



**Northumbria  
University**  
NEWCASTLE

# **Qualifying Social Work Programmes Northumbria University**

**Practice Learning Documentation**

**BSc Social Work**

**Year ONE 70 day placement**

**Faculty of Health and Life Sciences**

***Please note that you should keep a full copy of this documentation for your own records – You will be required to share this with your final placement***

***Please note it is the student's responsibility to ensure they have the correct documentation for this placement – see your relevant programme and module sites)***

NAME OF STUDENT:

NAME OF PRACTICE EDUCATOR:

<b>Final Summative Recommendation</b>		
<b>PASS</b>	<b>REFER</b>	<b>SUITABILITY CONCERNS</b>
<b>Practice Educator Signature</b>		
<b>Additional Stage 2 Practice Educator Signature</b> <b>(this is verification required only if the Practice Educator is currently a trainee)</b>		
<b>Date</b>		

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## PART A: Practice Learning Agreement and Interim Review

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.

1. The student should circulate by email, **a nearly completed** draft of this document **3 days prior** to the initial placement meeting. All parties should be present at this meeting (face to face or virtually). You will need to have discussed the content and shared your PLA with your Practice Educator, usually in your first and second supervision sessions, prior to circulation to your full Practice Learning Team
2. Students are responsible for minuting this meeting and completing the PLA and should send a final copy to all parties **within two weeks** of the first placement meeting. The PLA should be confirmed by all parties as soon as possible.
3. As a working document the agreement may be amended at any time (via an addendum) with the agreement of all parties. Please ensure all questions within this document are answered, **all boxes must be completed.**
4. Educators and students should refer to this PLA in supervision, the Interim Review and when completing the final Practice Educator report.

Please place the minutes of the PLA meeting behind this learning agreement, these are a requirement.

### Section 1: Placement Details

<b>Student</b>	Name:
	Address:
	Telephone number:
	Email:
<b>Practice Educator</b>	Name:
	Telephone number:
	Email:
	Offsite
	Qualification of PE (e.g. PE award Stage 1 or 2, currently working towards PE award Stage 1 or 2):
<b>PE Mentor (if applicable)</b>	Name:
	Telephone Number:
	Email:

	Qualification of PE Mentor		
<b>Person who will deputise in the event of absence of the Practice Educator</b>	Name:		
	Telephone number:		
	Email:		
<b>On-site Supervisor (if applicable)</b>	Name:		
	Telephone number:		
	Email:		
<b>Personal Tutor</b>	Name:		
	Telephone number:		
	Email:		
<b>Person who will deputise in the event of absence of the On-site Supervisor (if applicable)</b>	Name:		
	Telephone number:		
	Email:		
<b>Placement details (delete as applicable)</b>	First placement	Adults	Children and Families
<b>Team name/agency and address</b>	Name:		
	Agency:		
	Address:		
<b>Dates of placement</b>	Start Date:		
	Projected End Date:		
<b>Please Note 15 days Leave/study and Bank Holidays are over and above the 70 days given for placement and recall days</b>	Two Recall Days: <b>TBC (to be counted as part of your 70 day placement)</b>		
	Study days/Holidays/Bank Holidays: <b>Please insert all negotiated dates (15 days in total):</b>		

Please state if there are any prior relationships or conflicts of interest between any parties involved in the placement. Give brief details please.

## Section 2: Placement Setting

### **The Placement Setting: (approximately 500 words)**

In describing your placement setting please give detailed, specific and meaningful information. It should reflect the context you are working in, who you may be working with and why. You might find it helpful to consider the following:

The type of agency you are working in and who does it provide a service to and for whose benefit?  
The rationale for the service? Including the referral processes and criteria, considering what these mean for service users?

The agency aims and objectives and any mission statement

The key policy and/or legal frameworks within which the service operates and if so, what is it? Give due consideration to? How is the agency governed?

How is the agency structured, for example what are the staffing ratios, numbers of safeguarding leads other specialist roles etc.?

Consider relevant local demographics compared to the National picture eg poverty/affluence, employment, ethnicity, health, housing, etc. Remember give due consideration to diversity, deprivation and privilege and the impact of these in the context of the agency setting.

For school placements, include numbers and gender mix of children in school, numbers of children on CP plans, CIN, Early Help, EHCP, number of children who have English as an additional language, pupil premium and any extra support arrangements in place, e.g., SENCO's Teaching Assistants.

