Leeds & Wakefield

Social Work

Teaching Partnership

Practice Educator Manual:

Placement Procedure and Paperwork

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# PART ONE: PROCEDURES

*Document Updated LBU: 25/01/2019*

## Definition of Statutory Placement and Differentiation of Practice Placement 1 and Practice Placement 2

**Background and Rationale**

The Leeds & Wakefield Social Work Teaching Partnership (LWSWTP) is committed to the introduction of two statutory placements for all social work students. This will improve opportunities for students to develop generic and transferable social work skills. It will enable students to have experience of statutory work in two different areas of practice, increasing employment options in the long term. It will enable students to be more fully prepared for qualified practice, enhancing employability and successful progress through the ASYE. From 2016, we have piloted the provision of statutory placements for MA1 students. We are reviewing placement provision and aiming to build capacity, in order to roll out the allocation of two statutory placements for all students.

**Definition**

THE DfE Teaching Partnership defines statutory placements as those that:

* take place in a Local Authority setting;
* involve work on S17 and S47 cases (under the Children Act 1989);
* involve work on delivering requirements of the Care Act 2014 and Mental Capacity Act 2005;
* require case records to be updated by the student, under appropriate supervision.

**How this will work in practice in the LWSWTP Practice Placement 1 (PP1)**

This placement requires a Local Authority (LA) or a “Hub and Spoke” setting and must include practice opportunities of the following nature:

* Assessment of need, eg under section 17, Children Act 1989;
* Formulation of intervention plans;
* Direct supportive work with service users;
* Multi-agency working;
* Section 47.

**Hub and Spoke Placements**

To allow for flexibility and wider experience in PPI the LWSWTP may use a Hub and Spoke model. Students may be placed within the following Local Authority settings or agencies that carry out commissioned statutory duties.

They will have an individualised learning plan to identify learning needs focusing on understanding the journey of the child in Children’s Services. All students should have additional learning opportunities of a minimum of 20 days in either a Child Protection Team (S17 and S47) or an Adults Duty and Assessment Team/ Social Care Direct (Care Act).

**Children’s Services Teams for PP1**

* **PP2 placement settings with workloads adapted for PP1 students**
* Child Sexual Exploitation teams;
* Children Looked After teams;
* Fostering and Adoption;
* Children’s Hospital social work teams;
* Residential children’s homes;
* Children’s Centres.

**Adult Services for PP1**

* **PP2 placement settings with workloads adapted for PP1 students**
* Substance misuse services;
* NHS services;
* Mental health transition services;
* Resource Centres;
* Relevant older people’s and carers’ services.

**Assessment of PP1**

Assessment of PP1 is at intermediate level. This is described as: *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.*

The assessment is based on the nine domains of the Professional Capabilities Framework (PCF). Indicators of capability may be accessed by clicking on each of the domains here:

<https://www.basw.co.uk/pcf/capabilities/?level=8&domain=1#start>

**Practice Placement 2**

These placements are prioritised for final year students.

This placement requires a Local Authority setting and must include practice opportunities of the following nature:

* Safeguarding children or adults at risk;
* Assessment and management of significant risk, eg under section 47, Children Act, 1989;
* Presentation of professional recommendations to a formal multi-agency panel or meeting eg Court, Mental Health Tribunal, Funding Panel, Safeguarding Case Conference / Risk Management;
* Accountability for a case load with experience of complex situations;
* Ability to work towards the requirements of the KSS.

**Examples of placements might include:**

**Children’s Services**

* Child protection teams;
* Children with disabilities teams;
* Transitions services;
* Locality teams.

**Adult Services**

* Care Management teams;
* Mental Health teams;
* Disability teams;
* Hospital social work teams.

**Assessment of PP2**

Assessment of PP2 is at qualifying level. This is described as: *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.*

The assessment is based on the nine domains of the PCF. Indicators of capability may be accessed by clicking on each of the domains here:

<https://www.basw.co.uk/pcf/capabilities/?level=7&domain=1#start>

In exceptional circumstances the Teaching Partnership may seek to place the student outside the LWSWTP and the decision will be based on fulfilling the student’s needs. The decision is made by the relevant University.

## Additional Guidance about PP1 Statutory Placements

1. Induction may need to be longer than the initial two weeks. Students need to gain a comprehensive understanding of the work of other local services and community resources – eg day centres, children’s centres. Shadowing opportunities with a range of colleagues from the local community should be facilitated.
2. After the induction period, students should be getting into practice, rather than just shadowing – but they may need to build their knowledge and skills at first by carrying out co-work or fulfilling the roles that might be allocated to social work assistants.
3. Opportunities to carry out some co-work / groupwork (not just shadowing) with a colleague in a local community service would be useful – ie to undertake a piece of work at that would be at a lower threshold than the statutory team would allocate / to have the opportunity to be involved in early intervention.
4. Opportunities to take responsibility for a piece of work that is part of the overall case of a social worker would be useful – eg life story work / reminiscence work.
5. For many students, PP1 is an important opportunity to gain understanding of the social work role and to begin to develop their skills of communication and engagement, assessment and reflection. Some students may need to build their confidence and capability around telephone contacts, home visits, contributing to meetings and recording work.
6. Using the systems and processes of the statutory social work office will be new to most students.
7. Most students will need support to apply theory to practice and to examine ethical issues. It will be important to ensure that time in supervision is prioritised to enable this work, and to provide feedback around the student’s developing reflective skills.
8. Students will need regular formal supervision and opportunities for informal support within the team in order to develop their confidence as very new social workers in a statutory setting.
9. By the time of the Interim meeting students should be carrying a small caseload of their own work. This might include a few cases they are fully responsible for and pieces of joint work, where they are leading certain aspects of work on a case held by a colleague. These would be less complex cases than in PP2.

## Long-Arm Practice Educators (LAPE)

The term Long-arm Practice Educator (LAPE) refers to a Practice Educator who does not work within the team where the student is placed. The placement will provide a Practice Supervisor (PS) who will be responsible for the student’s case management. LAPEs are there to support, educate and assess the student. They will see the student fortnightly for supervision, undertake two out of the minimum of three direct observations and participate in all meetings. The LAPE will need to liaise with the PS throughout the placement.

Taking responsibility for a student placement can be a demanding role even when the student is placed within one’s own team or setting, but in the case of a long-arm arrangement there are added issues to consider. These are just some of them:

* How do you maintain a good level of support and supervision when you only see the student once a fortnight?
* How do you maintain a positive working relationship between you and the student, especially if there are particular learning needs to address?
* How do you maintain a working relationship with the agency hosting the placement and the Practice Supervisor particularly when there may be differing perspectives about the performance of the student?
* How do you ensure you are aware of important events occurring on the student’s caseload?
* How do you ensure the student has enough work of the correct type to meet their learning needs?
* How do you meaningfully incorporate the views of other relevant professionals and service users and carers into the assessment process?
* How do you address concerns in a timely fashion?

LAPEs should apply all the practice educating principles of being an on-site PE. However, there are some additional principles, which if you bear them in mind, should really help the placement to run smoothly.

**Good Communication**

Good communication is vital. Communicating with the PS will enable the LAPE to keep track of the student’s progress and identify early any concerns. Specifically, the LAPE has the role of co-ordinating the student’s whole learning experience, so it is essential to liaise with the PS to ensure a suitable induction period is provided and that an appropriate range of work is provided in a sufficient, but not excessive quantity. It is vital to make regular opportunities available to have a discussion about how the student is progressing – these meetings can of course include the student and should aim to make maximum use of all the learning opportunities available.

As with any PE experience, if you are experiencing difficulties, please let the Tutor know. On most occasions, the PE can resolve the issues, but it is always good to alert the Tutor to any concerns.

The student will have far less contact with their LAPE than they will with their PS. They need to be aware of each person’s roles and responsibilities, what everyone contributes to their learning experience and whom to approach with which issue. They need to be confident how to contact you and what your availability is outside of scheduled supervisions and observations. These issues should be discussed, agreed and documented in the Practice Learning Agreement (PLA) meeting. It is very important to give regular feedback to the student, both positive and developmental. Timely, constructive feedback enables the student to progress.

**Organisational Skills**

Many future problems can be avoided by good planning and organisation. The LAPE needs to be involved in the placement right from the start and a placement should never commence before the PLA Meeting, attended by **all parties.** The fortnightly supervisions should be pre-booked, and both the student and PS aware of the schedule.

Time passes incredibly quickly when students are on placement and because direct observations with service users are more difficult to arrange when you are off-site, forward planning should occur well in advance. It is acceptable to ask the PS to undertake one of the three direct observations. It is part of the LAPE role to ensure that the person who does one on your behalf is fully briefed as to the requirements and is prepared to give timely, written feedback.

The LAPE should meet with the PS at times throughout the placement, but as a minimum: prior to placement starting, prior to interim meeting and prior to writing the final report. This is particularly important if there are specific learning goals as yet to be achieved or if any particular difficulties are being identified in relation to the student’s progress. This should include the student where appropriate.

## Practice Champions

The Teaching Partnership has Practice Champions across the partners. The purpose of the Practice Champion is to embed high quality practice education in the four Local Authority service areas to ensure better support and ongoing quality assurance.

Roles:

* Co-deliver Practice Education training - 18 days in total per annum;
* Co-facilitate Practice Educator Support Groups – 16 per annum;
* Sit on Validating Assessments Panels for PE2 certification - 4-6 days per annum;
* Localised peer support / be point of contact as expert for any PE queries.

Criteria for role:

* Active PE2 qualified with experience in mentoring PE1 in training;
* Have an interest in furthering Practice Education;
* Indicative time – 2-3 sessions per year.

Support:

There will be ongoing support as required.

