|  |
| --- |
| School of Healthcare HealthHealthcare  fACULTY OF MEDICINE AND HEALTH |

Professional Practice Module Handbook

2022/2023

# Module Leaders

PP2: Robin Graham

PP3: Adam Boyes

PP4: Adam Boyes

PP5: Adam Boyes

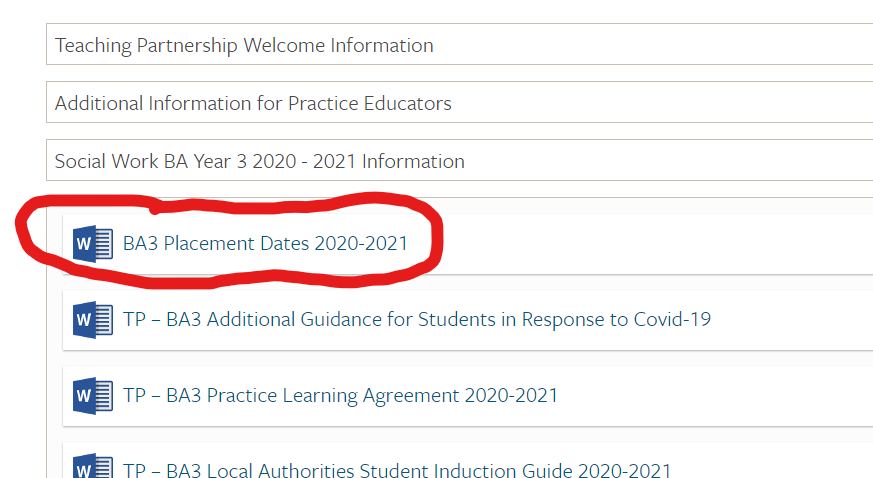
© The University of Leeds

# Important dates

All important dates can be found on the [placement’s website.](https://practiceplacements.leeds.ac.uk/social-work/)

These include hand in dates and recall days.

BA3 2020 used as an example below:



# Contents Page

Contents

[Module Leaders 0](#_Toc50722278)

[Important dates 1](#_Toc50722279)

[Contents Page 2](#_Toc50722280)

[Important documents and where to find them 2](#_Toc50722281)

[Module Details: 4](#_Toc50722282)

[Assessment 5](#_Toc50722284)

[Essay Brief 5](#_Toc50722285)

[Marking Criteria 6](#_Toc50722286)

[Placement Management 15](#_Toc50722287)

[1. Introduction 15](#_Toc50722288)

[2. Readiness for Direct Practice 15](#_Toc50722289)

[Students are required to complete a portfolio as follows: 27](#_Toc50722290)

[Placement Attendance Grid 37](#_Toc50722291)

[Social Work England Professional Standards 38](#_Toc50722292)

[Documents 45](#_Toc50722293)

[Placement Learning Agreement (PLA) 45](#_Toc50722294)

[For the latest PLA visit here 45](#_Toc50722295)

[Interim Report Form 45](#_Toc50722296)

[For the latest Interim Report Form visit here 45](#_Toc50722297)

[Final Report 45](#_Toc50722298)

[For the latest Final report form visit here 45](#_Toc50722299)

[Action Plan 45](#_Toc50722300)

[For the latest Action Plan Form visit here 45](#_Toc50722301)

[Guidance Notes for Direct Observations and Observation form 45](#_Toc50722302)

[For the latest guidance and form visit here 45](#_Toc50722303)

[Transition to ADULTS ASYE 46](#_Toc50722304)

[Transition to CHILDREN’S ASYE 46](#_Toc50722305)

[Quality Assurance of Practice Learning (QAPL)/Placement Evaluation Forms 47](#_Toc50722306)

**Welcome**

This is the outline for all professional practice modules 2021-2022. The handbook covers the information that students will need to go on placement and to complete the placement portfolio. Students will find the placement handbook on the VLE and will be able to download any of the information and forms from the handbook that are needed. The placement handbook and forms are also now available on our new Social Work Placements website:

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

The Practice Educator and Workplace Supervisor/Practice Supervisor can also access a copy of the handbook from the Social Work Placement website. The placements are a compulsory element of social work training and students will have the opportunity to work with two different service user groups in two different settings.

Most students find the placement a very positive learning experience and we would also like to acknowledge the very positive work and support provided by our Practice Educators and their commitment to training future social workers.

Special note regarding Covid 19. Due to the rapidly changing Government and University guidance the contents of this document are liable to change. For example, the length and type of your placement may change in circumstances like the lockdown we experienced in March 2020.

For this reason, we ask you not to make copies of this handbook and always use the online version which will be kept up to date with the latest changes.

We are now working in a Social Work Teaching Partnership with Leeds City Council, Wakefield Metropolitan District Council and Leeds Beckett University. Some placements for our BA2, and all placements for our BA3, MA1 and MA2 students are now provided by the Leeds and Wakefield Social Work Teaching Partnership (LWSWTP). The placements offer opportunities to develop practice in many ways; for example with families and individuals, assessment and decision making skills, balancing issues of risk with individual rights, safeguarding and protecting vulnerable service users, person centred practice and establishing outcomes with service users, understanding the role of carers and other partners in the overall practice of social work in a changing environment. More information about the LWSWTP can be found at:

<https://www.leedswakefieldteachingpartnership.org/>

# Important documents and where to find them

It is essential that students familiarise themselves with the following School handbooks which are referred to within this module handbook.

Assessment Handbook

Study Skills Handbook

Programme Handbook

These can be found on the School of Healthcare area of the Virtual Learning Environment (VLE) under documents. The VLE is available from the portal home page or by visiting <https://minerva.leeds.ac.uk>

# Module Details:

*Please ensure you make yourself familiar with the details of your module. Particularly:*

* Module Team
* Learning Outcomes

## Teaching Methods

* Methods of Assessment
* Reading Lists

[PP2](http://lib5.leeds.ac.uk/rlists/broker/index.php?mod=HECS2213)

[PP3](http://lib5.leeds.ac.uk/rlists/broker/?bbModuleId=202323_37017_HECS3282&bbListId=_9227047_1&s=l)

[PP4](http://lib5.leeds.ac.uk/rlists/broker/index.php?mod=HECS5295M)

[PP5](http://lib5.leeds.ac.uk/rlists/broker/index.php?mod=HECS5297M)

**Attendance**

Students are required to attend all taught sessions as they constitute material to assist their learning. Failure to attend may have serious implications for the student’s ability to complete the module.

Please refer to the Interruption to Studies section within the School Student Handbook for guidance on what to do should a student be ill or need to negotiate absence from a particular session.

**Your Contribution**

Please refer to the School Handbook for information regarding the University’s Partnership Agreement [www.leeds.ac.uk/partnershipagreement](http://www.leeds.ac.uk/partnershipagreement) and the School’s expectations regarding appropriate behaviour in the learning community.

Please also see the programme handbook for further information.

# Assessment

**For details on assessment procedures it is essential that you familiarise yourself with the school assessment handbook**.

**This includes details on submission, extensions, mitigation, dangerous practice, service user and carer confidentiality, plagiarism, cheating, marking criteria, results and feedback.**

# Essay Brief

[PP2](https://leeds365-my.sharepoint.com/:w:/g/personal/hcsabo_leeds_ac_uk/EfS8upOlTq9OpSykBPbi3rgBUmizyFk2OzKvlpfrch8piQ?e=bhtHBY)

[PP3](https://leeds365-my.sharepoint.com/:w:/g/personal/hcsabo_leeds_ac_uk/EXdvThFsjatLoyq7-Nkkk-UBSfm8NF5_SdarbhMSsMI_hQ?e=OMW9ug)

[PP4](https://leeds365-my.sharepoint.com/:w:/g/personal/hcsabo_leeds_ac_uk/Ebbt7vyi0FdMmd69Q6tnIP8BjRXC7KEgTJ7PPxZpGGEKQw?e=IloMTr)

[PP5](https://leeds365-my.sharepoint.com/:w:/g/personal/hcsabo_leeds_ac_uk/EXdvThFsjatLoyq7-Nkkk-UBSfm8NF5_SdarbhMSsMI_hQ?e=OMW9ug)

**Electronic copy:**

The electronic copy of the **Practice Placement Assignment** should be submitted on the VLE via Turnitin. This will be used for archiving purposes and for checking for plagiarism.

