



**Northumbria
University**
NEWCASTLE

Qualifying Social Work Programmes Northumbria University

Practice Learning Documentation

BSc (Hons) Social Work

**Year Two (Level 5) 70-day placement
Faculty of Health and Life Sciences**



Summary Outcome (see also Page 18)

Pass	Refer	Suitability Concerns
Practice Educator Signature		
Additional Stage 2 Practice Educator Signature (this is verification required only if the Practice Educator is currently a trainee)		
Date		

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Practice Learning Agreement

The purpose of the Practice Learning Agreement (PLA) is to ensure that all parties are clear about placement aims, roles and responsibilities and proposed student workload. All parties should be present at the initial placement meeting. Students are responsible for completing the PLA, and should send a copy to all parties within two weeks of the first placement meeting. This should be confirmed by all parties as soon as possible. As a working document the agreement may be amended at any time (via an addendum) with the agreement of all parties.

Student	Name:
	Address:
	Telephone number:
	Email:
Practice Educator	Name:
	Telephone number:
	Email:
	On Site or Off Site
	Qualification of PE (e.g. PE award Stage 1 or 2, currently working towards PE award Stage 1 or 2)
Who will cover in the event of the absence of the Practice Educator?	Name:
	Telephone Number:
	Email address:
PE Mentor (if applicable)	Name:
	Telephone number:
	Email:
	Confirmation of Qualification of PE Mentor:
On-site Supervisor (if applicable)	Name:
	Telephone number
	Email:

Personal Tutor	Name:
	Telephone number
	Email:

Placement details	First placement <input type="checkbox"/> Final placement <input type="checkbox"/>	Adults <input type="checkbox"/> Children <input type="checkbox"/>	Statutory <input type="checkbox"/> Private, Voluntary or Independent <input type="checkbox"/>
Team name/Agency			
Service provided and to whom including the nature and context of work (approx 100 words)			
Dates of Placement (Please do not leave all of your holiday until the end of placement.)	Start Date:		
	End Date:		
	Recall Days:		
	Arrangement for study days/holiday/bank holidays:		
Please state if there are any prior relationships or conflicts of interest between any parties involved in the placement. Please give details.			

Occupational Health/Reasonable Adjustments

- **Does the student wish to declare any particular disability or health condition?**
Please provide details:
- Has an Occupational Health assessment been undertaken in relation to this placement? YES/NO
- Is an Occupational Health assessment required? YES/NO (If an Occupational Health assessment is required please inform the Practice Learning Coordinator)
- If an Occupational Health assessment has been undertaken, what reasonable adjustments been agreed?
- What reasonable adjustments are to be made in relation to any disability the student has disclosed (It is the responsibility of the student to make the Training Team aware of any disability so that adjustments can be considered)

Use of Cars

Will the student be using his or her own car in relation to this placement? Yes / No
If yes, have the agency and educator satisfied themselves the student has the appropriate insurance? Yes / No
How will the agency contribute to operational travelling expenses incurred by the student undertaking duties in relation to their placement?

Induction

Has induction been completed satisfactorily or is in progress? Yes / No / In Progress

Student's Placement Hours/ Working Pattern

Please record the typical working hours the student is expected to attend (Students are expected to work typical agency hours and are not expected to work at home unless authorised)

Typical agency working hours and start-time	
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Typical agency hours end-time	
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Specify days of week on placement	
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Please also detail any additional arrangements or opportunities e.g. flexible working, shift work, weekend work, time off in lieu. Use of such arrangements should be clearly recorded in the Record of Attendance so that it clear how the student has achieved the necessary placement days

Practice Learning Needs and Opportunities

Please identify below the Learning Opportunities that will be made available to meet the requirements of the PCF. Please include proposed workload including range of work including all direct work, induction, meetings and agency visits.

How will service users and carers be involved in supporting the learning and assessment of the student in this placement?

**Please identify the learning needs of the student and how these will be addressed
Student's individual learning needs for this placement - these should be informed by the Professional Capability Framework (PCF) and Standards of Proficiency (SOPS)**

and be presented as specific to both you and the agency you are placed in (be SMART and avoid bullet points):

Knowledge:

Skills:

Values:

Please show below which of the identified statutory tasks will be undertaken on placement.
For a Final Placement in Children’s Services both relevant statutory tasks (Children Act s.17 & s.47) must be identified, and for a Final Placement in Adult Services both relevant statutory tasks (Care Act and Mental Capacity Act assessments) must be identified. Please seek guidance from the tutor if required.
For a First Placement please tick any that apply.

Children Act s.17 <input type="checkbox"/>	Care Act <input type="checkbox"/>
Children Act s.47 <input type="checkbox"/>	Mental Capacity Act <input type="checkbox"/>

Supervision Agreement

Frequency of supervision:	
Duration of supervision:	
Recording of sessions - who will record the sessions	
Purpose for which supervision notes may/may not be used:	
Where will supervision notes be circulated and held & by whom:	
Contents of supervision/and standard agenda items:	
The supervisory process and relationship: Please consider - roles, responsibilities, contribution to supervision, reflective diary/tools, agenda setting and the role of the practice supervisor:	
Student expectations of supervision:	
Practice Educator’s expectations of supervision:	
Practice Supervisor’s expectations of supervision:	
How will issues of differences/ disagreements be addressed?	
Any other matters	

Practice Documentation	Dates:
Date for circulation of PLA (usually within 10 working days of PLA meeting)	
Date for circulation of Direct Observation Documents (note: one Direct Observation must be	

completed prior to the interim review)	
Date of Interim Review To take place: First Placement – between days 30 and 40 Final Placement – between days 45 and 55	
Date for Draft Practice Learning Document to be provided to Practice Educator (usually 10 days before the end of placement)	
Projected Placement End Date (This is also the portfolio hand in date)	

Confirmation of all parties to the agreement (please retain an email trail of agreements where applicable)	
Student:	Date seen:
Practice Educator:	Date seen:
PE Mentor (where applicable):	Date seen:
Tutor:	Date seen:
Placement Supervisor (if applicable):	Date seen:

Interim Review

The student, practice educator, practice supervisor (if appropriate) and the guidance tutor should meet to review the student's progress approximately half way through the practice experience.

The interim review documentation should be discussed between the practice educator and the student before the interim meeting and should reflect the student's stage of learning.

The student will be responsible for recording the minutes within the interim, which should be circulated to all participants by the student within 5 days of the meeting.

Agenda

- Please review the PLA to:
 - Ascertain any changes to the initial agreement
 - Date placement commenced?
 - Number of days completed on placement at point of review
 - Details of and reasons for absence (if any)
- Review the interim review documentation below
 1. Summary of any issues or circumstances
 2. Implementation of the Practice Learning Agreement: Learning Opportunities
 3. Evidence currently available to meet the PCF
 4. Interim summary of progressive assessment of demonstration of capability in each PCF Domain
 5. Interim Holistic Assessment
 6. Agreed Action Plan
- Review any reasonable adjustments as identified within the PLA
- Review of the direct observation
- Is a second opinion Practice Educator required?
- Review target dates identified in the PLA and amend if necessary
- Proposed end of Placement Date
- Any other issues discussed

1 Summary of any issues or circumstances taken into account in this recommendation please give brief summary and attach additional information in a report if relevant. To be completed by educator prior to the interim meeting)

Issue	Brief Description	Additional Information
Placement e.g. Workload, PE or Organisation factors		Yes/No
Student e.g. health, personal circumstances, disability		Yes/No
Other		Yes/No

2 Implementation of the Practice Learning Agreement: Learning Opportunities:

Has the Practice Learning Agreement been completed and signed	Yes/No
How many hours of supervision have taken place up to the midway meeting?	Number of hours:
Does the amount of supervision hours provided equate to those detailed in the Practice Learning Agreement?	Yes/No
If no, how is the shortfall going to be made up over the remainder of placement?	
Have the learning opportunities outlined in the PLA materialised?	Yes/No Please comment if answer is no:
Are there any issues or problems arising from what was recorded in the Practice Learning Agreement? If so, how will they be resolved?	

3 Evidence currently available to meet the PCF (to be completed by educator and student prior to the interim meeting)

Progress so far. Please detail below evidence achieved so far, briefly describing the documents that are complete that have informed your decision on progress.		
Type of evidence	Evidence available	Domains identified
Direct Observations		
Service User and Carer Feedback		
Critical reflection of practice		
Supervision		
Students written work		
Other e.g. presentations		

4 Interim summary of progressive assessment of demonstration of capability in each PCF Domain (Practice Educator: please indicate student's progress in applicable column).

PCF Domain	No evidence of capability	Some evidence of capability	Sufficient evidence of capability (at this stage)
1. Professionalism			
2. Values & Ethics			
3. Diversity & Equality			
4. Rights, Justice & Economic Well Being			
5. Knowledge			
6. Critical Reflection & Analysis			
7. Skills & Intervention			
8. Contexts & Organisations			
9. Professional Leadership			

Please provide additional information to support your assessment if the student has not demonstrated capability in one or more of the domains, or you have other specific concerns.

You may also wish to comment on other relevant evidence from the placement to highlight a student's strengths, progress or areas for development in a particular domain.

Please refer **specifically to any domains** where there is an indication that the student is not demonstrating capability

Additional Information:

5 Interim Holistic Assessment

Practice Educator Feedback on overall capability
On Site Supervisors Feedback (where applicable)
Assessment of student's learning needs for remainder of placement (Guideline approximately 200 words) Practice educator to complete
Student's comments on assessment (Guideline approximately 300 words)

6 Agreed Action Plan

Please provide a summary of any action to be taken as a result of the interim review; please include timescales and the person responsible. All action plans should follow SMART objectives. The action plan should be developed and agreed at the Interim Review by the Practice Learning Team. The plan should include learning needs and actions to address areas for development/gaps. Please include any other outstanding issues, and what the specific actions required are.