## Placement *Indicative* Timelines 2018-19

**(NB: All dates are subject to ongoing review. 2019-20 dates to be added late Feb 19)**

**Placement Dates**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **HEI** | **Cohort** | **Type** | **From** | **To** | **No of Days** |
| University of Leeds | MA1 | First | 02/07/18 | 22/10/18 | 70 |
| University of Leeds | MA2 | Final | 02/07/18 | 03/12/18 | 100 |
| Leeds Beckett University | MA2 | Final | 10/09/18 | 05/02/19 | 100 |
| Leeds Beckett University | BA3 | Final | 03/01/19 | 07/06/19 | 100 |
| University of Leeds | BA3 | Final | 14/01/19 | 20/06/19 | 100 |
| Leeds Beckett University | MA1 | First | 22/01/19 | 31/05/19 | 70 |
| Leeds Beckett University | BA2 | First | 05/03/19 | 5/07/19 | 70 |
| University of Leeds | MA1 | First | 01/07/19 | 21/10/19 | 70 |
| University of Leeds | MA2 | Final | 01/07/19 | 02/12/19 | 100 |

**Practice Educator Training**

Please book through Workforce / Organisational Development

Times: 9:30 to 4:30

|  |  |
| --- | --- |
| **Training Type** | **Date(s)** |
| PE1 - 2 days | 24 & 25/10/18 |
| PE2 - 2 days | 6 & 7/11/18 |
| PE2 - 1 day | 08/11/18 |
| PE1 - 2 days | 14 & 15/11/18 |
| PE2- 1 day | 21/11/18 |
| PE1 - 2 days | 15 & 16/01/19 |
| PE2 - 1 day | 23/01/19 |

**Practice Educator Support Groups**

Please book through Workforce / Organisational Development

Times: 9:30 to 11:30

| **Date** | **Cohort** | **Venue** | **PESG Topic** |
| --- | --- | --- | --- |
| 12-Jul-18 | UoL - MA1 & MA2 UoL / LBU - Repeat / Late start LBU - MA2 (Sep to Feb) | Room 1, Enterprise House, 12 St Paul’s Street, Leeds, LS1 2LE | PESG 1 - Beginning |
| 7-Aug-18 | UoL - MA1 & MA2 UoL / LBU - Repeat / Late start | Gerry Byrne, County Hall, Bond Street, Wakefield, WF1 2QW | PESG 2 - Midway |
| 5-Sep-18 | UoL - MA1 & MA2 UoL / LBU - Repeat / Late start | Room 6, Enterprise House, 12 St Paul’s Street, Leeds, LS1 2LE | PESG3 - Consolidation |
| 18-Oct-18 | UoL - MA1 & MA2 UoL / LBU - Repeat / Late start | Gerry Byrne, County Hall, Bond Street, Wakefield, WF1 2QW | PESG 4 - Mentoring Surgery (drop in as required) |
| 10-Oct-18 | LBU - MA2 (Sep to Feb) | Room 1, Enterprise House, 12 St Paul’s Street, Leeds, LS1 2LE | PESG 2 - Midway |
| 7-Nov-18 | LBU - MA2 (Sep to Feb) | Room 1, Enterprise House, 12 St Paul’s Street, Leeds, LS1 2LE | PESG3 - Consolidation |
| 16-Jan-19 | LBU - MA2 (Sep to Feb) | Gerry Byrne, County Hall, Bond Street, Wakefield, WF1 2QW | PESG 4 - Mentoring Surgery (drop in as required) |
| 18-Dec-18 | LBU - BA3 & MA1 (Jan to May/June) UoL - BA3 | Room 1, Enterprise House, 12 St Paul’s Street, Leeds, LS1 2LE | PESG 1 - Beginning |
| 6-Feb-19 | LBU - BA3 & MA1 (Jan to May/June) UoL - BA3 | Room 2, The Carriage Works, 3 Millennium Square, Leeds, LS2 3AD | PESG 2 - Midway |
| 12-Mar-19 | LBU - BA3 & MA1 (Jan to May/June) UoL - BA3 | Gerry Byrne, County Hall, Bond Street, Wakefield, WF1 2QW | PESG3 - Consolidation |
| 14-May-19 | LBU - BA3 & MA1 (Jan to May/June) UoL - BA3 | Room 2, The Carriage Works, 3 Millennium Square, Leeds, LS2 3AD | PESG 4 - Mentoring Surgery (drop in as required) |
| 20-Feb-19 | LBU - BA2 (Mar to Jun) | Thoresby Room, Leeds City Museum, Millennium Square, Leeds, LS2 8BY | PESG 1 - Beginning |
| 20-Mar-19 | LBU - BA2 (Mar to Jun) | Kingswood Suite, Town Hall, Wood Street, Wakefield, WF1 2HQ | PESG 2 - Midway |
| 17-Apr-19 | LBU - BA2 (Mar to Jun) | Millennium Room, The Carriage Works, 3 Millennium Square, Leeds, LS2 3AD | PESG3 - Consolidation |
| 19-Jun-19 | LBU - BA2 (Mar to Jun) | Room 1, The Carriage Works, 3 Millennium Square, Leeds, LS2 3AD | PESG 4 - Mentoring Surgery (drop in as required) |

**Validating Assessment Dates**

Nominations are made through Workforce / Organisational Development.

Times: 30 minutes interview between 8:45 and 3:45.

|  |  |
| --- | --- |
| **Day** | **Date** |
| Tuesday | 11-Sep-18 |
| Tuesday | 11-Sep-18 |
| Tuesday | 16-Oct-18 |
| Friday | 9-Nov-18 |
| Tuesday | 13-Nov-18 |
| Tuesday | 11-Dec-18 |
| Tuesday | 15-Jan-19 |
| Thursday | 7-Feb-19 |
| Thursday | 7-Mar-19 |

## Pre- Placement Procedure

(*please* *see* [*placement indicative timeline*](#_Placement_Indicative_Timelines))

1. Student completes a Placement Application Form (PAF), approved by Tutor.
2. University separates PAFs into children and adult and geographical preferences then distributes to LAs.
3. LAs allocate students to placement, PE reads PAF, agrees to meet student and LA informs university.
4. Student informed by University of potential placement.
5. PE makes contact with PE2 mentor (if appropriate) to arrange first support contact.
6. Student makes contact with PE.
7. Student and PE hold introductory meeting, using suggested topics for discussion.
8. Student meets Manager informally after Introductory Meeting where appropriate.
9. Practice Learning Agreement (PLA) Meeting. Student, Tutor, PE1, PE2 Mentor (if appropriate) and PS (if appropriate) present, using PLA Form.
10. Student starts placement.

**Refusing a Student**

The PE **should not reject** a student based on their PAF unless there are mitigating circumstances eg personal relationship or other conflict. It is expected that a student will be afforded the opportunity to address any concerns in the Introductory Meeting.

Within the Introductory Meeting, if the PE has concerns about a prospective student, they should discuss this with the student and their Team Leader and (if appropriate) their PE2 Mentor immediately after the introductory meeting. These concerns would need to be **substantive concerns** about the student’s ability to undertake and develop within the placement with appropriate levels of support. Any concerns should then be communicated back to the student’s Tutor, so that a discussion can take place about the concerns and appropriateness of the placement match.

Should the student be refused the placement, they will be allocated a second placement match by the LA. The student and Tutor should be provided with clear constructive feedback as to the reasons why they have not been accepted.

If the student is refused a second placement, the student will be required to undertake the university’s Readiness for Practice Plan to address the concerns raised, at which point they will be allocated a further placement match.

## DBS Procedure

Every social work student in the LWSWTP is required to have an enhanced DBS check at the start of their course. They must also sign a suitability declaration in regard to any other issues. Both universities have different procedures for this, and you are referred to each University’s course handbooks for further information as required.

If the student has an offence on their record, then the University will require the student to reflect on the offence (Leeds Beckett: written reflection; University of Leeds: interview). They should demonstrate understanding of the incident and consequences, and learning since the incident. The University will provide the LWSWTP appointed senior representatives with the paperwork from the student, and a recommendation will be made that they should or should not be on a social work course, and comment made about their future employability. This professional judgement will be seen as sufficient for all future practice education.

**In relation to placement:**

Matching will pay respect to any personal or professional clashes. If an unknown clash occurs, please contact the placement co-ordinator immediately.

For Leeds Beckett University students, the PE will not have access to the student’s DBS. Where the student has an offence that would impact on the student’s ability to undertake placement duties, then the placement co-ordinator will share the information with the PE, and alert the University Tutor that they will do so. This will then be discussed at the PLA meeting. This is confidential information about the student, and should not impact on the student’s assessment.

For University of Leeds students, the student is required to take their DBS form to the PLA meeting and show it to the PE. The PE must not take a copy, nor note the number. Where the student has an offence on their record, this is confidential information. Unless it impacts directly on the student’s ability to undertake placement duties, then it should not impact on the assessment of the student.

## Role of the Practice Educator

The PE1 or 2 in training takes day-to-day responsibility for the student and is required to:

1. provide clear learning experiences for the student in placement;
2. offer 1.5 hours’ supervision per week, underpinned by theory, reflection and values as appropriate;
3. attend introductory, interim and action plan meetings;
4. discuss with PE2 Mentor the student’s progress;
5. discuss case management with Manager;
6. write the Interim and Final Report;
7. undertake two direct observations and provide timely constructive feedback to the student;
8. gather service user feedback.

## Role of the PE2 Mentor

The PE1 or 2 in training will be supported by a *PE2 Mentor* who must be a registered social worker and qualified PE2. Their responsibilities include:

1. To attend the PLA, interim and action plan (where appropriate) meetings
2. To provide regular and ongoing mentoring support to the PE in training
3. To quality assure PE in training’s support of student, including monitoring of sufficient knowledge discussions, reflective analysis and value discussion in supervision of the student and undertaking of administrative tasks such as direct observation and interim and final report provision.
4. To give timely, constructive feedback to the PE in training
5. To provide support and advice to support the development of PE in training’s developmental needs in practice education
6. To share any concerns with PE in training’s manager
7. To undertake one direct observation of the student’s practice
8. To directly observe (and complete proforma) the PE in training on one occasion leading a supervision session with a social work student
9. To confirm and sign off the student’s Final Report which has been written by the PE in training
10. To read all paperwork provided by PE in training at end of placement. To make written recommendation of PE in training’s suitability to proceed to qualified PE 1 or 2 (as appropriate)
11. In the absence of PE in training (ie short term illness or annual leave), to provide weekly supervision.
12. If this is prolonged to undertake on role of PE in training. If this is not viable to liaise with placement lead for replacement PE.

## Introductory Meeting Suggested Topics

1. What the student hopes to gain from this placement
2. What preparation has the student been doing that will enable them to undertake a placement in this setting
3. The modules that the student has studied at University, the students learning from these and how will this help them in practice / on this placement
4. Previous placements, paid work, voluntary work, or personal experience the student has had and how they think this may help them to engage with service users
5. Relevant laws and policies relating to this placement setting and why they are applicable
6. Knowledge and skills that would support the student working in this placement setting
7. Ability to contribute to a busy social work team involved with (refer to the placement setting) and current issues in this placement setting
8. Understanding of their need to be accountable and responsible for their own practice
9. Understanding of confidentiality and data protection
10. Understand why equality and diversity are important and what such issues may be in this placement setting
11. The student’s self-awareness around their reaction to aggressive behaviour or offensive comments aimed either towards themselves or others
12. Understanding of the need in social work to have difficult conversations with people and skills that could be used in such a situation

**PE to let the student know the outcome of the meeting as soon as possible.**

**PE to inform relevant colleague in Workforce / Organisational Development as soon as possible that the placement will go ahead and, if not, why not.**

## Attendance Procedure

The student is expected to attend placement each day from 8.30am-5pm, with a minimum of half an hour lunch break. The exception to this is if the placement hours are different to this, in which case the student’s hours would be agreed in the PLA Meeting.