1. Essays should be saved as either a Word document or in Rich Text Format.

2. As only one file can be uploaded, the file must contain the coursework, references and bibliography.

# Marking Criteria

The University of Leeds

School of Healthcare

Marking Grids: Written Work

Level 1 (written work)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Content & Knowledge | Critical Evaluation | Evidence | Structure & presentation |
| Outstanding Pass  (80 -100)  First Class | Accurate content    Excellent knowledge & understanding displayed throughout | Excellent insight into relevant concepts &  principles displayed    Starting to demonstrate  evaluative skills    Clear, coherent, sustained arguments building to reasoned conclusions with some original thinking displayed | Consistent use of a wide range of diverse evidence to effectively support points | No inaccuracies in referencing    Skilled use of language to convey complex ideas with effective links within & between paragraphs. Excellent flow throughout    Excellent academic writing style |
| Excellent Pass  (70-79)  First Class | Accurate content    Detailed knowledge & understanding displayed in most areas | Insight into relevant concepts & principles  displayed in places    Starting to demonstrate  evaluative skills    Clear, coherent & sustained arguments building to  reasoned conclusions | Consistent use of a wide range of appropriate/key evidence to support points | No inaccuracies in  referencing    Word choice & grammar are accurate and convey ideas, with effective links within &  between paragraphs    Appropriate academic style |
| Very Good Pass  (60-69)  2.1 | Content mainly accurate but  some minor errors in places    Detailed knowledge & understanding displayed in most places | Discussion of some relevant facts, concepts, and principles    Clear & coherent arguments building to reasoned conclusions but not sustained throughout | Fairly consistent use of appropriate/key evidence to support points | Minor inaccuracies in referencing    Word choice & grammar are largely accurate with links within & between most paragraphs mainly effective |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Content & Knowledge | Critical Evaluation | Evidence | Structure & presentation |
| Good Pass  (50-59)  2.2 | Mostly accurate content with minor errors throughout Level of knowledge & understanding lacks depth | Good description of facts, concepts & principles Arguments required further development | Some use of appropriate/key evidence to support points but it is not always used to good effect | Minor inaccuracies in  referencing  Word choice & grammar are sufficiently accurate to  ensure meaning is clear    Paragraphs are mainly linked to key issues and there are reasonable links within &  between some paragraphs |
| Pass  (40-49)  Third Class | Some accurate content with  significant errors throughout    Reasonable knowledge & understanding displayed in places but lacks depth throughout | Reasonable description of some facts, concepts &  principles    Discussion /argument is weak, with some assumptions | Limited use of appropriate/key evidence to support points. | Some inaccuracies in referencing    Word choice & grammar undermine comprehensibility of  discussion to some degree    Paragraphs are often unclear and do not link to a key issue but there are reasonable links within & between some paragraphs |
| Fail  (0-39) | Inaccurate, irrelevant content throughout    Knowledge & understanding demonstrated is poor throughout    Dangerous/unsafe practice described | Poor description of facts &  concepts    No clear discussion of key facts, argument is weak, with assumptions throughout | Minimal reference to appropriate/key evidence to support points | Substantial inaccuracies in referencing    Word choice & grammar result in key point being unclear which undermines the comprehensibility of discussion    Paragraphs not used or are not used effectively    Limited links made between paragraphs |

Level 2 (written work)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Content & Knowledge | Critical Evaluation | Evidence | Structure & presentation |
| Outstanding Pass  (80 -100)  First Class | Comprehensive, accurate &  highly effective answer    Excellent knowledge & understanding displayed throughout | Thorough critical analysis & an ability to identify strengths & limitations of the evidence / literature  reviewed      Elegant, logical & sustained arguments leading to  persuasive conclusions | Evidence of extensive reading beyond key texts used to critically develop & inform the discussion | No inaccuracies in referencing    Highly skilled use of language to convey complex ideas. Effective links within & between paragraphs ensure good flow throughout. Appropriate and accurate professional language used throughout    Effective academic style |
| Excellent Pass  (70-79)  First Class | Comprehensive, accurate &  effective answer    Detailed knowledge & understanding displayed across most key areas | High quality analysis throughout and some  evidence of synthesis    Clear, logical, persuasive arguments are used to draw  strong and effective conclusions | Evidence of wide reading beyond key texts that is used effectively to develop the discussion. | No inaccuracies in  referencing    Word choice & grammar are accurate and convey complex ideas. There are effective links within & between paragraphs.  Professional language is used  throughout |
| Very Good Pass  (60-69)  2.1 | Thorough answer, mostly accurate content with minor inaccuracies.    Detailed knowledge & understanding displayed in most key areas | Evidence of analysis throughout most of the work.    Persuasive arguments developed and reasoned conclusions reached. | Evidence of wide reading but primarily relies on key texts to support the discussion. | Minimal minor inaccuracies  in referencing    Word choice & grammar are largely accurate & help convey more complex ideas. Professional language is used throughout.    Links within & between most paragraphs are effective |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Content & Knowledge | Critical Evaluation | Evidence | Structure & presentation |
| Good Pass  (50-59)  2.2 | Competent answer, mostly accurate with limited significant inaccuracies  displayed    Overall good depth of knowledge & understanding  displayed in most key areas | Demonstrates some  analytical thinking but this is  not sustained throughout    Basic arguments presented with an attempt to draw some conclusions. | Evidence drawn primarily from key texts, with overreliance on 1 or 2 sources | Some minor inaccuracies in referencing    Word choice and grammar are sufficiently accurate to ensure meaning is clear. Language is predominantly professional.    Paragraphs are mostly used and there are effective links within & between some paragraphs |
| Pass  (40-49)  Third Class | Adequate answer may have  some significant inaccuracies.    Reasonable knowledge & understanding displayed, but some gaps in depth throughout | Mainly descriptive with minimal analysis    Weak arguments with limited attempt to draw conclusions | Limited reading with overreliance on 1 or 2 sources | Some inaccuracies in referencing    Word choice & grammar undermine comprehensibility of discussion to some degree. Language is not always professional.    Appropriate paragraphs are sometimes used but links within & between paragraphs are not always  effective |
| Fail  (0-39) | Inaccurate, irrelevant &/or superficial discussion. Work does not address the set question.    Gaps displayed in knowledge  & understanding of key areas    Dangerous/unsafe practice | Descriptive work with a reliance on generalizations & no attempt at analysis    No clear discussion of key facts, argument is weak, with assumptions throughout | Minimal reference to appropriate/ key evidence to support points | Substantial inaccuracies in referencing    Word choice & grammar result in key point being unclear which undermines the comprehensibility of discussion |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Content & Knowledge | Critical Evaluation | Evidence | Structure & presentation |
|  | may be displayed |  |  | Paragraphs not used or are not used effectively    Limited links made between paragraphs |