Action to be taken	By Whom?	By When?	Review Date	By Whom?
....add rows as required				
Date for review of the whole Action Plan				
Where an Action Plan has been required, it must be circulated to all parties and to the practice learning lead within three working days of the interim review.				

Confirmation of all parties (please retain an email trail of agreements)	
Student: Date seen:	
Practice Educator: Date seen:	
PE Mentor (if applicable): Date seen:	
Tutor: Date seen:	
Placement Supervisor (if applicable) Date seen:	

Additional Practice Learning Team Meetings

These may be requested by any party.

If required these should be clearly recorded with reference to:

1. Participants:
2. Purpose of meeting:
3. Key points of discussion:
4. Action plan:

Final Assessment Report

SECTION 1: Summary of assessment and supporting evidence

1.1 Placement details

Student			
Practice Educator			
PE Mentor (if applicable)			
On-site Supervisor (if applicable)			
Placement details (delete as applicable)	First placement <input type="checkbox"/>	Adults <input type="checkbox"/>	
	Final placement <input type="checkbox"/>	Children <input type="checkbox"/>	
Please list statutory tasks undertaken			
Placement Start Date			
Placement End date			
Will the required amount of days have been completed by this date?	I can confirm the student will have completed the required number of days by the end date of placement: Signed: (Practice Educator)		

FINAL ASSESSMENT FOR THIS PLACEMENT- See Section 2 for holistic assessment report

Recommendation	Pass (the student has met the required level of the PCF) <input type="checkbox"/>	Refer(*1) (the student has not met the required level of the PCF) <input type="checkbox"/>	Defer <input type="checkbox"/>
		Suitability Concerns(*2) <input type="checkbox"/>	
Practice educator Date Completed:			
PE Mentor Date seen: Do you agree with the recommendation Yes/No			
Student Date seen: Date of comments:			
Tutor Date seen:			

*1This recommendation means that, although the student has not in your judgement met the required standard, they should in *your view* be offered a further opportunity to undertake the necessary learning and assessment in practice (consistent with the recommendations of the Practice Review and Recommendation Group (PRARG) and subject to programme regulations and Assessment Regulations for Northumbria Awards. <http://www.northumbria.ac.uk/static/worddocuments/ardocs/196691.doc>

*2 This recommendation means that you have significant concerns about the student's capacity to achieve and perform consistently at the required professional standards (this may, for example, relate to issues of values, honesty, reliability and capacity to engage in learning. The HCPC Guide to Conduct and Ethics for Students at: <http://www.hpc-uk.org/assets/documents/10002C16Guidanceonconductandethicsforstudents.pdf> may be helpful to you in consideration of this). This recommendation should be used if you judge that the student's continued position on the programme should be considered by a professional suitability board.

1.2 Summary of documentation and assessments taken into account in this recommendation

Assessment	Date
Previous practice assessment report	
Learning agreement	

Interim review/additional practice learning team meetings	
On-site supervisor's report	

Summary of any issues or circumstances taken into account in this recommendation (please give brief summary and attach additional information in a report if relevant e.g. investigation of a complaint, dyslexia assessment). Please describe anything that has impeded the student's development while on placement.

Issue	Brief description (max 150 words each)	Additional information?
Placement e.g. workload, PE and/or organisational factors etc.		YES/NO
Student e.g. health, personal circumstances, disability etc.		YES/NO

SECTION 2: Final Assessment Practice Report

HOLISTIC ASSESSMENT

PCF level descriptor

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 qualifying programmes, demonstrated in the context of the last placement 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

Please provide an overall judgement of the student's professional capability with reference to the level descriptor for this placement, taking into account:

- **Capability across all nine domains of the PCF**
- **Progressive assessment of the candidate's capability during the placement**
- **Any factors that may have affected the student's progress during the placement**

Link your comments to examples of evidence

Practice Educator's Feedback on overall capability [Note: This section should demonstrate capability across all 9 domains and be referenced to the domains of the PCF to show how the student has met the appropriate level of capability. This section should form the main part of the report. Use the specific domain sections only where you feel a student has not reached the required level where you would be recommending 'fail', or to highlight noteworthy practice or development.]	
Feedback	PCFs met
On Site Supervisors comments:	

**Assessment of student's future learning need/priorities
(For Final Placement please align your comments to the appropriate Knowledge and Skills Statement)**

**Student's comments on assessment
(Please comment in the PE's assessment of the placement and identify some elements of your best practice)
(Guideline approximately 300 words)**

Tutor Comments: (When the student is Referred and/or suitability is questioned)

SECTION 3: Holistic assessment of each domain

<p>Please provide additional information only if required. This will be essential if the student has not demonstrated capability in one or more of the domains, or you have other, specific concerns. You may also wish to comment on other relevant evidence from the placement you have not discussed in Section 2, for example, highlighting a student's strengths, progress or areas for development in a particular domain. (Guideline approximately 250 words per domain)</p>		
<p>Domain 1 Professionalism Identify and behave as a professional social worker, committed to professional development Social workers are members of an internationally recognised profession, a title protected in UK law. Social workers demonstrate professional commitment by taking responsibility for their conduct, practice and learning, with support through supervision. As representatives of the social work profession they safeguard its reputation and are accountable to the professional regulator.</p>		
<p>Assessment</p>		
<p>Evidence used to support judgement</p>		
Capability at level for this placement	Demonstrated	Not demonstrated

<p>Domain 2 Values and Ethics Apply social work ethical principles and values to guide professional practice Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making, including through partnership with people who use their services. Social workers are knowledgeable about the value base of their profession, its ethical standards and relevant law.</p>		
<p>Assessment</p>		

Evidence used to support judgement		
Capability at level for this placement	Demonstrated	Not demonstrated
Domain 3 Diversity 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 multidimensional and includes race, disability, class, economic status, age, sexuality, gender and transgender, faith and belief. Social workers appreciate that, as a consequence of difference, a person's life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim, and are able to challenge appropriately.		
Assessment		
Evidence used to support judgement		
Capability at level for this placement	Demonstrated	Not demonstrated

Domain 4 Rights, Justice and Economic Wellbeing Advance human rights and promote social justice and economic well-being Social workers recognise the fundamental principles of human rights and equality, and that these are protected in national and international law, conventions and policies. They ensure these principles underpin their practice. Social workers understand the importance of using and contributing to case law and applying these rights in their own practice. They understand the effects of oppression, discrimination and poverty.		
Assessment		
Evidence used to support judgement		

Capability at level for this placement	Demonstrated	Not demonstrated

<p>Domain 5 Knowledge Apply knowledge of social sciences, law and social work practice theory Social workers understand psychological, social, cultural, spiritual and physical influences on people; human development throughout the life span and the legal framework for practice. They apply this knowledge in their work with individuals, families and communities. They know and use theories and methods of social work practice.</p>		
Assessment		
Evidence used to support judgement		
Capability at level for this placement	Demonstrated	Not demonstrated

<p>Domain 6 Critical reflection and Analysis Apply critical reflection and analysis to inform and provide a rationale for professional decision-making Social workers are knowledgeable about and apply the principles of critical thinking and reasoned discernment. They identify, distinguish, evaluate and integrate multiple sources of knowledge and evidence. These include practice evidence, their own practice experience, service user and carer experience together with research-based, organisational, policy and legal knowledge. They use critical thinking augmented by creativity and curiosity.</p>		
Assessment		
Evidence used to support judgement		

Capability at level for this placement	Demonstrated	Not demonstrated
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Domain 7 Intervention and Skills
Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse
 Social workers engage with individuals, families, groups and communities, working alongside people to assess and intervene. They enable effective relationships and are effective communicators, using appropriate skills. Using their professional judgement, they employ a range of interventions: promoting independence, providing support and protection, taking preventative action and ensuring safety whilst balancing rights and risks. They understand and take account of differentials in power, and are able to use authority appropriately. They evaluate their own practice and the outcomes for those they work with.

Assessment

Evidence used to support judgement

Capability at level for this placement	Demonstrated	Not demonstrated
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Domain 8 Contexts and organisations
Engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter-professional settings
 Social workers are informed about and pro-actively responsive to the challenges and opportunities that come with changing social contexts and constructs. They fulfil this responsibility in accordance with their professional values and ethics, both as individual professionals and as members of the organisation in which they work. They collaborate, inform and are informed by their work with others, inter-professionally and with communities.

Assessment

Evidence used to support judgement

Capability at level for this placement	Demonstrated	Not demonstrated
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Domain 9 Professional Leadership**Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management**

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

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

Standards of Proficiency

Qualifying students will be required to meet the HCPC's standards of proficiency. The HCPC state that the Standards of Proficiency:

"...are the threshold standards necessary for safe and effective practice within a profession. They set out what a social worker in England must know, understand and be able to do following the completion of their social work degree.

- Alongside the standards of proficiency, the HCPC also sets separate standards for conduct, performance and ethics and for continuing professional development.
- Social workers in England must meet the HCPC's standards to stay on the Register. The HCPC uses these standards to decide whether a social worker is fit to practise.
- By contrast, the PCF is designed to support social workers throughout each stage of their career, beyond the threshold standards set by the HCPC.
- The PCF acts as an overarching framework by setting out key capabilities expected of a social worker as they develop in their career. These include professionalism, values and ethics, knowledge, intervention and skills and professional leadership."