The student is required to attend placement for 70 days (first placement) or 100 days (final placement). The student has to complete an attendance grid, which the PE must sign off at the end of the placement to verify the student’s attendance for the required number of days.

Recall days and review days count as placement days.

The student is entitled to accrue time off in Lieu (TOIL) or Flextime if they work additional to the agreed hours. There is no expectation that students work additional hours, however, sometimes this work can offer useful learning opportunities. The time must be taken back in accordance with the placement’s TOIL or Flexi policy. It is not good practice to accrue TOIL or Flexi so it is recommended that students take the time back as soon as possible.

The student is entitled to study leave of half a day per week or one day per fortnight, to be agreed at the PLA Meeting. It is the student’s responsibility to diarise this (with PE support) and to protect that time for placement related study.

During placement, Leeds Beckett University students are entitled to five days leave from placement and University of Leeds students are entitled to ten days leave. This should be pre-booked with the PE at the PLA Meeting. **These leave days *do not* count as placement days.**

The student is entitled to time off sick from placement if required. Students would usually be expected to ring the PE and the office before 8.30am, however the specific arrangements for reporting sickness absence will be agreed at the PLA Meeting. Students are also required to follow sickness absence reporting procedures for their University. Any days off sick, or days off for any other reason, *do not* count as placement days. If students have a health appointment, this should be facilitated within placement hours, however the time should be made up. If students have an emergency childcare situation or an emergency regarding other caring responsibilities, normal agency flexibility should be applied. However, this time needs to be made up.

If the student has frequent, unplanned periods of absence from the placement, the PE should first discuss informally with the student; next contact the Tutor; and then follow the Concerns Procedure as necessary. This would also be the case for habitual lateness in arriving at placement.

If the student is absent from placement (for any reason) for a prolonged period, the Tutor, PE and student should meet for a return to placement meeting to ensure that the student’s return is both appropriate and supported.

Students should not undertake paid work on a placement day.

## Concerns Procedure

**Students who are experiencing difficulties on placement**

It is important that all those involved in placements are clear about policies and procedures which are relevant where students are experiencing difficulties on placement and / or where there are concerns about the student and their work. Relevant policies and procedures will depend on individual circumstances. The Tutor should bring these policies and procedures to the attention of all concerned at the PLA Meeting prior to the commencement of placement.

Where the student is experiencing difficulties in progression, the first step is for the student and PE to discuss concerns openly. It is expected that PE will raise any concerns with the student in supervision as soon as possible after they become apparent, since the sooner difficulties are discussed the more chance the student has to work on these.

Where these concerns continue, discussion needs to take place between the student, PE and Tutor. This is usually called a Concerns Meeting. An Action Plan (see proforma section) addressing the difficulties and concerns should be drawn up at a meeting involving the student, PE and Tutor. Any Action Plan needs to specifically outline what is expected of the student, areas for development, achievable goals, timescales and what support the student may need and will receive to support them to achieve these goals.

Where students are experiencing difficulties in demonstrating capability in meeting the PCF domains or where there have been difficulties providing appropriate learning opportunities it may be possible in such circumstances to extend placement beyond the required number of placement days. Any planned extension must be discussed with the PE and Tutor. An extension will only be considered where there have been significant difficulties in providing the appropriate learning opportunities within the normal placement period or where an extension could enable progress in relation to a particular area of concern. The extension would normally be for no more than 20 days for Leeds Beckett University (must be agreed by the Course Director) and no more than 30 days for University of Leeds (must be agreed by PAP.)

If it is felt that the student will fail, this should be discussed fully with all concerned. Evidence detailing the fail needs to be provided in the Final Report, as well as recommendations for the future, to enable the student and the programme to clarify options available.

**Further areas for discussion by student, PE and Tutor**

PEs for Leeds Beckett University students should be guided by the Practice Curriculum as to whether students are meeting the relevant indicators for satisfactory progression against the PCF. This will depend on the particular stage of the placement.

For both Universities

* If, following discussion, it is felt that appropriate learning opportunities cannot be made available in the placement setting, then alternative placement arrangements need to be considered / made.
* There may be occasions where students are experiencing personal or health issues which may be impacting on their performance on placement. This should be discussed with the PE as soon as possible. If this affects performance in the placement, then the student needs to consider taking time out or withdrawal. If these difficulties are significant, the student has a responsibility to consider the needs of service users and carers and colleagues as well as self. (Please see HCPC (2016) Standards on Conduct, Performance and Ethics for Fitness to Practise). The PE should involve the Tutor in any such discussion or decision.
* Difficulties may arise between the PE and the student. It is important that students learn to manage conflict issues as this is part of professional practice. However, where these cannot be resolved then a meeting needs to be convened with relevant staff, facilitated by the Tutor.
* Where appropriate, it may be agreed that the student does not attend placement until a meeting with the relevant people has been held. The PE should discuss this course of action with the Tutor.

**Suspension of Placement**

If the PE feels that at this point that the placement is not viable, due to the student’s health or personal circumstances, or due to an incident that placed the student, a service user, or colleague at risk, then the PE should consult with their PE2 Mentor and Tutor, and agree a temporary suspension of placement with the student. A Concerns Meeting should be called immediately, so that an Action Plan can be formulated. If appropriate, this will be investigated under the student’s University’s relevant procedure.

**Termination of Placement**

If a PE considers that, in their professional judgement, the practice of the student:

* Is damaging and dangerous to service users and/or colleagues.
* Creates an unacceptable risk to themselves or others.
* Shows a serious failure to follow the HCPC codes of conduct.
* In any way gives rise to questions regarding a student’s professional suitability, fitness to practise or conduct.

The PE should consult with the Tutor and a decision to terminate the placement should be considered. The matter should be referred to the BA or MA Course Leader (as relevant) and may then be investigated subject to the student’s University’s procedure.

**Complaints Procedure**

Students should always seek to resolve any concern with their PE or with their Tutor prior to instigating the complaints procedure. Students may access their University’s Complaints Procedures independently.

**Other Peoples’ Conduct’, ‘Whistle Blowing’ and ‘Raising Concerns’**

Student Social Workers have a duty to report to relevant staff supporting placements any breaches of the HCPC Codes of Conduct. This includes any conduct, behaviour or actions by colleagues. The Universities recognise that this can be a difficult process for students and appropriate support will be provided. Where students are unsure about reporting concerns, they should discuss this immediately with their PE and / or Tutor. Students may access their University’s procedures to do this.

## Exit Procedure

When student placements are coming to an end and PEs are recommending a **PASS** for their student, the following should be done prior to the student’s last day. PEs should not sign off the student’s Final Report until all of the tasks below are completed:

* Students to give clear and timely information to service users, colleagues and other professionals (if applicable) about their forthcoming end of placement
* Where appropriate students to arrange an ‘ending’ with service users
* PE and student to organise a final supervision meeting to review placement, to offer feedback to each other and to agree on any future contact
* Students to update and complete all their placement paperwork, case recording and follow agency handover procedures
* Students to return ID cards, laptops, mobile phones and any other equipment
* Students to surrender their log-in / password for the placement computer system
* Students to take away any personal possessions with them

When student placements are coming to an end and PEs are recommending a **FAIL** for their student, in addition to the above, the following should be done prior to the student’s last day.

* PE and Manager to set clear boundaries for student’s final contact with placement, service users and colleagues
* PE and Manager to set clear boundaries for future contact, if applicable
* PE to complete any additional reports for the University in relation to the failed placement by the agreed deadline
* If appropriate, students to be given opportunity to say ‘goodbye’ to service users and colleagues, which may need to be supervised by the PE
* Students to be invited to ‘clear their desk’ at a time convenient for the PE and team. This may need to be supervised by the PE.

## Practice Education PE1 and PE2 Validation

The LWSWTP takes a partnership approach to practice education training and validation. PE1 and PE2 training is attended by nomination through the social worker’s Manager. The candidate must be a qualified registered social worker with a minimum of two years’ experience (including AYSE).

By attending the courses, both agency and social worker are committing to the Practice Educator (PE) in training having a student within 6 months of the training. In order to be validated, and therefore qualified, the PE in training must meet the criteria. There are two distinct phases to the PE training moving through PE1 in training to PE1 and then PE2 in training to PE2.

If the student’s placement is terminated before they complete the required number of placement days, in order for the experience to be used towards PEPS validation, the PE in training must have completed at least the Interim, if not Final, Report, have conducted two direct observations of the student and have been observed by their PE2 Mentor as well as the other requirements detailed below.

## Brief Outline of PEPS Validation

**For full details of the PEPS process and all forms please refer to the Teaching Partnership ‘Validating Assessment Procedures & Paperwork’ document. A copy can be obtained from your Workforce / Organisational Development contact or by emailing** [**socialworkplacements@leedsbeckett.ac.uk**](mailto:socialworkplacements@leedsbeckett.ac.uk)

| Stage | Activity (this list is not exhaustive, please refer to the document above) |
| --- | --- |
| PE1 in training | Attend 2 day PE1 training  Supervise a student with a PE2 Mentor  Take part in the PLA Meeting  A Direct Observation of PE completed by PE2 Mentor  Attend at least 2 PESGs  Complete and forward to PE2 Mentor the Interim & Final Reports, QAPL Evaluation and Reflection for endorsement  PEPS1 Certificate awarded by Authority |
| PE2 in training | Attend 1 day PE2 training  Supervise a student with a PE2 Mentor  Take part in the PLA Meeting  A Direct Observation of PE completed by PE2 Mentor  Attend at least 2 PESGs  Complete and forward to PE2 Mentor the Interim & Final Reports, QAPL Evaluation and Reflection for endorsement  Attend a Validating Assessment Panel  PEPS2 Certificate awarded by HEI |

## Quality Assurance Practice Learning (QAPL)

Following the end of placement both the PE and student are required to complete an evaluation of the practice learning experience. This will be circulated by the HEI.

