisation with services and key staff
- Introduction to local communities and agencies and people and groups who use the service
- Networking opportunities with allied professionals and other linked service providers
- Working arrangements

Induction may also include

- Information about specific issues relevant to the placement i.e. substance misuse, domestic violence
- Details of legislation relevant to setting
- Issues of oppression and Anti-Discriminatory Practice as they relate to service users with these issues
- Methodologies of work in this area – different approaches and theories
- Historical roots / context of the agency

Placements are responsible for the health and safety of the student and for ensuring their dignity at work. They are required to abide by appropriate health and safety requirements and for the duration of their placements, students are to be treated in the same manner as staff in relation to their health, safety and welfare. Please see Section 4, Policies and Procedures.

4. **Interim Assessment Meeting**

The Interim Assessment Meeting should take place mid-way through the placement (i.e. around day 35 in the first placement and around day 50 of the final placement): it should not be any later than 10 working days after or earlier than 10 days before the mid-point of the placement.

**The Practice Educator and student should complete the paperwork (Forms - Interim Assessment Form) prior to the meeting.**
The meeting will be chaired by the Tutor. The purpose of the meeting is to review the Learning Agreement and ensure that sufficient learning opportunities have been made available and that the student is making the required progress.

If there are any concerns about the student’s progress these should be noted at the Interim Review Meeting. If there have been persistent concerns these should have been raised with the student and noted previously and Concerns Procedures been followed (see page 50) if appropriate.

The meeting will identify the learning opportunities and objectives for the second half of the placement.

5. **Payment**

Towards the end of the placement the organisation contact will receive a payment claim form from the University. This should be completed and returned. In the event that you need to send an invoice please attach it to the complete Payment Claim Form. Electronic transfer via BACS will be made.
Section 2: Guidance for Students

Portfolio Contents

- The Placement Portfolio
- Critical Analysis of Practice
- Placement Assessment Report – Part 2: Student Report
Portfolio

Students on placement compile an electronic portfolio, which assists the assessment of capability.

Please note that there are different requirements for the number of Critical Analyses of Practice that MA2 students and BA3 students are required to submit – see below.

The contents of the portfolio for each level are:

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<th>FIRST PLACEMENT – 70 DAYS</th>
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<tbody>
<tr>
<td>Placement Assessment Report</td>
<td>• Placement Assessment Report – Part One (PE Report) and Part Two (Student Section)</td>
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<tr>
<td>Brief Outline of Placement Agency</td>
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<tr>
<td>Direct Observations</td>
<td>• 2 Direct Observations of student undertaken by Practice Educator – completed reports</td>
</tr>
<tr>
<td>Critical Analysis of Practice</td>
<td>• 2 completed Critical Analysis of Practice (see p25)</td>
</tr>
</tbody>
</table>
| Placement Documentation | • Learning Agreement Form  
|                          | • Interim Placement Assessment Report  
|                          | • Statement of Confidentiality  
|                          | • Placement Attendance Sheet  
|                          | • List of Supervision Dates  
|                          | • Receipt for Completion of QAPL form |

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<th>FINAL PLACEMENT – 100 DAYS</th>
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<tr>
<td>Placement Assessment Report</td>
<td>• Placement Assessment Report – Part One (PE Report) and Part Two (Student Report)</td>
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<tr>
<td>Brief Outline of Placement Agency</td>
<td></td>
</tr>
<tr>
<td>Direct Observations</td>
<td>• 3 Direct Observations of student (at least 2 of which undertaken by Practice Educator) – completed reports</td>
</tr>
</tbody>
</table>
| Critical Analysis of Practice | • MA2 2 x Critical Analysis of Practice (see p25)  
|                          | • BA3* 1 x Critical Analysis of Practice (see p25) |
| Placement Documentation | • Learning Agreement Form  
|                          | • Interim Placement Assessment Report  
|                          | • Statement of Confidentiality  
|                          | • Placement Attendance Sheet  
|                          | • List of Supervision Dates  
|                          | • Receipt for Completion of QAPL form |

All proformas are available for download from Moodle

* BA3 students are also required to complete an Extended Case Study, stimulated by work on placement: this is not included in the placement portfolio
Placement Portfolio

1. General Guidance

Students on placement will compile an electronic portfolio, submitted via Moodle, that provides evidence of their capability. Copies of all documents that form the complete portfolio must be given/ emailed to the Practice Educator 10 days before the end of placement.

At the end of the placement (but not before day 70 first placement or day 100 final placement), and after the Final Placement Meeting has been held the portfolio should be electronically submitted.

Documents that require signatures must be scanned and uploaded once they have been signed.

All portfolio contents must be emailed to the Tutor at the same time that they are given to the Practice Educator throughout the placement.

A resubmission date for portfolios requiring further work should be negotiated with the Tutor.

Please ensure that:

- You complete the electronic checklist on Moodle and that all required items are in the portfolio
- You upload documents to the relevant section of the portfolio in Moodle
- That the portfolio has been suitably anonymised including the removal of the names of other organisations and personnel
- That there is no information that may lead to the identification of the service users you have referred to
- That all forms or documentation requiring signatures are signed by all relevant parties

There is further guidance on the process for submission of electronic portfolios on the Social Work Placements website (http://www2.mmu.ac.uk/hpsc/about-us/placements/social-work/2016-2017-placements/) and in the Practice Learning section on Moodle for the relevant cohort.
2. Critical Analysis of Practice

The template and further guidance on the CAP is available on Moodle and the Practice Learning Website [http://www2.mmu.ac.uk/hpsc/about-us/placements/social-work/2018-201-placements/](http://www2.mmu.ac.uk/hpsc/about-us/placements/social-work/2018-201-placements/) under the relevant cohort.

The Critical Analysis of Practice (CAP) should be viewed as a tool that promotes and documents social work students’ thinking about the social work process, rather than as a form to be filled in. The CAP should not be seen as a case study: it is intended to reflect and underpin planning and interventions at relevant stages of the student’s work with service user(s) in order to ensure the student can understand and explain their decision-making and professional judgements. They are to be used on an ongoing basis during an intervention i.e. the assessment section should be completed during the assessment stage of the work, not retrospectively at the end of the placement.

The CAP can be completed on a range of work: for example it can be a situation where multi interventions take place over a sustained period of time, a one off piece of work, can be used different practice analysis for separate interventions with members of one family, or an event or circumstance that challenged learning, values etc.

It can be helpful to complete a CAP on work that has not gone as planned or that has been challenging to values or professional development.

At least one CAP should be available at the Interim Assessment Meeting (this may be partially complete dependant on whether or not the case is active or closed).

The CAP should evidence the student’s ability to critically reflect on casework and link theory to practice and should be appropriately referenced using Harvard referencing.

**Portfolio requirements**

The student and practice educator should agree which CAPs will be submitted in the electronic portfolio. 2 CAPs (70 day placements) and 2 (MA) or 1 (BA) CAPs (final placements) are to be written as fully as possible and submitted in the student’s placement portfolio for the university tutor to assess as examples of evidence of capability which has informed the practice educator’s assessment. Service user feedback must be sought and reflected upon in the CAPs selected for inclusion in the portfolio.

Please note that the word counts are given as a guide only.

**ONCE SIGNED, A COPY OF THE COMPLETED CAP MUST BE SCANNED AND UPLOADED INTO THE RELEVANT SECTION OF THE STUDENT’S PORTFOLIO ON MOODLE**

**A COPY OF EACH COMPLETED CAP INCLUDED IN THE PORTFOLIO SHOULD BE FORWARDED TO THE TUTOR.**

The Placement Assessment Report consists of 2 parts: the Practice Educator Report (Part 1) and the Student Report (Part 2).