Although the Standards of Proficiency and PCF at Qualifying Level have been mapped against each other, as a matter of good practice we ask Practice Educators assessing students on a final placement to verify below that they have met the Standards of Proficiency:

HPCPC Standards of Proficiency	Verification – Educator to sign these
1. be able to practise safely and effectively within their scope of practice	
2. be able to practise within the legal and ethical boundaries of their profession	
3. be able to maintain fitness to practise	
4. be able to practise as an autonomous professional, exercising their own professional judgement	
5. be aware of the impact of culture, equality and diversity on practice	
6. be able to practise in a non-discriminatory manner	
7. be able to maintain confidentiality	
8. be able to communicate effectively	
9. be able to work appropriately with others	
10. be able to maintain records appropriately	
11. be able to reflect on and review practice	
12. be able to assure the quality of their practice	
13. understand the key concepts of the knowledge base relevant to their profession	
14. be able to draw on appropriate knowledge and skills to inform practice	
15. be able to establish and maintain a safe practice environment	

Additional Documentation and Evidence

Section 1: Direct Observations of Practice

Direct Observation Of Practice

The student should be observed in direct practice at least 3 times (at least 2 of these observations should be undertaken by the Practice Educator, a third observation can be undertaken by another social worker or the practice supervisor. At least 2 of the observations should be of direct work with service users]). **Ideally at least one observation should take place before the interim review.** This will inform feedback to the student at the interim review.

These observations should be planned and agreed in supervision beforehand and linked to expectations of the domains. The student should be given time to prepare themselves. Students must ask the permission of service users and carers **before** any direct observations are undertaken. Verbal feedback should be given as soon as possible after the event and the pro-forma below completed and shared as soon as practical.

Direct Observation: Student Plan

[The Student is responsible for completing this plan.]

Name of Student: **Observation 1 / 2 / 3 (please indicate)**

Date of Observation:

Name and role of observer

Planning

Brief details of the service user and planned interaction, including reasons for this choice

Brief details of the planning process including consent issues

<p>Aims Record each aim and the relevant PCF domain and how you expect to demonstrate its achievement. It is helpful to focus on two or three aims.</p>	
<p>Aim 1</p> <p>PCF Domains</p> <p>How will achievement be demonstrated?</p>	
<p>Aim 2</p> <p>PCF Domains</p> <p>How will achievement be demonstrated?</p>	
<p>Aim 3</p> <p>PCF Domains</p> <p>How will achievement be demonstrated?</p>	

Direct Observation: Practice Educators feedback

[This must be completed by the Practice Educator or On-Site Supervisor. Where it is completed by the On-Site Supervisor it is the responsibility of the Practice Educator to ensure the On-Site Supervisor is briefed on completion of this paperwork and that they oversee the quality of the feedback]

Name of Student:	
Name of observer and role:	
Date of observation:	
Activity observed:	
Observation 1/2/3	
Holistic Commentary	

PCF Domain Please show below how the student met elements of the PCF and show where there are development needs	
1. Professionalism	
2. Values and Ethics	
3. Diversity	
4. Rights, Justice & Economic Well Being	
5. Knowledge	
6. Critical Reflection & Analysis	
7. Intervention and Skills	
8. Contexts and Organisations	
9. Professional Leadership	

Service User/Carer Feedback from Student's Observation

Practice Educators are required to obtain feedback from a service user or carer **on at least one occasion** when the Practice Educator is directly observing the Student's practice. This should be done without the Student being present so that the service user or carer does not feel inhibited in expressing their views, though it is important to acknowledge that there may still be difficulties owing to the unequal power relationship. *The format below is for guidance only. Please feel free to undertake seeking feedback in a way that is more appropriate to the service user or the organisation*

Name of Student:	
Name and role of observer:	
Date of interview:	

Observation 1/2/3

Did you feel listened to? If so, in what ways? If not, why was this?
Even if there were disagreements, did you feel that you were respected? If so, in what ways? If not, why not?
Did the Student help you to identify your own strengths within the situation? If so, in what ways? If not, why not?
In general, was the Student punctual and did they follow through and do what they said they would? If yes, can you give an example; if no, again please give an example.
Do you think the Student has understood how you have been feeling? What makes you think this?

Evidence of student's work for agency

To be completed by student

You should not submit supplementary evidence with this portfolio. The view of our partner agencies is that work products should remain with the agency and form part of the evidence used by the practice educator in order to make her/his judgement of capability. This is in order to preserve the privacy of people using services and working in them, and limit the chances of any breach of confidentiality.

However, it is good practice to agree with your practice educator what work products might be considered as key part of evidence of capability, so that in the event of concerns on any part these could be more easily accessed by a member of that agency or a second opinion practice educator. You should record below a brief list of some key examples of work products (as appropriate to the setting) -for example:

- Plan for support sessions for one young person in a residential establishment
- One core assessment
- Record of

Additional Information for Practice Educators and Practice Supervisors

Practice Learning at Northumbria University

Practice Learning at Northumbria University has been designed to enable students to demonstrate Professional Capabilities (BASW), Standards of Proficiency (HCPC) and the Quality Assurance Agency's Benchmark Statement for Social Work (QAA, 2008) at a standard appropriate to different stages of learning.

Students are required to spend a total of 170 days in practice. Within the BSc (Hons) Programme students one 70 day placement at Level 5 and a final placement of 100 days are to be undertaken at Level 6. Within the MA Programme students will undertake a 70 day placement in year 1 and a further 100 day placement in year 2.

Normally students should have experience:

- In at least two practice settings
- Of statutory social work tasks involving legal interventions
- Of providing services to **at least** two service user groups (for example child care and mental health).

Students may be allocated a placement in one of the following (this list is not exhaustive):

Residential settings, fieldwork teams, day service/centre provision, schools, advice shops and advocacy services. These settings may be in either statutory or non-statutory environments such as the private, independent or voluntary sector. Students may be expected to work with one or more of the following service user groups (list is not exhaustive): Carers, older people, refugees and asylum seekers, disabled people, families, children, adolescents and offenders.

All social work students must sign a Professional Suitability Declaration on commencing the programme (and each subsequent year) which commits them to adhering to the HCPC Standards of conduct, performance and ethics and to abide by the rules and procedures set out in the Northumbria University Handbook of Student Regulations that form part of the contract between a student and the University. The HCPC Guidance on Conduct and Ethics for students can be accessed at:

<http://www.hcpc-uk.org/publications/brochures/index.asp?id=219>

The University, Stakeholder Agencies and Practice Educators all share responsibility for enabling the HCPC requirements to be met. Students also have responsibility for their own learning, practice and professional development during the social work programme (see HCPC Guidance on Conduct and Ethics for Students). Social Work Programmes that lead to the opportunity to register with the Health and Care Professional Council have to adhere to HCPC Guidance on Standards of Education and Training, and SET 5 relates specifically to Practice Placements. This requires Programmes to consider and evidence how they manage placements including:

- manage assessments in placements;

- provide support;
- provide information to students and practice placement provider
- monitor the placements to make sure that they continue to meet HCPC SETs.

This may be accessed at: <http://www.hcpc-uk.org/assets/documents/10001A9DStandardsfofeducationandtrainingguidanceforeducationproviders.pdf>

This is reviewed regularly with our partner agencies by way of a Practice Learning Subcommittee. Regular support Sessions with Practice Educators also feed into this as do evaluations from Practice Educators, supervisors and students.

Additional information including Practice Learning policies and procedures is available at:

<https://www.northumbria.ac.uk/study-at-northumbria/planning-your-career/careers-and-employment/placements/practice-placements/>

We would encourage everyone involved in practice learning to make themselves familiar with these. These include for example the policies and forms related to:

- Reasonable Adjustments (and impact on assessment)
- Lone Working
- Whistleblowing
- Social Networking
- Adverse Weather Conditions
- Guidance on Maintaining Confidentiality

The Practice Learning Lead (PLL) aims to provide all Practice Educators, Practice Supervisors and students every possible support. If you have any issues arise please contact the Personal Tutor or PLL, useful contact information is below. In addition to this dedicated support sessions are detailed later in the section.

Key Contacts for Level 5 Placements 2018/2019		
Role	Name	Email
Personal Tutor	John Cavener	john.m.cavener@northumbria.ac.uk
Personal Tutor	Jeannine Hughes	jeannine.hughes@northumbria.ac.uk
Personal Tutor	Chijioke Obasi	chijioke.obasi@northumbria.ac.uk
Personal Tutor	Eileen Oak	eileen.oak @northumbria.ac.uk
Personal Tutor	Justine Stewart	justine.stewart@northumbria.ac.uk
Personal Tutor	Steve Jefferies	Steve.jefferies@northumbria.ac.uk

Practice Learning Lead	Jeannine Hughes	jeannine.hughes@northumbria.ac.uk
Placement Coordinator	Natalie Pickup	natalie.pickup@northumbria.ac.uk
Support Session Coordinator		hl.academic.support@northumbria.ac.uk
Finance Queries	Chris Chambers	christopher.chambers@northumbria.ac.uk

Support and Information Sessions

All Practice Educators and Practice Supervisors not undertaking a Northumbria University practice educator course this year must attend relevant support sessions provided by the University (and these are repeated for your convenience): we are obliged to provide data on attendance to employer organisations. Please bring this placement documentation with you to all sessions that you attend. Please let us know if your contact details change. The overall aims of the sessions are:

- To enhance to quality of practice learning
- To enable you to prepare for and support your student throughout the placement
- To explore ANY practice related issues

Please note if you are currently undertaking a practice educator award at Northumbria University there is no need to attend sessions 1-4.

Session 1: 10.00 am – 12.00 pm, 15th November 2018, Room A201 Coach Lane Campus, West

Target audience: All Practice Educators/Supervisors with level 5 students.
 Content: This first support session aims to ensure that you are prepared for the arrival and induction of a student on placement in your agency. Topics addressed include familiarisation with the assessment documentation and practice learning process, and the Professional Capabilities Framework.

Session 2: 1.00pm -3.00pm, 15 November 2018, Room A201 Coach Lane Campus, West
Please note that this is a repeat of session 1.

Session 3: 10am-12.00pm, 12th February, 2019 Room to be confirmed Coach Lane Campus.
 Content: The focus of this session is on the interim review meeting, supporting documentation and report writing.