Level 3 (written work)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Content & Knowledge | Critical Evaluation | Evidence | Structure & presentation |
| Outstanding Pass  (80 -100)  First Class | Breadth & depth of information, comprehensive, accurate & highly effective  answer    Excellent and extensive knowledge & understanding displayed throughout | Problems are analysed in novel ways from a range of viewpoints & opinions are appropriately challenged Data and information are analysed effectively, & contradictory information is  thoroughly investigated    Elegant, logical & sustained arguments leading to  persuasive conclusions | Extensive use of evidence including scholarly reviews & primary sources which are used to critically develop and inform the discussion.    The strengths and limitations of the evidence / literature is well considered | No inaccuracies in referencing    Skilled use of language to convey complex ideas. Effective links within & between paragraphs ensure good flow throughout. Precise and professional language is used throughout.    Work is of publishable quality. |
| Excellent Pass  (70-79)  First Class | Comprehensive, accurate & effective answer demonstrating a command of the issues    Detailed & well-developed knowledge & understanding of the subject demonstrated | Data and information are analysed well, and problems analysed from a variety of viewpoints. Contradictory information is investigated, and new ideas synthesized.    Clear, logical, persuasive arguments are used to draw  strong and effective conclusions. | Evidence of extensive reading and use of primary sources to develop and inform the discussion.    The strengths & limitations of the evidence / literature is well considered in places | No inaccuracies in  referencing    Word choice and grammar are accurate and convey complex ideas. There are effective links within & between paragraphs. Professional and precise language is used throughout. |
| Very Good Pass  (60-69)  2.1 | Detailed answer, mostly accurate content with minor inaccuracies.    In-depth knowledge and understanding of the subject is displayed. | Data and information are analysed effectively.  Conceptual frameworks, facts, principles, and theories are applied to the discussion.    Original and logical arguments are developed, and reasoned conclusions reached. | Evidence of wide reading beyond key texts and this is used appropriately to support the discussion.    The strengths and limitations of the evidence / literature is considered but there is not consistency across the assignment | Minimal minor inaccuracies  in referencing    Word choice & grammar are largely accurate & help convey more complex ideas. Professional language is used throughout.    Links within & between most paragraphs are effective |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Content & Knowledge | Critical Evaluation | Evidence | Structure & presentation |
| Good Pass  (50-59)  2.2 | Competent answer, mostly accurate with limited significant inaccuracies displayed.  Overall good knowledge and understanding of key concepts, facts, principles, and theories. | Concepts are analysed and theory and practice are questioned but this is not sustained throughout.    Arguments are reframed and some conclusions are drawn. | Evidence drawn primarily from key texts, with overreliance on 1 or 2 sources    Understanding of the strengths and limitations of the evidence / literature is demonstrated in places | Some minor inaccuracies in referencing    Word choice and grammar are sufficiently accurate to ensure meaning is clear. Precise and professional language is predominantly used.    Paragraphs are mostly used and there are effective links within & between some paragraphs |
| Pass  (40-49)  Third Class | Discussion may contain significant inaccuracies.    Reasonable knowledge & understanding displayed, but some but gaps in depth throughout | Tendency to describe the main issues although there is some attempt to integrate theory and practice.    Structured arguments are presented, and some conclusions drawn. | Limited reading with overreliance on 1 or 2 sources | Some inaccuracies in referencing    Word choice & grammar undermine comprehensibility of discussion to some degree. Language sometimes lacks  precision or is not professional.    Appropriate paragraphs are sometimes used but links within & between paragraphs are not always  effective |
| Fail  (0-39) | Inaccurate, irrelevant and/or superficial discussion. Work does not address the set question.    Insufficient knowledge and understanding of the subject | Descriptive, factual writing with no evidence of discussion of concepts. No evidence of analysis or an ability to critique arguments.    No clear arguments or the | Limited evidence of reading and there is a reliance on opinion articles and anecdotal evidence | Substantial inaccuracies in referencing.    Word choice & grammar result in key points being unclear which undermines the comprehensibility of the |
|  | Content & Knowledge | Critical Evaluation | Evidence | Structure & presentation |
|  | displayed.    Dangerous/unsafe practice may be displayed | arguments are extremely weak with no attempt to draw conclusions |  | discussion    Language lacks precision and/or is not professional.    Paragraphs not used or are not used effectively    Limited links made between paragraphs |

Masters Level (written work)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Content & Knowledge | Critical Evaluation | Evidence | Structure & presentation |
| Outstanding Pass  (80 -100)  Distinction | In depth & thorough coverage of a specialist area producing a comprehensive, accurate & highly effective  answer    Outstanding level of knowledge & understanding displayed of the topic and associated issues/debates | Originality demonstrated in the synthesis of new ideas & challenging of boundaries. Meticulous analysis with insightful evaluation of implications for practice | Extensive use of evidence including scholarly reviews & primary sources which are used to critically develop and inform the discussion.    The strengths and limitations of the evidence / literature is well considered | No inaccuracies in referencing    Skilled use of language to convey complex ideas in a clear, concise & fluent manner. Effective links within & between paragraphs ensure good flow throughout. Precise and professional language is used throughout.    Work is of publishable quality. |
| Excellent Pass  (70-79)  Distinction | Comprehensive, accurate & effective consideration of a specialist area    Detailed & well-developed knowledge & understanding of the topic & associated issues/debates demonstrated | Critical questioning of different points of view leads to a synthesis of material, reflective appraisal of ideas and analysis of their implications for practice | Evidence of extensive reading and use of primary sources to develop and inform the discussion.    The strengths & limitations of the evidence / literature is well considered in places | Minimal or minor  inaccuracies in referencing    Word choice and grammar are accurate and convey complex ideas. There are effective links within & between paragraphs. Professional and precise language is used throughout.    Work is of publishable  quality with minor  amendments |
| Very Good Pass  (60-69)  Merit | Detailed answer, mostly accurate content with minor inaccuracies.    Sustained depth of | Some good examples of critical analysis and consideration of differing viewpoints, but there is limited originality and | Comprehensive reading beyond key texts and this is used appropriately to support the discussion. | Some minor inaccuracies in referencing    Word choice & grammar are largely accurate & help |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Content & Knowledge | Critical Evaluation | Evidence | Structure & presentation |
|  | knowledge & understanding of a specific subject is displayed. | creativity. Some evaluation  of implications for practice    Ability to structure coherent arguments dealing with complex issues. | The strengths & limitations of the evidence / literature is considered but there is not consistency across the assignment | convey more complex ideas. Professional language is used throughout.    Links within & between most  paragraphs are effective |
| Good Pass  (50-59)  Pass | Competent answer, mostly accurate with limited significant inaccuracies displayed.  Some knowledge and understanding of key concepts, facts, principles, and theories displayed, but  the discussion lacks depth | Some critical analysis of ideas but there is limited synthesis.    Arguments are presented but there are gaps and inconsistencies within these | Limited reading which is narrow in scope    Understanding the strengths  & limitations of the evidence / literature is not always fully articulated or demonstrated | Inaccuracies & inconsistencies in  referencing    Word choice and grammar are sufficiently accurate to ensure meaning is clear. Precise and professional language is predominantly used.    Paragraphs are mostly used and there are effective links within & between some paragraphs |
| Fail  (0-49) | Discussion may contain significant inaccuracies. Work does not address the  set question    Minimal understanding of the topic displayed. Weak grasp of concepts, facts,  principles & theories    Dangerous/unsafe practice may be displayed | Predominantly descriptive, little or no evidence of critical or analytical engagement.    Arguments are not sustained and there is a lack of logical progression | Very limited reading & sources may be inappropriate.    Limited display of the understanding of selecting and using evidence | Some inaccuracies in referencing    Word choice & grammar undermine comprehensibility of discussion to some degree. Language sometimes lacks  precision or is not professional.    Appropriate paragraphs are sometimes used but links within & between paragraphs are not always effective |

**Submission Date**

[Please see important dates](#_Important_dates) above.

**Receiving Results and Feedback**

Provisional marks and feedback on the strengths and weaknesses of your assignment will normally be available four weeks after submission. Your module leader will inform you if this will be available electronically and if not how you will be informed that it is available.

The provisional mark may change following the Module Assessment Board with any penalties applied at that stage. The final mark may therefore be different to that on the provisional feedback.

Results will normally be posted on the examination notice boards, which are located on the first floor of Baines Wing. The marks for the essay will be available from Turnitin.

**Library help online**

Go to <http://www.leeds.ac.uk/library/subjects/healthcare/train.htm> and <http://skills.library.leeds.ac.uk> for a range of online guides, tutorials and workbooks to help you with your studies including:

* Online step by step guide to literature searching
* Online database workbooks and tutorials, e.g. Medline, CINAHL, Cochrane Library, Science Direct
* Online information literacy tutorials to help you develop skills in using electronic resources and searching for information.

Need more help? If you need help using library resources or finding information, ask at the Library Enquiry Desk.

