



School of Healthcare

Portfolio guidance for BA2, BA3, MA1 and MA2 Social Work students

Each Social Work programme requires its own style of portfolio of evidence for placements – some are online, some are on paper, and they require different amounts of evidence for each of the PCFs.

At the University of Leeds we require students to produce a paper portfolio and to provide two pieces of evidence for each PCF Domain.

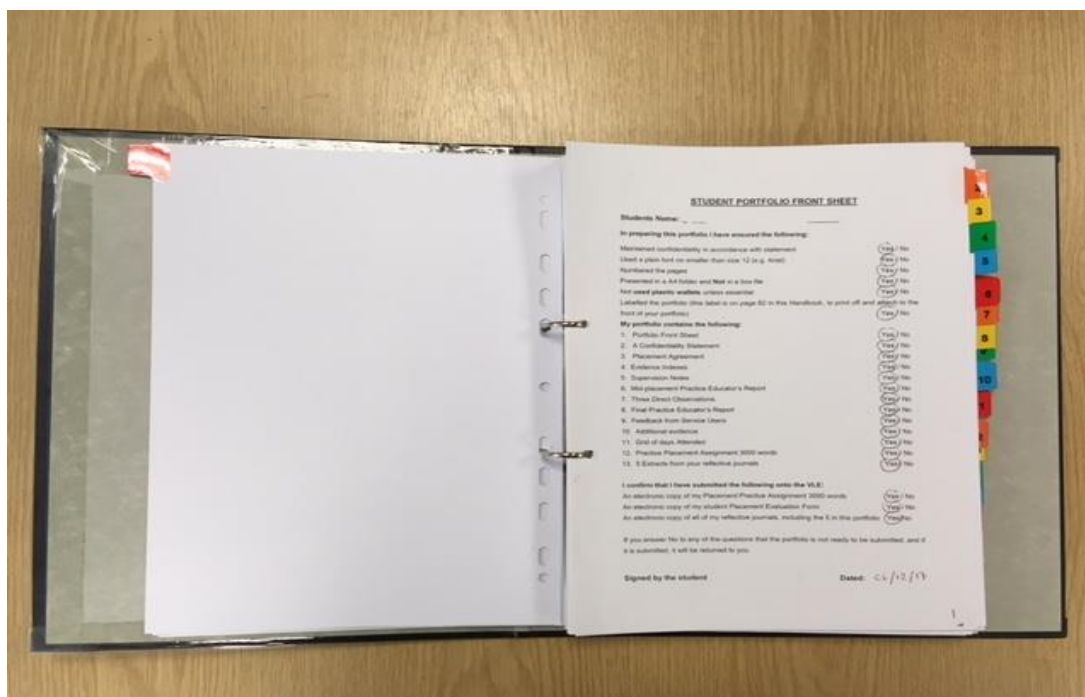
All the forms, templates and sheets that students need to complete the portfolio can be found in the relevant Placement Handbook which is available on the Social Work Placement website

<https://practiceplacements.leeds.ac.uk/social-work/>

The actual portfolio should be a ring binder file with dividers (students will need 13 or 14 dividers) inserted to divide it into the relevant sections.

Students are also required to number all the pages in the portfolio.

Sample of Portfolio



Numbering the pages in the portfolio

The easiest way to do this is to wait until you have finished building your entire portfolio then number the pages starting with 1 until e.g. 100. This means that your PCF evidence index will be the last thing you finalise since until you have numbered the pages you do not know which page each piece of evidence will be on.