Session 4: 10am-12.00pm, 19th February 2019, Room to be confirmed Coach Lane Campus,
Please note that this is a repeat of session 3.

Roles and Responsibilities

This section provides guidance and information in relation to the roles and responsibilities of those involved in practice learning. Roles and responsibilities may vary in order to meet specific requirements of particular agencies and individual students. These should be agreed with the Practice Learning Team and noted in writing in the Practice Learning Agreement (PLA) or at the interim review.

The Overall Role of the Practice Educator

- The Practice Educator will be a qualified social worker.
- The Practice Educator is expected to manage the practice learning opportunity and the student.
- If the Practice Educator is directly employed by the agency providing the practice experience then they have overall responsibility for the student, their learning and management of their workload.
- Some agencies will need to employ the services of an off-site Practice Educator. In these instances a Practice Supervisor, employed by the agency will need to be appointed. Management of the practice learning opportunity and student will need to be negotiated between the off-site Practice Educator and the Practice Supervisor and should be recorded in the Practice Learning Agreement (PLA).
- The Practice Educator will participate in a meeting to draw up a PLA at an early stage of the placement. The student is responsible for completing and distributing the PLA.
- The Practice Educator should record attendance on a weekly basis, noting details of attendance, e.g. shifts, sickness or other absences.
- The Practice Educator is responsible for the overall assessment of the student's practice for each module and for marking of assignments as detailed in the module outlines.
- The Practice Educator will undertake at least three Direct Observations of the student's practice.
- To complete an evaluation of the practice learning experience. A link to the evaluation website will be emailed to you prior to the end of placement. The University requires that the evaluation is completed, and that payments for placements may be dependent upon receipt of completed forms.

On Site Practice Educators will be expected to:

- Ensure provision of sufficient and relevant learning opportunities:
- Meet with students prior to the commencement of the placement.
- Negotiate resources as appropriate such as desk space, telephone access, diary etc. and provide a suitable induction into the practices and policies of the agency for the student at the beginning of the practice learning opportunity (this may be based on the agency induction usually provided to all new staff members).
- Attend meetings arranged by the University, which will include practice preparation sessions, mid-point reviews etc.
- Ensure that the required supervision and direct observations of practice are undertaken, and recorded appropriately in line with programme requirements.

- Ensure that clear evidence is provided, by the student, of service user and carer feedback.
- To oversee the day to day work of the student
- The Practice Educator will be responsible for ensuring that the student carries out the day-to-day work of the agency in a satisfactory manner. This will include timekeeping, making sure that appointments are kept, etc. The Practice Educator should ensure that the needs of the service user are paramount and that acceptable standards of service are being delivered.
- Where an off-site Educator is appointed the overseeing of day to day work is likely to fall to the Practice Supervisor, details of the responsibilities of each member of the Practice Learning Team must be detailed within the practice learning agreement.

Off-site Practice Educators will be expected to:

- Take overall responsibility for the management of the practice learning opportunity, and the student's learning, including most importantly the assessment of the evidence collected and collated by the student as part of completing the practice portfolio and or demonstrating PCF. Act as the link person with the student, Practice Supervisor and University Guidance Tutor/Practice Learning Lead. Negotiate the supervision schedule, direct observations and other meetings with the Practice Supervisor.
- Become familiar with the agency, its work and its specific service users. Where possible the off-site Practice Educator should be included in pre-placement visits of students.
- It is expected that regular meetings take place between the student, Practice Educator and the Practice Supervisor throughout the 70 days of the practice learning opportunity. These meetings are in addition to formal supervision sessions. It is strongly recommended that these dates are negotiated and agreed at the start of the practice opportunity.

The Practice Supervisor will be expected to:

- Take an active role in the day-to-day management of the student and the PLO.
- In consultation with the off-site Practice Educator, organise the student induction into the agency.
- Attend relevant meetings where possible.
- Contribute to the assessment of the student, including providing comments for the Practice Learning Portfolio Assessment Report and the Interim Review. The Practice Supervisor should be fully consulted by the off-site Practice Educator concerning the student and the progress of the Practice Learning Opportunity.
- Sign the student's attendance sheets.
- Work with the Practice Educator to identify relevant pieces of work to enable the student to evidence practice.
- Attend training/support sessions.
- To complete an evaluation of the practice learning experience. A link to the evaluation website will be emailed to you prior to the end of placement. The University requires that the evaluation is completed, and that payments for placements may be dependent upon receipt of completed forms.

Roles and responsibilities of student

- Students will be required to share their Level 5 practice learning portfolios with their Practice Educator. Practice learning at Level 6 is expected to build on the knowledge, skills and values developed at Levels 4 and 5.
- Ensure that they complete the required 70 days in practice and take professional responsibility for their attendance and time keeping.
- Take responsibility for arranging the interim review.
- Ensure that all service users and carers are aware of the student's status and that service users and carers rights and needs are respected in this and all other areas of work/contact.
- To collect, collate and complete all required work for the portfolio by the set deadlines
- To attend and participate in supervision sessions and meetings ensuring that any requested work is completed/up to date, to have items for discussion and to fully participate in the supervision process.
- To circulate the PLA by email to all parties for agreement.
- To adhere to all the requirements and codes of conduct for professional practice and to work within agency policies and procedures when undertaking any practice learning opportunity.
- To ensure that the practice portfolio is handed in to the University by the due end date of the practice learning opportunity.
- To complete an evaluation of the practice learning experience. This is a programme requirement. Failure to complete an evaluation form will prevent you from being allocated your next placement. Your evaluation form is available via <http://www.northumbria.ac.uk/sd/academic/sches/placements/arcweb/>

The Personal Tutor will be expected to:

- Contact the placement agency approximately in the first 2 weeks of the start of the placement to arrange a date for a Practice Learning Agreement meeting.
- Attend the mid-way meeting and any further meetings should the need arise.
- Provide guidance, advice, support and feedback to the student concerning work plans, and their overall professional development.
- Mark the required elements of the student's portfolio

Difficulties and concerns

The vast majority practice learning opportunities are extremely successful. Occasionally difficulties can arise and it is always best to address these directly with the individuals concerned. If this is not possible, practice learning team meeting should be called. Further guidance on additional practice learning team meetings is available from the personal tutor or practice learning lead.

Procedures for the interruption suspension or termination of practice learning opportunities

Should any member of the practice learning team believe that it is necessary to undertake the above actions please ensure a practice learning team meeting takes place to agree a way forward.

Calling a second opinion:

There is provision the program to allow, in exceptional circumstances, a second opinion practice educator to be called. This process does not prevent the right to make complaints. A second opinion can be called if any process of the placement is in question. A practice educator may also request a second opinion in relation to the assessment of the student's capability (similar to a second marking procedure). A practice learning team meeting is usually held prior to triggering this process. Please contact the Practice Learning Lead for any additional guidance.

Summary of Learning and Teaching

We hope that it will be useful for both Practice Educators and students to consider the learning that students will have undertaken in order to reach this point of the programme-or in the case of Year Three modules learning that students are in the process of undertaking. Students will be able to elaborate on this in more depth and may have completed work to show the Practice Educator. These summaries are abbreviated from module descriptors and for both these, details of assessments and submission dates etc. the students should consult module handbooks and the eLP.

Year One

This section sets out some of the teaching and learning that students will have undertaken in order to successfully complete Year One. Taken together successful completion of year one modules also completes the 'readiness to practice' threshold which is part of the PCF.

SW0411 Becoming a Professional

This module is the start of a thread running throughout the BSc (Hons) Social Work programme in which students explore social work roles and responsibilities, and the contingent relationships between self-awareness, relationships, collaboration and action. This thread maps the journey to becoming a social worker and is led by the guidance tutors. The module includes 7 skills development days including at least one day shadowing a qualified social worker. This module aims to support learners to move from entry level to a beginning understanding of what social workers do and where this happens, and an understanding of themselves in relation to social work practice.

This module is the first part of the thread which scaffolds learning in relation to Professionalism, Leadership and Organisational Contexts within the Professional Capabilities framework. This leads on to Module SW0507, Professionalism within Organisational Contexts.

On successful completion of this module students should be able to:

1. Understand the connections between self-awareness, relationships, collaboration and effective action
2. Understand themselves as a learner, the characteristics of successful lifelong learners and the role of professional supervision
3. Understand professional behaviour, professional boundaries, professional resilience, emotional intelligence and wellbeing
4. Be able to reflect on themselves personally, professionally and as learners
5. Be able to reflect on relationships and collaborations that they are part of and have observed
6. Be able to describe the role of the social worker and to construct, describe and discuss a professional development plan for becoming a social worker

SW0412 Skills for Social Work Intervention

This module will prepare students to undertake direct practice with service users. The aim of the module is to prepare students to begin social work practice by developing their core communication skills and the capacity to develop these further. This module includes 10 days of skills development.

Students will consider personal communication style and develop their understanding of how to form, manage and sustain relationships. This will include practicing skills in giving and receiving feedback and using reflection to enhance intervention skills. Students will begin to develop an awareness of risk and safeguarding practice. They will also be supported to develop their written communication skills.

Assessment will include a sample of direct practice arranged in collaboration with service users/carers. Skills workshops will allow opportunity for simulated practice, and feedback from peers and staff.

This module aims to support learners to move from entry level to feeling confident about communication skills and written skills as they prepare for practice. This module will enable participants to develop interpersonal and communication skills for beginning social work practice, with individuals, families, carers, communities and other professionals. This will be located within a broader understanding of the social work process and forms of intervention. The module will assess the students' fitness for social work practice learning. This module is one of the two at level 4 in the thread which scaffold learning in relation to communication and interventions within the Professional Capabilities Framework. This leads on to skills for interventions in practice and ultimately skills for working with and managing risk.