Students are required to complete Part 2 of the report for inclusion in the portfolio and handed to the Practice Educator before they complete their section (Part 1). There are 2 sections to the student report.

There is a proforma for the report on the Practice Learning Website http://www2.mmu.ac.uk/hpsc/about-us/placements/social-work/2018-2019-placements/ and it is available for download on Moodle.

Work Undertaken

The first section is a completed list of work that has been undertaken on placement. This requires a short description of each piece of individual, group or project work you have been involved in during the placement including the work you have done. An indication of which domain of the PCF should be noted in the relevant column.

HCPC Guidance on Conduct and Ethics for Students

The second section is an evidence grid where students provide one concise piece of evidence for each of the 10 standards of the Guidance on Conduct and Ethics for Students that are listed. The evidence should be specific and relevant to the standard being evidenced and must be related to work that you have done.

Examples of how this evidence should be recorded are:

<table>
<thead>
<tr>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect confidentiality</strong></td>
</tr>
<tr>
<td><strong>Report concerns about safety</strong></td>
</tr>
</tbody>
</table>
**Student Self Evaluation**

Students should provide a short statement (approx. 200 words) in which they identify their priorities for the meeting Knowledge and Skills Statement(s).

Students should provide a brief reflection (approx. 300 words) on their work, progress and professional development over the course of the placement. They should also briefly comment on the transferable graduate employability skills they have developed.
Section 3: Direct Observations and Feedback

Completing the Direct Observation

- Student Tasks
- Practice Educator Tasks
Guidance on Direct Observations of Practice and Feedback

Introduction

Direct observation of a student’s practice is essential within a placement. Direct observations are one of the most useful methods of assessment and are a key learning and development tool. To be most effective, direct observations need to be spaced appropriately within the placement and there needs to be dialogue between student and practice educator (and service user) before and after the observed practice.

Requirements of Direct Observations

Students must be formally observed on at least two occasions during their first placement and at least three occasions during their final placement. The Practice Educator must be the observer for least two of the observations in each placement.

Preparation for the direct observation of practice:

- The student and observer will negotiate and plan a suitable interaction to be observed. This discussion will usually take place during supervision and should consider what the student hopes to achieve during the observation; agree objectives and any specific capabilities, perhaps identified as areas for development or concern, the observer will focus on and provide feedback.

- The involvement of service users is essential:
  - Service user agreement for the observation must be sought and the process by which the student will be gaining consent discussed prior to the observation.
  - The observer will obtain Service user feedback after the intervention; however, consideration before the meeting should be given as to how this will be managed

- The student and observer should clarify the role of the observer during the intervention: how they will be introduced, under what circumstances, if any, will they intervene. It can be helpful to discuss “...what if...?” scenarios prior to the observation.

- Prior to the observation, the student has to consider the formal knowledge, theories and models/approaches that might inform their practice and reflect upon issues of power, values and anti-discriminatory practice that might have an impact on the interaction. Reference to appropriate academic sources and reading must be made.

- The student should complete and share SECTION 1, boxes 1, 2,3,4,5 of the Direct Observation form prior to the observed session. The observation should not proceed if this has not been undertaken and shared with the observer.

- The observation must be planned to allow time for immediate feedback to be given to the student. Arrangements should be made for fuller verbal feedback and the sharing of the observers written comments during a further planned session. Immediate feedback can be enhanced if both student and observer consider the ‘Keep/Change’ Rule (Doel et al 1996) beforehand. The student and the observer agree that, in the immediate discussion after the direct observation, both will refer to a specific element of the observation with a ‘what I would keep’ statement and a ‘what I would change’ statement. This encourages students and observers to name and reflect upon positive aspects of the practice observed and consider any elements of practice requiring further development.
After the Observation

STUDENT TASKS:-

• The student completes SECTION 1, boxes 6 and 7 of the Direct Observation form

Box 6: Brief description of the intervention – questions the student might want to think about:-

- What happened, what was achieved?
- What was my role and the role/action of others?

Box 7: Critical Reflections on the observed practice – questions the student might want to think about:-

- How effective was my method/approach?
- How did the theories/knowledge I identified work in practice?
- What went well and how do I know this? Were there any surprises for you in this observation?
- What outcomes were achieved? Were there any aspects you found difficult?
- What skills did I use?
- Did the intervention go as I expected?
- What were my thoughts and feelings at the time and how might they have affected the interaction/intervention?

• The student completes SECTION 1, boxes 8 and 9 of the Direct Observation form after reading the observer’s report (Section 2)

Box 8: Critical reflection and professional development – questions the student might want to think about:-

- Bearing in mind the PCF and the level descriptors, have you identified or confirmed any specific areas for further development? (cross reference to capability statements if required)
- How do you intend to address these areas of development?
- Have you gained any new perspectives from reflecting on your practice?

Box 9: Comments and reflections on the feedback given by the observer (in Section 2 of the form) – questions the student might want to think about:-

- What aspects of my practice were positively commented upon? Why do I feel this was the case?
- What aspects of my practice require further development?
- Did anything in the feedback surprise me? What helped me in reflecting on and considering the feedback given by the observer?

• The student signs and dates the form once Sections 1 and 2 are complete
OBSERVER TASKS:

• Arrange for a feedback session with the student as soon as possible – see section below on Giving Feedback

• Complete SECTION 2 of the Direct Observation form. This is the observer’s holistic assessment of the student’s capability demonstrated during the direct observation. Reference can be made to the nine domains where necessary, accounting for the relevant level descriptors (see Appendices I and II). The observer is not required to make a comment against each domain but can identify particular strengths and areas for development/concern (including areas of individual capability statements where there are areas of concern)

• Ensure that service user feedback is recorded on the form, along with any areas of further development/action plan.

• Sign and date the form and share with the student

ONCE SIGNED, A COPY OF EACH COMPLETED DIRECT OBSERVATION REPORT SHOULD BE SCANNED AND UPLOADED INTO THE RELEVANT SECTION OF THE STUDENT’S PORTFOLIO ON MOODLE

A COPY OF EACH COMPLETED DIRECT OBSERVATION REPORT SHOULD BE FORWARDED TO THE TUTOR.
Section 4: Guidance for Practice Educators

- Understanding the PCF
- The Assessment Report
Guidance for Practice Educators and the Assessment Report


1. Understanding the levels of the PCF

The PCF is the framework for professional development in social work. There are 9 domains within the PCF and understanding what a social worker does can only be understood by taking into account all 9 capabilities - they are interdependent in practice. The levels relating to student social workers are of particular interest to Practice Educators. These represent the ‘level’ of capability a social work student should be demonstrating at different points in their social work training:-

- 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.

- By the end of last placement/ the completion of qualifying programmes 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.

(Taken from Understanding what the different levels mean v.2 November 2012 ©The College of Social Work, http://www.collegeofsocialwork.org/uploadedFiles/PCFNovUnderstanding-different-PCF-levels.pdf - no longer available due to closure of TCSW)

Progression between levels is characterised by development of the student’s ability to manage complexity, risk, ambiguity and increasingly autonomous decision making across a range of situations. The PCF enables students to demonstrate progression – from the beginning of the first placement and during the placement and from the first placement throughout the final placement. The Practice Educator has an important role in assessing the developing professional capabilities of the student and has to assess the student holistically, using the relevant PCF level descriptors (first or final placement) as guides and an aid in their professional judgement of the student’s capabilities.