# PART TWO: PAPERWORK

**For all PEPS forms, including the Direct Observation of the PE in training, please refer to the Teaching Partnership ‘Validating Assessment Procedures & Paperwork’ document. A copy can be obtained from your Workforce / Organisational Development contact or by emailing** [**socialworkplacements@leedsbeckett.ac.uk**](mailto:socialworkplacements@leedsbeckett.ac.uk)

## Placement Application Form (PAF)

**SECTION 1: Student Details**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Full Name |  | | | | | |
| University | Leeds Beckett University | |  | | | |
| University of Leeds | |  | | | |
| Course (mark box) | BA |  | MA | | |  |
| Placement (mark box) | First |  | Final | | |  |
| Term Time Address |  | | | | | |
| Postcode |  | | | | |
| Contact / Mobile Number |  | | | | | |
| University Email |  | | | | | |
| Date of Birth |  | | | Gender |  | |

**SECTION 2: Previous Experience, Learning & Skills**

|  |  |
| --- | --- |
| IF you have already completed a **First Placement**, please provide the following information | |
| Name of Authority / Agency |  |
| Type of Service |  |
| Describe the skills, knowledge and qualities you have already developed. You may wish to draw on paid work, voluntary work, any previous course, shadowing / placement experience etc. How has this enhanced your skills relevant to social work and working with service users? (suggested word count: 300 – 500) | |
|  | |

**SECTION 3: Practice Learning Needs**

|  |
| --- |
| Identify and outline the practice learning needs you want to develop on placement. Please refer to the Professional Capabilities Framework domains and core value requirements as well as any identified on your First Placement Final Report, if applicable (suggested word count: 300 – 500) |
|  |

**SECTION 4: Additional Information**

***Where possible***, we will take the following into account when matching you to placement.

|  |  |
| --- | --- |
| Do you require an Adult or Child Placement? |  |
| Do you have any preferred geographical location for placement: Leeds / Wakefield / Either |  |
| Will you have access to a car during placement? |  |
| If you, your relatives or friends have had any contact with Social Services in Leeds or Wakefield please name the service or individual so that you are not placed in that locality |  |
| Are you able to work Evenings and/or Weekends? |  |

|  |
| --- |
| Please add any further relevant information or particular circumstances not covered by the sections above which you wish to share with your potential placement |
|  |

**SECTION 5: Student Declaration. *By submitting this form, I agree the following*.**

|  |
| --- |
| * + - * I consent to this information being held on record and accessed by the Social Work Placement Team and by Agencies for the purposes of securing, developing and maintaining Practice Learning Opportunities.       * I have undertaken an enhanced DBS check.       * If I use a car to travel to or during my placement I will ensure it is insured for business use.       * I agree to work agency hours whilst on placement and if I have dependents I will arrange care to cover full time working |

|  |  |
| --- | --- |
| **Date form completed** |  |
| **Name of Approving Tutor** |  |

## Student Welcome and Introduction

**About the Practice Educator & Team**

Please provide some information about yourself and your team to share with your student prior to the Introductory Meeting.

NB: Please send a copy of this form to both the student **and** their University

Leeds Beckett: [socialworkplacements@leedsbeckett.ac.uk](mailto:socialworkplacements@leedsbeckett.ac.uk)

University of Leeds: [placements@healthcare.leeds.ac.uk](mailto:placements@healthcare.leeds.ac.uk)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Your preferred First and Last Name |  | | | | |
| Email address |  | | | | |
| Contact Tel No |  | | | | |
| Name of Local Authority / Agency | Leeds Adult |  | | Leeds Child |  |
| Wakefield Adult |  | | Wakefield Child |  |
| Agency (please add) |  | | | |
| Team Name & Type |  | | | | |
| Address & Postcode |  | | | | |
| Your role in the Team |  | | | | |
| Information about the team’s responsibilities |  | | | | |
| What can the student do to prepare for their Introductory Meeting with you? |  | | | | |
| Usual office hours / work days |  | | | | |
| Your usual work days |  | | | | |
| Is there any parking? |  | | | | |
| Any other information you feel might be relevant |  | | | | |
| Have you prepared a planned induction for the student and access to a work space and IT? | | |  | | |

## Placement Learning Agreement (PLA)

**This document should be used in preparation for, and during, the PLA meeting**

|  |
| --- |
| ***Leeds Beckett University*** students, the completed and signed PLA must be uploaded to PebblePad within four weeks of starting placement  ***University of Leeds*** students, the completed and signed PLA must be submitted to the Practice Placement Unit within two weeks following the date of the PLA meeting. |

**STUDENT & UNIVERSITY INFORMATION**

|  |  |  |  |
| --- | --- | --- | --- |
| **STUDENT** | | | |
| Full Name |  | | |
| University | Leeds Beckett University | |  |
| University of Leeds | |  |
| Course | BA |  | |
| MA |  | |
| Placement | First (70 days) | |  |
| Final (100 days) | |  |
| Contact / Mobile Number |  | | |
| Email (university) |  | | |
| **TUTOR** | | | |
| Full Name |  | | |
| Contact / Mobile Number |  | | |
| Email |  | | |

**PLACEMENT & SUPERVISION INFORMATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PLACEMENT SETTING** | | | | |
| Name of Local Authority / Agency | Leeds Adult |  | Leeds Children |  |
| Wakefield Adult |  | Wakefield Children |  |
| Agency (please add) |  | | |
| Team Name |  | | | |
| Placement Address & Postcode |  | | | |
| Address of Spoke placement (if applicable) |  | | | |

|  |  |
| --- | --- |
| **PRACTICE EDUCATOR (PE) – complete as applicable** | |
| **PE1 / PE2 in Training** |  |
| Contact / Mobile No |  |
| Email |  |
| **PE2 / PE2 Mentor** |  |
| Contact / Mobile No |  |
| Email |  |
| **Practice Supervisor** |  |
| Contact / Mobile No |  |
| Email |  |

|  |  |
| --- | --- |
| **BACK-UP Arrangements if away / off sick for a prolonged period** | |
| PE1 / PE2 in training |  |
| PE2 / PE2 Mentor |  |
| Practice Supervisor |  |
| If the University Tutor is away for a prolonged period, cover will be arranged by:  ***Leeds Beckett University*** - David Mercer (BA and MA) [d.mercer@leedsbeckett.ac.uk](mailto:d.mercer@leedsbeckett.ac.uk)  ***University of Leeds*** – Iain Moody (BA) [i.j.moody@leeds.ac.uk](mailto:i.j.moody@leeds.ac.uk) or David Saltiel (MA) [d.saltiel@leeds.ac.uk](mailto:d.saltiel@leeds.ac.uk) | |

**DAYS, DATES and AVAILABILITY**

|  |  |  |
| --- | --- | --- |
| **PRACTICE LEARNING DATES**  Complete relevant details for your practice learning opportunity | | |
| BA2 and MA1 (70 days)  BA3 and MA2 (100 days) | From |  |
| To |  |
| **OTHER DATES** | | |
| Dates students required to be in University |  | |
| Student Holidays  (Leeds Beckett University – 5 days)  (University of Leeds – 10 days) |  | |
| Agency Holidays |  | |
| PE1 / PE2 in training holidays and / or availability |  | |
| PE2 / PE2 Mentor holidays and / or availability |  | |
| Practice Supervisor holidays and / or availability |  | |
| Tutor holidays and / or availability |  | |

**INDIVIDUAL LEARNING NEEDS**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **FAIR ASSESSMENT**  Every effort should be made to ensure that each student has an equal learning opportunity. Whilst power dynamics are unavoidable, it is the PE’s responsibility to work with the student in a fair and open way, providing timely, constructive feedback throughout the placement; just as it is the student’s responsibility to work with the service user in an open and honest way that both respects and values the service user. PE should be aware of similarities and difference with the student, and provide a personalised and safe learning environment. Differences in opinion should be aired and negotiated as appropriate. | | | | | | | |
| **OTHER REQUIREMENTS**  Please note below any other requirements relating to the student which have not been covered in the discussion of equal opportunities above.  **Reasonable Adjustment Plan**. If you have a RAP please detail requirements below. Failure to disclose a disability that requires reasonable adjustments to be made in order to access the placement fully may limit the support available and the student’s ability to participate fully in the placement. | | | | | | | |
|  | | | | | | | |
| Health issues and any related requirements | | | | | | | |
|  | | | | | | | |
| Personal or exceptional caring needs which may be taken into account | | | | | | | |
|  | | | | | | | |
| Transport arrangements. *Please indicate with a cross. Please also discuss any relevant issues re student travel costs and detail here* | | | | | | | |
| Car |  | Bicycle |  | Public transport |  | Other (specify) |  |
| Does the agency contribute to the student’s travel expenses? | | | | | | |  |

**DBS, INSURANCE & POLICIES**

|  |  |
| --- | --- |
| **DBS CHECK**  **All students have undertaken an Enhanced DBS**  ***Leeds Beckett University students***: Where students have an issue highlighted relating to DBS, this will have already been shared with the relevant staff at the agency. If it is professionally relevant to the placement, then the PE would be informed.  ***University of Leeds students***: Student to show DBS Form to the PE and discuss any relevant issues. A copy must not be taken. | |
| **CAR INSURANCE**  **If the student has indicated that they will be using their own car on placement they must ensure that they have adequate insurance and provide details to the agency.** | |
| Student to arrange and provide details to agency at start of placement |  |
| Already in place and provided to agency |  |
| Not applicable |  |
| **AGENCY POLICIES**  Students are subject to all agency policies and procedures unless otherwise stated. Student to have access to all agency policies in induction. | |

**PRACTICAL AND PROFESSIONAL ARRANGEMENTS**

|  |  |
| --- | --- |
| **ARRANGEMENT DETAILS** | |
| Agency hours |  |
| Time off in lieu |  |
| Location and access to desk, computer and telephone |  |
| Arrangements for keys / access to building; agency ID card |  |
| Car parking arrangements |  |
| Dress code/policy |  |
| Action required in relation to sick leave |  |
| Action required in terms of letting staff know about student's movements etc |  |
| Disability / Special Educational Needs and Disability Act 2001 requirements |  |
| Arrangements for study / academic development time:  ***Leeds Beckett University*** – I day per fortnight  ***University of Leeds*** – 4 hours per week. This can be taken as half a day each week or as one day every two weeks, in agreement with the PE |  |

**STUDENT'S PREVIOUS EXPERIENCE AND INTERESTS**

|  |  |  |
| --- | --- | --- |
| Pre course and previous placements | | |
|  | | |
| For final placements only, has the PE seen the final report from the previous 70 day placement? | Yes |  |
| No |  |

**COURSE WORK AND RELEVANCE TO PRACTICE**

|  |
| --- |
| Modules previously studied |
|  |
| Modules currently being studied (and dates of assessments) |
|  |

**STUDENT LEARNING NEEDS**

|  |
| --- |
| **GENERAL AIMS OF THIS PERIOD OF PRACTICE LEARNING**  To provide practice and learning opportunities to enable the student to achieve the levels of capability appropriate to the period of Practice Learning and as set out in the Professional Capabilities Framework and as detailed in the Placement Handbook. |
| Specific learning needs of student (eg knowledge and skills etc) |
|  |

|  |
| --- |
| Work to be undertaken by student during practice learning. This will be appropriate to the level of the student’s placement, first or final. |
|  |
| Learning opportunities relating to values and diversity |
|  |

**SUPERVISION ARRANGEMENTS**

|  |
| --- |
| Please refer to the Placement Handbook regarding frequency of supervision, recording and standard agenda items. Please detail how assessors will communicate regarding supervision |
|  |
| How will problems and concerns be addressed? |
|  |