**Has the Handbook Quiz been shared with the Practice Educator and Agency?**

**Yes/No**

**If No Please insert date this will be shared**

### **Induction**

- **What has been covered in your induction?**  
Bullet points may be used.eg Use of mobile phone, cameras and other technology.
- **What still needs to be completed?**

**Health and Safety:**

*Students are expected to make themselves aware of and adhere to agency health and safety procedures. Please summarise here the protocol in relation to:*

- Fire safety/drill procedures – what do you need to do in the event of a fire, where do you need to assemble, what happens if you are working with children/service users at the time, exits
- First aid - where are first aiders located?
- PPE use and disposal
- Visitors- access to building/proof of identity
- Accident reporting – location of accident book
- Signing in and out, procedures for home visits, including any additional safety procedures eg codes to signify distress or emergency situations.
- Name of person and procedure to whom the student should report any safeguarding concerns
- Absence recording who do you report to, by what time on first day and any subsequent days, procedure for more than three days absence etc.  
All absences MUST be reported to Practice Educator and the University absence line
- Agency Protocols to be followed should the student be subject to any children's or adult services social work contact or any issues in relation to cautions or convictions, which have not been previously disclosed)

**Has an agency risk assessment taken place? What risks have been identified? What was discussed? How will risk be addressed? When will arrangements be reviewed?**

**Please provide details here consider Covid 19 policies and risk assessments as well as other aspects of risks in completing this section:**

**Covid-19 risk assessment for home working, working in an office and face to face work**

**Use and supply of PPE** -who will provide this, when does it need to be used, what items do you need to use, putting on and removal.

**Physical working space**-social distancing, numbers allowed in staff room and other areas?

**Cleaning/hygiene**- surface use and cleaning, hand sanitising

**Reporting Covid**- who to report Covid contact to, return to placement following positive Covid test.

**Working from home** - How will you keep in touch with team? What work will you be doing? What provisions are there for reporting work undertaken

**Please provide details here:**

**Occupational Health/Reasonable Adjustments:** *Please note that if there are any significant changes to the information included below, the student is obliged to inform the practice educator and tutor immediately.*

- **Does the student wish to declare any particular disability or health condition?**  
Please provide details below:

- **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 Lead)**

- **If an Occupational Health assessment has been undertaken, what reasonable adjustments been agreed?**

- **What reasonable adjustments are to be made in relation to any /health condition?**

**Please Note: It is the responsibility of the student to make the Practice Learning Team aware, at the earliest opportunity, of any disability /health condition to enable adjustments to be negotiated and agreed).**

#### **Use of Cars**

Will the student be using his or her own car in relation to this placement?

If yes, do the student's insurance documents indicate the appropriate level of business use cover? Yes / No/ Not Applicable

**How** will the agency contribute to travelling expenses incurred by the student undertaking duties in relation to their placement?

#### **Student's Placement Hours**

Please record the normal working hours the student is expected to attend (students are expected to work normal agency hours and are not normally expected to work at home unless agreed in advance as part of this learning agreement)

Normal agency working hours per week usually 35-40 hours	
--	--



Normal agency working day start-time	
Normal agency day end-time	
Specify days of week on placement	
<p>Please also detail any additional arrangements that need to be considered for you in this placement, for example flexible working, shift work, weekend work, time off in lieu, mandatory lunch breaks etc. Use of such arrangements should be clearly recorded in the Record of Attendance so that it is clear how the student has achieved the necessary placement days.</p>	
<p><b>Reflective Learning</b> Students must have agreed protected reflection time: Please detail agreed reflection time and expectations in relation to the use of reflective log/tools/ and how these will be shared with educators.</p>	
<p><b>Support for Students:</b> Please identify facilities key support mechanisms available to you both in the agency and from the University to support your wellbeing, for example the student union:</p>	

### Section 3: Practice Learning Needs and Opportunities

**Please identify the learning opportunities that will be made available to meet the requirements of the PCF.**

**Please link all identified tasks, including all direct work, induction, meetings and agency visits to the PCF. It is usually helpful to provide an overarching bullet point list of opportunities available within the agency followed by the PCFs.**

For example: I will complete 3 initial assessments (PCF 1, 5, 7, 8)

**Please identify the student's individual learning needs for this placement** - these should be determined by the student's learning within the University setting and previous relevant work contexts and informed by the Professional Capability Framework (PCF) and Social Work England's (SWE) Professional Standards and be presented as context specific (please refer to guidance notes) These should be specific, measurable, achievable, realistic and time limited (SMART):

**Knowledge**

Include here as a minimum:

- Policies
- Procedure
- Legislation
- Theory, Models and Methods
- Context of Agency

**Skills**

Please refer to Pam Trevithick's lexicon of social work skills for ideas of social work skills to be developed but this should be personal to you, some suggestions:

- Communication
- Assessment
- Interventions
- Risk identification and management (in light of the stage for this placement)
- One to one work
- Group work etc

**Values**

Morals/values expectations etc  
 You need to consider challenges you may face as a result of your beliefs, identities and experiences

**Please show below which of the identified statutory tasks will be undertaken on placement. For Final Placement as least one Statutory task must be identified. For First Placement please tick any that apply.**

s.17 Children Act, 1989 <input type="checkbox"/>	Care Act, 2014 <input type="checkbox"/>
s.47 Children Act,1989 <input type="checkbox"/>	Mental Capacity Act, 2005 <input type="checkbox"/>