2. What is holistic assessment?

The PE’s professional judgement and holistic assessment of the student will be guided by the features associated with holistic assessment:-

- Assessment is progressive and acknowledges that student learning and performance is developmental and occurs on a continuum. Assessment is thus on going (and will include an interim assessment), rather than a ‘snap shot’ approach that focuses on competences achieved at a particular point in time or at the end of the placement. As such, the holistic approach should relate to the students’ overall learning journey. It should build on previous progression and identify learning and development needs relevant to both the current and next stage of learning.

- Holistic assessment involves the interplay between the ‘parts’ of the placement – the particular pieces of work or activity carried out by the student; and the ‘whole’ of the placement, understood in the light of the ‘parts’. The student has to be able to critically reflect and analyse, understand and question practice and relate their practice to underpinning knowledge, theories
and research. It is the PE’s role to foster and provide opportunities for the student to develop these elements.

- Students should also be enabled to understand and critically reflect upon the social work role in a holistic sense. This will enable them to grasp the interconnectedness of the different tasks involved, as opposed to learning and viewing each task in isolation.

- Assessment and the overall judgement of the student made by the PE must be underpinned by fairness, transparency and sufficiency:-
  
  - Fairness – the assessment process must be based on clear understandings and agreements which adhere to the guidance and expectations in this handbook and are compatible with the relevant PCF capability levels
  
  - Transparency – the PE must be consistent in assessing the student in line with the appropriate PCF domain level descriptor (first or final placement). In addition, where areas of concern or development required are noted (for example, in the Interim or Placement Assessment Report) these must have been documented in supervision records. If persistent concerns regarding student learning or performance have been identified it is essential that Concerns Procedures have been followed (see p?)
  
  - Sufficiency – the PE must ensure that they have a sufficient amount of evidence – of adequate range and depth - on which to base their professional judgement and assessment of the student. The student has a role in providing such evidence (via work products, portfolio items etc.) but the PE will also draw on other types of evidence to inform their assessment.

3. What can inform the PE assessment? Where will the evidence underpinning the PE assessment come from?

The student is required to understand the PCF capabilities, to demonstrate how their practice is developing and to critically analyse and reflect on their understanding of social work and the professional role, via the completion of a portfolio whilst on placement (see Student Portfolio contents). There should be a range of opportunities during the placement for the student to demonstrate their understanding and development and these opportunities can also inform and provide supporting evidence for the PE’s holistic assessment of the student:-

- Reflective supervision. The PE is required to provide a pre-arranged period of reflective supervision of not less than the equivalent of one hour per 5 placement days (usually arranged fortnightly). Written records of each supervision session must be kept and a written supervision agreement is expected. Morrison and Wonnacott (2010) have suggested that the prime focus of supervision should be exploration and critical analysis of practice rather than ‘compliance checking’. PEs will want to discuss with students their direct work with service users and the development of their assessment, planning and intervention skills, thus also ensuring adherence to agency policy and procedures and the safety of service users. However, there must also be discussions regarding other aspects of the professional capabilities of social workers - the wider context of the social work role; the student’s theoretical and underpinning knowledge; their understanding of diversity, anti-discriminatory strategies and values; their understanding of multi professional practice and the use of authority. The student must be expected and encouraged to reflect on their work on placement and supervision provides an arena for such discussions. Such reflective supervision and discussions also provides a valuable source of evidence that can inform the PE’s assessment of the students’ progress (in line with the relevant PCF level descriptors for first or final placement), at both interim and final assessment stage.
Direct observation of practice. PEs are required to formally observe students working with service users during the placement (two direct observations during the first placement and at least two of the three observations during the final placement). In the first placement, both observations should ideally be with service users or carers (where this is not possible, the second observation may be with colleagues, for example, at a multi-disciplinary meeting etc.). During the final placement, two of the direct observations should be with service users or carers, the third observation may be with colleagues (for example, at a multi-disciplinary meeting etc.) The PE may also use supervision to discuss their informal observations of the student and to discuss any observations made by service users and carers or other colleagues and professionals and their implications for the student’s development. (See section 3 on Direct Observation guidance for more information)

Critical reflection and analysis. This is one of the nine domains of the PCF and is fundamental to social work. Practice Educators should encourage students to engage in critical reflection and analysis regarding all aspects of the work on placement and as noted, supervision should be a key arena for this. Simple questions (such as what did you do? How did you do it? Why did you do it? How did it go; why did it go like that? What did you learn from this?) can help a student to reflect on their practice rather than events, and to explain and evaluate their actions and decisions. PEs should also encourage all students to keep a reflective log and to share elements of their written reflections during supervision. This should reflect the student’s developing understanding of the social work role and will assist PEs in assessing the student’s developing professional capability.

Service user/carer feedback. The process of gathering and using service user feedback to improve is essential to developing practice and students should be encouraged to incorporate regular feedback from service users in their practice. Service user/carer feedback is integral to direct observation and students are required to seek and reflect on service user feedback as part of the Critical Analysis of Practice reports that are included in their portfolio. Guidance and discussion of the approach to gathering such feedback; how it was managed and their critical reflections on how the feedback will inform their future practice can help inform the PE’s assessment of the student’s progress. Feedback from colleagues; managers and other agencies can also be other useful sources of evidence in assessing a student’s capabilities and progress.

Evidence of wider underpinning knowledge, research and theories. Students are required to understand the knowledge and research that informs social work practice and to demonstrate an understanding/application of wider underpinning knowledge in their work on placement. This will be demonstrated in their written work for the Student Portfolio but also needs to be discussed and encouraged during supervision.

Evidence generated via work products or agency written records. Work products and agency written records can include written work that the student has generated during the placement such as case notes; assessment documentation; written plans; reports for a range of purposes; write up of special projects; application for service/resources; supervision notes etc. Such work products are not included in the student’s portfolio but can be vital sources of evidence to support the PE’s assessment and the PE is expected to draw on and refer to these in their written Placement Assessment Report.

4. The Placement Assessment Report

As has been noted, assessment should be a continuous process throughout the placement, informed by all of the above and an interim assessment documented half way through the placement. The Placement Assessment Report should build on this process to reach and evidence conclusions.

The Placement Assessment Report consists of 2 parts: Part One – Practice Educator Report and Part Two – Student Section. The Student Section must be completed and given to the Practice Educator with the portfolio before the Practice Educator completes their section.
The Practice Educator Report has 2 sections:

1. Summary of the outcome of the assessment and supporting evidence referred to

2. The assessment report where PEs are required to give an overall, narrative judgement of the student’s capability across all 9 domains of the PCF and their future learning needs. This is the ‘heart’ of the assessment. This section also includes space for the student to add their comments on the overall assessment.


The student must scan and upload the signed, completed Placement Assessment Report (Parts One and Two) to their electronic portfolio

NB: The Placement Assessment Report from first placement will be made available to the Practice Educator for final placement on request
Section 5: Policies and Procedures

- Procedures for Absence from Placement and Suspension of Studies
- The Programme Practice Assessment Panel
- Procedures for Managing Problems on Placement
- Health and Safety Requirements
Procedures for Absence from Placement

Attendance Requirements

Students are required to attend placement on all timetabled days. The placement day should be no less than 7 hours (plus lunch break). They must complete the required number of days for each placement. There will be a maximum of 2 university recall days which count towards placement and these are marked in the timetable (attendance at these is mandatory and monitored).