On successful completion students should be able to:

1. Demonstrate a range of appropriate interpersonal skills for a professional social work context
2. Understand and manage themselves in interaction with service users, their families and other stakeholders
3. Demonstrate skills in written communication for a professional context
4. Consider and explain the impact of diversity upon interpersonal communication
5. Meet HCPC / TCSW guidelines by demonstrating learning outcomes at a level where the student is considered to be ready for direct practice before undertaking their first practice learning experience
6. Be familiar with a range of forms of intervention to respond to need and promote change

SW0413 Supporting Social Action in the Community

This module encourages students to understand the principles of how to support community groups, initiatives and programmes in achieving social change objectives, using different organisational approaches. This module includes 3 days of skills development, and forms part of the "interventions" thread running through the programme. As third sector projects are increasingly taking responsibility for welfare provision, this module supports student knowledge of this sector. This requires knowledge and understanding of how 'not for profit' or community organisations identify social change objectives, needs and trends and how they work in partnership with service users and others. Students will be required to undertake at least 3 days fieldwork which will involve identifying and visiting organisations in a neighbourhood.

The syllabus will focus on:

- policy drivers at national and local level that support not for profit or community organisations
- the type and range of community organisations that operate in neighbourhoods
- neighbourhoods and the communities they serve
- examples of local not for profit or community organisations engaged in social action of various kinds
- sources of support for new organisations
- understanding of social needs and potential for development

This module aims to support learners to move from entry level to being able to understand the principles of how to intervene to support community groups, initiatives and programmes in achieving social change objectives, using different organisational approaches. Students will be supported to acquire knowledge and understanding of how 'not for profit' or community organisations identify social change objectives, needs and trends and how they work in partnership with the service users. Students will be encouraged to explore how to identify the key characteristics of a 'not for profit' or community organisation, evaluating its strengths and

weaknesses in relation to sustainable operation and the potential to meet identified need. This module is one of two modules at level 4 which address aspects of the Interventions domain of the Professional Capabilities Framework. This will prepare students for level 5 when they are expected to develop their skills with individuals and contexts within which they operate.

On successful completion of this module students should be able to:

1. Identify, define and justify the key characteristics of an existing not for profit or community organisation in a social action context in modern Britain
2. Identify and define a viable model of a support or development service in a social action context
3. Make an initial evaluation of strengths and weaknesses of the not for profit or community organisation. Identify and justify potential to develop and meet identified need
4. Evaluate how the organisation works in partnership with service users, and good practice in this aspect of the work
5. Prepare, present and justify a development plan for meeting identified social needs
6. Communicate clearly, accurately and appropriately in verbal and written forms

SW0414 Values and Social Justice

This module focuses on enabling the students to explore and understand social work values and their own values and how these might impact on social work practice. This module will include 6 days of skills development.

Students will be supported to understand the profession's ethical base and to recognise the importance of valuing diversity within the context of current social work practice. They will also explore the relationship between social policy and social work values. A rights based approach will be adopted for the module and service users and carers will make a key contribution.

The syllabus will include:

- An introduction to the values and ethics of social work
- Opportunities for students to explore their own values and the importance of recognising and celebrating diversity and anti-oppressive practice
- The historical development of social work and legislation in this area –for example the Human Rights Act (1998) and Equality Act (2010)
- An introduction to social policy including political ideology and the issues of poverty and class
- Service users and carer perspectives
- The current social, economic and political context of social work

This module aims to support learners to move from entry level to an awareness of their own value base, the value base of social work and social work in its current context, and of the perspectives of service users and carers.

The module will aim to enable students to explore and consider their own value base and reflect on this in considering their impact on their future social work practice. This also aims to provide the students with knowledge of the economic, social and political context in which to understand current social work practice; examine the impact of social policy on disadvantaged people in the light of social work values; explore issues of diversity and legislation on rights and equality. This module is the first part of the thread which scaffolds learning in relation to values, diversity law and social justice within the Professional Capabilities Framework. This supports learning about law and social justice at level 5.

On successful completion of this module, students should be able to:

1. To reflect on their own value base in relation to social work practice
2. To demonstrate an understanding of the perspectives and views of service users and carers
3. To demonstrate an understanding of the social, political and economic context of current social work practice and start to evaluate the impact of policy on the needs and rights of service users and carers
4. To develop an understanding of the importance of diversity, equality and inequality, and anti-discriminatory and anti-oppressive practice
5. To demonstrate knowledge of relevant legislation in the area of human rights and diversity and how this applies to social work practice
6. To understand ethical principles underpinning social work practice and their relevance to practice

SW0415 Social and Psychological Contexts

Students will engage with the social and psychological contexts relevant to social work practice. They will consider different kinds of inequalities in society and how they impact opportunities and outcomes for service-users, and also explore the changing social context of practice. Students will consider the human life-course, and models of mental health. The learning and teaching strategy will combine lectures, seminars and case-study assignments, and be assessed with a series of short-answer questions which ask students to consider the interrelation of different factors.

The curriculum will include

Sociology & Welfare

- Inequality
 - Social divisions e.g. race, class, gender & sexuality
 - Social model of disability
 - Economic factors and debt
- Sociological context of changing social work role
 - Risk society, audit society
 - Theories of responsibility
 - Personalisation

Psychology & Wellbeing

- Introduction to the life course
 - Infancy and childhood
 - Physical development
 - Cognitive development
 - Adolescence
 - Adulthood
 - Older Age
- Models of mental health
- Problematic Substance Use

This module aims to support learners to move from entry level to being able to draw on sociology, psychology, and health and welfare as approaches which inform social work practice with individuals, families and communities.

This module leads on to SW0511 'Risk and Development', which will attend more closely to forms of harm, their impact on people, and the implications for practice

On successful completion of this module, students should be able to:

1. Demonstrate knowledge of key ideas from the fields of sociology and psychology relevant to social work practice
2. Demonstrate knowledge of ideas relating to health and welfare, such as models of mental health
3. Show awareness of theoretical frameworks for appraising human development and change across the lifespan
4. Identify factors which can compromise or harm physical, cognitive and social development
5. Describe and appraise some of the social barriers which shape human development and well being

Demonstrate the value placed on the expertise of service users, carers and other professionals

SW0416 Critical Reflection

This module aims to provide the initial foundations for acquisition and critical appraisal of knowledge with which to support learning across the programme and evidence informed professional judgements in practice. These foundations will include acquisition of information skills, basic skills of reflection and an understanding of fundamental principles of research and knowledge creation and include consideration of relevant ethical issues. Learning and teaching will comprise seminars and lectures and supported use of Northumbria University Study Skills Resources.

The curriculum will include:

Introduction to Information and study skills

- Searching skills
- Referencing skills

Ways of knowing

- Evidence and knowledge
- Building blocks of social work knowledge
- Interrogating knowledge
- Starting to think critically

Reflective practice

- Principles of reflection
- Models of reflection
- Applying models of reflection

Knowledge from research

- Introduction to qualitative and quantitative research approaches
- Introduction to research methods
- Ethical issues in research

This module aims to support learners to move from entry level to being able to draw on a range of information and appraisal skills to support learning on the whole programme.

This module is the first in the thread which scaffolds learning in relation to critical reflection and enquiry within the Professional Capabilities framework. This module leads on to SW0512 'Critical Enquiry', which will focus on developing an understanding of research as a source of knowledge and application of evidence to practice situations.

On successful completion of this module, students should be able to:

1. Recognise and describe why evidence is important in social work practice
Demonstrate the ability to locate appropriate evidence to support an understanding of practice issues
2. Demonstrate the ability to appraise the quality of evidence to support practice

3. Identify their own standpoint on what is known
4. Understand the role of reflective practice and demonstrate basic skills of reflection
5. Understand the need to construct hypotheses in social work practice with an awareness of ethical issues

Year Two

These are the modules that Year Two students are currently undertaking; including SW0507 and SW0508 that both have the 35 practice days attached that total to 70 days in practice. Some of this material will have been considered in more depth and some introduced in order to be taken up again after practice learning.

SW0507 Professionalism within Organisational Contexts

This module will enable students to prepare for professional social work practice through the opportunities provided in practice learning settings, and to build collaborative relationships with key stakeholders. To achieve effective outcomes in work with service users and carers, social work professionals need to be confident in their communication skills and their ability to work collaboratively with other professionals in the practice arena. This module will allow students to build upon the themes introduced at level 4. In particular they will be able to explore professional and contextual issues relating to collaborative working within practice settings which are essential components of good social work practice. Students will have opportunities to demonstrate professional behaviour and boundaries, take responsibility for managing time, and work effectively within an organisational context. The 35 placement days attached to this module will offer students the opportunity to develop knowledge and skills as developing social work practitioners with service users, carers and other professionals in practice settings. The summary of progress completed by the practice assessor will inform the student's personal and professional development plan for SW0614.

Learning in practice will be supported and assessed by an appointed practice educator in the workplace in relation to the development of practice competence to meet the PCF outcomes. Formative assessment will be provided within regular supervision sessions and via a mid- placement review of progress towards meeting professional standards. The summative assessment will be assessed by both the practice educator and the guidance tutor and will consist of a written record of professional practice and a written analysis of a piece of work undertaken in placement. The assessment strategy will enable students to demonstrate their capability.