<b>How will service users and carers be involved in supporting the learning and assessment of the student in this placement? consider permissions in relation to practice and academic work</b>	
<b>Supervision agreement:</b> The university expects one supervision session per 5 days of practice. Sessions should be approximately 60-90 minutes in length for on-site educators and at least 90 minutes for those working off-site. Group supervision should ideally be no more than 1 in 3 sessions. Other arrangements need to be discussed at the PLA meeting. Online supervision arrangements should be included and agreed below.	
Frequency of supervision:	Once every 5 working days
Length of supervision:	
Recording of supervision: Students are expected to record supervision sessions and circulate the minutes within 24-48 hours of the session, please specify timescale agreed.	
Purpose for which supervision notes may/may not be used	Supervision notes will be used in the overall assessment of the student's capability Personal information will be kept confidential unless it is adversely impacting on the student's practice or causes professional concern. To support the progress and development of the student as a social worker Demonstrate learning which has taken place Used for assessment and identification of learning needs Establish ability and accuracy of minute taking Develop skills in balancing agenda Recording of any issues related to practice or agency which need addressing Where appropriate as evidence of the supervision process taking place May be shared outside of the supervision process with all parties being notified in writing in advance.  Any additional points agreed?
Where will supervision notes be held & by whom	

<p>Contents of supervision/and standard agenda items: A sample agenda may include:</p> <ul style="list-style-type: none"> <li>• Review and agreement of previous weeks supervision minutes</li> <li>• Wellbeing and personal/professional Issues</li> <li>• Reflective writing and learning from it – considering PCF/theory/legislation</li> <li>• Review of work undertaken</li> <li>• Any practice dilemmas</li> <li>• Relevant legislation/policy</li> <li>• Linking theory to practice</li> <li>• Time and diary management incl leave</li> <li>• AOB</li> <li>• Action summary</li> <li>• Next session</li> </ul> <p>Additional items may be added by either party and given priority where appropriate</p>	
<p>The supervisory process and relationship: You may wish to consider - roles, responsibilities, contribution to supervision, and agenda setting, how the Practice Educator, Practice Supervisor and Student share information/undertake 3 way supervision if a supervisor is appointed:</p>	
<p>Student expectations of supervision:</p>	
<p>Practice Educator's expectations of supervision:</p>	
<p>Practice Supervisor's expectations of supervision:</p>	
<p>How will issues of differences/ disagreements be addressed?</p>	
<p>Any other matters:</p>	

Practice documentation	Target dates for submission to Practice Educator/HEI Tutor
Date for circulation of PLA for signatures (usually within 10 days of the PLA meeting):	
Interim documentation to be circulated by the student (at least 5 days prior to interim)	
Interim Review Date:  (For Year 1 placement meeting usually between days 30 and 40, for Year 2 placement usually between days 45 and 55)	
Direct Observations suggested date for first observation (one <b>must</b> be completed before the interim review)	
Draft PLD to Practice Educator (to be negotiated usually a minimum of 10 days before the end of placement)	
PLD Submission Date (usually the next working day following the placement ending)	

<b>Confirmation of all parties to the agreement (please append email agreements behind this page)</b>	
Student: Date:	
Practice Educator: Date:	
Personal Tutor ( <i>Please note the tutor may send email confirmation which should be added to the portfolio</i> ) Date:	
Practice Supervisor (if appropriate) Date:	

## Section 4: Record of Interim Review

### Interim Review

The student, Practice Educator, Practice Supervisor (if one is appointed) and the HEI Tutor should meet to review the student's progress approximately half way through the practice experience and address the following points.

**The following should be reviewed and completed by the student and Educator in advance of the interim review meeting and circulated to all members of the practice learning team by the student along with the direct observation documentation a minimum of 5 days prior to the Interim Review.**

Agenda: The following should be discussed at the Interim Review Meeting and recorded by the student:

Review of Circulated Documentation: please record any observations/comments

Review the PLA to:

- Ascertain any changes to the initial agreement
- Student to verbally present a brief summary of one piece of work they are proud of and one piece of work that could have gone better.
- 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?

## Introduction

<b>Start date of placement</b>	
<b>Days completed on placement at point of review</b>	
<b>Reason for any absence</b>	
<b>Proposed End of Placement Date</b>	

**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):**

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

**2 Implementation of the Practice Learning Agreement: Learning Opportunities:**

Number of Days completed at the Interim Review point	
Has the Practice Learning Agreement been completed and signed	Yes/No
How many hours of supervision have taken place up to the interim 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		
Student's written work		
Other e.g. presentations		

**4a Practice Educator's overall summary recommendation taking into consideration your individual assessment of the PCFs below**

<b>Progressive holistic assessment against the PCF at this point in placement (Please tick ✓)</b>	<b>Good Progress</b>	<b>Adequate progress</b>	<b>Progress raising concerns or lack of opportunity to demonstrate PCFs  (A formal Action Plan will be completed at the Interim Review meeting if this box is ticked)</b>

**4b Interim progressive assessment of demonstration of capability in each PCF Domain (please indicate by ticking applicable column).**