Leave

The timetable should allow for some days leave from placement but students are responsible for ensuring that they do not take such leave that it will mean they complete placement too late to submit their portfolio in time for their progression/qualifying Exam Board. All leave should be planned and negotiated with the Practice Educator, on-site supervisor (where applicable) and tutor. Social work students on placement do not automatically receive the same breaks from study as many other students and arrangements for requesting leave should be discussed at the learning agreement meeting.

Sickness

If a student is unwell and unable to attend placement they must inform the placement agency as soon as possible (and in accordance with the procedures agreed at the Learning Agreement Meeting). The student should also email their tutor to inform them of their absence from placement. If the period of absence is 5 days the student is required to seek a note from their GP and a copy of this must be provided for the practice educator and tutor.

The student must ensure that the tutor is informed when they return to placement, or of extended absence should the illness continue.

If a student is absent from placement for 10 days (or where their absence will mean that they will not complete placement in time for the Exam Board) the tutor must notify the programme lead and member of staff in the practice learning team.

Delay to Start or End of Placement

The relevant Practice Learning Year Lead must be consulted regarding any matter that results in delayed start or end of placement.

Suspension of Studies

If the student is seeking to suspend their studies they must inform and discuss this with their tutor. Students and tutors should also notify the programme lead and academic and practice learning year leads. Members of the social work team are unable to agree to suspension of studies.

Guidance on how to apply for a suspension of studies can be found at http://www.mmu.ac.uk/academic/casqe/regulations/assessment/docs/withdrawal-suspension.pdf

Unless ill or personal circumstances dictate, students are required to attend placement until their request to suspend has been formally agreed. Students are also advised to seek advice and guidance regarding the financial implications of suspending their studies, this includes the loss of a bursary if one has been awarded.
Non-Engagement

Attendance at placement is mandatory. If a student fails to attend placement or does not participate in meetings or processes related to it, this will be treated as non-engagement and will result in a fail grade being awarded. The matter may be considered under MMU Professional Unsuitability procedures.

HCPC Guidance on Conduct and Ethics for Students

We would remind students of the requirement to work to the professional standards outlined in the HCPC Guidance on Conduct and Ethics in all matters relating to absence from placement. Failure to do so may be used as evidence towards the assessment of the placement.
The Programme Practice Assessment Panel

The Practice Assessment Panel (PAP)

The PAP consists of experienced practitioners and tutors who monitor all aspects of practice learning. He PAP has a moderation function within the assessment process. As with all moderation processes the PAP will make recommendations to the Programme Examination Board, which makes final decisions about students’ progression through the Programme.

Composition of the Practice Assessment Panel (PAP)

The Practice Assessment Panel shall comprise:

(a) Representatives of the University Social Work Staff
(b) Representatives nominated by agencies’ member of the Programme Stakeholders

Duties of the Practice Assessment Panel

The PAP shall be responsible to the Programme Examination Board for:

(a) co-ordinating, monitoring and developing practice assessment standards
(b) moderate a sample of practice learning portfolios
(c) reviewing all decisions and evidence resulting in a recommendation of placement fail
(d) to review quality assurance issues arising from placement unit
(e) Identifying training needs of practice educators
(f) Identifying areas of development for the Programme in relation to practice learning and practice related matters.
Problems on Placement

Introduction

In some circumstances, situations may arise that might impact on the timely progression and success of a placement. These may include

- situations where, for a variety of practical and/or emergency reasons, the placement cannot continue which make it appropriate to follow the Termination of Placement or Immediate Suspension on Grounds of Unsafe Practice (pages 45 - 49)
- Situations where there are concerns about the student’s progress or performance on placement which make it appropriate to follow the Concerns on Placement Procedures (pages 50 - 52)

Guiding Principles

The procedures are underpinned by the following guiding principles:

1. All placements should offer students the opportunity to meet their learning needs
2. All students have the right to be informed about concerns about their practice or progress and have opportunity to improve
3. Placement organisations, tutors and students will use the procedures to address problems in placement in a timely and appropriate manner

Fitness for Practice

In any event where a placement is failed or terminated, and concerns about a student’s practice fall within the remit of the Health and Care Professions Council Guidance on Conduct and Ethics for Students the matter will be referred in the first instance to the Programme Lead in accordance with MMU’s procedure on Professional Unsuitability (http://www.mmu.ac.uk/academic/casqe/regulations/assessment/docs/withdrawal-suspension.pdf).

Fees and Progression

There are financial implications, as well as implications for progression on the programme for students whose placement is not completed within the expected timescale. Students are usually offered one placement opportunity at each level (subject to satisfactory progression). All students who fail a placement will be considered by the PAP and by our external examiners. The Exam Board will make a decision about whether there are exceptional reasons for the student to be offered a repeat placement. Students who have failed a placement and are offered the opportunity of a repeat placement will be liable to pay for the whole module and will not be able to progress with the rest of their cohort. Students are advised to seek advice from MMU finance team about the impact of re-taking aspects of their study.

Please ensure you follow the procedures outlined in this handbook and seek advice from your tutor straight away if there are concerns raised about your placement. It is strongly advised that you carefully consider and discuss with the relevant parties any concerns raised about your practice in order to work towards resolving them.
Problems on Placement

Termination of Placement Procedure

There may be situations where, for example, the placement is disrupted and/or may be terminated as a result of student personal circumstances or internal agency changes. These are situations where the performance and practice of the student is not a matter for concern and procedures apply as outlined overleaf in:-

1. Administrative Termination of Placement
   or
2. Disruption / Termination of Placement due to Students Personal Circumstances

Immediate Suspension on Grounds of Unsafe Practice

There may also be situations where there are issues about the students practice and performance, which can be of varying degrees of concern and seriousness. If there is a situation where the students practice is considered to be unsafe and damaging to service users; is considered to be unethical or creates unacceptable risks for themselves or others and the agency views the behaviour as equivalent to that which would result in suspension of a paid employee, then the agency may instigate immediate suspension of the placement. The procedures will apply as overleaf in section 3 - Immediate Suspension on Grounds of Unsafe Practice (see also MMU procedure on Professional Unsuitability)
1. Administrative Termination of Placement

A placement may be terminated for administrative reasons when any of the following apply:

a) There is agreement from the Practice Learning Team, Practice Educator, student and tutor that the placement does not offer sufficient learning opportunities
b) The Practice Educator can no longer continue due to change in employment or prolonged period of absence from placement

Procedure:-

Where a student and Practice Educator consider that a placement cannot offer sufficient learning opportunities the following procedure should be adopted.

i. Student and PE agree there is a problem with learning opportunities or the availability of a suitably qualified Practice Educator. Where an On-Site Supervisor is involved, the concerns should be raised with them at the earliest possible opportunity. An attempt may be made to resolve the issues through the exploration of further learning opportunities

ii. If further learning opportunities or a replacement Practice Educator cannot be identified or do not quickly materialise, the student’s tutor should be informed of the problem.

iii. The Practice Learning Team should be informed of the problem.

iv. An informal meeting with a member of the Practice Learning Team, the student, Practice Educator, tutor and on-site supervisor (if there is one).

The meeting may agree that

a) Further learning opportunities can be created which may include linking with other agencies or teams. Minutes should be taken of this meeting which should clearly identify who is responsible for undertaking tasks to create further opportunities.

A follow up meeting should be held after 10 further placement days to consider whether sufficient opportunities now exist and the placement should continue. If all parties conclude that the placement is not viable, it should be terminated

or

b) The meeting will conclude that the placement is not viable if all parties agree.

In the event that a placement is terminated for administrative reasons, the matter will not be referred to the Practice Assessment Panel.