**ARRANGEMENTS FOR ASSESSMENT AND EVALUATION**

|  |  |
| --- | --- |
| **SOURCES OF EVIDENCE FOR ASSESSMENT** | |
| * Direct observation of student's work (a minimum of three are required, with at least two undertaken by the Practice Educator) * Supervision * Case recording, other documentation and work products * Feedback from service users and carers * Feedback from colleagues within and beyond the agency * Reflective blog/reflective journal (Extracts from the blog/journal should be made available to the Practice Educator prior to supervision sessions) | |
| Other (please specify) |  |
| Date of Interim Meeting / Date when Interim Report is due |  |
| Date when Final Report is due |  |
| Dates when Student’s practice work/portfolio will be completed and made available to PE prior to Interim and Final Report deadlines |  |
| **EVALUATION OF PRACTICE LEARNING** | |
| **Feedback and evaluation between Practice Educators and students should be ongoing from the outset of placement.**  **Placements are formally evaluated using the Quality Assurance of Practice Learning (QAPL) Evaluation Form. Students and Practice Educators are required to complete an evaluation at the end of placement. Details will be provided by the University.** | |

**STATEMENTS, DECLARATIONS & SIGNATURES**

|  |  |  |
| --- | --- | --- |
| **STATEMENTS** | | |
| **STATEMENT BY THE AGENCY (as applicable)**  In my view this agreement meets the learning needs of the student and the requirements of the programme**.** | | |
| **STATEMENT BY THE HEI (TUTOR)**  In my view this agreement meets the learning needs of the student and the requirements of the programme. | | |
| **STATEMENT BY THE STUDENT**  I have read and understood the University’s procedure and the relevant policies concerning when placements are withdrawn, suspended or failed. | | |
| **DECLARATION: ACCEPTANCE OF THE PRACTICE LEARNING AGREEMENT & ACCEPTANCE OF THE STATEMENTS** | | |
| **Role** | **Signature** | **Date** | |
| Student |  |  | |
| PE1 / PE2 in training |  |  | |
| PE2 / PE2 Mentor |  |  | |
| Practice Supervisor |  |  | |
| University Tutor |  |  | |

***Leeds Beckett students*** - please scan the completed and signed form and upload this to the appropriate domain on the PCF Development page of your placement workbook on PebblePad.

***University of Leeds students*** – please scan and email the completed and signed form to the Practice Placement Unit on: [placements@healthcare.leeds.ac.uk](mailto:placements@healthcare.leeds.ac.uk). Please also print off a copy to include in your portfolio.

## Direct Observation of Student’s Practice

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name of student | |  | | |
| Name and role of observer | |  | | |
| Date of observation | |  | 1st, 2nd or 3rd direct observation |  |
| Brief description of session/work/situation/objectives and the context to be observed | |  | | |
| **Observers comments** | | | | |
| How did the student plan and prepare for the session? | |  | | |
| How did the student demonstrate they are meeting the nine domains of the PCF? N.B. Only complete the relevant domains | | | | |
| PCF 1 |  | | | |
| PCF 2 |  | | | |
| PCF 3 |  | | | |
| PCF 4 |  | | | |
| PCF 5 |  | | | |
| PCF 6 |  | | | |
| PCF 7 |  | | | |
| PCF 8 |  | | | |
| PCF 9 |  | | | |
| How did the student respond to unanticipated issues or opportunities? | |  | | |
| Overall comments on student’s performance, including strengths and suggestions for development of future practice | |  | | |
| Feedback from service users.  Where possible observers should aim to gather feedback from service users about the student and their practice. This should take place without the student being present so that service users do not feel inhibited from expressing their views. | |  | | |
| Student’s reflection on direct observation and response to feedback | |  | | |

## Interim Report for First (70-day) and Final (100-day) Placement

**Please complete all the relevant boxes**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Student Full Name |  | | | | | | |
| University | Leeds Beckett University | | | |  | | |
| University of Leeds | | | |  | | |
| Course | BA |  | | | MA |  | |
| Placement | First |  | | | Final |  | |
| Local Authority / Agency | Leeds Adult | |  | Leeds Children | | |  |
| Wakefield Adult | |  | Wakefield Children | | |  |
| Agency (please add) | |  | | | | |
| Team Name |  | | | | | | |
| PE1 / PE2 in Training |  | | | | | | |
| PE2 / PE2 Mentor |  | | | | | | |
| Practice Supervisor |  | | | | | | |
| Tutor |  | | | | | | |
| Date of Meeting |  | | | | | | |
| Number of days the student has completed at the interim meeting date | | | | | |  | |

**Brief summary of student’s work to date**

|  |  |  |
| --- | --- | --- |
| Has the **Practice Learning Agreement** (PLA) been completed and signed? | Yes |  |
| No |  |
| Date PLA signed |  | |

|  |  |  |
| --- | --- | --- |
| Has **weekly supervision** taken place? | Yes |  |
| No |  |
| Include dates of supervision | | |
|  | | |
| Any action to be taken? | Yes |  |
| No |  |
|  | | |

|  |  |  |
| --- | --- | --- |
| Has the first **direct observation** taken place? | Yes |  |
| No |  |
| Include brief details: | | |
|  | | |
| Any action to be taken? | Yes |  |
| No |  |
|  | | |

|  |  |  |
| --- | --- | --- |
| Has the PE or student been able to obtain **service user feedback**? | Yes |  |
| No |  |
| Any action to be taken? | Yes |  |
| No |  |
|  | | |

|  |  |  |
| --- | --- | --- |
| Has the student produced regular **reflective blogs / journals**? | Yes |  |
| No |  |
| Has the PE seen and commented on these? | Yes |  |
| No |  |
| Any action to be taken? | Yes |  |
| No |  |
|  | | |

Please use the following grids to assess the student’s progress at the interim stage. Mark with a tick against the relevant box for each PCF using the guide below.

On track to **M**eet – is meeting interim level expectations

**E**xpected to meet - Partially met and continuing to develop or where the student has not yet had the opportunity to achieve this

**R**efer - Where there are concerns about the student demonstrating capability in this area. This should then be highlighted and discussed at the interim meeting

Please also write 50 – 150 words of commentary under each heading to support your assessment on the grid.

**PCF 1 Professionalism – End of First Placement**

|  |  |  |  |
| --- | --- | --- | --- |
| **Professionalism** - Identify and behave as a professional social worker, committed to professional development. | **M** | **E** | **R** |
| 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. |  |  |  |
| **Comments** | | | |
|  | | | |

**PCF 2 Values and Ethics – End of First Placement**

|  |  |  |  |
| --- | --- | --- | --- |
| **Values and Ethics -** Apply social work ethical principles and values to guide professional practice. | **M** | **E** | **R** |
| 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. |  |  |  |
| **Comments** | | | |
|  | | | |

**PCF 3 Diversity – End of First Placement**

|  |  |  |  |
| --- | --- | --- | --- |
| **Diversity -** Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice. | **M** | **E** | **R** |
| Social workers understand that diversity characterises and shapes human experience and is critical to the formation of identity. Diversity is multi- dimensional and includes race, disability, class, economic status, age, sexuality, gender and transgender, faith and belief. Social workers appreciate that, as a consequence of difference, a person’s life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim, and are able to challenge appropriately. |  |  |  |
| **Comments** | | | |
|  | | | |

**PCF 4 Rights, Justice and Economic Wellbeing - End of First Placement**

|  |  |  |  |
| --- | --- | --- | --- |
| **Rights, Justice and Economic Wellbeing -** Advance human rights and promote social justice and economic well-being. | **M** | **E** | **R** |
| 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. |  |  |  |
| **Comments** | | | |
|  | | | |

**PCF 5 Knowledge - End of First Placement**

|  |  |  |  |
| --- | --- | --- | --- |
| **Knowledge -** Apply knowledge of social sciences, law and social work practice theory. | **M** | **E** | **R** |
| 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. |  |  |  |
| **Comments** | | | |
|  | | | |

**PCF 6 Critical Reflection and Analysis - End of First Placement**

|  |  |  |  |
| --- | --- | --- | --- |
| **Critical Reflection and Analysis -** Apply critical reflection and analysis to inform and provide a rationale for professional decision-making. | **M** | **E** | **R** |
| 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. |  |  |  |
| **Comments** | | | |
|  | | | |

**PCF 7 Intervention and Skills - End of First Placement**

|  |  |  |  |
| --- | --- | --- | --- |
| **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. | **M** | **E** | **R** |
| 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. |  |  |  |
| **Comments** | | | |
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**PCF 8 Contexts and Organisations - End of First Placement**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 partnerships and settings. | **M** | **E** | **R** |
| 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. |  |  |  |
| **Comments** | | | |
|  | | | |

**PCF 9 Professional Leadership - End of First Placement**

|  |  |  |  |
| --- | --- | --- | --- |
| **Professional Leadership -** Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management. | **M** | **E** | **R** |
| 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. |  |  |  |
| **Comments** | | | |
|  | | | |

|  |
| --- |
| Overall capability at interim stage (maximum 300 words) |
|  |

|  |  |  |
| --- | --- | --- |
| Any **issues or circumstances** to be taken into account?  (Placement, e.g. PE, PE changes or organisational factors  Student, e.g. health, personal circumstances) | Yes |  |
| No |  |
| Any action to be taken? | Yes |  |
| No |  |
| Include brief details | | |
|  | | |

|  |  |  |
| --- | --- | --- |
| Are there any **concerns**? | Yes |  |
| No |  |
| Any action to be taken? | Yes |  |
| No |  |
| Include brief details | | |
|  | | |

|  |  |  |
| --- | --- | --- |
| Is the student on track to **pass** the placement? | Yes |  |
| No |  |
| Any action to be taken? | Yes |  |
| No |  |
| Include brief details | | |
|  | | |

|  |
| --- |
| Service User Feedback (if available) |
|  |

|  |
| --- |
| PE2 Mentor’s comments (if applicable, maximum 200 words) |
|  |

|  |
| --- |
| Practice Supervisor Comments (if applicable, maximum 200 words) |
|  |

|  |
| --- |
| Student’s Comments (maximum 200 words) |
|  |

|  |
| --- |
| Tutor’s Comments (maximum 200 words) |
|  |

|  |
| --- |
| Plans and continuing/additional learning opportunities for second half of placement. Please refer to domain assessments as appropriate (maximum 200 words) |
|  |

**Signatures of all parties (as applicable)**

|  |  |  |
| --- | --- | --- |
| **Role** | **Signature** | **Date** |
| Student |  |  |
| PE1 / PE2 in training |  |  |
| PE2 / PE2 Mentor |  |  |
| Practice Supervisor |  |  |
| Tutor |  |  |

***Leeds Beckett University***

Student, please scan the completed and signed report and upload this to the appropriate domain on the PCF Development page of your placement workbook on PebblePad.