**Module Evaluation**

We are continually trying to improve the student experience and your opinion is therefore very important. At the end of the module every student will be asked to complete a questionnaire. There are set questions against which you are asked to indicate the extent of your satisfaction (or not) with various aspects of the module and an opportunity to add any written comments you may wish to make. These forms are carefully considered by the Module Team and form part of the formal review of the module, which is considered by the School Learning and Teaching Committee. Your comments are borne in mind when planning the module delivery for the next session.

Placement evaluation is completed as part of the Quality Assurance in Practice Learning (QAPL) document which students complete as part of the portfolio. The Practice Educator and Tutor also complete an evaluation. QAPL forms will be made available at <https://practiceplacements.leeds.ac.uk/social-work/>

**School of Healthcare**

**Data Sharing and Confidentiality Policy**

The University of Leeds Student Privacy Notice sets out the University policy on how student data is collected and used and the legal basis for sharing information: See here: http://students.leeds.ac.uk/download/5454/leeds\_assessment\_centre\_student\_privacy\_notice

The School of Healthcare policy, which can be found on Minerva, explicitly sets out how the School may share student information both internally and with specific designated third parties. It is provided as an addition to the University of Leeds Student Privacy Notice and does not replace it.

For the purpose of this policy the following definitions in the University Student Privacy Notice are used:

“*Personal data*” – routine information such as name, address and telephone number

“*Special Category personal data*” – information relating to racial or ethnic origin, political opinions, religious beliefs, trade union membership, health, sex life and criminal convictions.

**Confidentiality**

The School will keep your personal data confidential subject to the data sharing information, from time to time you may disclose Special Category personal data in a number of ways, for example:

* To your Programme Leader
* To your personal tutor
* To the Healthcare Student Education Service (SES) team
* Through the mitigating circumstances process
* To other individual members of staff

This information will not routinely be shared outside of the immediate team and if there is no need to disclose it will remain confidential to the person and/or team who has received it.  Where necessary information, may be shared outside of the team to ensure your personal safety that you are appropriately supported on your programme of study and that service users and colleagues are not put at risk.

**Social Work Placements**

We will provide student information to placement providers in order to arrange and facilitate placements and to quality assure placement:

*Student Surname*

*Student Forenames*

*Gender*

*Date of Birth*

*University email address*

*Term time address*

*Telephone contact details*

*Programme*

**Data Sharing and Confidentiality Policy – Placement Providers**

To track social work student placements the School retains the following placement provider information where it is applicable:

*Placement organisation*

*Placement team*

*Placement address*

*Placement contact details*

*Practice educator name*

*Practice educator contact details*

*Offsite practice educator name*

*Offsite practice educator contact details*

*Workplace Supervisor name*

*Workplace Supervisor contact details*

*Practice Educator 2 Mentor name*

*Practice Supervisor name*

*Practice Supervisor contact details*

*Placement finance details*

*Offsite practice educator finance details*

**Social Work - NHS Business Services Authority Returns**

**Student Data**

In order to confirm social work student attendance on placements the School is required to send an annual return of the data to the NHS Business Services Authority.  Student information required on the return:

*Student Surname*

*Student Forenames*

*Title*

*Date of Birth*

*Start date of course*

*End date of course*

**Placement Data**

In order to confirm social work placement funding paid to our placement providers the School is required to send an annual return of the data to the NHS Business Services Authority.  The annual NHS Business Services Authorityreturn will be sent encrypted to the NHS Business Services Authority.  Information required on the return for placement providers:

*Agency name*

*Agency contact person*

*Agency telephone number or email address*

*Name of off-site practice educator if this assessment element is required*

**The School will only retain placement information in line with University policy, which is 6 years, unless there are exceptional circumstance. We expect our placement providers to ensure that student data they hold is not retained after this period of time.**

**3. Procedures:**

As a result of quality assurance processes of continual review and improvement in the light of student, staff, partner agency, professional body and university feedback, all of the processes outlined below are subject to change and improvement. Any changes will be notified prior to the start of practice placement.

**Placement Requirements**

There are two periods of practice, 70 days in Year 2 (MA Year 1) and 100 days in Year 3 (MA year 2). This complies with the recommendations of the Social Work Reform Board of 100 days of practice placement.

Social Work England State:

*Ensure that students spend at least 200 days (including up to 30 skills days) gaining different experiences and learning in practice settings.*

*Each student will have:*

*Placements in at least two practice settings providing contrasting experiences*

*A minimum of one placement taking place within a statutory setting, providing experience of sufficient numbers of statutory social work tasks involving high-risk decision making and legal interventions.*

*It is important that students gain experience in practice settings that prepare them to register with us and practise as social workers.*

The Social Work Programme has robust quality assurance systems in place to review the quality of placements. This includes discussion at the Practice Assessment Panel in the light of student performance and progress and annual confidential returns from both students and Practice Educators as well as commentary from tutors. This may result in some placements no longer being used by the university or discussions with the placement about improvements that need to be made to ensure the placement fulfils the learning needs of the student. In the light of this cycle of continual review and improvement, the processes outlined below are subject to change and improvement. Any changes will be notified prior to the start of practice placement.

**Context of Placement Provision**

We offer a wide variety of placement settings appropriate to whether they are First or Final placements. For a variety of structural reasons both national and local, placement opportunities are scarce. The University will do what it can to appropriately match students. However all placement opportunities will offer the appropriate work to fulfil the practice requirements of the Professional Capabilities Framework and the relevant Knowledge and Skills Statements. We therefore ask that students are flexible in accepting placements and concentrate on learning needs rather than placement preference.

All final year placements are provided by the LWSWTP with our local authority partners, Leeds and Wakefield, in either Adults or Children’s Services. These would include mental health teams, learning disability teams, older people’s teams, child protection teams, children with complex needs teams, children’s locality teams.

Students who fail a placement will be given the opportunity of a second attempt to make up any shortfall in placement through an extension of the current placement. Only in exceptional circumstances will students be given a further full placement opportunity.

All placement organisation and development is done through the Placement Coordinator. Students may alert the Placement Coordinator to specific possible placement opportunities but they must not approach the placement themselves, as this would interfere with the carefully constructed agency partnerships that all universities have with placement providers.

In order to start on placement, students must have completed all of the necessary health and safety checks which include; occupational health clearance and an enhanced Disclosing and Barring Service (DBS) check, and either have a clear record or have an agreement that any records held are not considered to be a risk. Students must undertake a new enhanced DBS check in each academic year of the programme. It is important that students declare everything on their DBS application form because if they fail to do so, and something shows up at a later date the student could be asked to leave the placement and the course. Students may wish to discuss their DBS application with their tutor.

The placement learning agreement and induction will give clear information about how many hours students are expected to work, access to policies and procedures within the placement, daily work patterns and dress codes. It is the students’ responsibility to make sure that they comply with these. Students are expected to be punctual, and to tell both the University and the practice placement at the beginning of the working day if they are ill, or going to be absent.

The Practice Educator, along with the Workplace/Practice Supervisor, if there is one, is responsible for supervising the placement experience. It is the responsibility of the organisation providing the placement to ensure that all health and safety checks have been completed, to monitor student safety and to tell the University if there is a risk. It is the student’s responsibility to ensure that they have complied with the policies, procedures and codes of the organisation they are placed with, including health and safety**.**

The Practice Educator will be responsible for ensuring that the placement is able to provide sufficient opportunity to allow the student to meet the learning objectives set for the placement and that the student practices within the limits of their competence with appropriate supervision. If the Practice Educator is uncertain that these can be achieved the University should be informed. Students must also take responsibility for their actions whilst on placement. If a student feels that they have been placed in an unsafe situation, are working beyond their competence or are not adequately supervised, they should inform their Practice Educator and the University. If in doubt students should politely decline to be involved in the activity and ask for advice.

Both the University and the placement organisation have to comply with the Disability Discrimination Act (1995 and 2005) and the Equality Act (2010). This means that if a student has declared a disability which could affect the safety of either themselves or others, the University must inform the placement area, and work together with them to ensure that everyone is safe. Any disability issues will be discussed at the placement agreement meeting.