The Practice Learning Team will identify a new placement opportunity for the student.
2. Disruption/Termination of Placement due to Students Personal Circumstances

It is expected that all students engage in the learning opportunities available to them. On occasions students experience events that might compromise this. Students are always expected to comply with sickness reporting procedures. Failure to comply with specified reporting procedures will result in a fail of the placement.

A placement may be terminated on the grounds of the Student’s Personal Circumstances when there are immediate and extreme circumstances relating to ill health, caring responsibilities or other personal circumstances (e.g. bereavement) mean that the student is unable to attend placement for a period of time that leads to significant disruption to the placement and where the student is fully engaging with the placement and academic team regarding absence reporting.

Procedure:-

i. The student should inform their Practice Educator, Tutor and, where applicable, On-Site Supervisor as soon as they are aware that they will be absent from placement and provide information about anticipated timescale. They must provide supporting evidence (i.e. doctors note)

ii. The relevant MMU Practice Learning year lead is to be made aware of absence.

iii. The PLT will liaise with the agency, on site supervisor, PE or agency representative and the tutor. Consideration will be given to practicalities and the disruption to the agency and available learning opportunities. Wherever possible the plan will be for the student to return to placement and negotiated and agreed with all parties.

iv. In circumstances where prolonged absence leads to significant problems for the agency or disruption to the student’s learning, the student is advised to consider applying to suspend their studies and/or exceptional factors, the placement may also be terminated.

The Practice Learning Team will identify a further placement when it is considered the student is ready to resume: this will be in negotiation with the student and their tutor.

If the Concerns Procedures have been initiated at the point at which the placement is terminated consideration will be made about what information should be forwarded to placement agencies.

3. Immediate Suspension on Grounds of Unsafe Practice

An agency or the University may instigate immediate suspension of a placement in circumstances where a student’s practice is seen as equivalent to that which would result in suspension of a paid employee and student of MMU. This is where their practice is considered damaging or dangerous to service users, is considered unethical or creates unacceptable risks for themselves or others and falls within the remit of the Health and Care Professions Council Guidance on Conduct and Ethics for Students the matter will be referred to the Head of Social Work for further consideration in accordance with MMU Procedures on Professional Unsuitability.

The placement agency should inform the student’s tutor as soon as possible.
Procedure:

Refer to MMU procedure on Professional Unsuitability

i. A meeting including the student, Practice Educator, on-site supervisor (where applicable) and tutor will be arranged. This will be chaired by a member of the MMU Practice Learning Team.

ii. The student, Practice Educator, Tutor and On-Site Supervisor will prepare reports that will be circulated and read prior to the meeting, outlining the reasons and circumstances of the immediate suspension of the placement.

Process of the meeting

- The Chair will give all personnel involved the opportunity to discuss the issue(s) raised in the reports and necessitating the suspension.

- The meeting will then decide on one of the following options:-
  - The practice is of sufficient seriousness to necessitate a fail recommendation (see Fail Recommendation and appointment of Second Opinion Practice Educator below)
  - The practice is of sufficient concern to refer the student to the University’s Fitness to Practice procedures in consultation with the Head of Social Work
  - The practice is not of sufficient concern to necessitate a fail recommendation; the issues are resolvable and the student may return to placement and continue in the usual fashion.
  - If it is agreed the student should return to placement any arising issues should be clearly specified and a timed action plan devised to resolve these. Learning opportunities; specific pieces of work to be undertaken; the support structures in place and how progress is to be monitored should be specified. The action plan should include a date for review of progress to take place, usually in 3 weeks’ time. This review meeting will discuss progress on the action plan and if progress is being made, then the placement should follow the normal pattern.
Problems on Placement

Concerns on Placement: Poor Performance and Progress and/or Unsatisfactory Conduct

If any of the PE, On-site supervisor (where applicable) or tutor identifies concerns about the students practice on placement, these should be named and discussed directly with the student in the first instance and the student’s tutor and/or PE. Any concerns should be identified and raised as early as possible in the placement.

These concerns may be issues around a student’s progress; performance or behaviour and may include issues around supervision. If the PE (or tutor) is uncertain about the concerns, these may be discussed with the Agency Practice Co-ordinator/workforce development lead (where applicable) and/or the MMU Practice Learning Team for further guidance.

Non-engagement by the student in any of the below procedures may result in a fail recommendation being made and issues of professional suitability will be considered.

Concerns Procedure

Stage 1 – Informal Concerns Meeting

- An Informal Concerns Meeting must take place between the student, PE (and on-site supervisor if PE is off-site) and tutor. A record of this discussion should be made by the tutor and an Action Plan decided and noted, with copies for all – a template is available for the minutes and Action Plan and should be requested from the Practice Learning Team. The tutor, PE and student must agree a Review meeting date in order to review progress on the action agreed no longer than 15 placement days later than the informal concerns meeting. (It must be noted that if substantial progress is not identified after 10 days, then this Review meeting will become a formal concerns meeting (see below).) The tutor must inform the Practice Learning year lead that the support meeting has taken place and the date of the Review meeting.

- The tutor, PE and student must monitor progress during this period and be in telephone contact and decide on one of the following options:

  - If the student is making substantial progress on the action plan after 10 days, then the arranged Review meeting date will take place and student action and progress noted and recorded. This may be the end of the matter and the student and the placement can continue to final assessment and conclusion. If concerns re-emerge or are raised again at a later date, then a formal concerns meeting needs to be arranged (see Stage 2 – Formal concerns meeting below).

  - If there is no or limited progress after 10 days, or if concerns are continuing, then the review meeting arranged will become a Formal Concerns Meeting (see Stage 2 – Formal concerns meeting below). The tutor must inform the Practice Learning Team immediately of this as a member of the PLT is required to coordinate and chair the formal concerns meeting.

NB In exceptional circumstances, following consultation with the Practice Learning Team, this procedure may progress to Stage 2 without having had the Stage 1 Informal Concerns Meeting.
Stage 2 – Formal Concerns Meeting

- A **formal concerns meeting** is required if the concerns are continuing or if the student is not making required progress on the action plan agreed. A member of the Practice Learning Team (PLT) at MMU will coordinate and chair the meeting.

- The student, tutor, on-site supervisor (where applicable) and PE are required to attend the meeting. The member of the PLT will liaise with all parties and agree the date, time and location for the meeting.

- Written reports are requested from all parties, and it is strongly recommended that these should be provided. The reports must be made available to the member of the PLT chairing the meeting no less than 2 working days before the meeting is to take place, or by a date specified by the Chair: reports received will be circulated at least 2 working days before the meeting. The reports must clearly specify the nature of the concerns and the issues of practice, performance or attitudes that have given rise to the concerns will be detailed and outline progress against the Action Plan.

  It is at the Chair’s discretion to decide whether reports that are received late can be tabled at the meeting

- The Chair of the PAP should be informed that a formal concerns meeting is to take place

Process of the formal concerns meeting

- The member of the Practice Learning Team who will Chair the meeting should ensure that all reports have been circulated previously or are circulated at the meeting and time allocated for these to be read.

- The Chair should then give all those involved the opportunity to discuss the issues raised in the reports, commencing with the student. It is important that issues are raised clearly and openly, with issues around confidentiality raised and discussed.