PCF Domain	No evidence of capability	Some evidence of capability	Sufficient evidence of capability (at this stage)
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			

- 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 issues or concerns of note.
- 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

<b>Practice Educator Feedback on overall capability</b>
<b>Practice Supervisor Feedback - where applicable</b>
<b>Assessment of student's learning needs for remainder of placement (these are to be considered as actions required by the student to achieve all PCFs)</b>
<b>Student reflection on the interim assessment report, future learning needs and where applicable the formal Action Plan (Guideline approximately 300 words)</b>

### **Action Plan (if any) Agreed by the Practice Learning Team:**

The action plan (if required) should be developed, discussed and agreed at the Interim review by the Practice Learning Team. It should include areas of the student's development and learning, and actions required to address these areas, any other outstanding issues, and what the specific actions required are. It may also include any actions arising from the previously circulated documentation or the Interim Review Meeting. All action plans should follow SMART objectives

Action to be taken	By Whom?	By When?	Review Date	By Whom?
(...add rows as required)				
Date for review of the whole Action Plan				
How will this review take place?				
Where an Action Plan has been required, it must be circulated by the student to all members of the practice learning team within five working days of the interim review.				

<b>Signature of all parties to the interim review minutes</b> Please note the tutor may send email confirmation which should be added to the portfolio	
Student: Date:	
Practice Educator: Date:	
Tutor: Date:	
Placement Supervisor (if applicable) Date:	
PE Mentor (If applicable)	

**Additional Practice Learning Team Meetings may be requested by any party.**

These should be clearly recorded with reference to:

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

**PART B: Practice Assessment Report**  
**(To be completed by the Practice Educator)**

**Section 1: Summary of assessment and supporting evidence**

**1.1 Placement details**

<b>Student</b>		
<b>Practice Educator</b>		
<b>PE Mentor</b>		
<b>On-site Supervisor (if applicable)</b>		
<b>Placement details (delete as applicable)</b>	First Placement	Adults <input type="checkbox"/> Children <input type="checkbox"/>
<b>Please list statutory tasks undertaken (if applicable)</b>		
<b>Dates of placement Start</b>		
<b>Dates of placement End</b>		

**Final Assessment for this placement**

<b>Practice Educator's Recommendation</b>		
<b>Pass</b>	<b>Refer<sup>1</sup></b>	<b>Suitability Concerns<sup>2</sup></b>
<b>Practice Educator signature and date</b>		
<b>PE Mentor Signature and date (this is required only if the Practice Educator is currently a trainee)</b>		

<sup>1</sup> This 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>

<sup>2</sup> 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 SWE Professional Standards may be helpful to you in consideration of this - <https://www.socialworkengland.org.uk/standards/professional-standards/>. 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 any issues or circumstances impacting on this learning opportunity and how these were managed

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

## Section 2: Assessment Report

Holistic Assessment
<p><b>PCF level descriptors</b></p> <p>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.</p>
<p>In your assessment of the student we would expect your judgement to be supported by use of a range of evidence including direct observations, service user and carer feedback, critical reflection on practice, supervision, and supervision notes, student work products and observations from colleagues and other professionals. Please provide below an overall judgment of the student's professional capability with reference to the level descriptor for this placement, taking into account:</p> <ul style="list-style-type: none"> <li>• Capability across all nine domains of the PCF</li> <li>• Progressive assessment of the candidate's capability during the placement</li> <li>• Any factors that may have affected the student's progress during the placement</li> </ul> <p>Please link your comments to examples of evidence presented over the course of the placement and, if appropriate, information provided in Section 3 to support the overall assessment.</p>
Feedback on overall capability
Please add your report here

**Assessment of student's future learning need/priorities (Maximum 200 words) This may be in bullet points, for completing students it may be helpful to link this to appropriate KSS**

**Student's reflection on assessment in relation to their own performance and professional development (Maximum 300 words)**

**Placement Supervisor: are there verbal/written comments that the placement supervisor would like to be recorded?**

**Tutor's comments on the practice learning experience. *This should only be completed in the event of the practice educator recommending a refer or raising suitability concerns* (Maximum 300 words)**



### Section 3: Holistic assessment of each domain

Please provide below additional information to support your overall assessment in Section 2. 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. (250 words maximum per domain). If you have concerns that the student has not demonstrated capability in one or more of the domains, or other, specific concerns these should be recorded here.

Again, you are expected to use a range of sources of evidence here, such as direct observations (O), service user and carer feedback (S), critical reflection on practice (R), supervision (S), student work products (W) and observations from colleagues and other professionals (P). These Initials may be used for brevity if you wish.