Students are expected to comply with the Data Protection Act 1998.

If there are concerns on a placement then in the first instance a meeting should take place between the Practice Educator, student and tutor to discuss an action plan to report to the Practice Assessment Panel (PAP). There may be circumstances that result in the early termination of a placement which may lead to disciplinary procedures as described in University documentation (see the School student handbook).

**Placement Management**

Placements are managed in the first instance by the Placement Coordinator who ensures they are of appropriate quality to fulfil the learning needs of students at each of the levels within the course. Details of all placements are kept with the Practice Placement Unit and the Placement Coordinator. Both students and Practice Educators are asked to reflect on the suitability of the placement in their quality assurance (QAPL) returns at the end of the placement. This information is fed back to the Placement Coordinator by the personal tutors and fulfils the purpose of annual audit of the placement. In addition the placements are managed through the Practice Assessment Panel (PAP) meetings (see below).

All payments for placement provision are dependent on the placement provider supplying all relevant documentation to the University.

**The Practice Placement Curriculum**

**1. Introduction**

Practice placements are a key component of the programme, providing experiential learning and opportunities to apply knowledge, skills and values in developing competence for social work practice.

For successful completion of the practice placement students will be required to:

Meet the practice requirements for the Professional Capabilities Framework at First and then Final Placement level and in addition by the end of the Final placement have met the requirements of Social Work England’s Professional Standards.

This will include the acquisition of and application of social work knowledge and skills including critical reflection and analysis of practice and the application of values that demonstrate the student’s commitment to anti­-discriminatory practice.

Students are supported in their orientation to practice placement by workshops before the start of placement and through the content and specific preparation sessions in the Professional Practice modules at each level.

**2. Readiness for Direct Practice**

All social work students have to be assessed as ‘Ready to Practice’ before they undertake a practice learning placement. Prior to Year 2 (MA year 1) fitness to practice is assessed through successful completion readiness to practice interview and satisfactory progress in academic work.

**3. Placement Process**

**a. Placement Applications**

All students are required to fill in a Placement Application Form (PAF)

**First Placement (BA Year Two or MA Year 1)**

Students will be asked to complete a placement application form at the end of year 1 for the year 2 placement and in the first semester for MA1 placements.

Students are allocated a placement and are expected to work within whatever service user group they are allocated. An important principle of the social work qualification is that it is generic and as such students should be able to work with any service user group.

**Final Placement (Year Three or MA Year 2)**

Students will be asked to complete a placement application form at the end of year 2 (MA year 1) for the final placement and identify specific areas of interest such as children and families or adults. Final year students will be allocated initially by the Placement Co-ordinator and the Placement Unit, to a placement and geographical area. The specific placement matching is then carried out by our local authority partners in the LWSWTP. They will seek to match the student’s preference, but not everyone will necessarily be offered their first choice. Students need to discuss any concerns about the placement allocation with their tutor in the first instance, and then with the Placement Coordinator, however students are normally only offered one placement.

It is vitally important that all placement application forms are appropriately filled in as soon as possible. These forms go to prospective placement settings. They are therefore equivalent to an application for a job and students need to take every care to ensure they are neat, free from spelling or grammar errors and that they do a good job of promoting themselves to the placement. It is the responsibility of the student to inform the Practice Placement Unit, Placement Coordinator and their personal tutor of any changes to their personal details e.g. new phone number, being able to drive, having a car.

Once matched to a placement, students arrange an introductory visit to meet with the Practice Educator at the placement. This allows both the placement and the student to make a final decision as to suitability. If the placement is going ahead then the student will arrange a placement learning agreement (PLA) meeting with their Practice Educator, Workplace/Practice Supervisor (if applicable) and tutor. A start date will be agreed and an induction programme drawn up by the placement that typically covers the first two weeks and covers such things as policies and procedures and meeting relevant staff in the organisation.

**b. Placement Monitoring**

Having agreed to start a placement, students have two meetings with the Practice Educator, Workplace/Practice Supervisor (if applicable) and personal tutor. Students will be expected to take the lead in managing these meetings with the help of the personal tutor. Learning opportunities are discussed as part of the placement learning agreement meeting. They are then reviewed at the interim point and if required a third placement meeting will be held at the end of the placement.

Where there are concerns about either the provision of sufficient learning opportunities or the student’s failure to fulfil the learning opportunities provided, these will be discussed, documented or an action plan developed. These may form part of the interim placement review and report or may be documented as a result of a meeting called at another point in the placement. It is imperative that any concerns are clearly documented and refer specifically to the Practice Educator’s evidence that the student is failing to provide evidence to support their claim to be fulfilling the Professional Capabilities Framework at either first or final level placement standards or to the placement’s failure to provide sufficient learning opportunities to allow the student to fulfil the requirements of the Professional Capabilities Framework at either first or final level placement standards.

**1. Placement Learning Agreement (PLA) Meeting**

This meeting is arranged by the student following confirmation that the placement will go ahead. The purpose of this meeting is to draw up a placement learning agreement, using the format in the module handbook. This clarifies what the student will do and how the placement will be monitored. Careful attention to the headings in the pro forma should result in a clear agreement as to what will happen on the placement and how the student experience will be managed.

Where there are disability issues these should be clearly stated here and the reasonable adjustments necessary to support the student in placement specifically identified.

As part of induction placements must ensure students are aware of all relevant procedures in relation to employment such as health and safety, whistle blowing, data protection, equality and diversity, use of social media and confidentiality as well as the particular professional procedures relevant to the organisation.

**2. Interim Placement Meeting and Report**

This is followed by the second meeting held around mid-way through the placement. This meeting reviews the student's progress. This is a crucial meeting. It is imperative that any concerns about the student’s ability to pass the placement are identified by this point. It is also imperative that any concerns about the placement fulfilling the learning requirements for the student are identified and addressed.

Practice Educators are asked to ensure they use the format in the module handbook for their interim placement reports. This is also available on the Social Work Placement website:

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

The purpose of this meeting is to review progress and identify further work required to meet the student's learning and assessment needs. The meeting should address marginal performance and risks of failure and in these situations make recommendations in an action plan for consideration by the Practice Assessment Panel. The action plan should address in detail the Professional Capabilities Framework requirements for either first or final placement, stating where this has been met, the areas that are being developed and the areas that have been referred where there are specific issues about student competence. The action plan should specifically itemise how the student will be given the opportunity to demonstrate competence in those areas where there is a shortfall.

Where there are concerns about the placement not providing sufficient learning opportunities these should be precisely identified along with the plan of action as to how opportunities will be made available. Serious consideration must be given at this point to allowing an extension to the placement to fulfil these deficiencies. Students may be allowed up to 30 days extension in each year of the programme. Students who undertake an extension will be recorded as a fail at first attempt.

The Practice Assessment Panel will consider the action plan and where appropriate offer advice for modifications to the plan.

The results of the interim meeting will be recorded by the Practice Assessment Panel for presentation to the Module Assessment Board.

**3 Final placement meeting (optional)**

Final meetings do not happen as a matter of course at the end of the placement. However, a final meeting can be requested if need be by the placement or the student. The purpose of this meeting is:

* To establish that the student is passing / failing the placement
* That the portfolio hand in date, Practice Educator report and any outstanding essays etc, are clear and have been done or are on track for timely completion.
* To give an opportunity for the student and Practice Educator to reflect on the highlights and challenges of the placement.
* The meeting can consider the following: how the placement works as a student placement, what could / should change to improve the placement or is it alright as it stands, what should students do to prepare themselves for this particular placement?
* To look at the quality of the relationship with the University and how might it improve.
* Lastly, the meeting gives an opportunity for the student to be congratulated if they have passed and for the placement and student to be thanked for all their hard work.

**c. Practice Assessment Panel (PAP)**

The Practice Assessment Panel is the module team for the management of the practice elements of the Professional Practice modules in each year of the programme. The PAP is made up of tutors, Practice Educators, agency representatives, service users and carers.