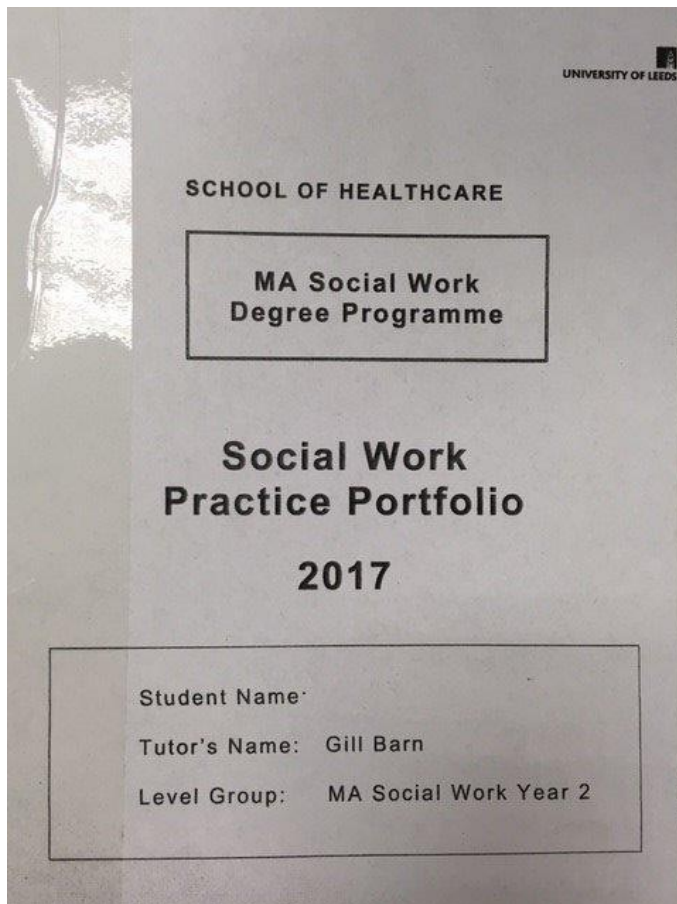
Contents of portfolio

1. Student Portfolio Front Sheet
2. Confidentiality statement
3. Practice Learning Agreement (PLA)
4. PCF evidence index
5. Supervision notes
6. Practice Educator's Mid-way/Interim report
7. Three Direct Observations
8. Practice Educator's Final report
9. Feedback from Service Users and Carers
10. Additional Evidence
11. Grid of days attended
12. Practice Placement assignment
13. 5 Reflective Journals

Portfolio Label

This should be printed and fixed onto the front cover of the ring binder file (not placed inside the folder). The label can be found in the placement handbook.

Sample of portfolio label



The image shows a sample portfolio label for the University of Leeds. It features the university's logo in the top right corner. The text is centered and includes the school name, the degree programme, the title of the portfolio, the year, and a box for student and tutor information.

UNIVERSITY OF LEEDS

SCHOOL OF HEALTHCARE

MA Social Work
Degree Programme

**Social Work
Practice Portfolio
2017**

Student Name:
Tutor's Name: Gill Barn
Level Group: MA Social Work Year 2

Portfolio Front Sheet

This should be placed inside the folder and be the first page that is seen when the folder is opened or the first page behind the contents page. The student portfolio front sheet can be found in the placement handbook.

Sample of Portfolio Front Sheet

STUDENT PORTFOLIO FRONT SHEET

Students Name: _____

In preparing this portfolio I have ensured the following:

Maintained confidentiality in accordance with statement	<input checked="" type="radio"/> Yes / <input type="radio"/> No
Used a plain font no smaller than size 12 (e.g. Arial)	<input checked="" type="radio"/> Yes / <input type="radio"/> No
Numbered the pages	<input checked="" type="radio"/> Yes / <input type="radio"/> No
Presented in a A4 folder and Not in a box file	<input checked="" type="radio"/> Yes / <input type="radio"/> No
Not used plastic wallets unless essential	<input checked="" type="radio"/> Yes / <input type="radio"/> No
Labelled the portfolio (this label is on page 82 in this Handbook, to print off and attach to the front of your portfolio)	<input checked="" type="radio"/> Yes / <input type="radio"/> No

My portfolio contains the following:

1. Portfolio Front Sheet	<input checked="" type="radio"/> Yes / <input type="radio"/> No
2. A Confidentiality Statement	<input checked="" type="radio"/> Yes / <input type="radio"/> No
3. Placement Agreement	<input checked="" type="radio"/> Yes / <input type="radio"/> No
4. Evidence Indexes	<input checked="" type="radio"/> Yes / <input type="radio"/> No
5. Supervision Notes	<input checked="" type="radio"/> Yes / <input type="radio"/> No
6. Mid-placement Practice Educator's Report	<input checked="" type="radio"/> Yes / <input type="radio"/> No
7. Three Direct Observations	<input checked="" type="radio"/> Yes / <input type="radio"/> No
8. Final Practice Educator's Report	<input checked="" type="radio"/> Yes / <input type="radio"/> No
9. Feedback from Service Users	<input checked="" type="radio"/> Yes / <input type="radio"/> No
10. Additional evidence	<input checked="" type="radio"/> Yes / <input type="radio"/> No
11. Grid of days Attended	<input checked="" type="radio"/> Yes / <input type="radio"/> No
12. Practice Placement Assignment 3000 words	<input checked="" type="radio"/> Yes / <input type="radio"/> No
13. 5 Extracts from your reflective journals	<input checked="" type="radio"/> Yes / <input type="radio"/> No

I confirm that I have submitted the following onto the VLE:

An electronic copy of my Placement Practice Assignment 3000 words	<input checked="" type="radio"/> Yes / <input type="radio"/> No
An electronic copy of my student Placement Evaluation Form	<input checked="" type="radio"/> Yes / <input type="radio"/> No
An electronic copy of all of my reflective journals, including the 5 in this portfolio	<input checked="" type="radio"/> Yes/No

If you answer No to any of the questions that the portfolio is not ready to be submitted, and if it is submitted, it will be returned to you.

Signed by the student _____ Dated: 06/12/17

Anonymising

The confidentiality statement has to be signed by whoever is mentioned in the evidence in the portfolio e.g. PE, OSPE, PE2 Mentor, WPS etc. Students can create additional spaces for colleagues to sign on the statement which then allows for their name to be used in the portfolio. Students are not required to

ask service users to sign this statement. We suggest students get the confidentiality statement signed early on in the placement.

Students must anonymise any references to service user names and other identifying information e.g. geographical location, actual ages, dates of birth, ways of working only used in the placement and nowhere else, particular agencies or projects that are specific to that particular placement or area etc. If in doubt check with your Practice Educator or tutor. Students can use correction fluid or a marker pen to anonymise, however must then photocopy the document as it is often possible to scrape off the correction fluid or see through the marker pen. Ideally if the evidence documents are electronic the best way to anonymise these is to redact whatever you want to anonymise, before printing the document.

Portfolios that contain a small number of confidential names etc. will be returned to the student to amend. If there are large numbers of confidential names etc., included in the portfolio then it will fail.

PCF evidence index

University of Leeds students are required to include two pieces of evidence for each PCF i.e. 18 pieces of evidence in total. This is two for each PCF heading not two for each sub section/bullet point of each PCF. Some of these pieces of evidence may be from the same document/product in the portfolio e.g. supervision notes, direct observations, feedback etc. However students cannot use the exact same piece of evidence more than once. The evidence index can be handwritten or typed.

Balance of the 18 pieces of evidence

Every placement is different and generates different types of evidence. We are keen to see a range of evidence in the index and in particular evidence written about the student by someone else. As a guide we suggest that students use a mix of evidence in the index as follows:

4-5 pieces from supervision notes

4-5 pieces from direct observations

- 2-3 pieces of service user and carer feedback
- 1-2 pieces of colleague/other professional feedback
- 1-2 pieces from the placement assignment
- 1-2 pieces from the mid-way/interim report
- 3-4 pieces from the five reflective journals
- 2-3 pieces of additional evidence

In the blank box next to the sub section/bullet point of each PCF, students should indicate what evidence they are using and where this can be found e.g. Supervision notes 23/05/18, page 24.