**Domain 1. PROFESSIONALISM – Identify and behave as a professional social worker, committed to professional development:** Social workers are members of an internationally recognised profession. Our title is protected in UK law. We demonstrate professional commitment by taking responsibility for our conduct, practice, self-care and development. We seek and use supervision and other professional support. We promote excellent practice, and challenge circumstances that compromise this. As representatives of the profession, we safeguard its reputation. We are accountable to people using services, the public, employers and the regulator. We take ethical decisions in the context of multiple accountabilities

**Assessment**

**Evidence used to support judgement**

**Capability at identified level for this placement**

**Demonstrated**

**Not demonstrated**

**Domain 2. VALUES AND ETHICS – Apply social work ethical principles and values to guide professional practices:** Social workers have an obligation to conduct themselves and make decisions in accordance with our Code of Ethics. This includes working in partnership with people who use our services. We promote human rights and social justice. We develop and maintain our understanding of the value base of our profession throughout our career, its ethical standards and relevant law.

**Assessment**

<b>Evidence used to support judgement</b>		
<b>Capability at level identified for this placement</b>	<b>Demonstrated</b>	<b>Not demonstrated</b>
<p><b>Domain 3. DIVERSITY AND EQUALITY – Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice:</b> Social workers understand that diversity characterises and shapes human experience and is critical to the formation of identity. Diversity is multi-dimensional and includes race, disability, class, economic status, age, sexuality, gender (including transgender), faith and belief, and the intersection of these and other characteristics. We understand that because of difference, and perception of difference, a person's life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim. We identify this and promote equality</p>		
<b>Assessment</b>		
<b>Evidence used to support judgement</b>		
<b>Capability at level identified for this placement</b>	<b>Demonstrated</b>	<b>Not demonstrated</b>
<p><b>Domain 4. RIGHTS, JUSTICE AND ECONOMIC WELLBEING – Advance human rights and promote social justice and economic wellbeing:</b> Social workers recognise and promote the fundamental principles of human rights, social justice and economic wellbeing enshrined in national and international laws, conventions and policies. These principles underpin our practice and we use statutory and case law effectively in our work. We understand and address the effects of oppression, discrimination and poverty. Wherever possible, we work in partnership with people using services, their carers and families, to challenge inequality and injustice, and promote strengths, agency, hope and self-determination.</p>		
<b>Assessment</b>		
<b>Evidence used to support judgement</b>		
<b>Capability at level identified for this placement</b>	<b>Demonstrated</b>	<b>Not demonstrated</b>

<p><b>Domain 5. KNOWLEDGE – Develop and apply relevant knowledge from social work practice and research, social sciences, law, other professional and relevant fields, and from the experience of people who use services:</b> We develop our professional knowledge throughout our careers and sustain our curiosity. As a unified profession, we develop core knowledge that relates to our purpose, values and ethics. We also develop specific knowledge needed for fields of practice and roles. Our knowledge comes from social work practice, theory, law, research, expertise by experience, and from other relevant fields and disciplines. All social workers contribute to creating as well as using professional knowledge. We understand our distinctive knowledge complements that of other disciplines to provide effective services.</p>		
<b>Assessment</b>		
<b>Evidence used to support judgement</b>		
<b>Capability at level identified for this placement</b>	<b>Demonstrated</b>	<b>Not demonstrated</b>
<p><b>Domain 6. CRITICAL REFLECTION AND ANALYSIS – Apply critical reflection and analysis to inform and provide a rationale for professional decision-making:</b> Social workers critically reflect on their practice, use analysis, apply professional judgement and reasoned discernment. We identify, evaluate and integrate multiple sources of knowledge and evidence. We continuously evaluate our impact and benefit to service users. We use supervision and other support to reflect on our work and sustain our practice and wellbeing. We apply our critical reflective skills to the context and conditions under which we practise. Our reflection enables us to challenge ourselves and others, and maintain our professional curiosity, creativity and self-awareness.</p>		
<b>Assessment</b>		
<b>Evidence used to support judgement</b>		
<b>Capability at level for this placement</b>	<b>Demonstrated</b>	<b>Not demonstrated</b>
<p><b>Domain 7. SKILLS AND INTERVENTIONS - Use judgement, knowledge and authority to intervene with individuals, families and communities to promote independence, provide support, prevent harm and enable progress:</b> Social workers engage with individuals, families, and communities, working alongside people to determine their needs and wishes, and what action may be helpful. We build</p>		

productive working relationships and communicate effectively. Using our professional judgement, we employ appropriate interventions, promoting self-determination, support, protection and positive change. We develop and maintain skills relevant to our roles. We understand and take account of power differentials and use our authority appropriately. We evaluate our own practice and its impact, and how we improve outcomes for those we work with.		
<b>Assessment</b>		
<b>Evidence used to support judgement</b>		
<b>Capability at level identified for this placement</b>	<b>Demonstrated</b>	<b>Not demonstrated</b>
<b>Domain 8 CONTEXTS AND ORGANISATIONS</b> <b>- Engage with, inform, and adapt to changing organisational contexts, and the social and policy environments that shape practice. Operate effectively within and contribute to the development of organisations and services, including multi-agency and inter-professional settings:</b> Social workers are informed about and pro-actively respond to the challenges and opportunities that come from changing social, policy and work contexts. We fulfil this responsibility in accordance with our professional values and ethics, as individual and collective professionals and as members of the organisations in which we work. We collaborate, inform and are informed by our work with other social workers, other professions, individuals and communities.		
<b>Assessment</b>		
<b>Evidence used to support judgement</b>		
<b>Capability at level identified for this placement</b>	<b>Demonstrated</b>	<b>Not demonstrated</b>
<b>Domain 9. PROFESSIONAL LEADERSHIP – Promote the profession and good social work practice. Take responsibility for the professional learning and development of others. Develop personal influence and be part of the collective leadership and impact of the profession:</b> We develop and show our leadership, individually and collectively, through promoting social work's purpose, practices and impact. We achieve this through diverse activities which may include: advancing practice; supervising; educating others; research; evaluation; using		