The PAP meets regularly throughout the year to look at placement learning agreements, interim placement reports final reports, portfolios and to look at the development of practice placements in the University. The PAP ensures that there is consistency of experience and assessment for students across the year and that placements provide adequate opportunities for the student to demonstrate competence.

The PAP moderates to check the consistency of the placement learning agreements, interim and final reports. In addition where appropriate, further material is requested from Practice Educators by the PAP to evidence the claims for competence or to clarify the claims being made.

The student portfolio is assessed as a pass or fail, against the content criteria in the module handbook. Where necessary the PAP may request that the portfolio be modified to better fulfil the criteria, or for instance to ensure that the material is anonymised, as per guidance in the module handbook. This is only for minor modifications. Any substantive errors will go through as a fail and the work will have to be resubmitted.

All assessment of student competence on placement is done by the Practice Educator and is contained in the Practice Educator final report. The PAP does not mark the quality of a student’s ability to practice.

Portfolios are assessed in the first instance by the personal tutor who completes feedback forms to students concerning their portfolio and to the Practice Educator concerning their report. A sample of the portfolios is then moderated by other members of the PAP. Where service users and carers are involved they are always partnered with a tutor.

The portfolios are not graded. Portfolios are passed or failed on the basis of the student completing the documentation outlined in the module handbook and on their conforming to the requirement for confidentiality in all aspects of the portfolio.

In order to manage late submissions and other circumstances between PAP meetings, the Chair of the PAP may undertake to take Chair’s action in relation to processing the portfolios.

The PAP also has an investigative role in terms of failed or terminated placements. In these circumstances one or two members of the Panel will review relevant documents and reports and may meet or otherwise discuss with the Practice Educator, Workplace/Practice Supervisor (where applicable), and the student to develop an overview of the events that led to the fail or early termination. This ensures that there is a quality assured fair process investigating and clarifying the circumstances of the fail or termination.

The portfolios considered by the PAP members are signed off by the Chair of the PAP who collates the results from the interim and final reports and forwards the recommendations to the Module Assessment Board (MAB) – these recommendations may be: Pass, Fail with support for an exceptional further attempt, or Fail. The Module Assessment Board determines on pass and fail or further recommendations and makes their recommendations to the Exam Board which makes the final decision.

**Quality Assurance**

The PAP quality assures the placement activity in a number of ways:

* An audit is made of any prospective practice placement setting as part of the Quality Assurance for Practice Learning (QAPL) process. The QAPL evaluation forms are collated by the Placement Coordinator. This establishes whether or not a placement can fulfil the learning needs for a first or final placement.
* The PAP then monitors the overall quality of the placement experience through its oversight of placement agreements, interim and final placement reports
* At the end of every placement Practice Educators, students and staff complete a QAPL evaluation form. These forms are reviewed by the Placement Coordinator and any concerns identified.
* In addition the PAP discusses placements at the end of the year and identifies placements where there have been concerns or where there have been particularly strong learning opportunities in order to assess whether the placement is sufficient for a first or final year learning experience in subsequent years. If there are sufficient concerns around a placement then in the first instance this will be discussed with the placement, but where necessary a placement will no longer be used for future students.
* In addition individual placement providers monitor the quality of their own placements. Students may be asked by the placement agency to complete a monitoring form.

**Practice Educators and Workplace/Practice Supervisors**

All Practice Educators will meet the requirements of the Practice Educator Professional Standards (PEPS). Practice Educators will be social work qualified and meet the requirements of Stage1 and Stage 2 level of Practice Education training, depending on whether they are supervising a first or a final placement.

**Models of Student Practice Educator Supervision Arrangements**

There are two models of placement organisation employed on the social work programme. The model employed depends on the type of placement and the availability of staff to undertake the roles of practice educator and workplace/practice supervisor, if applicable. Practice Educators (and workplace/practice supervisors or practice educator mentors if applicable) will conform to the standards of competence set by the PEPS:

<https://www.basw.co.uk/resources/basw-england-practice-educator-professional-standards-social-work-peps-refresh-2019>

The following offers clear guidelines about roles and responsibilities:

**MODEL 1 Practice Educator based at the placement**

1. Develop a sound learning relationship with the student
2. Identify learning opportunities for the student to demonstrate competence as identified in the PCF at first or final level
3. Encourage students to observe, describe and analyse good social work practice and to evidence this within their portfolio
4. Offer guidance to the student on the development and completion of their portfolio
5. Help students relate theory to practice
6. Help students develop anti‑discriminatory practice and the capacity to work effectively within a diverse society
7. Liaise effectively with tutors and line managers
8. Ensure that Workplace/Practice Supervisors have appropriate documentation, guidance and support in fulfilling their role
9. Draw up an agreement with student, tutor (and Workplace/Practice Supervisor or Practice Educator Mentor, if applicable) based on the student's learning needs
10. Provide weekly formal supervision for the student. Where the placement has a Workplace/Practice Supervisor then the weekly formal supervision would alternate between the Practice Educator and the Workplace/Practice Supervisor.
11. Take primary responsibility for the formal assessment of the student's practical and written work whilst on placement. This includes, direct observation of student's practice and the writing of interim and final assessment reports providing evidence, which is the basis for the pass / fail recommendation for the student's performance.

**MODEL 2 Practice Educator not based at the placement, (usually referred to as ‘Off Site’ Practice Educator).**

1. Develop a sound learning relationship with the student
2. Identify learning opportunities for the student to demonstrate competence as identified in the PCF at first or final level
3. Encourage students to observe, describe and analyse good social work practice and to evidence this within their portfolio
4. Offer guidance to the student on the development and completion of their portfolio
5. Help students relate theory to practice
6. Help students develop anti‑discriminatory practice and the capacity to work effectively within a diverse society
7. Liaise effectively with tutors and line managers
8. Ensure that Workplace/Practice Supervisors have appropriate documentation, guidance and support in fulfilling their role
9. Draw up an agreement with student, tutor (and Workplace/Practice Supervisor or Practice Educator Mentor if applicable) based on the student's learning needs
10. Provide weekly formal supervision for the student. Where the placement has a Workplace/Practice Supervisor then the weekly formal supervision would alternate between the Practice Educator and the Workplace/Practice Supervisor.
11. Take primary responsibility for the formal assessment of the student's practical and written work whilst on placement. This includes, direct observation of student's practice and the writing of interim and final assessment reports providing evidence, which is the basis for the pass / fail recommendation for the student's performance.

**Workplace/Practice Supervisor (if applicable) responsibilities**:

1. Develop a sound learning relationship with the student
2. Identify learning opportunities for the student to demonstrate competence as identified in the PCF at first or final level
3. Encourage students to observe, describe and analyse good social work practice
4. Help students relate theory to practice
5. Help students develop anti discriminatory practice and the capacity to work effectively within a diverse society
6. Liaise effectively with tutors and Practice Educators
7. Supervise student's practice as an accountable member of the agency staff
8. Contribute to the drawing up of an agreement with the student, Practice Educator and tutor, based on the student's learning needs
9. Provide formal supervision for the student every two weeks, with the Practice Educator providing formal supervision on alternate weeks.
10. Select work for the student appropriate to the placement agreement
11. Contribute to the overall assessment of student's practical and written work whilst on

Placement

**Student Responsibilities:**

1.Develop a sound learning relationship with the Practice Educator and where applicable the Workplace/Practice Supervisor

2. Respond to learning opportunities provided and look for further learning opportunities to demonstrate competence as identified in the Professional Capabilities framework

3. Participate in the work of the organisation and develop sound working relationships with the team including contributing to team meetings

4. Strive to relate theory to practice and make links with the Professional Capabilities Framework at first or final placement

5. To make links between their own practice and that of the agency in relation to developing anti‑discriminatory practice and working effectively within a diverse society

6. To seek support and advice from line managers as identified in the placement learning agreement in carrying out the work of the organisation. Where there is a Practice Educator on site this will normally be the first person to approach. Where there is a Workplace/Practice Supervisor then this will normally be the first person to approach. The arrangement for supervision and line management will be discussed at the placement learning agreement meeting

7 To seek support and advice from Practice Educators with regards to any matters to do with theory and practice, portfolio and fulfilling the requirements of the Professional Capabilities Framework in relation to the placement learning opportunities

8. To seek support and advice from tutors at the earliest opportunity wherever there are concerns about the placement in terms of it being able to fulfil learning opportunities to match the Professional Capabilities Framework

9. Contribute to the drawing up of the placement learning agreement between student, tutor and Workplace/Practice Supervisor based on the student's learning needs

10. To contribute to the formal assessment of their practical and written work whilst on placement. This includes making arrangements for direct observation of student's practice and contributing to the writing of mid-way and final assessment reports.