Sample of PCF Evidence index for PCF 7

PCF 7 Intervention and Skills: Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse

Qualifying level demonstrated in the context of the last placement

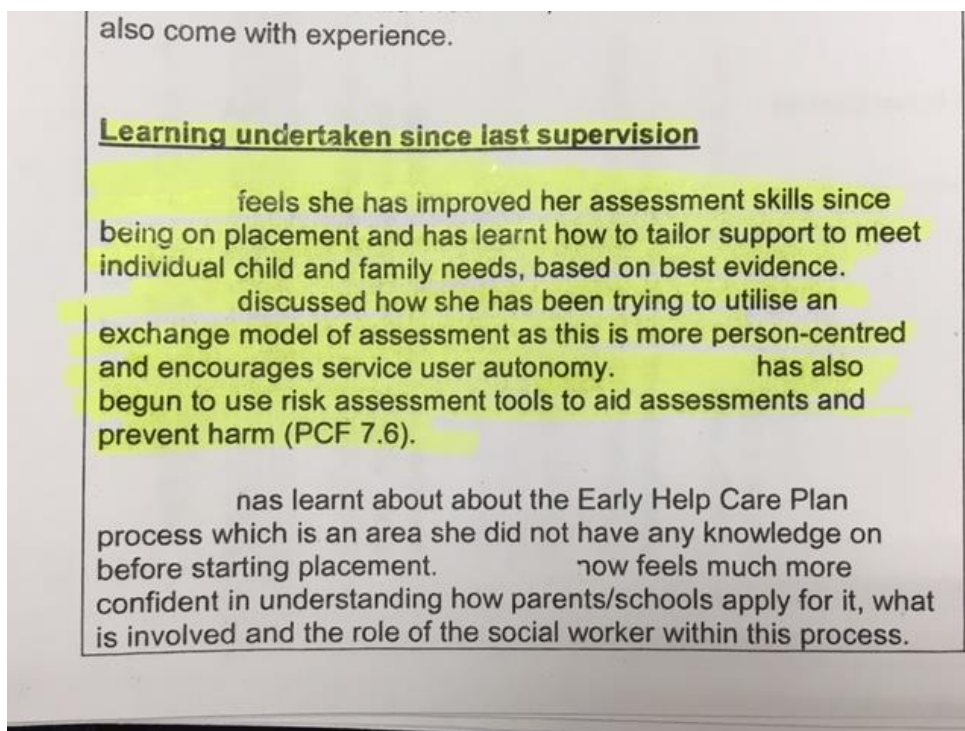
PCF 7 : Intervention and Skills	Evidence, Sources, Location, References
7.1 Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with people's age, comprehension and culture	7. Direct Observation 1 P. 97-103
7.2 Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade	
7.3 Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships	
7.4 Demonstrate an holistic approach to the identification of needs, circumstances, rights, strengths and risks	
7.5 Select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with service users	
7.6 Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence and to prevent harm	5. Supervision Note 7 P. 59-66
7.7 Recognise how the development of community resources, groups and networks enhance outcomes for individuals	
7.8 Maintain accurate, comprehensible, succinct and timely records and reports in accordance	

What constitutes a piece of evidence?

A paragraph or at least two or three sentences from any of the above sources of evidence. One sentence on its own is not enough.

The paragraph or sentences being used as evidence must be highlighted or marked to show the reader/marker which particular part of a document you are using as evidence. Tutors do not expect to have to read through e.g. three pages of a direct observation to find the evidence. It is the student's responsibility to highlight this for the tutor. Students can highlight, draw a box around or draw a 'curly' bracket next to, the evidence. Students are also expected to write next to the evidence which particular PCF it relates to. Doing all this makes portfolios easy to navigate.

Sample of evidence from Supervision Notes



Supervision notes

These all need to be dated and signed by both the Practice Educator (or Practice Supervisor/Workplace Supervisor where applicable) and the student.

All of the student's supervision notes should be included in their portfolio even if they are not all used as evidence.

Where there is just a Practice Educator, for the first half of the placement we require students to have weekly formal supervision with their Practice Educator, however at the mid-way/interim meeting it may be negotiated that for the remainder of the placement this would reduce to once every two weeks.

If students have both a Practice Educator and a Practice Supervisor/Workplace Supervisor then students would still have weekly supervision however this would alternate between the Practice Educator and the Practice Supervisor/Workplace Supervisor. Ideally the supervision students have with their Practice Supervisor/Workplace Supervisor would also be formal however we acknowledge that for some smaller organisations this may not be within the culture of their work and the student may have more informal supervision. Even when the student has informal supervision it is important that notes are made of these meetings so they can be included in the portfolio.