innovation and creativity; writing; using social media positively; being active in professional networks and bodies; contributing to policy; taking formal leadership/ management roles. We promote organisational contexts conducive to good practice and learning. We work in partnership with people who use services and stakeholders in developing our leadership and aims for the profession.		
<b>Assessment</b>		
<b>Evidence used to support judgement</b>		
<b>Capability at level identified for this placement</b>	<b>Demonstrated</b>	<b>Not demonstrated</b>

**Qualifying students will be required to meet the Social Work England’s (SWE) Professional Standards.** SWE states that:

“The professional standards are the threshold standards necessary for safe and effective practice. They set out what a social worker in England must know, understand and be able to do after completing their social work education or training”. Social Work England uses these standards to decide whether a social worker is fit to practise. The PCF is designed to support social workers throughout each stage of their career, beyond the threshold standards set by Social Work England. 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.

Social Work England’s Professional Standards are mapped against PCF expectations for social work students at the end of their first/last placement. Whilst there are some differences in the way the standards and PCF are expressed, the overall expectations are the same.

Social work courses aim to ensure that students develop the skills and knowledge necessary to meet the [professional standards](#) by the time they complete the course. Although we do not regulate students, we do expect them to understand and work towards our professional standards in preparation for when they apply for registration.

Students should make sure that during their course, including while they are on placement, they do not do anything that contravenes the professional standards or the policies and procedures of their course or placement provider.

Although the Professional Standards 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 Professional Standards:

<b>Social Work England: Professional Standards</b>
1. Promote the rights, strengths and wellbeing of people, families and communities.
2. Establish and maintain the trust and confidence of people
3. Be accountable for the quality of my practice and the decisions I make
4. Maintain my continuing professional development
5. Act safely, respectfully and with professional integrity
6. Promote ethical practice and report concerns

## PART C: 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 (two by Practice Educator and one by the Placement Supervisor or another Practice Educator if one is appointed, working directly with service user/s on at least two of these occasions). **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 of Practice Student Plan ( to be completed by student)

**Name of Student:** .....

**Observation 1 / 2 / 3 (please indicate)**

**Date of Observation:** .....

**Observer.....**

#### Planning

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

Brief details of the student planning process including consent issues

<b>Aims</b> 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.	
Aim 1  PCF Domains  How will achievement be demonstrated?	
Aim 2  PCF Domains  How will achievement be demonstrated?	
Aim 3  PCF Domains  How will achievement be demonstrated?	

### **Direct Observation: Practice Educators feedback**

This must be completed by the Practice Educator.

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



Areas for Development	
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	

**Student's Reflection on Observed Practice 1/2/3: Approximately 300 words**

## Service User/Carer Feedback from Student's Observation 1/2/3

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 of observer/role:
Date of activity:
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?

## Section 2: Record of Attendance

- This should be completed weekly and signed by both the student and the Practice Educator or Placement Supervisor (please add extra rows as required)
- Placement dates must allow for the student to complete the required number of days within the placement setting
- Missed days (e.g. sick leave) should be added to the end of placement.
- The student is required to negotiate 10 days leave and 5 study days with their Practice Educator (in addition to the 70/100 days in placement) and record these on this sheet. **The 2 Recall Days, if attended, are included in the total number of days (70/100).**
- Work undertaken for academic assignments and attendance at tutorials must take place outside of placement time. However, it is expected that students will spend time reading around practice and policy issues to inform their practice and to contribute to the preparation of practice reports.
- BH Bank Holiday, students are normally on leave on these days.
- Please include hours worked per day

Please add extra rows as required.

Week commencing	Mon	Tue	Weds	Thur	Fri	Sat	Sun	Supervisor signature	Practice Educator signature	Student signature
Completion of ..... (add in number) of practice days										
Practice Educator's Signature: .....										
Student's Signature: .....										



**Section 4: Involvement of other Stakeholders in Learning and Assessment**

The student should write a reflection on both the process of seeking feedback, and use of the feedback gained in relation to at least two examples (500 words)

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<b>Feedback from colleagues/other professionals: Evidence received by practice educator (may be written or verbal)</b>	
<i>Feedback from (role)</i>	<i>Verified</i>

## Section 5: Evidence of student's work for agency

**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 to make her/his/their judgement of capability. This is 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 list of work products (as agreed with your practice educator). For example:

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

## ***PART D: 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 (British Association of Social Workers), Professional Standards (SWE) and the Quality Assurance Agency's Benchmark Statement for Social Work (QAA, 2019) at a standard appropriate to different stages of learning.

