

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

**Please complete all the relevant boxes**

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| --- | --- |
| 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**

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

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| --- | --- | --- |
| Has **weekly supervision** taken place? | Yes |  |
| No |  |
| Include dates of supervision |
|  |
| Any action to be taken? | Yes |  |
| No |  |
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| --- | --- | --- |
| Has the first **direct observation** taken place? | Yes |  |
| No |  |
| Include brief details: |
|  |
| Any action to be taken? | Yes |  |
| No |  |
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| Has the PE or student been able to obtain **service user feedback**? | Yes |  |
| No |  |
| Any action to be taken? | Yes |  |
| No |  |
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| 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 |  |
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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**

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

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

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

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

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

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

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| --- | --- | --- | --- |
| **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**

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

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| **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** |
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| Overall capability at interim stage (maximum 300 words) |
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| 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 |
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| Are there any **concerns**? | Yes |  |
| No |  |
| Any action to be taken? | Yes |  |
| No |  |
| Include brief details |
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| Is the student on track to **pass** the placement? | Yes |  |
| No |  |
| Any action to be taken? | Yes |  |
| No |  |
| Include brief details |
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| Service User Feedback (if available)  |
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| PE2 Mentor’s comments (if applicable, maximum 200 words) |
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| Practice Supervisor Comments (if applicable, maximum 200 words) |
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| Student’s Comments (maximum 200 words) |
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| Tutor’s Comments (maximum 200 words) |
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| Plans and continuing/additional learning opportunities for second half of placement. Please refer to domain assessments as appropriate (maximum 200 words)  |
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**Signatures of all parties (as applicable)**

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| --- | --- | --- |
| **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

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

Updated UoL 19/06/19