***University of Leeds***

**Practice Educator**, please scan and email this completed and signed report to

[placements@healthcare.leeds.ac.uk](mailto:placements@healthcare.leeds.ac.uk)

**Student**, please print off a copy of this completed and signed report to be placed in your portfolio.

## Final Report for First (70-day) and Final (100-day) Placement

|  |  |
| --- | --- |
| **Recommendation of PASS or FAIL** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Placement Dates | Start date |  | End date |  |
| Number of days the student has completed on placement | | | |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student Full Name |  | | | |
| University | Leeds Beckett University | |  | |
| University of Leeds | |  | |
| Programme | BA |  | MA |  |
| Placement | First |  | Final |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Local Authority / Agency | Leeds Adult |  | Leeds Children |  |
| Wakefield Adult |  | Wakefield Children |  |
| Agency (please add) |  | | |
| Team Name |  | | | |

|  |  |  |
| --- | --- | --- |
| **Role** | **Signature (as applicable)** | **Date** |
| PE1 / PE2 in training |  |  |
| PE2 / PE2 Mentor |  |  |
| Practice Supervisor |  |  |
| Student |  |  |
| Tutor |  |  |

**Practice Educator** - Please email a copy of the completed report to:

***Leeds Beckett University*** [socialworkplacements@leedsbeckett.ac.uk](mailto:socialworkplacements@leedsbeckett.ac.uk)

***University of Leeds*** [placements@healthcare.leeds.ac.uk](mailto:placements@healthcare.leeds.ac.uk)

|  |
| --- |
| Brief summary of student workload |
|  |

|  |
| --- |
| Evidence of three direct observations |
|  |

|  |
| --- |
| Evidence of Service User feedback |
|  |

|  |  |  |
| --- | --- | --- |
| Any **issues or circumstances** to be taken into account?  (Placement, e.g. PE, PE changes or organisational factors  Student, e.g. health, personal circumstances) | Yes |  |
| No |  |
| Any action to be taken? | Yes |  |
| No |  |
| Include brief details | | |
|  | | |

**Assessment of student’s ability to evidence the PCF. Please comment on how the student has met the nine domains of the PCF to the required level for end of first or final placement.**

Guideline – a maximum of 250 words for each PCF domain and 500 words for the overall holistic assessment. NB There may be particular circumstances where the Practice Educator needs to write more.

**PCF 1 Professionalism**

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

**PCF 2 Values & Ethics**

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

**PCF 3 Diversity**

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

**PCF 4 Rights, Justice and Economic Wellbeing**

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

**PCF 5 Knowledge**

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

**PCF 6 Critical Reflection and Analysis**

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

**PCF 7 Intervention and Skills**

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

**PCF 8 Contexts and Organisations**

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

**PCF 9 Professional Leadership**

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

|  |
| --- |
| Overall Summary of the Holistic Assessment (maximum 500 words) |
|  |

|  |
| --- |
| Please provide clear learning needs and objectives for future development.  Please refer to PCF at first placement and PCF and KSS at final placement. |
|  |

|  |
| --- |
| PE1 / PE2 in training; PE2 / PE2 Mentor; Practice Supervisor comments on report (as applicable, maximum 200 words) |
|  |

|  |
| --- |
| Student’s comments (maximum 200 words) |
|  |

|  |
| --- |
| Tutor comments (maximum 200 words) |
|  |

For Final (100-day) placements only

|  |  |  |
| --- | --- | --- |
| **Permission to share this report with potential employers**  I agree to Leeds Beckett University or the University of Leeds sharing the contents of this report with potential employers to whom the student may apply for employment | | |
| **Role** | **Signature** | **Date** |
| Practice Educator |  |  |
| Student |  |  |

**Leeds Beckett University**

***Practice Educator***, please scan and submit this completed and signed report to

[socialworkplacements@leedsbeckett.ac.uk](mailto:socialworkplacements@leedsbeckett.ac.uk)

***Student***, please scan the completed and signed report and upload this to the appropriate domain on the PCF Development page of your placement workbook on PebblePad

**University of Leeds**

***Practice Educator***, please scan and email this completed and signed report to

[placements@healthcare.leeds.ac.uk](mailto:placements@healthcare.leeds.ac.uk)

***Student***, please print off a copy of this completed and signed report to be placed in your portfolio

## Action Plan Template

**To be used where there are concerns about a student’s progress on placement**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Full Name | |  | | | | | | | | |
| University | | Leeds Beckett University | | | |  | | | | |
| University of Leeds | | | |  | | | | |
| Programme | | BA |  | | | MA | |  | | |
| Placement | | First |  | | | Final | |  | | |
| Local Authority / Agency | | Leeds Adult | | |  | Leeds Children | | | |  |
| Wakefield Adult | | |  | Wakefield Children | | | |  |
| Agency (add name) | | |  | | | | | |
| PE1 / PE2 in training | |  | | | | | | | | |
| PE2 / PE2 Mentor | |  | | | | | | | | |
| Practice Supervisor | |  | | | | | | | | |
| University Tutor | |  | | | | | | | | |
| Placement Start date | |  | | | | | | | | |
| Number of days the student has completed on placement so far | | | | | | | | |  | |
| Key issues to address (based on PCF domains)  This should be task centred and address both areas that the student will address and support that will be offered to the student to do so | | | | | | | | | | |
|  | | | | | | | | | | |
| Date form completed |  | | | Review date | | |  | | | |
| Summary of review meeting and actions to be taken (eg student to continue on placement or fail recommendation) | | | | | | | | | | |
|  | | | | | | | | | | |
| **Signatures (as applicable)** | | | | | | | | | | |
| Student |  | | | | | | | | | |
| PE1 / PE2 in training |  | | | | | | | | | |
| PE2 / PE2 Mentor |  | | | | | | | | | |
| Practice Supervisor |  | | | | | | | | | |
| University Tutor |  | | | | | | | | | |

## Transition to ADULTS ASYE - Initial Assessment Knowledge and Skills Statement

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Student Full Name |  | | | | | | |
| University | Leeds Beckett University | | | |  | | |
| University of Leeds | | | |  | | |
| Programme | BA |  | | | MA |  | |
| Team Name |  | | | | | | |
| Local Authority / Agency | Leeds Adult | |  | Leeds Children | | |  |
| Wakefield Adult | |  | Wakefield Children | | |  |
| Agency (please add) | |  | | | | |

Please complete this self-evaluation of your practice experience towards the end of your final placement based on the Knowledge and Skills Statements (KSS). Discuss this with your PE and add to your placement portfolio (LBU: PebblePad; UoL: paper folder). Please take this completed form to your first supervision when you commence your employment as a NQSW.

A social worker in adult services should be able to do the following:

**1) Statement Overview**

This statement sets out what a social worker working with adults should know and be able to do by the end of their Assessed and Supported Year in Employment (ASYE).

**2) The Role of Social Workers working with Adults**

The Care Act 2014 puts the principle of individual wellbeing and professional practice of the individual social worker at the heart of adult social care and signals a move away from care management as the overriding approach to working with adults.

Social workers need to apply a wide range of knowledge and skills to understand and build relationships, and work directly with individuals, their families and carers to enable and empower them to achieve best outcomes. This should include undertaking assessments, planning care and support and making the best use of available resources to enable people to have better lives. Social workers should enable people to experience personalised, integrated care and support them to maintain their independence and wellbeing, cope with change, attain the outcomes they want and need, understand and manage risk, and participate in the life of their communities.

Social work should focus on the links between the individual, their health and well-being and their need for relationships and connection with their families, community and wider society. Social workers in adult social care must understand and be able to explain the role of social work as part of the system of health and welfare support to individuals and families. They must understand the impact of poverty, inequality and diversity on social and economic opportunities and how these relate to people’s health and wellbeing as well as the functioning of their families, particularly in connection with child protection, adult safeguarding and also empowering individuals who may lack mental capacity.

*INITIAL ASSESSMENT*

*Has this statement been met from previous experience or qualifying training?*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Yes |  | No |  | Partially Met |  |
| Please provide examples to support your assessment (a maximum of 3) | | | | | |
|  | | | | | |
| Personal Development objectives for ASYE year | | | | | |
|  | | | | | |

**3) Person Centred Practice**

Social workers should enable people to access the advice, support and services to which they are entitled. They should coordinate and facilitate a wide range of practical and emotional support, and discharge legal duties to complement people’s own resources and networks, so that all individuals (no matter their background, health status or mental capacity), carers and families can exercise choice and control, (supporting individuals to make their own decisions, especially where they may lack capacity) and meet their needs and aspirations in personalised, creative and often novel ways. They should work co-productively and innovatively with people, local communities, other professionals, agencies and services to promote self-determination, community capacity, personal and family reliance, cohesion, earlier intervention and active citizenship. Social workers should also engage with and enable access to advocacy for people who may require help to secure the support and care they need due to physical or mental ill-health, sensory or communication impairment, learning disability, mental incapacity, frailty or a combination of these conditions and their physical, psychological and social consequences.

*INITIAL ASSESSMENT*

*Has this statement been met from previous experience or qualifying training?*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Yes |  | No |  | Partially Met |  |
| Please provide examples to support your assessment (a maximum of 3) | | | | | |
|  | | | | | |
| Personal Development objectives for ASYE year | | | | | |
|  | | | | | |

**4) Safeguarding**

Social workers must be able to recognise the risk indicators of different forms of abuse and neglect and their impact on individuals, their families or their support networks and should prioritise the protection of children and adults in vulnerable situations whenever necessary. This includes working with those who self-neglect.

Social workers who work with adults must take an outcomes-focused, person-centred approach to safeguarding practice, recognising that people are experts in their own lives and working alongside them to identify person centred solutions to risk and harm. In situations where there is abuse or neglect or clear risk of those, social workers must work in a way that enhances involvement, choice and control as part of improving quality of life, wellbeing and safety. Social workers should take the lead in managing positive interventions that prevent deterioration in health and wellbeing; safeguard people (who may or may not be socially excluded) at risk of abuse or neglect, or who are subject to discrimination, and to take necessary action where someone poses a risk to themselves, their children or other people.

Social workers who work with adults must be able to recognise and take appropriate action where they come across situations where a child or young person may be at risk. Social workers should understand and apply in practice personalised approaches to safeguarding adults that maximise the adult’s opportunity to determine and realise their desired outcomes and to safeguard themselves effectively, with support where necessary.

*INITIAL ASSESSMENT*

*Has this statement been met from previous experience or qualifying training?*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Yes |  | No |  | Partially Met |  |
| Please provide examples to support your assessment (a maximum of 3) | | | | | |
|  | | | | | |
| Personal Development objectives for ASYE year | | | | | |
|  | | | | | |

**5) Mental Capacity**

Social workers must have a thorough knowledge and understanding of the Mental Capacity Act (MCA) and Code of Practice and be able to apply these in practice. They should always begin from the presumption that individuals have capacity to make the decision in question.

Social workers should understand how to make a capacity assessment, the decision and time specific nature of capacity and hence the need to reassess capacity appropriately. They should know when and how to refer to a Best Interest Assessor.