- When all personnel have had time to respond to the issues raised the Chair will sum up and ask for one of the following decisions to be reached:

  - **The issues raised may be resolvable** – in which case the issues should be clearly specified and a timed action plan devised to resolve these. Learning opportunities; specific pieces of work to be undertaken; the support structures in place and how progress is to be monitored should be specified. The action plan should include a date for review of progress to take place, usually in 10 working days time. This review meeting will discuss progress on the action plan and if progress is being made, then the placement should follow the normal pattern. If there continue to be concerns or there is limited or no progress, it may be that the outcome is a **fail recommendation** (see below) and the process outlined below is followed.

  - **The issues raised are not resolvable** – in which case the PE will make a **fail recommendation.** (See below). The student will therefore arrange the appropriate handover of their work and leave the placement forthwith. The Chair will explain next steps (see below) and encourage the student to keep in contact with their tutor.
• The Chair of the meeting will provide written minutes to all those who attended. If a review takes place at a later date this will also be minuted and copies of minutes forwarded to the relevant parties.

**Fail Recommendation and appointment of Second Opinion Practice Educator**

Where a fail recommendation is decided, the PE is required to write a formal assessment report to this effect and to forward this to the member of the PLT who chaired the formal concerns meeting or to the Chair of PAP. In all cases of fail recommendation, the Chair of PAP will be informed and, with the Programme Lead, decide whether there are grounds for the appointment of a “Second Opinion” Practice Educator to review the placement. Where appointed, a Second Opinion Practice Educator will look at both direct and indirect evidence of practice and competence, and will interview all personnel concerned with the placement.

There is Guidance on the role of the Second Opinion Practice Educator held by the Chair of PAP and available from the MMU Practice Learning Team if required.

**Repeat Placements**

We do not, as routine, offer repeat placements to students who have failed a placement. Where a student is required to complete or repeat a placement and this is affected by previous concerns or issues which the placement considers unsuitable for work within the social work profession, and a placement cannot be found, it shall be sufficient action that a placement has been sought from six agencies which might reasonably be expected to provide a placement. If no placement can be found, the student shall be considered to have been unable to complete the programme requirements and will be withdrawn from the programme.

**Practice Educator Support Structure**

In the event that individual Practice Educators may feel the need for advice and support, the following is offered:

• For PE’s working in an agency where there is a placement co-ordinator or workforce development lead who deals with placement, the first contact should be that person

• For PE’s where there is no co-ordinator, PE’s may contact the student’s tutor or MMU Practice Learning Team for advice and support.

• For PE’s working with students where there are concerns about practice or performance, ongoing support, if required, can be provided by the Practice Learning Team.

**Other Issues that may Arise on Placement**

i. **Suitability to Practice**

There is guidance concerning this in the Programme Handbook. Please refer to the MMU Practice Learning Team if further information is required.
ii. Whistleblowing

In instances where students witness abusive, unprofessional or discriminatory practice, they should discuss this matter with their tutor or PE. If unresolved and/or of a serious nature the University has a policy on ‘whistleblowing’ which can be obtained/discussed with the tutor in the first instance.

Health And Safety Requirements

Extract of information to Placement Provider relating to health and safety expectations

The University and you as a placement provider have a duty of care towards the student whilst on placement. In order to fulfil this duty of care the University will:

- Require all placements to complete a health and safety checklist – this will be emailed to practice educators once a placement has been confirmed
- Prepare the student for the placement and ensure they are aware of general health and safety aspects. However, this is of a general nature and does not include the specific information needed for any particular job or workplace;
- Give the student an opportunity to feedback to the University on any problems experienced with regard to health and safety whilst on placement and
- Respond to any negative feedback received from students in relation to health and safety practices during placements by informing the placement provider.

During the placement, we would expect our student to prove to be an effective, safe and reliable individual. However, you will appreciate that during this period the student is under your control and therefore the statutory duty of care and consequent liabilities rest with yourself.

As the students’ placement provider the University expects you to treat them in the same way as your employees with regards to their health, safety and welfare. It is therefore the University’s expectation that as Placement Provider you will:

- Provide the student with an induction in the workplace health and safety arrangements, including fire precautions, specific hazards and health and safety precautions.
- Include the student in the risk assessment programme as it affects activities undertaken by them.
- Provide appropriate instruction and training in working practices and in the particular control measures identified in the risk assessments.
- Provide ongoing supervision and training for the student in the performance of their duties.
- Have a system of recording and investigating accidents and incidents. We would ask that you notify the University of accidents and incidents involving the student that you are made aware of.

Insurance

The University assumes that you will have Employer Liability and Public Liability insurance in place for the period of the placement and that these will apply to a placement student as they would to any other member of your staff. If this is not the case, or if this creates any questions or problems, please let us know at the earliest possible date on 0161 247 2099 and ask to speak to the social work placement administrator.

For further information see the full health and safety requirements on the faculty’s web site
Section 6: Appendices

Appendix I: PCF – An Overview
Appendix II: PCF – Student Level Indicators
Appendix III: HCPC Guidance on Conduct and Ethics for Students
APPENDIX I: PCF – An Overview

PRACTICE

(1) CRITICAL REFLECTION & ANALYSIS
(2) SKILLS & INTERVENTIONS
(3) CONTEXTS & ORGANISATIONS
(4) PROFESSIONALISM

IMPACT

(5) RIGHTS, JUSTICE & ECONOMIC WELLBEING
(6) KNOWLEDGE
(7) VALUES & ETHICS
(8) DIVERSITY & EQUALITY

PURPOSE

STRICT SOCIAL WORKER
ADVANCED SOCIAL WORKER
EXPERIENCED SOCIAL WORKER
SOCIAL WORKER
NEWLY QUALIFIED SOCIAL WORKER (ASYE LEVEL)

End of first placement
End of second placement/completion
Readiness for practice
Point of entry to training

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Student Social Worker Level Professional Capabilities

This document presents the Pre-Qualifying (Assessed Readiness for Direct Practice, First Placement and Final Placement) Level Professional Capabilities for social workers in table form – so that it is easier to see the progression from one level to the next. This is intended to help people to think about their learning and development.

The capabilities should be read in conjunction with the level descriptors – the details of the capability statement at each level are intended to be used holistically and diagnostically to help identify strengths and areas for development, rather than as a list of areas for which evidence must be produced. Thought should be given to how the descriptor may be relevant to and interpreted in the setting in which the student is practicing.

The nine domains are interactive – they work together to describe the knowledge, skills and values that social workers need to practice effectively. As a student, they demonstrate how your knowledge, values and skills should develop during initial training and your understanding of the purpose, practice and impact of your role.
## Professional Capabilities Framework (2018) Prequalifying Student Level Indicators

*(British Association of Social Workers, 2018)*

### 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.

<table>
<thead>
<tr>
<th>In readiness for direct practice</th>
<th>By the end of first placement</th>
<th>By the End of Final Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>can describe the role of the social worker</td>
<td>recognise the role of the professional social worker in a range of contexts</td>
<td>am able to meet the requirements of the professional regulator</td>
</tr>
<tr>
<td>can describe the mutual roles and responsibilities of supervision</td>
<td>recognise the important role of supervision, and make an active contribution to demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness</td>
<td>am 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>can describe the importance of professional behaviour in all contexts and across all media</td>
<td>with guidance take responsibility for managing my time and workload effectively</td>
<td>understand that social work is an international profession with a global definition</td>
</tr>
<tr>
<td>can describe the importance of personal and professional boundaries</td>
<td>am able to show awareness of personal and professional boundaries in all contexts and media</td>
<td>demonstrate an effective and active use of supervision for accountability, professional reflection and development</td>
</tr>
<tr>
<td>demonstrate motivation and ability to learn, using a range of approaches</td>
<td>with guidance, recognise my limitations, and how to seek advice</td>
<td>demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness</td>
</tr>
<tr>
<td>can describe the importance of self-care and emotional resilience in social work</td>
<td>recognise and seek to meet my own learning needs in response to practice experience</td>
<td>take responsibility for managing my time and workload effectively, and begin to prioritise my activities including ensuring supervision time</td>
</tr>
</tbody>
</table>
## APPENDIX II: PCF Student Level Indicators