**e. Terminated Student Placement Process**

The University of Leeds acknowledges that a practice placement provider may have to suspend the student from placement if they are concerned about a student's conduct. They should arrange to meet with the university as soon as possible to discuss the events and to determine the next course of action.

The placement provider should endeavour to deal with professional practice issues of failing students through the normal processes of placement monitoring and evaluation. Students should not normally be asked to leave a placement solely because they are failing the placement unless such failure falls within one or more of the categories listed below.

The placement provider is entitled to call an additional placement meeting at any time during the course of the placement. The student and tutor are also entitled to call a meeting in order to sort out any difficulties and/or concerns. It is expected that these meetings would result in an action plan.

The grounds for considering early termination of a student placement occur if the student's practice or conduct falls within one or more of the following categories:

* Is confirmed to be damaging or dangerous to people who use services, other students or programme providers
* Creates unacceptable risk for themselves or others.

The placement provider should always consider whether or not it would be possible for the placement to continue and for their concerns to inform the Practice Educator’s recommendation for pass/fail at the end of the placement. Clearly, where possible it is better for the student to remain in placement so it is clear that they have had the opportunities over time to demonstrate competence.

In the event of early termination the placement provider must inform the student’s personal tutor and the Placement Coordinator that the placement has been terminated and the reasons why. The tutor and / or the Placement Coordinator will ensure that the student is aware that the placement has been terminated and that they are suspended from practice.

The placement provider / Practice Educator will also be expected to make themselves available for meetings with the School of Healthcare staff who will be appointed to investigate the concerns.

Placement providers need to bear in mind that no payment for placements will be forthcoming without relevant documentation being provided to the University and without cooperation with the Schools Procedures**.**

Students subject to termination on the grounds listed above will be subject to Professional Conduct procedures within the School of Healthcare.

**f. The Practice Assessment Panel process in the case of early termination of placement.**

Where a student’s placement has been terminated and there do not appear to be sufficient grounds to move to Professional Conduct procedures within the School of Healthcare, the Practice Educator and the student will be invited separately to discuss with appointed member(s) of the Practice Assessment Panel who will look at the circumstances of the termination.

The Practice Educator will be expected to provide a written report documenting the issues that are of concern. This must be specific and detailed, so that everyone is clear about exactly what the concerns are and how they can be evidenced as unsatisfactory practice. It must be clear where there are concerns of competence and where there are concerns about professional conduct.

Where there is an Offsite Practice Educator an additional report may be requested from the placement organisation where this is necessary to clarify issues.

The student may submit a report to the Practice Assessment Panel prior to the discussion with the Panel member(s).

If a meeting is arranged the student will be able to bring a supporter to that meeting with the Panel member(s). The role of this person is solely to help the student present their views.

The appointed Panel member(s) will write up the outcome of their meetings with relevant parties and present this to the Practice Assessment Panel

The Practice Assessment Panel will then consider whether or not there are grounds for referring on to Professional Conduct procedures within the School of Healthcare where decisions concerning the student’s future will be determined.

Where there is a recommendation for a fail from the Practice Educator and the placement has finished before the 100-day period has elapsed the Practice Assessment Panel will pass on the recommendation of fail to the Module Assessment Board and forward the documentation collected to the School Special Circumstances Committee.

The student will have a right to make written representations to the School Special Circumstances Committee.

The Practice Assessment Panel will decide what it considers to be the most appropriate length of placement for any further attempt up to the maximum appropriate for the level (i.e. 70 or 100 days). The School Special Circumstances Committee will decide whether or not this further attempt will be considered as a first or second attempt and may choose to recommend the length of the subsequent placement.

Students will be required to step off the programme to complete a subsequent attempt at placement.

Any further placement opportunity will normally be arranged within the next academic year and the student will meet with the Placement Coordinator to discuss the arrangements.

Social Work England will be kept informed of any student who is subject to suitability, (i.e. professional conduct), procedures.

Social Work England will be informed about any student whose social work training is terminated.

**RESUBMISSIONS**

**Failed assignments or portfolio:**

* Students will have a maximum of **two attempts** at the Portfolio.
* Failure at first attempt at the portfolio **will** jeopardise the overall mark for the module and will be capped at 40 (BA) or 50 (MA). Mitigation policies still apply.
* Students will have a maximum of **two attempts** at the assignment.
* All elements of the module have to be passed to complete the module.

**Failed or Terminated Student Placements Process**

* Placement resit will normally be via an extension to the placement, agreed at an Action Plan Meeting to determine the shortfall in PCF.
* Such an extension will be for a maximum of 30 days and will normally directly follow the placement. The use of a placement extension is considered a fail at first attempt. Overall mark will be capped at 40 (BA) or 50 (MA). Mitigation policies still apply.
* Only in exceptional circumstances to be determined by the exam board will students be allowed to retake the whole placement
* The practice element must be passed.
* Placement performance will be managed and assessed by the Practice Educator
* The use of extensions
  + 1. **Terminated Student Placement Process**

The University of Leeds acknowledges that a practice placement provider may have to suspend the student from placement if they are concerned about a student's conduct.

If at all possible, the placement provider should endeavour to deal with professional practice issues of failing students through the normal processes of placement monitoring and evaluation. Students should not normally be asked to leave a placement solely because they are failing the placement unless such failure falls within one or more of the categories listed below.

The placement provider is entitled to call an additional placement meeting at any time during the course of the placement. The student and tutor are also entitled to call a meeting in order to sort out any difficulties and/or concerns.

The grounds for considering early termination of a student placement occur if the student's practice or conduct falls within one or more of the following categories. That is if practice:-

* **Is confirmed to be damaging or dangerous to people who use services, other students or programme providers**
* **Creates unacceptable risk for themselves or others.**

The placement provider should always consider whether or not it would be possible for the placement to continue and for their concerns to inform the Practice Educator’s recommendation for pass/fail at the end of the placement. Clearly, where possible it is better for the student to remain in placement so it is clear that they have had the opportunities over time to demonstrate competence.

In the event of early termination the placement provider must inform the student’s personal tutor and the Placement Coordinator that the placement has been terminated and the reasons why. The tutor and / or the Placement Coordinator will ensure that the student is aware that the placement has been terminated and that they are suspended from practice.

The placement provider / Practice Educator will also be expected to make themselves available for meetings with the School of Healthcare staff who will be appointed to investigate the concerns.

Placement providers need to bear in mind that no payment for placements will be forthcoming without relevant documentation being provided to the University and without cooperation with the Schools Procedures**.**

Students subject to termination on the grounds listed above will be subject to Professional Conduct procedures within the School of Healthcare.

**The Practice Assessment Panel process in the case of early termination of placement.**

Where a student’s placement has been terminated and there do not appear to be sufficient grounds to move to Professional Conduct procedures within the School of Healthcare, the Practice Educator and the student will be invited separately to meet with two members of the Practice Assessment Panel who will look at the circumstances of the termination.

The Practice Educator will be expected to provide a written report documenting the issues that are of concern. This must be specific and detailed, so that everyone is clear of exactly what the concerns are and how they can be evidenced as unsatisfactory practice. It must be clear where there are concerns of competence and where there are concerns about professional conduct. This may be referred on to the School of Healthcare’s Professional Conduct procedure.