The curriculum will be delivered in both practice and the classroom and will include:

Contexts and organisations:

- The nature and context of social work / social care organisations
- The concept of power / hierarchy/ organisational policies and procedures in shaping the role of professional social workers
- Organisational theory
- The context of the organisation and nature of relationships with the community
- Policy and procedures in organisational settings
- The nature of accountability within organisational settings

Understanding the professional context:

- The role of the professional social worker in a range of settings
- Building relationships with key stakeholders: service users, carers, other professionals

- Different models of supervision and the importance of contributing to supervision to develop professional practice.
- Awareness of personal and professional boundaries and adherence to HCPC requirements
- Being a professional, professional roles and identity and how this relates to development as a social worker
- Developing strategies for self- responsibility and contributing positively to working in a team

Working collaboratively with others

- The different types of 'teams', their composition, level of integration and the organisational context of teams and how this impacts upon service delivery and/or professional practice
- Effective team working across and within professions using group work theory and processes
- Application of 'team' concepts to the wider social welfare arena, e.g. police, voluntary sector, community work, education, social enterprise
- Different professional roles, professional discourse, values, ethics, cultures, power, status and professional history and how this impacts upon collaborative working and professional practice
- Professional cultures, boundaries and ways of doing and ways of being across different professions, recognising potential for boundary spanning and different models of practice
- How organisational policies, professional guidance and protocols impact upon practice and collaborative working
- Knowledge and skills required working within joint processes, e.g. referral, assessment, care management
- Issues of professional dangerousness and abuse, awareness of professional dilemmas and tensions across and between professionals and the impact upon service users, carers and their families. Being aware of the use of whistleblowing processes to address poor practice
- Strategies for self- responsibility and contributing positively to working in a team

This module builds upon learning in SW0411 and aims to support learners from beginning level practice to the end of the second year of professional education. Learners can demonstrate their development as a professional by taking responsibility for their conduct, practice and learning within a social care setting. This module is second part of the of the thread which scaffolds learning in relation to 1,8,and 9 within the capabilities framework and provides the foundations for SW0614 which will be undertaken at the next stage of professional development

On successful completion of this module students should be able to:

1. Analyse the role of the professional social worker in a range of contexts and work collaboratively with a range of key stakeholders
2. Articulate the important role of supervision and make an active contribution in this process
3. Demonstrate and take responsibility for managing self as a professional social worker within a range of organisational contexts providing social work services
4. Work collaboratively with a range of stakeholders
5. Critically reflect on own development as a professional social worker
6. Work within guidance set out by The College of Social Work to successfully meet the Professional Capabilities for the end of the first year of professional practice in placement

SW0508 Intervention with individuals in context

This module will build on learning from SW0402 Intervention skills, and will support students to intervene to effect change with a range of service users and practice situations.

The 35 placement days attached to this module will offer students the opportunity to develop knowledge and skills as developing social work practitioners with service users, carers and other professionals in practice settings. Application of assessment and intervention models and methods will enable students to acquire relevant underpinning theory and skills to promote positive change. The practice learning component of the module will offer students the opportunity to apply knowledge and demonstrate skills in assessment and intervention. A key purpose of the module teaching and learning strategy is to enable students to have the opportunity to practice direct social work skills. The module will therefore incorporate 4 skills teaching days which will focus on managing self in formal situations (e.g. Court, tribunals and professional panels) and developing more advanced practice skills in working with people who present particular challenges. These skills based sessions will provide opportunities for formative feedback from peers, invited practitioners and seminar leaders. The module will be summatively assessed by presentation after the completion of the assessed placement and will require students to demonstrate their knowledge about a practice situation they encountered during their practice learning opportunity. The syllabus will include:

- Methods of assessment and intervention.
- Enhanced communication skills and self awareness, in practice situations
- Management of self within the professional role
- Incorporating personal and professional boundaries into practice
- Applying and using specific frameworks for assessment and models for intervention.
- Working with difficult situations
- Presenting and managing self within situations where conflict is an issue.
- Child observation

This module is the one of two at level 5 in the thread which scaffolds learning in relation to intervention within the Professional Capabilities Framework. This module builds upon learning from SW0412 and SW0413 and aims to support learners to extend and develop further practice skills in preparation for their first assessed practice learning opportunity.

Engagement with frameworks and models for practice will be explored to enable participants to develop their ability to respond to practice situations. A focus on specific forms of intervention and techniques will enable depth of knowledge to be gained, and core skills to develop, that will be applied in practice learning

On successful completion students should be able to:

1. Develop and demonstrate a planned and structured approach to building relationships with service users, that draws on relevant theoretical underpinnings
2. Appraise and employ a range of models and methods of assessment and intervention
3. Analyse and elect appropriate interventions to respond to need
4. Creatively use tools and techniques in order to assess and intervene
5. Use a range of methods to advise, advocate and influence practice, whilst promoting service user empowerment
6. Work within guidance set out by TCSW to successfully meet in practice the Professional Capabilities for the end of the first placement

SW0509 Systemic Intervention

This module aims to develop students' knowledge of systemic approaches to social work practice, their understanding of some core principles underpinning this way of working, and to enhance their practical ability to successfully intervene with individuals and families. Students will consider the importance of developing an understanding of the lived contexts of

service users, the significance of transitions / key life events and the importance of language in constructing shared meanings when undertaking assessment and intervention in social work practice. The module will introduce systemic tools and techniques for use with a range of service-user groups in a variety of contexts. Students will have the opportunity to develop their skills, ability and confidence in applying these in practice. Shared learning across the programme will be enhanced by core themes being built upon in modules SW0518 and SW0615. Throughout the module participants will be encouraged to reflect on and consider how they can utilise their developing knowledge and skills to enhance their ability to engage with and form meaningful and effective working relationships with service users. Summative assessment will require application of systemic tools, techniques and concepts during the practice learning experience and evaluation of their use. Formative assessment will be offered from staff and students during interactive seminars.

The syllabus will include:

- A critical understanding the origins of systemic thinking and underpinning theory.
- Key systemic principles and approaches and how these can inform effective social work practice
- Applying systemic principles, tools and techniques to enhance assessment and intervention skills in practice.
- Enhancing 'people skills' – developing further the ability to engage with and form relationships with people.
- The importance of language in the process of communication
- Skills in listening effectively and asking questions informed by systemic approaches
- Systemic tools and techniques for use with a range of service-user groups/contexts and develop ability to use these in practice.
- Critical reflection on practice

This module builds upon learning in SW0412 and SW0413 and aims to support learners to move from a beginning level to a more thoughtful and informed approach to social work practice by the end of the second year of their professional education. Learners will have the opportunity to apply the skills and knowledge developed on this module during the practice learning opportunity. Learners will develop their confidence and take responsibility for their conduct, practice and learning within a social care setting. The module aims to enhance student's understanding of family systems and the importance of the contexts within which relationships and behaviours are formed and maintained. It will offer a theoretical framework to help students make sense of the world – developing their understanding of, and ability to engage in, effective social work with service users in a constructive and meaningful way. It aims to improve their intervention skills and equip them with knowledge of systemic tools and techniques, such as the use of genograms, sculpting and ecomaps that can be applied in the placement setting and which will enhance their ability and confidence to undertake social work practice. This module is the one of two at level 5 in the thread which scaffolds learning in relation to intervention and skills in the Professional Capabilities Framework.

On successful completion of this module, students should be able to:

1. Analyse knowledge and understanding of systemic principles and approaches
2. Develop and demonstrate knowledge and understanding of underpinning theoretical constructs that inform systemic approaches to social work practice
3. Appraise how principles, approaches and theories can usefully inform and be applied to their practice
4. Use systemic approaches to engage with and form relationships with service users and other key stakeholders
5. Employ systemic tools and techniques in practice in order to undertake effective assessment and intervention

6. Evaluate the impact of systemic approaches to social work practice.

SW0510 Social Work Law and Ethics

This module enables students to develop their understanding of the detailed application of the law relating to social work practice and the contexts in which it is applied with children, young people and adults. It examines the interface between the law and social work ethics and values, promoting a rights based approach and considering how the law may be used to promote anti-oppressive practice. The learning outcomes reflect the complexity of contemporary law and the social and political context within service delivery settings. A combined lecture and enquiry based learning approach is adopted, using seminars, interactive e-learning resources and observations of legal settings, with teaching and learning both before and after students go out into practice placements. Assessment is designed to demonstrate breadth, depth and critical application of knowledge. The syllabus will focus on legal and ethical issues in social work practice across a range of different contexts, service user groups, and policy frameworks. These will also be addressed in relation to service user perspectives and social work values, including partnership working, social justice, inclusion and equality. The module will cover both overriding principles and specific aspects of law as follows:

- * The function of law in society
- * The role of the Court system and Court procedures
- * The social, political and policy context of social work law and its dynamic nature
- * The tensions, rights, responsibilities and power imbalances in protection and control
- * The specific areas of legislation and guidance underpinning social work with all people who use services and their carers and in particular the statutory frameworks for assessment of adults and children
- * The interface between the law and social work ethics and values, examining how the law may be used to promote anti-oppressive practice

This module builds upon learning in SW0414 (Values and Social Justice) and aims to support learners to move from identifying and understanding their own values and the perspectives of service users to applying specific legal and ethical frameworks in practice and understanding the tensions inherent in this process. This module will enable students to understand and interpret the ways in which the law underpins social work practice. Students will develop a critical awareness of the legal system and its changing nature and be able to identify and apply legal frameworks in respect of all people who use services and their carers. Students will develop their knowledge and understanding of specific areas of legislation and guidance that inform, guide or control their practice. They will demonstrate awareness of the complexities inherent in the application of law to social work practice. They will develop their understanding of the interface between the law and social work ethics and values, examining how the law may be used to promote anti-oppressive practice.

This module is the second part of the thread which scaffolds learning in relation to Values, Diversity, Law and Social Justice within the Professional Capabilities framework.