Social workers must understand their responsibilities for people who are assessed as lacking capacity at a particular time and must ensure that they are supported to be involved in decisions about themselves and their care as far as is possible. Where they are unable to be involved in the decision-making process decisions should be taken in their best interests following consultation with all appropriate parties, including families and carers. Social workers must seek to ensure that an individual’s care plan is the least restrictive possible to achieve the intended outcomes.

Social workers have a key leadership role in modelling to other professionals the proper application of the MCA. Key to this is the understanding that the MCA exists to empower those who lack capacity as much as it exists to protect them. Social workers must model and lead a change of approach, away from that where the default setting is “safety first”, towards a person-centred culture where individual choice is encouraged and where the right of all individuals to express their own lifestyle choices is recognised and valued.

In working with those where there is no concern over capacity, social workers should take all practicable steps to empower people to make their own decisions, recognising that people are experts in their own lives and working alongside them to identify person-centred solutions to risk and harm, recognising the individual’s right to make “unwise” decisions.

*INITIAL ASSESSMENT*

*Has this statement been met from previous experience or qualifying training?*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Yes |  | No |  | Partially Met |  |
| Please provide examples to support your assessment (a maximum of 3) | | | | | |
|  | | | | | |
| Personal Development objectives for ASYE year | | | | | |
|  | | | | | |

**6) Effective Assessments and Outcome Based Support Planning**

In undertaking assessments, social workers must be able to recognise the expertise of the diverse people with whom they work and their carers and apply this to develop personalised assessment and care plans that enable the individual to determine and achieve the outcomes they want for themselves. The social worker must ensure the individual’s views, wishes and feelings (including those who may lack mental capacity) are included as part of their full participation in decision making, balancing this with the wellbeing of their carers. Social workers should demonstrate a good understanding of personalisation, the social model of disability and of human development throughout life and demonstrate a holistic approach to the identification of needs, circumstances, rights, strengths and risks. In particular, social workers need to understand the impact of trauma, loss and abuse, physical disability, physical ill health, learning disability, mental ill health, physical, cognitive, emotional and social development both for the individual and for the mental capacity, substance misuse, domestic abuse, aging and end of life issues on functioning of the family. They should recognise the roles and needs of informal or family carers and use holistic, systemic approaches to supporting individuals and carers. They should develop and maintain knowledge and good partnerships with local community resources in order to work effectively with individuals in connecting them with appropriate resources and support.

*INITIAL ASSESSMENT*

*Has this statement been met from previous experience or qualifying training?*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Yes |  | No |  | Partially Met |  |
| Please provide examples to support your assessment (a maximum of 3) | | | | | |
|  | | | | | |
| Personal Development objectives for ASYE year | | | | | |
|  | | | | | |

**7) Direct Work with Individuals and Families**

Social workers need to be able to work directly with individuals and their families through the professional use of self, using interpersonal skills and emotional intelligence to create relationships based on openness, transparency and empathy. They should know how to build purposeful, effective relationships underpinned by reciprocity. They should be able to communicate clearly, sensitively and effectively, applying a range of best evidence-based methods of written, oral and non-verbal communication and adapt these methods to match the person’s age, comprehension and culture. Social workers should be capable of communicating effectively with people with specific communication needs, including those with learning disabilities, dementia, people who lack mental capacity and people with sensory impairment. They should do this in ways that are engaging, respectful, motivating and effective, even when dealing with conflict - whether perceived or actual - anger and resistance to change. Social workers should have a high level of skill in applying evidence-based, effective social work approaches to help service users and families handle change, especially where individuals and families are in transition, including young people moving to adulthood, supporting them to move to different living arrangements and understanding the impact of loss and change.

*INITIAL ASSESSMENT*

*Has this statement been met from previous experience or qualifying training?*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Yes |  | No |  | Partially Met |  |
| Please provide examples to support your assessment (a maximum of 3) | | | | | |
|  | | | | | |
| Personal Development objectives for ASYE year | | | | | |
|  | | | | | |

**8) Supervision, Critical Reflection and Analysis**

Social workers must have access to regular, good quality supervision and understand its importance in providing advice and support. They should know how and when to seek advice from a range of sources including named supervisors, senior social workers and other professionals. They should be able to make effective use of opportunities to discuss, reflect upon and test multiple hypotheses, the role of intuition and logic in decision making, the difference between opinion and fact, the role of evidence, how to address common bias in situations of uncertainty and the reasoning of any conclusions reached and recommendations made, particularly in relation to mental capacity, mental health and safeguarding situations.

Social workers should have a critical understanding of the difference between theory, research, evidence and expertise and the role of professional judgement. They should use practice evidence and research to inform the complex judgements and decisions needed to support, empower and protect their service users. They should apply imagination, creativity and curiosity to working in partnership with individuals and their carers, acknowledging the centrality of people’s own expertise about their experience and needs.

*INITIAL ASSESSMENT*

*Has this statement been met from previous experience or qualifying training?*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Yes |  | No |  | Partially Met |  |
| Please provide examples to support your assessment (a maximum of 3) | | | | | |
|  | | | | | |
| Personal Development objectives for ASYE year | | | | | |
|  | | | | | |

**9) Organisational Context**

Social workers working with adults should be able confidently to fulfil their statutory responsibilities, work within their organisation’s remit and contribute to its development. They must be understanding and work effectively within financial and legal frameworks, obligations, structures and culture, in particular Human Rights and Equalities legislation, the Care Act, Mental Capacity Act, Mental Health Act and accompanying guidance and codes of practice. They must be able to operate successfully in their organisational context, demonstrating effective time management, caseload management and be capable of reconciling competing demands and embrace information, data and technology appropriate to their role. They should have access to regular quality supervision to support their professional resilience and emotional and physical wellbeing. Social workers should work effectively and confidently with fellow professionals in inter-agency, multi-disciplinary and inter-professional groups and demonstrate effective partnership working particularly in the context of health and social care integration and at the interface between health, children and adult social care and the third sector.

*INITIAL ASSESSMENT*

*Has this statement been met from previous experience or qualifying training?*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Yes |  | No |  | Partially Met |  |
| Please provide examples to support your assessment (a maximum of 3) | | | | | |
|  | | | | | |
| Personal Development objectives for ASYE year | | | | | |
|  | | | | | |

**10) Professional Ethics and Leadership**

Social workers should be able to explain their role to stakeholders, particularly health and community partners, and challenge partners constructively to effect multi-agency working. They should contribute to developing awareness of personalisation and outcome-based approaches to improving people’s lives. Social workers should be able to demonstrate the principles of social work through professional judgement, decision making and actions within a framework of professional accountability. They should be able to work collaboratively to manage effectively the sometimes competing interests of service users, their families and their carers ensuring that the needs of all parties are appropriately balanced, but that where children are involved, the children’s interests are always paramount. They should be able to acknowledge the inherent tensions where there is a dual role of care and control; be able to meet eligible needs within limited resources and manage the emotions and expectations of service users and carers. They should be able to identify potential deprivations of liberty and understand the process for assessing and authorising these in individuals’ best interests. They should feedback the views and experiences of clients and their colleagues to contribute to the continued improvement of services, policies and procedures within the organisation. They must be able to recognise and address poor practice and systemic failings which put people at risk, whether in their own organisation or the organisations and institutions with which they are working, making appropriate use of whistle-blowing procedures.

*INITIAL ASSESSMENT*

*Has this statement been met from previous experience or qualifying training?*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Yes |  | No |  | Partially Met |  |
| Please provide examples to support your assessment (a maximum of 3) | | | | | |
|  | | | | | |
| Personal Development objectives for ASYE year | | | | | |
|  | | | | | |

## Transition to CHILDREN’S ASYE Initial Assessment Knowledge and Skills Statement

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Student Full Name |  | | | | | | |
| University | Leeds Beckett University | | | |  | | |
| University of Leeds | | | |  | | |
| Programme | BA |  | | | MA |  | |
| Team Name |  | | | | | | |
| Local Authority / Agency | Leeds Adult | |  | Leeds Children | | |  |
| Wakefield Adult | |  | Wakefield Children | | |  |
| Agency (please name) | |  | | | | |

Please complete this self-evaluation of your practice experience towards the end of your final placement based on the Knowledge and Skills Statements (KSS). Please discuss this with your PE and add to your placement portfolio (LBU: PebblePad; UoL: paper folder). Please take this completed form to your first supervision when you commence your employment as a NQSW.

**A child and family social worker should be able to do the following:**

**1) Relationships and effective direct work**

Build effective relationships with children, young people and families, which form the bedrock of all support and child protection responses. Be both authoritative and empathic and work in partnership with children, families and professionals, enabling full participation in assessment, planning, review and decision making. Ensure child protection is always privileged. Provide support based on best evidence, which is tailored to meet individual child and family needs, and which addresses relevant and significant risks. Secure access to services, negotiating and challenging other professionals and organisations to provide the help required. Ensure children and families, including children in public care; receive the support to which they are entitled.

Support children and families in transition, including children and young people moving to and between placements, those returning home, those being adopted or moving through to independence. Help children to separate from, and sustain, multiple relationships recognising the impact of loss and change.

*INITIAL ASSESSMENT*

*Has this statement been met from previous experience or qualifying training?*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Yes |  | No |  | Partially Met |  |
| Please provide examples to support your assessment (a maximum of 3) | | | | | |
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| Personal Development objectives for ASYE year | | | | | |
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**2) Communication**

Communicate clearly and sensitively with children of different ages and abilities, their families and in a range of settings and circumstances. Use methods based on best evidence. Create immediate rapport with people not previously known which facilitates engagement and motivation to participate in child protection enquiries, assessments and services. Act respectfully even when people are angry, hostile and resistant to change. Manage tensions between parents, carers and family members, in ways that show persistence, determination and professional confidence. Listen to the views, wishes and feelings of children and families and help parents and carers understand the ways in which their children communicate through their behaviour. Help them to understand how they might communicate more effectively with their children. Promote speech, language and communication support, identifying those children and adults who are experiencing difficulties expressing themselves. Produce written case notes and reports, which are well argued, focused, and jargon free. Present a clear analysis and a sound rationale for actions as well as any conclusions reached, so that all parties are well informed.

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| Yes |  | No |  | Partially Met |  |
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**3) Child development**

Observe and talk to children in their environment including at home, at school, with parents, carers, friends and peers to help understand the physical and emotional world in which the child lives, including the quality of child and parent/carer interaction and other key relationships.

Establish the pattern of development for the child, promote optimal child development and be alert to signs that may indicate that the child is not meeting key developmental milestones, has been harmed or is at risk of harm.

Take account of typical age-related physical, cognitive, social, emotional and behavioural development over time, accepting that normative developmental tasks are different for each child depending on the interaction for that child between health, environmental and genetic factors. Assess the influence of cultural and social factors on child development, the effect of different parenting styles, and the effect of loss, change and uncertainty in the development of resilience. Explore the extent to which behavioural and emotional development may also be a result of communication difficulties, ill health or disability, adjusting practice to take account of these differences. Seek further advice from relevant professionals to fully understand a child’s development and behaviour.