<table>
<thead>
<tr>
<th>show awareness of my own safety, health, well-being, self-care priorities and emotional resilience, and seek advice as necessary</th>
<th>recognise the impact of self in interaction with others, making appropriate use of personal experience and awareness, and begin to develop effective use of ‘self’ in practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>identify concerns about practice, procedures or ethos in the workplace and how they might be questioned and/or improved</td>
<td>recognise and maintain personal and professional boundaries in all contexts and media</td>
</tr>
<tr>
<td></td>
<td>recognise my professional strengths and limitations and how to seek advice</td>
</tr>
<tr>
<td></td>
<td>demonstrate a commitment to my continuing learning and development</td>
</tr>
<tr>
<td></td>
<td>with support, take steps to manage and promote own safety, health, well-being, self-care and emotional resilience</td>
</tr>
<tr>
<td></td>
<td>Identify concerns about practice, procedures and ethos in the workplace, and seek support to find appropriate means of challenge and/or offer suggestions for improvement.</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>In readiness for direct practice I ....</th>
<th>By the end of first placement I .....</th>
<th>By the End of Final Placement I.....</th>
</tr>
</thead>
<tbody>
<tr>
<td>understand the profession’s ethical principles as described in our Code of Ethics and their relevance to practice</td>
<td>understand and, with support, apply the profession's ethical principles from our Code of Ethics (LINK)</td>
<td>understand and apply the profession’s ethical principles (as defined in the Code of Ethics and legislation, taking account of these in reaching decisions)</td>
</tr>
<tr>
<td>Understand the profession’s ethical principles as described in our Code of Ethics and their relevance to practice</td>
<td>Recognise and with support, explore and manage the impact of my own values on professional practice</td>
<td>Recognise and, with support, explore and manage the impact of own values on professional practice</td>
</tr>
<tr>
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<td>---</td>
</tr>
<tr>
<td>Identify and, with guidance, manage potentially conflicting values and ethical dilemmas</td>
<td>Manage situations of potentially conflicting or competing values, and, with guidance, recognise, reflect on, and work with integrity with ethical dilemmas</td>
<td></td>
</tr>
<tr>
<td>Elicit and respect the needs and views of service users, carers and families, and with support, promote their participation in decision-making wherever possible.</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>Recognise and, with support, promote individuals’ legal and ethical rights to autonomy and self-determination</td>
<td>Recognise and promote individual’s rights to autonomy and self-determination</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>Promote and protect the privacy and confidentiality of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing.</td>
<td></td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>In readiness for direct practice</th>
<th>By end of first placement</th>
<th>By end of final placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>recognise the importance of diversity in human identity and experience, and the application of anti-discriminatory and anti-oppressive principles in social work practice</td>
<td>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</td>
<td>understand how an individual’s identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics – and the intersection of such factors – and take account of these to understand their experiences, questioning assumptions where necessary</td>
</tr>
<tr>
<td>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</td>
<td></td>
<td>with reference to current legislative requirements, I recognise personal and organisational discrimination and oppression and, with guidance, I make use of a range of approaches to challenge them, working in partnership with people using services, carers, families and/or communities where possible</td>
</tr>
<tr>
<td>recognise and, with support, manage the impact on people of the power invested in my role</td>
<td></td>
<td>recognise and manage the impact on people of the power invested in my role in accordance with our Code of Ethics</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>In readiness for direct practice</th>
<th>By end of first placement</th>
<th>By end of final placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>understand the principles of rights, justice and economic well-being, and their significance for social work practice.</td>
<td>Understand and, with support, apply in practice the principles of human rights, social justice, inclusion and equality</td>
<td>understand, identify and apply in practice the principles of human rights, social justice, inclusion and equality</td>
</tr>
<tr>
<td>understand the principle of working in partnership with service users and carers wherever possible, to promote their rights and self-determination</td>
<td>Understand how legislation and policy can advance or constrain people’s rights</td>
<td>understand how legislation and policy can advance or constrain people’s rights and recognise how the law may be used to protect or advance their rights and entitlements</td>
</tr>
<tr>
<td></td>
<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></td>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>Recognise the value of independent advocacy</td>
<td>recognise the value of – and aid access to – independent advocacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>demonstrate skills and approaches to practice that promote strengths, agency, hop and self-determination in people using services, carers, families and communities</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>In readiness for direct practice I ......</th>
<th>By end of first placement I .....</th>
<th>By end of final placement I ....</th>
</tr>
</thead>
<tbody>
<tr>
<td>demonstrate an initial understanding of the application of research, theory, evidence and knowledge from social work and other relevant fields (e.g. sociology, social policy, psychology, health, human growth and development and from the experience of people who use services)</td>
<td>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 and from the experience of people who use services) to social work practice</td>
<td>demonstrate a critical understanding of the application to social work of research, theory, evidence and knowledge from social work and other relevant fields (e.g. sociology, social policy, psychology and health and human development and from the experience of people who use services)</td>
</tr>
<tr>
<td>demonstrate an initial understanding of the legal and policy frameworks and guidance that inform and mandate social work practice</td>
<td>understand the legal and policy frameworks and guidance that inform and mandate social work practice, relevant to my 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 and its importance to ethical practice. This may include Knowledge and Skills statements in adults and children’s social work.</td>
</tr>
<tr>
<td>demonstrate an initial understanding of a range of theories and models for social work intervention, including the knowledge needed for the particular field of practice on placement/in work-based learning</td>
<td>understand forms of harm, their impact on people, and the implications for practice</td>
<td>demonstrate and apply to practice a working knowledge of human growth and development throughout the life course</td>
</tr>
<tr>
<td></td>
<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 other professionals in my practice and judgement</td>
<td>Understand the value of systemic approaches and how they can be used to understand and work with the person in their environment, social context and relationships, and inform social work practice</td>
<td></td>
</tr>
<tr>
<td>Acknowledge the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience</td>
<td></td>
<td></td>
</tr>
<tr>
<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>
<td></td>
<td></td>
</tr>
<tr>
<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>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate a critical understanding of social welfare policy, its evolution, implementation and impact on people, social work, other professions, and interagency working</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognise the contribution, and begin to make use, of research and evidence to inform practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate a critical understanding of research methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Value and take account of the knowledge and expertise of service users and carers and other professionals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop knowledge and understanding of the opportunities and risks of online communications, virtual environments and social media in social work</td>
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</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>In readiness for direct practice</th>
<th>By end of first placement</th>
<th>By end of final placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>understand the role of reflective practice and demonstrate basic skills of reflection</td>
<td>recognise the importance of applying imagination, creativity and curiosity to my practice</td>
<td>Apply imagination, creativity and curiosity to practice</td>
</tr>
<tr>
<td>understand the need to construct and apply hypotheses in social work practice</td>
<td>inform my decision-making through the identification and gathering of information from more than one source and, with support, evaluate its reliability and validity</td>
<td>Inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources</td>
</tr>
<tr>
<td>recognise and can describe why evidence is important and how it can be used in social work practice.</td>
<td>with guidance use reflection and analysis in practice</td>
<td>With support, rigorously question and evaluate the reliability and validity of information from different sources</td>
</tr>
<tr>
<td>With guidance understand how to evaluate and review hypotheses in response to information available at the time and apply in practice</td>
<td>Demonstrate a capacity for logical, systematic, critical and reflective reasoning and apply the theories and techniques of reflective practice</td>
<td></td>
</tr>
<tr>
<td>with guidance, use evidence to inform decisions</td>
<td>Know how to formulate, test, evaluate, and review hypotheses in response to information available at the time and apply in practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Begin to formulate and make explicit, evidence-informed judgements and justifiable decisions.</td>
<td></td>
</tr>
</tbody>
</table>
7. INTERVENTION AND SKILLS - 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.