On successful completion of this module, students should be able to:

1. Identify and apply the law underpinning social work and social care provision, recognising its complexity within the context of service delivery.
2. Demonstrate a critical understanding of the social and political context of social work law and the influences which shape the dynamic nature of law.
3. Understand the interface between social work law and ethics and apply this to practice situations, promoting anti-oppressive practice.
4. Analyse the tensions between protection and control when balancing rights and responsibilities in social work practice within a legal framework.
5. Identify the rights and perspectives of service users and carers and articulate the implications of these for good social work practice

6. Critically apply the principles of partnership working and social work values

SW0511 Risk and Development

Students will consider factors that impact risk and development. They will explore the relationship between risk, autonomy and choice and learn appropriate underpinning knowledge for social work intervention to promote positive outcomes. They will engage with key topics such as risk, resilience and attachment, and how theories and evidence can inform practice e.g. in cases of interpersonal violence in the family, with the aim of reducing violence. The formative assignment will assess the student's capacity to use knowledge in formulating their response to practice issues. The summative assignment will be short-answer coursework, and will assess the student's learning, their capacity to apply concepts, and to reflect upon their own life and development.

- Risk and Development
 - Identify policy context e.g. early intervention agenda, no health without mental health
 - Resilience
 - Attachment
 - Child development
 - Loss
 - Disability & complexity
- Underpinning knowledge for interventions
 - Family violence
 - Mental health
 - Protective factors
 - Problematic substance use
- Short and long-term effects of abuse

This module builds upon learning in SW0415 and aims to support learners to move from an ability to draw on an understanding of social and psychological factors in interpreting situations to a capacity to apply this knowledge in interpreting risk and development.

Students will explore ways of using evidence to inform decision-making and intervention, and draw on techniques for appraising the usefulness of evidence. This will inform their consideration of risk and development as key themes for understanding development, and be contextualised by an understanding of theories for interpreting human development, such as attachment theory. This module is the second part of the thread which scaffolds learning in relation to the Knowledge Capability within the Professional Capabilities framework.

On successful completion of this module, students should be able to:

1. Reflect upon their own life and development, and the way in which their experiences have shaped the way they respond to stressful situations
2. Discuss ways that behaviour is shaped by personal histories and social contexts, relating this to social policy and social work values
3. Appraise knowledge of risk factors and protective factors for human development and wellbeing
4. Show confidence in making evidence-based claims regarding risk and development
5. Evidence a commitment to valuing the expertise of service users and carers
6. Appraise the impact of diversity on key concepts in individual growth and development

SW0512 Critical Enquiry

This module aims to build on learning from SW0416 towards a deeper understanding of knowledge construction by way of understanding the research process, and alongside this, further developing the ability to appraise the quality of different forms of evidence. The

curriculum will therefore focus on research methods and different elements of the research process. The assignment invites students to explore and critically appraise research based knowledge in an area of interest relevant to their social work practice during their practice learning opportunity.

- Key characteristics of social work research and what makes “good research”
- Understanding research methods and how these underpin different forms of knowledge
- Critical appraisal of research, and conducting a critical and systematic literature review
- Critical appraisal of the knowledge bases for practice
- Application of knowledge to practice, and putting research to use
- User perspectives on research
- Ethical issues in research and social work research
- Perspectives on practitioner research and lifelong learning

This module builds upon learning in SW0416 (Critical Reflection) and aims to support learners to move from being able to locate and make an initial critical appraisal of knowledge to an understanding of knowledge generation and the research process. This is with a view to supporting their ability to inform their future practice with high quality and up-to-date evidence, and engage in effective lifelong learning. This module is the second in the thread which scaffolds learning in relation to critical reflection and enquiry within the Professional Capabilities framework. This leads on to SW0618 (Critical Research Project).

On successful completion of this module, students should be able to:

1. Recognise the importance of applying imagination, creativity and curiosity to practice
2. Demonstrate an understanding of key issues in research and knowledge generation, including the ethical obligations of the researcher
3. Identify a particular social work issue or aspect of social work practice that is related to their activity within the placement setting or to the setting itself
4. Prepare to make decisions through the identification and gathering of information from more than one source and, with support, question the reliability and validity of this information
5. Describe and explore the current state of knowledge about a relevant topic
6. Consider how evidence may be used to inform judgement and decisions in practice situations

Year Three

Professionalism, Leadership and Accountability SW0614

This module aims to support a transformation to becoming an active and confident professional, with the ability to think and act purposefully within a variety of operational contexts and to be able to initiate and manage change. Students will be supported to become effective and self-confident practitioners delivering high standards of practice with service users and a wide range of stakeholders. The syllabus will be delivered before and during practice learning. The 40 placement days attached to this module will offer students the opportunity to develop knowledge and skills as qualifying social work practitioners with service users, carers and other professionals in practice settings.

This module will build on the student's learning from previous years, deepening self-awareness and strengthen their ability to form effective relationships. They will extend their understanding of the range of professional and organisational settings and multi-agency contexts for social work practice. Students will reflect on their learning, their professional identity and develop an increasing ability to collaborate effectively with service users and other stakeholders.

Learning in practice will be supported and assessed by an appointed practice educator in the workplace in relation to the development of practice competence to meet the required Professional Capabilities. Formative assessment will be provided within regular supervision sessions and via a mid placement review of progress.

The syllabus will include:

Contexts and organisations:

- Understanding a range of agency contexts providing social work services and the legal, policy and procedural frameworks that surround these.
- Consider how organisational cultures develop and how these can influence and shape approaches to practice
- Deepen awareness of the ways in which organisational, legal and structural contexts impact on the lives of service users – and consider during their practice placement how to actively and effectively engage with these contexts.
- Develop ability to engage in inter-professional work and to understand the roles of different professionals, practitioners and organisations.
- Explore personal and professional power and accountability.
- Knowledge and application of procedure, policy and legislation in practice.
- Resource and information management.

Professionalism

- Developing a sense of professional identity and responsibility based upon strong social work values.
- Awareness of personal and professional boundaries.
- Building relationships and undertaking collaborative action with service users and other key stakeholders.
- Critical reflection on actions and maintaining an ethos of personal development in accordance with HCPC guidance and the Professional Capability Framework.
- Contribute to the development of self and developing ability to contribute to the improvement of services and the management of resources.

Working collaboratively with others

- Developing relationships and working collaboratively with service users, carers, colleagues and other stakeholders to support and effect change.

- What does it mean to become a professional social worker? Developing a professional identity and applying our social work values in practice.
- How to manage oneself in a variety of organisational contexts and cultures.
- Building confidence and capacity to utilise research and knowledge to inform practice.
- Recognising and using personal power and authority appropriately within agency contexts and with service users, carers, colleagues and others.
- Developing ability to constructively give and receive feedback.
- Preparing for employability at end of placement.

This module builds upon learning in modules SW0411 and SW0507, and aims to support learners to move from taking early professional responsibility to developing the confidence and ability to act as an autonomous professional at a level suitable for application to register with the HCPC, and for entry to the assessed and supported year in employment.

On successful completion of this module the student should be able to:

1. Demonstrate the ability to practice at a level that successfully meets the guidance and standards set out in the Professional Capabilities Framework and the TCSW Standards of Proficiency such that they may make an application to register with the HCPC
2. Work as an active and confident social worker, able to act autonomously, effectively and be accountable for their professional behaviour and personal development in accordance with HCPC guidance and the Professional Capabilities framework
3. Critically appraise legal obligations, organisational structures and contexts and how these impact on the lives of service users
4. Utilise a broad range of professional skills required for operational practice including making a contribution to the development of others and a beginning ability to demonstrate professional leadership as a social worker.
5. Demonstrate the capacity to undertake relationship based social work and the practical ability to form and sustain effective transformational relationships with service users and other key stakeholders.

Assessment

- i. Students will undertake a critical analysis and reflection on a piece of observed practice addressing all learning outcomes and reflecting on learning and future developmental needs. This will be verified by the practice educator and marked by the guidance tutor. 1000 words.
- ii. Presentation of a complete and well-presented practice learning portfolio including a signed recommendation from the practice educator that the student has met the full range of professional capabilities at a qualifying level. Pass/Fail.

SW0615 Intervening to Assess and Manage Risk

This module will build on intervention modules in level 4 and 5. This will focus on the need to intervene to assess and manage risk in complex situations. In order to prepare for the final practice placement, the teaching will concentrate on implementing core skills to develop and implement professional social work practice within a statutory framework. Specialist workshops will enable detailed consideration of safeguarding practices in contemporary social work. Skills development will form part of the teaching and learning strategy: this learning will then be applied and demonstrated in the practice learning opportunity.

The 30 placement days attached to this module will offer students the opportunity to develop knowledge and skills as qualifying social work practitioners with service users, carers and other professionals in practice settings.

The syllabus will include:

- Applying knowledge to inform interventions designed to assess and manage risk to adults and children
- Communication skills and self awareness, within challenging statutory social work practice
- Understanding and managing the impact on self of emotionally charged and high risk situations
- Managing resistance whilst maintaining a service user focus in line with social work standards of proficiency
- Specific forms of social work intervention designed to assess and manage risk
- Utilising core social work skills in complex situations
- Decision making and professional judgement
- Specialist safeguarding children workshops
- Specialist safeguarding adults workshops
- Developing a range of specialist skills for practice

Practice learning will focus on intervening to manage risk whilst promoting independence and choice where appropriate and supporting wellbeing. This module is the final part of the thread which scaffolds learning in relation to interventions within the Professional Capabilities framework. On successful completion students will be able to:

1. Practice at a level that successfully meets the guidance and standards set out in the Professional Capabilities Framework and the TCSW Standards of Proficiency such that they may make an application to register with the HCPC
2. Critically appraise appropriate frameworks for assessment and forms of intervention
3. Demonstrate the critical ability to make evidence based judgements to inform decision making in situations of complexity and uncertainty
4. Demonstrate an in-depth knowledge of relevant intervention skills
5. Critically evaluate intervention within a multi-professional and legislative context
6. Display a reflexive understanding of personal contribution to intervention and managing change

Teaching and Learning during the Practice Experience

The learning in practice will be supported and assessed by an appointed practice educator in the workplace. Formative assessment will be provided within regular supervision sessions and via a mid placement review of progress. Students will have regular supervision with the practice educator in relation to the development of practice capability

Assessment

- i. Assignment that demonstrates understanding and application of professional judgement and decision making in relation to a case study. 2000 words.100% of mark.
- ii. Presentation of a complete and well-presented practice learning portfolio including a signed recommendation from the practice educator that the student has met the full range of professional capabilities at a qualifying level. Pass/Fail.