Students are required to spend a total of 170 days in practice. Within the MA Social Work Programme students have one 70 day placement in Year 1 and a final placement of 100 days are to be undertaken in Year 2.

Each student 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 SWE Professional Standards, 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. SWE's Professional Standards can be accessed at:

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

The University, Stakeholder Agencies and Practice Educators all share responsibility for enabling SWE's requirements to be met. Students also have responsibility for their own learning, practice and professional development during the social work programme. Social Work Programmes that lead to the opportunity to register with the SWE have to adhere to SWE 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 the SWE SETs.

This may be accessed at:

[https://www.socialworkengland.org.uk/media/1641/socialworkengland\\_ed-training-standards-2019\\_final.pdf](https://www.socialworkengland.org.uk/media/1641/socialworkengland_ed-training-standards-2019_final.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/sd/academic/sches/programmes/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.

<b>Key Contacts Placements</b>		
Role	Name	Email
Personal Tutor	John Cavener	John.cavener@northumbria.ac.uk
Personal Tutor	Steve Jefferies	steve.jefferies@northumbria.ac.uk
Personal Tutor	Chris Dodds	christina.d.dodds@northumbria.ac.uk
Personal Tutor	Hellmuth Weich	hellmuth.weich@northumbria.ac.uk
Practice Learning Lead	Jeannine Hughes	jeannine.hughes@northumbria.ac.uk
Placement Coordinator	Natalie Pickup	natalie.pickup@northumbria.ac.uk
Finance Queries	Chris Chambers	christopher.chambers@northumbria.ac.uk

## **Support and Information Sessions**

All Practice Educators and Practice Supervisors **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*

Dates to be confirmed.

## Section 7

### 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, 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 should:
  - Undertake a holistic assessment of the student's practice utilising the 9 domains of the PCF.
  - Verify the following elements of the student's Practice Learning Documentation:
    - The student's attendance over the 70 days
    - Agree and sign Practice Learning Agreement
    - Agree and sign record of interim review meeting
    - Practice Experience Summary
  - The Practice Educator will normally undertake at least two Direct Observations of the student's practice.
  - Educators are required to verify the content of the case study analysis.
  - To complete an evaluation of the practice learning experience. A link to the evaluation website will be emailed to all parties prior to the end of placement. The programme 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, interim 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 training 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 holistic assessment of the student's practice utilising the 9 domains of the PCF
- Act as the link person with the student, Practice Supervisor and the Personal 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 Practice learning documentation 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 Practice Learning Team/support sessions.
- To complete an evaluation of the practice learning experience. A link to the evaluation website will be emailed to students, educators and supervisors prior to the end of placement. The Regulatory Body requires that the evaluation is completed, and that payments for placements may be dependent upon receipt of completed forms.

### **Roles and responsibilities of student**

- 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 initial Practice Learning Agreement (PLA) meeting within the first 3 weeks of the placement as well as arranging the subsequent 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 including:
  - Ensure the attendance sheet is signed weekly
  - Agree and sign Practice Learning Agreement within the appropriate timescales
  - Take notes and distribute record of interim review meeting
  - **Practice Experience Summary links to section 5**
- 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 completed PLA by email to all attendees of the in the initial PLA meeting for agreement,
- To circulate the interim review documentation to all who attended the interim review meeting.
- 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 learning documentation is handed in to the university by the due date.
- 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.

### **The Personal Tutor will be expected to:**

- Make introductory contact with the placement agency within the first two weeks of the start of the placement (or as soon as contact details are available).

- Communicate any issues in relation to the student's learning needs to be included in the PLA via attendance at the initial Practice Learning Agreement meeting.
- Attend the Interim review meeting and any further meetings should the need arise.
- Provide guidance, advice, support and feedback to the student in relation to the practice learning opportunity.
- Communicate with the Practice Learning Lead should the need arise.
- Provide support in relation to academic related assignments and modules.
- Provide overall pastoral support in relation to the wider programme.

## Section 8

### Difficulties or Concerns

The vast majority of practice learning opportunities are extremely successful. Students almost always say that these are the most valuable and enjoyable part of the programme. However, occasionally difficulties can arise it is always best to address these directly with the individuals concerned. If this is not possible discussions should take place within the Practice Learning Team.

Further guidance and advice is available via The Personal Tutor or the Practice Learning Lead.

### Procedures for the interruption, suspension and termination of Practice Learning Opportunities

Should any member of the Practice Learning Team believe that it is necessary to undertake any of the above actions, it is essential that contact is made in the first instance with the Personal Tutor or Practice Learning Lead to agree an appropriate way forward. The first stage should be to call a Practice Learning Team Meeting. Practice Review and Recommendation Group information will be posted on the elp prior to the commencement of placement.