<table>
<thead>
<tr>
<th>In readiness for direct practice</th>
<th>By end of first placement</th>
<th>By end of final placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>demonstrate core communication skills and the capacity to develop them further</td>
<td>with guidance, use a range of verbal, non-verbal and written methods of communication relevant to the placement</td>
<td>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</td>
</tr>
<tr>
<td>demonstrate the ability to engage with people and the potential to build compassionate, effective relationships</td>
<td>with guidance communicate information, advice, instruction and opinion to advocate, influence and persuade others</td>
<td>am able to communicate information, advice, instruction and professional opinion to advocate, influence and persuade</td>
</tr>
<tr>
<td>demonstrate awareness of a range of frameworks to assess and plan intervention</td>
<td>demonstrate the ability to build and conclude compassionate and effective relationships appropriate to the placement setting</td>
<td>demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships</td>
</tr>
<tr>
<td>demonstrate the ability to produce written documents relevant for practice</td>
<td>with guidance, demonstrate a holistic approach to the identification of needs, circumstances, rights, strengths and risks</td>
<td>demonstrate a holistic approach to the identification of needs, circumstances, rights, strengths and risks</td>
</tr>
<tr>
<td>demonstrate initial awareness of risk and safeguarding.</td>
<td>identify and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate progress and outcomes</td>
<td>select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with service users</td>
</tr>
<tr>
<td>with guidance, demonstrate the application of a planned and structured approach, informed by at least two relevant social work methods and models</td>
<td>recognise the importance of community resources, groups and networks for individuals</td>
<td>use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence and to prevent harm</td>
</tr>
<tr>
<td>understand and can apply knowledge, skills and interventions in accordance with organisational</td>
<td></td>
<td></td>
</tr>
<tr>
<td>APPENDIX II: PCF Student Level Indicators</td>
<td></td>
<td></td>
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<tr>
<td>------------------------------------------</td>
<td></td>
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</tr>
<tr>
<td>demonstrate skills in recording and report writing appropriate to the setting</td>
<td>and national policy while maintaining professional, evidence informed critical perspectives</td>
<td></td>
</tr>
<tr>
<td>recognise how the development of community resources, groups and networks enhance outcomes for individuals and understand social work’s role in promoting this</td>
<td></td>
<td></td>
</tr>
<tr>
<td>maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgement and organisational responsibilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>demonstrate awareness of the impact of multiple factors, changing circumstances and uncertainty in people’s lives</td>
<td>demonstrate skills in sharing information appropriately and respectfully</td>
<td></td>
</tr>
<tr>
<td>recognise complexity, multiple factors, changing circumstances and uncertainty in people's lives, to be able to prioritise your intervention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>understand the authority of the social work role and begin to use this appropriately as an accountable professional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>identify the factors that may create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including yourself</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>identify appropriate responses to safeguard vulnerable people</td>
<td>with support, identify appropriate responses to safeguard vulnerable people and promote their well being</td>
<td></td>
</tr>
</tbody>
</table>
### APPENDIX II: PCF Student Level Indicators

#### 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.

<table>
<thead>
<tr>
<th>In readiness for direct practice I ....</th>
<th>By end of first placement I ....</th>
<th>By end of final placement I ....</th>
</tr>
</thead>
<tbody>
<tr>
<td>demonstrate awareness of the impact of organisational context on social work practice</td>
<td>with guidance, recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts</td>
<td>recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts</td>
</tr>
<tr>
<td>understand social workers have a role in shaping and challenging organisational effectiveness</td>
<td>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</td>
<td>understand the roles and responsibilities of social workers in a range of organisations, lines of accountability and the boundaries of professional autonomy and discretion</td>
</tr>
<tr>
<td></td>
<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></td>
<td>understand and respect the role of others within the organisation and work effectively with them</td>
<td>am able to work within an organisation’s remit and contribute to its evaluation and development</td>
</tr>
<tr>
<td></td>
<td>take responsibility for my 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></td>
<td>understand the inter-agency, multi-disciplinary 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>
<tr>
<td></td>
<td></td>
<td>understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working</td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>In readiness for direct practice</th>
<th>By end of first placement</th>
<th>By end of final placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>demonstrate awareness of the importance of professional leadership in social work</td>
<td>identify how professional leadership in social work can enhance practice</td>
<td>recognise the importance of, and begin to demonstrate, professional leadership as a social worker, promoting our professional purpose, practice and impact</td>
</tr>
<tr>
<td>identify the value of sharing and supporting the learning and development of others.</td>
<td>understand my responsibility to develop individual and collective/collaborative professional leadership capabilities</td>
<td>begin to contribute to collective/collaborative professional leadership</td>
</tr>
<tr>
<td>recognise own ongoing responsibility to seek, plan and undertake continuing professional development throughout my career.</td>
<td>recognise the significant opportunities and risks of online communications, virtual environments and social media use in social work</td>
<td></td>
</tr>
</tbody>
</table>
### HCPC Guidance on Conduct and Ethics for Students

<table>
<thead>
<tr>
<th></th>
<th>Promote and protect the interests of service users and carers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Communicate appropriately and effectively</td>
</tr>
<tr>
<td>3</td>
<td>Work within the limits of your knowledge and skills</td>
</tr>
<tr>
<td>4</td>
<td>Delegate appropriately</td>
</tr>
<tr>
<td>5</td>
<td>Respect confidentiality</td>
</tr>
<tr>
<td>6</td>
<td>Manage risk</td>
</tr>
<tr>
<td>7</td>
<td>Report concerns about safety</td>
</tr>
<tr>
<td>8</td>
<td>Be open when things go wrong</td>
</tr>
<tr>
<td>9</td>
<td>Be honest and trustworthy</td>
</tr>
<tr>
<td>10</td>
<td>Keep records of your work with service users and carers</td>
</tr>
</tbody>
</table>

Students should read the full standards which are available at [http://www.hpc-uk.org/assets/documents/10002C16Guidanceonconductandethicsforstudents.pdf](http://www.hpc-uk.org/assets/documents/10002C16Guidanceonconductandethicsforstudents.pdf) and can also be found on Moodle and the social work placement website.
## Contacts

### Tutors *

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone Number</th>
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</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

### Practice Learning Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone Number</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pauline Black</td>
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</tr>
</tbody>
</table>

### Placement Administration

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone Number</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rachel Radcliffe</td>
<td>0161 247 2099</td>
<td><a href="mailto:R.Radcliffe@mmu.ac.uk">R.Radcliffe@mmu.ac.uk</a></td>
</tr>
<tr>
<td>General Email</td>
<td></td>
<td><a href="mailto:Socialworkplacements@mmu.ac.uk">Socialworkplacements@mmu.ac.uk</a></td>
</tr>
</tbody>
</table>

* Where students have a personal tutor who is an associate lecturer they will advise you of their contact details