SW0616: Rights Based Social Work Practice

This module provides students with the opportunity to consolidate and extend learning gained at level 4 and 5 on rights and values and diversity and further prepare students for their final practice placement that will commence following completion of teaching on this module. In the context of a changing social and policy context and with reference to the service user perspective the application of rights values and diversity will be considered in relation to decision making and practice in complex situations. The module will develop student understanding of the challenges to providing good quality service delivery and professional practice focussing on organisational, policy and service user issues. The 30 placement days attached to this module will offer students the opportunity to develop knowledge and skills as qualifying social work practitioners with service users, carers and other professionals in practice settings.

The module runs prior commencement of the final level 6 placement and is designed to prepare students for the enhanced level of practice required in year 3 placement. Learning will be facilitated by additional practice learning elements that will focus upon community engagement and a focus on service users and carers. This module will facilitate preparation for level 6 placement practice by

- Developing the application of values and enhance understanding of diversity and social justice.
- Exploring a range of complex issues across different service user groups, for example safeguarding, asylum seekers, advocacy, the rights of adults and children,
- Develop student ability to address ethical dilemmas in complex practice situations
- Consider the service user voice and the modernisation agenda in social care and social work including, managerialism and the impact of privatisation of social care services

The practice curriculum will address the full range of capabilities. This module builds upon learning in SW0414 and SW0510 and aims to support learners to move from an understanding of rights, diversity and the law to professional capability in relation to working with more complex issues and conflicting values at a level at which they may register with the HCPC as a qualified social worker. The aim of the module is to enable the student to apply and analyse appropriate rights, values and social justice to contemporary social work practice. This will be achieved by developing the student's ability to recognise and promote individual's right to self-determination and identify and manage the impact on people of the power of their role. Teaching will help students apply ethical principles and legislation in decision making and recognise personal and organisational discrimination. Students will further develop the ability to recognise and manage impact of their own values on practice, and develop a deeper understanding of the construction of individual identity by culture, economic factors, life experiences and characteristics.

On successful completion the student should be able to:

1. Practice at a level that successfully meets the guidance and standards set out in the Professional Capabilities Framework and the TCSW Standards of Proficiency such that they may make an application to register with the HCPC
2. To critically appraise contemporary social work practice in the context of changing policy and organisational structure
3. To analyse the effectiveness of strategies used to engage and involve service users and carers in planning their own care and being involved in wider service planning and policy development
4. To analyse the relevance and appropriateness of policy and service delivery designed to support diversity, social justice and the professional value base

5. Recognise potentially conflicting values and be able to reflect upon ethical dilemmas

Assessment

- i. The summative assessment will require students to demonstrate a breadth of knowledge across all service user groups and the relevant application of values, rights and justice in diverse situations.. 1,500 words
- ii. Presentation of a complete and well presented practice learning portfolio including a signed recommendation from the practice educator that the student has met the full range of professional capabilities at a qualifying level. Pass/Fail.

SW0617 Knowledge for Safeguarding Practice

This module aims to prepare students for the final practice learning experience by further developing their knowledge and understanding of safeguarding across the life span with reference to different service-user groups and the specific issues associated with these.

Students will develop an understanding of the interplay between relevant legislative and policy frameworks including specific reflection on 'lessons from practice' and the development of decision making frameworks and interagency working practices. Students will consider questions of participation, autonomy and capacity in relation to young and/or vulnerable service users, making links to knowledge of human growth and development and associated safeguarding practices. Questions of professional power, individual choice, methods of engagement and communication and the use of frameworks for social control will be considered. Students will explore the theories relating to the personal/professional interface and its impact on safeguarding practice. The syllabus will include:

Advanced knowledge for safeguarding

- Understanding the interplay of psychological, economic, social and physiological risk factors
- Knowledge base underpinning the recognition of signs and indicators of abuse
- Models of risk assessment and management in relation to specific service user groups
- Attachment & loss
- Harm
- Vulnerability
- Safeguarding in different contexts
- Implications of social welfare policy for social work practice

Applying research and theory

- - Assessing the implications of different kinds of knowledge
 - Critical understanding of the application of research and theory
 - Using evidence in professional judgement
 - Exploring the personal/professional interface and the impact of this on on safeguarding practice
 - Apply knowledge of life course

Service user perspectives

- Understanding of the impact of safeguarding issues on individual and family life.
- Consider the impact of professional power and notion of risk on individuals and families
- Development of risk assessment and management strategies and development of critical understanding of risk taking.

This module builds upon learning in levels 4 and 5 and aims to support learners to move from an understanding of human development to professional capability in relation to application of knowledge underpinning safeguarding at a level at which they may register with the HCPC as a qualified social worker. In order to do this the module aims to support further development of knowledge of theory and research relevant to interventions, and consider ethical issues raised by the application of knowledge in practice. This will also aim to develop skills in applying knowledge in analysing information and applying professional judgement in different professional contexts. The module will also aim to support skills in applying systemic and other relevant approaches in assessing and responding to risk and the needs of service-users, and applying knowledge of human development to inform the choice of models and methods used to engage and work with a diverse range of service-users

This module is the final part of the thread which scaffolds acquisition of a wide range of knowledge to support social work practice as identified within the Professional Capabilities framework.

On successful completion of this module, students should be able to:

1. Utilise theories and research evidence in formulating professional judgement
2. Critically evaluate underpinning knowledge for assessment and intervention within the constraints and opportunities of the legal, political and social context.
3. Critically appraise knowledge relevant to care, control, support and protection in relation to the social work role
4. Assess the impact and effects of different forms of risk/significant harm, and the potential impact of interventions, both on service-users and on workers themselves
5. Compare and contrast how knowledge of social divisions, including culture, class, gender, disability and sexual orientation in formulating professional judgement
6. Evidence a sophisticated grasp of key concepts in safeguarding practice

Assessment

Mini-project focussed on an area of safeguarding practice, analysis of the available evidence-base on the topic and assessment of the implications of this evidence for social work practice. The rationale for this task is that it offers an opportunity for learners to focus on relevant literature in preparation for entering the practice learning environment. 2000 words.

SW0618 Critical Research Project

This module is focused on production of an evidence informed report on a topic relevant to social work practice. This is with a view to enhancing employability in a range of settings where project planning and evaluation would be required. Learning and teaching is focussed on planning for and supporting production of the report. Formative assessment and feedback are offered by peers, practice educators and dissertation supervisors.

The curriculum will include:

- Planning, design and management of a research project
- Principles of research design
- Ethical and practical issues in collection of evidence
- Reporting and analysis of findings
- Writing for a range of audiences

This module builds upon learning in SW0416 and SW0512 and aims to support learners to move from an understanding of research and enquiry and the relationship between evidence and action to application of this knowledge to developing their own research project. The module aims to consider how to frame questions, design research, find evidence and systematically analyse, evaluate and apply relevant aspects of current professional knowledge to the practice setting. This will be with a particular focus on the range of research

based knowledge that might inform practice, and critical application of research knowledge from different domains. This module is the final part of the thread which scaffolds learning in relation to evidence and critical reflection in the Professional Capabilities framework. On successful completion of this module students will be able to:

1. Apply imagination and curiosity to practice issues and recognise how research based evidence might inform practice
2. Demonstrate a critical understanding of research methods, including research ethics, and use research critically and effectively to sustain and develop practice (QAA Benchmark for Social Work 5.8)
3. With support gather, rigorously question and evaluate the reliability and validity of information from different sources
4. Know how to formulate, test, evaluate, and review hypotheses in response to information available at the time and critically appraise how this might inform judgements in practice
5. Demonstrate a capacity for logical, systematic, critical and reflective reasoning and apply the theories and techniques of reflective practice
6. Produce a good quality and well presented substantial practice report on a topic relevant to social work practice

Appendix GLOSSARY OF TERMS

Critical reflection of practice: exercises requiring students to use critically reflective analysis which would occur in practice - they may take a number of forms including case studies and/or reflective assignments with the application of theory articulated (please see programme requirements).

Domains: the nine areas of practice identified within the Professional Capabilities Framework (see guidance notes for details).

Evidence: the use of a range of evidence is recommended, the main categories of which are direct observations, service user and carer feedback, critical reflection of practice, evidence from supervision, work produced for the agency by the student, presentations, learning logs, feedback from other professionals (see guidance notes for details).

Personal Tutor: The Higher Education Institution Tutor who is nominated by the social work programme to support the student whilst on placement.

Interim Review: a meeting that takes place to assess progress and outline areas of focus for the remainder of the placement. The date of this is to be negotiated between parties.

Holistic Assessment: this is the premise of the PCF model of assessment and that an understanding of what a social worker does will only be complete by taking into account all nine capabilities in the PCF which it is acknowledged necessarily overlap. Similarly, assessment of progression should be made holistically: neither the nine domains nor the capability statements set for each level should be evaluated in isolation from each other (see the PCF in the guidance notes for details).

Learning Needs: the explanation of the learning needs should be specific to the student and the placement level and also reflect the context of the placement.

PCF: the Professional Capabilities Framework, the model of assessment consisting of nine domains (see guidance notes for details).

Practice Educator: the term used to describe the person responsible for assessing the placement

Practice Supervisor: the term used for the person nominated by the agency if there is an off site Practice Educator to provide practice learning opportunities within the agency and provide day to day supervision of practice.

Standards of Proficiency: these are the Health and Care Professions Council professional standards of practice to which qualified social workers are accountable. Students are expected to work towards these demonstrating an understanding of them in practice