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**4) Adult mental ill health, substance misuse, domestic abuse, physical ill health and disability**

Identify the impact of adult mental ill health, substance misuse, domestic abuse, physical ill health and disability on family functioning and social circumstances and in particular the effect on children, including those who are young carers. Access the help and assistance of other professionals in the identification and prevention of adult social need and risk, including mental health and learning disability assessment. Coordinate emergency and routine services and synthesise multi-disciplinary judgements as part of ongoing social work assessment. Use a range of strategies to help families facing these difficulties. Identify concerning adult behaviours that may indicate risk or increasing risk to children. Assess the likely impact on, and inter-relationship between, parenting and child development. Recognise and act upon escalating social needs and risks, helping to ensure that vulnerable adults are safeguarded and that a child is protected and their best interests always prioritised.

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**5) Abuse and neglect of children**

Exchange information with partner agencies about children and adults where there is concern about the safety and welfare of children. Triangulate evidence to ensure robust conclusions are drawn. Recognise harm and the risk indicators of different forms of harm to children relating to sexual, physical, emotional abuse and neglect. Take into account the long-term effects of cumulative harm, particularly in relation to early indicators of neglect. Consider the possibility of child sexual exploitation, grooming (on and offline), female genital mutilation and enforced marriage and the range of adult behaviours which pose a risk to children, recognising too the potential for children to be perpetrators of abuse. Lead the investigation of allegations of significant harm to children in consultation with other professionals and practice supervisors. Draw one’s own conclusions about the likelihood of, for example, sexual abuse or non-accidental injury having occurred and the extent to which any injury is consistent with the explanation offered. Commission a second professional opinion and take legal advice where necessary.

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**6) Child and family assessment**

Carry out in-depth and ongoing family assessment of social need and risk to children, with particular emphasis on parental capacity and capability to change. Use professional curiosity and authority while maintaining a position of partnership, involving all key family members, including fathers. Acknowledge any conflict between parental and children’s interests, prioritising the protection of children as set out in legislation. Use child observation skills, genograms, ecomaps, chronologies and other evidence based tools ensuring active child and family participation in the process. Incorporate the contributions that other professional disciplines make to social work assessments. Hold an empathic position about difficult social circumstances experienced by children and families, taking account of the relationship between poverty and social deprivation, and the effect of stress on family functioning, providing help and support. Take into account individual child and family history and how this might affect the ability of adults and children to engage with services. Recognise and address behaviour that may indicate resistance to change, ambivalent or selective cooperation with services, and recognise when there is a need for immediate action, and what other steps can be taken to protect children.

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**7) Analysis, decision-making, planning and review**

Establish the seriousness that different risks present and any harm already suffered by a child, balanced with family strengths and potential solutions. Set out the best options for resolving difficulties facing the family and each child, considering the risk of future harm and its consequences and the likelihood of successful change. Prioritise children’s need for emotional warmth, stability and sense of belonging, particularly those in public care, as well as identity development, health and education, ensuring active participation and positive engagement of the child and family. Test multiple hypotheses about what is happening in families and to children, using evidence and professional judgement to reach timely conclusions. Challenge any prevailing professional conclusions in the light of new evidence or practice reflection. Make realistic, child centred, plans within a review timeline, which will manage and reduce identified risks and meet the needs of the child. Ensure sufficient multi-disciplinary input into the process at all stages. Apply twin and triple track planning to minimise chances of drift or delay, being alert to the effectiveness or otherwise of current support plans.

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**8) The law and the family and youth justice systems**

Navigate the family and youth justice systems in England using legal powers and duties to support families, to protect children and to look after children in the public care system, including the regulatory frameworks that support the full range of permanence options. Participate in decisions about whether to make an application to the family court, the order to be applied for, and the preparation and presentation of evidence.

Seek advice and second opinion as required in relation to the wide range of legal issues which frequently face children and families involved with statutory services including immigration, housing, welfare benefits, mental health and learning disability assessment, education and support for children with learning difficulties. Use the law, regulatory and statutory guidance to inform practice decisions. Take into account the complex relationship between professional ethics, the application of the law and the impact of social policy on both.

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**9) The role of supervision**

Recognise one’s own professional limitations and how and when to seek advice from a range of sources, including practice supervisors, senior practice leaders and other clinical practitioners from a range of disciplines such as psychiatry, paediatrics and psychology. Discuss, debate, reflect upon and test hypotheses about what is happening within families, and with children. Explore the potential for bias in decision-making and resolve tensions emerging from, for example, ethical dilemmas, conflicting information or differing professional positions. Identify which methods will be of help for a specific child or family and the limitations of different approaches. Make use of the best evidence from research to inform the complex judgements and decisions needed to support families and protect children. Reflect on the emotional experience of working relationships with parents, carers and children, and consciously identify where personal triggers are affecting the quality of analysis or help. Identify strategies to build professional resilience and management of self.

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**10) Organisational context**

Operate successfully in a wide range of organisational contexts complying with the checks and balances within local and national systems which are a condition of employment. Maintain personal and professional credibility through effective working relationships with peers, managers and leaders both within the profession, throughout multi-agency partnerships and public bodies, including the family courts.

Act in ways that protect the reputation of the employer organisation and the social work profession, whilst always privileging the best interests of children. Manage the specific set of organisational tasks relating to lead responsibility for children with the support of an appropriately qualified supervisor and use of the multi-agency support network.

Contribute to the organisation’s role as corporate parent to children in public care, encouraging and advocating for organisational focus, resource and support so that children and young people can thrive and enjoy their childhood and move into independence with confidence in and ambition for their futures.

*INITIAL ASSESSMENT*

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| Please provide examples to support your assessment (a maximum of 3) | | | | | |
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Student Induction Guide

Leeds & Wakefield Social Work Teaching Partnership



## Student Placement Induction

**Student Induction Guide**

**Leeds & Wakefield Social Work Teaching Partnership**

**Introduction**

This document aims to provide guidance to practice educators to ensure their new student gets the best possible induction into their placement. It both will help plan for arrival of the student and help them feel welcomed into the team, as well as offering a template to plan their first 2 weeks to help them settle in.

A good induction process ensures that all students feel confident and supported in their new role, and that they quickly settle into the team dynamics. Students are entitled to expect an induction as part of their practice learning experience. If the student has difficulties during the placement this document will be reviewed to ensure the student had a full induction to the service.

Practice Educators play a key part in providing the first few weeks’ induction to ensure students gain a full understanding of their role gaining knowledge of clear objectives and expectations of the service.

By taking the time to deliver a well-designed and effective induction Practice Educators can ensure that all new employees are provided with the information needed to perform their role, such as, the Council’s key priorities, policies and procedures, the correct values, behaviours and attributes. Delivery of this information will set the standard expected to perform the role.

**Pre arrival checklist**

Please use student welcome documentation provided by your workforce development team to send to your student beforehand. This will detail their working hours, office address, etc. Ideally this should be sent to them **prior** to the introductory meeting.

Prior to their arrival you will need to organise a number of things:

* Inform team of new student start date
* Computer/laptop
* Phone number
* Desk / chair
* System training
* Account and Email
* IT – New User Request / new systems
* Reasonable adjustment required (identified in the practice learning agreement)
* ID Badge – gather information in readiness for start date

**First day**

Below is a summary of guidance to help you plan your student’s first day and what they need to know about working in your team. It can be quite overwhelming for students as, for some, this is their first experience of working in an office so please try and support them in accessing this information at their pace. It is helpful to set some time aside with your student for a supervision on their first day. Much of the information below can be discussed and recorded in this first supervision session.

|  |
| --- |
| **Health** **and Safety** |
| Give the student a tour of the office building Suggestions include-   * Statutory Notices * Safety Signs * First Aid Boxes (and who the nominated First Aider(s) are) * Safety Procedures Manual and Information (SIP) * Fire Exits & Assembly Point(s) evacuation procedure * Completion of Emergency contact form Discuss any security arrangements / swipecard use / access to Council buildings (including hours of access). Provide your student with the information needed to obtain their ID badge. * Show locations of storage facilities (lockable) for any valuables * (if applicable) * Discuss how to report any Accidents & Near misses |
| **Corporate and local information** |
| * Overview of your team, including a structure. Provide your student with a list of team member’s names and telephone numbers/desk plan if applicable. Introduce your student to team members. * Discuss team protocols for eating lunch. For example can lunch be eaten at their desk and are there places to store food or buy food locally. Also explain how the Tea fund works and whether or not the student is expected to contribute/bring their own mug. |
| **Support** |
| * The following can be covered in first supervision * Working Hours & Core Hours first supervision * Shifts and Cover (role specific) * Use of personal phone etc. * Smoking Policy * Sickness and absences procedure – who to call / contact information / timescales * Dress code * Discuss Health & Wellbeing –Work-life balance, Mental Health Wellbeing, Stress Awareness, Emotional Resilience etc. |
| **Communication and IT** |
| * Issue work mobile telephone (if applicable) * Issue username and password for access * Issue essential work telephone numbers, including new student’s work contact number * Brief tour of Intranet and Outlook and how to access for contact numbers, email addresses and other information |

**Student checklist**

The following is a guide of what you student needs to find out about from you and the team in the first 2 weeks and may form the basis of your supervisions in the first few weeks. Please give this form to your student as part of their self-directed learning in the first few weeks of placement.

|  |  |
| --- | --- |
| How to make a telephone call |  |
| Who’s who in the team |  |
| How to access voicemail |  |
| Lunch Times |  |
| Any pre-arranged meetings or visits |  |
| Local lone working and personal safety protocols |  |
| How to add and use a printer |  |
| How to store information electronically |  |
| Computer security |  |
| How to use the intranet |  |
| How to use outlook including electronic calendar |  |
| How to avoid security breaches and what to do in the case of one |  |
| Flexible working policy |  |
| Leave – Annual, Special Leave etc. |  |
| Time Recording Procedure (written and electronic) |  |
| Structure of Directorate & Service Areas and discuss any information about the Council & specific Service Area |  |
| Whistleblowing policy |  |
| Date and times of team meetings |  |
| List of key phone numbers |  |

**Suggested reading for your student**

It might be useful to prepare some reading material for your student

Suggestions include the information below but you may choose to add more that you think are helpful.

* **Data Protection**
* **Equality & Diversity Awareness**
* **Freedom of Information**
* **Information Governance**
* **Safeguarding Adults**
* **Safeguarding Children**
* **Relevant policies and procedures**

**First 2 weeks’ calendar**

Use this document to help plan your students first 2 weeks – including supervision, team meetings, shadowing, visits and training planned.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
|  |  |  |  |  |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
|  |  |  |  |  |