For 70-day placements where there is a Practice Educator and a Practice Supervisor/Workplace Supervisor, students should have a minimum of 7 sets of supervision notes.

For a 70-day placement where there is only a Practice Educator, students should have a minimum of 10 sets of supervision notes.

For the 100-day placement students should have a minimum of 14 sets of supervision notes.

Direct observations

These must include comments from the student. There is a space for this at the end of the Direct Observation form.

Additional evidence

All additional evidence must have a covering statement explaining what the evidence is, how the student carried out the work, what they learned from it

and how the student applied this learning in the placement or with a particular piece of work.

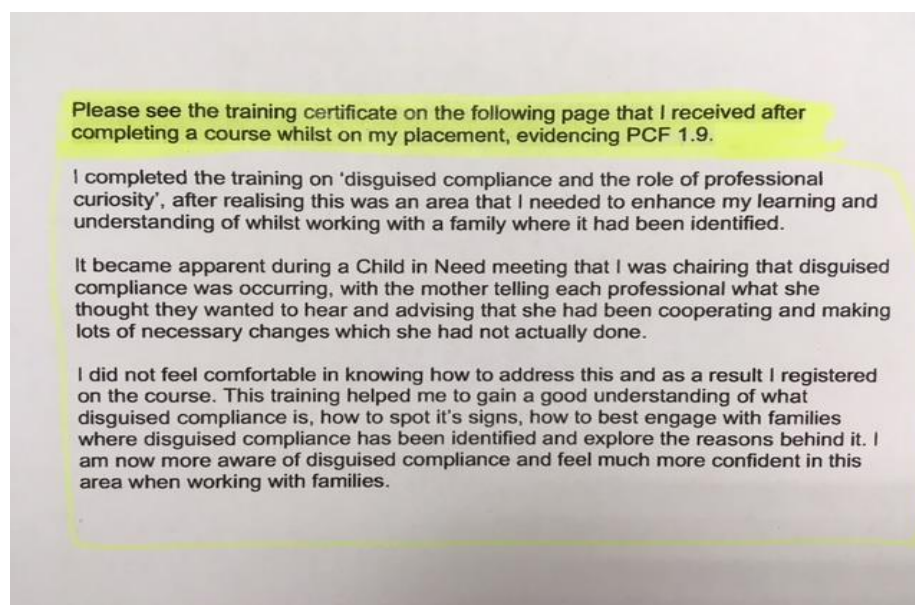
Often students want to include a certificate of attendance at a training course as additional evidence, however this alone would NOT count as evidence. If students decide to use such a certificate they must write a covering statement of at least a paragraph explaining the details of the training course, what they learned from it and how they have applied this learning in their work.

Additional evidence could include risk assessments, assessments, care plans, court reports, direct work with service users, feedback from colleagues/other professionals, worksheets used with service users, session plans, evaluations, letters, emails and other work products.

Even if additional evidence seems self-explanatory students must still include a covering statement.

Students must not include any items from elsewhere in their portfolio as additional evidence e.g. reflective journals.

Sample of covering statement for additional evidence



Grid of days attended

Students need to sign next to each individual date on the grid and the Practice Educator or Practice Supervisor/Workplace Supervisor (where applicable) needs to sign at the foot of the grid. It is preferable that all these signatures are original and not electronic.

Reflective journals

Usually students want to select their five 'best' journals for their portfolio however tutors prefer to see a range e.g. one from the beginning, middle and end of placement and two others. This gives tutors a measure of the student's development in their reflective practice and journals.

Portfolio marking and any follow up

Students' portfolios are marked where possible by their individual tutors and then go through the Practice Assessment Panel (PAP). This is required before students' marks go through the Module Assessment Board (MAB) and the School Progressions and Awards Board (SPAB). We appreciate that students want to organise holidays and work after the end of their academic year however we suggest that students do not book anything for immediately after the hand in date of portfolios, just in case they are required to do any additional work on their portfolios. There are always some students every year from each cohort who need to do more work on their portfolios.

This guidance has been agreed by the Social Work team in February 2019 and will be reviewed in February 2020.