### Calling in a Second Opinion Practice Educator

There is provision within the programme to allow, in exceptional circumstances, a second opinion Practice Educator to be called. This may be the case where issues are raised in relation to procedures followed during the placement. This process does not prevent the right to make complaints or other representation. An educator may also seek a second opinion in relation to the assessment of the student competence. Further guidance regarding this process is available from the Practice Learning Lead or the Personal Tutor.

**Should any parties be unclear as to whom to contact in relation to any aspects of the placement, please contact the Practice Learning Lead who will provide initial advice and guidance and signposting.**

### Notification of Absence from Placement

Students **must** notify the placement setting (e.g. Practice Educator, Practice Supervisor) and follow any agreed agency procedures. The absence must be recorded on the attendance sheet in the placement learning documentation (see Practice Learning Documentation). In addition any absence **must also** be reported to University via the absence procedures detailed in the programme handbook. When notifying **absence** (preferably by e-mail [hl.ask4help@northumbria.ac.uk](mailto:hl.ask4help@northumbria.ac.uk)) please include: *Your name,*

*your year of study, dates of absence/return, brief reasons for absence (e.g. sickness/unexpected child care problems/personal issue, etc.*

The university **must also** be notified of the date the student returns to placement (preferably use the absence e-mail address to do this). It is **particularly important** that if your placement period extends beyond the timetabled placement period (e.g. because of 'making up' missed days) that you notify Natalie Pickup of the actual end date of your placement – please email the [practiceplacements@northumbria.ac.uk](mailto:practiceplacements@northumbria.ac.uk) address but within the email state that it is for the attention of Natalie Pickup.

Information from the absence telephone line or e-mail address will be entered onto the ARC data base which is used to audit placement details. It is **essential** that students notify both the Agency setting and the University of any absence **and** the date of return to placement.

A sick note will be required if the absence extends beyond 5 days and in some instances you may be requested to supply a sick note to cover absences of less than 5 days. It is essential for Regulatory Body audit purposes that an accurate end date is recorded on the ARC system.

## Section 9

### SUBMISSION OF PRACTICE LEARNING DOCUMENTATION

- Your completed Practice Learning Documentation (PLD) must be reviewed and signed by your Practice Educator (and any stage 2 educator) prior to you submitting this to the University.
- This documentation will also require a signature or an appended email from your Personal Tutor in relation to both the Practice Learning Agreement (PLA) and the Interim review minutes. Please ensure you have these before submission.
- **One copy** must be submitted in electronic form by the submission date/time. All handwritten documents should be scanned and emailed as part of your PLD. You must retain a complete copy of this document electronically.
- Where placements finish later than the standard date, placement documentation will require a late authorisation.
- Students who have been authorised sick during placement and need to do extra days on placement can have the equivalent days added on to the submission date.
- We will identify your submission date from the sick days you have emailed to the absence line: [hl.ask.4.help@northumbria.ac.uk](mailto:hl.ask.4.help@northumbria.ac.uk). This will also be recorded on ARC. This will need to be agreed with your Personal Tutor.
- If you do need to submit your documents after the submission date/time you must make your Personal Tutor aware of this via email.

- **NB: Please remember your Practice Educator gives you feedback and assesses all of your work except for the accompanying assignment and makes a recommendation to the Exam Board. Documentation is not assessed by the University staff. A small sample is moderated and placement documentation is moderated by experienced Practice Educators. You submit the documentation as a record of the assessment, for moderation and to enable university staff to note the Pass or Fail recommendation on the relevant administrative system**

## Section 10

### 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).

**HEI 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 (see guidance notes for details of the role).

**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.

**Professional Standards:** these are Social Work England's Professional Standards (2019) of practice to which qualified social workers are accountable. Students are expected to work towards these demonstrating an understanding of them in practice (see guidance notes for details).

### **Section 3: Confidentiality Statement**

#### ***TO BE COMPLETED AT THE END OF THE PLACEMENT***

Students will have access to sensitive information about people's lives and will need to draw upon material relating to their practice with service users, family members, carers and agency staff in order to evidence their capability in practice. They will, therefore, need to respect confidentiality and take care to abide by placement agency and University policies in relation to this.

- All identifying features of service users must be anonymised in practice documentation; this includes names, addresses, dates of birth and any individual features that because of their unusual characteristics may lead to the service user being identified.
- Students must seek the agreement of the Practice Educator before presenting any evidence based on agency documentation. When referring to professionals within this document, please use generic professional terminology, rather than specific names (with the exception of the Practice Learning Agreement and where professional signatures are required).
- It is good practice to seek the consent of service users before using details of their lives for written assignments.

Please complete the statement below to confirm that confidentiality has been maintained:

## Confidentiality Statement

I have removed all information that may enable service users to be identified.

**Student signature:**

**Date:**

To my knowledge the student has abided by agency policy in relation to confidentiality in compiling their practice documentation. I have read the material presented in the documentation and can confirm that no service user can be identified.

**Practice Educator signature:**

**Date:**