Where there is an Offsite Practice Educator an additional report may be requested from the placement organisation where this is necessary to clarify issues. The student may submit a report to the Practice Assessment Panel prior to the meeting with the Panel members. The student will be able to bring a supporter to the meeting with the Panel members. The role of this person is solely to help the student present their views. The Panel members will write up the outcome of their meetings with relevant parties and present this to the Practice Assessment Panel. The Panel will then consider whether or not there are grounds for referring on to Professional Conduct procedures within the School of Healthcare where decisions concerning the student’s future will be determined.

Where there is a recommendation for a fail from the Practice Educator and the placement has finished before the 100-day period has elapsed the Practice Assessment Panel will pass on the recommendation of fail to the Module Assessment Board and forward the documentation collected to the School Special Circumstances Committee.

The student will have a right to make written representations to the School Special Circumstances Committee.

The Practice Assessment Panel will decide what it considers to be the most appropriate length of placement for the further attempt up to the maximum appropriate for the level (i.e. 30 days). The School Special Circumstances Committee will decide whether or not this further attempt will be considered as a first or second attempt and may choose to recommend the length of the subsequent placement.

Students will be required to step off the programme to complete a subsequent attempt at placement. Any further placement opportunity will normally be arranged within the next academic year and the student will meet with the Placement Coordinator to discuss the arrangements. Social Work England will be kept informed of any student who is subject to suitability, (i.e. professional conduct), procedures. Social Work England will be informed about any student whose social work training is terminated.

**Raising concerns on placement**

If students observe any conduct, behaviour or actions by colleagues whilst on placement they should refer to the School of Healthcare’s policy on raising concerns. The policy can be found here:

<https://practiceplacements.leeds.ac.uk/nursing-and-midwifery/information/managing-perceived-unsafe-or-dangerous-practice/>

**STUDENT PORTFOLIO FRONT SHEET**

**Latest version can** [**be found here**](https://practiceplacements.leeds.ac.uk/social-work/)

**GUIDANCE ON COMPLETING THE PRACTICE PORTFOLIO**

Students have to demonstrate they have matched the requirements of the Professional Capabilities Framework (PCF).

The essay must demonstrate the student’s knowledge and understanding of their practice

Students are required to complete a portfolio as follows:

1. A confidentiality statement. This establishes that information in the document cannot be traced back to individual service users
2. A copy of the Placement Learning Agreement (PLA). This outlines the agreement for the work to be undertaken.
3. Interim Practice Educator’s Report. This assesses whether or not the student is on track to pass the placement and itemises areas for further development.
4. Final Practice Educator’s Report. This report must include sections on each of the nine aspects of the Professional Capabilities Framework that evidence the student’s competence in these areas
5. An evidence index grid with two examples of evidence to show how the student has fulfilled each of nine aspects of the Professional Capabilities Framework at end of first placement level and Social Work England’s Professional Standards.
6. Attendance grid signed by Practice Educator and student confirming the student’s attendance at the placement for the required 70 or 100-day period
7. A record of each of the compulsory three Direct Observations, two of which must be done by the Practice Educator and including comments on the observation by the student
8. Records of all the Supervision sessions that took place whilst on placement, both with the Practice Educator and the Workplace/Practice Supervisor (where applicable). These notes should be agreed and signed by all parties
9. Feedback from Service Users. Wherever possible students should obtain comments from Service Users about the student’s practice. Students may use the forms provided or devise one more suited to their practice setting.

**EVIDENCE** **OF STUDENT COMPETENCE**

Guidance examples of evidence (evidence indicators), are given for each of the nine PCF elements to show how students may demonstrate their capability. Practice Educators may generate equivalent specific examples from their own area of practice for the particular student placement. These, along with reflective journals are meant to guide the student and Practice Educator in establishing that the requirements of the PCF have been met. Students must keep a weekly reflective journal that is available for discussion with the Practice Educator. Up to five extracts from the reflective journal can be included in the portfolio as evidence for the PCF.

Practice Educators need to ensure they use the following forms of evidence to support their statements about student competence:

1 **Direct observation of practice.** (A LWSWTP pro-forma is provided)

* 1. The programme requires that students' practice must be directly observed in relation to the nine PCF elements. Direct observation of practice must take place at least three times in the first and final placements.
  2. One direct observation of the students’ practice should normally take place before the interim meeting of each placement, in order to inform judgements about student progress at that stage.

Three direct observations must be carried out during the placement. Where the placement has a qualified Stage Two Practice Educator, two of the three direct observations must be carried out by that Stage 2 PE and one direct observation may be carried out by an experienced colleague of the Stage 2 PE. Where the placement has either a Stage 1 PE in training or a Stage 2 PE in training, the Practice Educator Mentor of the PE in training has to carry out one of the three direct observations and the PE in training carries out two.

* 1. In undertaking and writing up observations, Practice Educators should refer to the nine PCF requirements.

2. **Discussion, supervision records and feedback.**

3. **Feedback from colleagues and service users,** (a suggested pro forma is supplied but students and Practice Educators may prefer to develop ones more specific to the placement and the service user / carer group). We recognise that it may not always be possible to obtain service user / carer feedback, but students should always attempt to do so.

4. **Agency and process recording.** Where the agency does not routinely make many records, students should consider making records for their own benefit of telephone and other contacts which can be used for supervision purposes and then be destroyed at the end of the placement. These records must be kept on agency premises in accordance with their policies on record keeping and storage of confidential information.

**SUPERVISION NOTES**

The supervision record is an essential part of the development process for students as well as providing information for the portfolio. Clearly agencies may have their own supervision recording format and this is fine to use, the following is just an example of the areas that the student needs to cover both in the developmental process and to have information available as evidence for the portfolio.

Students need to bring agenda items to supervision as do the Practice Educator and Workplace/Practice Supervisor (where applicable). The supervision record is also important in monitoring completion or shortfalls in meeting the PCF requirements. Where the Practice Educator feels the student is not meeting the PCF at the required level these records provide evidence of issues discussed in supervision and the difficulties that have arisen as well as a record of plans and tasks that have been discussed within this context.

The student, Practice Educator or Workplace/Practice Supervisor (where applicable) should agree, sign and date all supervision notes.

Key items that should be discussed within supervision although not necessarily in every session are:

1. Agenda
2. Achievements, tasks completed since last supervision and current workload
3. Theory to practice links
4. Law/Legislation
5. Anti-oppressive practice
6. Personal impact of the work and development issues
7. Key notes from discussion
8. Actions agreed
9. How the student is meeting the PCF and Social Work England’s professional Standards

Supervision is one of the main means by which Practice Educators will gather evidence of students as a person and of their competence and abilities as a social worker.

Students and Practice Educators may discuss who will write up the supervision notes. Some Practice Educators may wish to alternate writing up supervision notes with the student. Practice Educators should offer guidance and a template for students to do this and if alternating writing up the notes, the Practice Educator should write up the first and possibly second set of notes to enable the student to understand what is required in the notes.

**CONFIDENTIALITY**

Service users, carers and agencies rights to confidentiality must be rigorously respected, at all times.

As a student working within a local authority you will be expected to abide by the placement’s policies and procedures in respect of confidentiality and data protection. Students are expected to maintain confidentiality in all aspects of their written work and portfolio development.

**Basic Principles:**

* No service user or carer should be identified by name nor any one connected with the placement including workers
* Specific place names (including the name of the local authority) and placement name should be removed or changed to protect service user confidentiality
* All specific features of service user and carers lives should be anonymised so that if a service user/carer read the document they would not be able to recognise themselves within the information

**Further Guidance:**

* Do not use service user or carer initials
* When anonymising documents if you use correction fluid make sure that you then photocopy the document otherwise the correction fluid can be removed to reveal names etc.
* If you use a marker pen you also need to photocopy the document otherwise it is usually possible to see through the document on the reverse side.
* Make sure that you destroy any notes or paperwork that you have used when preparing information for the portfolio or an assignment.
* If you are going to anonymise an agency document to use in the portfolio, discuss with the agency supervisor prior to placing within the portfolio.

Students are expected to prepare a confidentiality statement which states how they have adhered to confidentiality in preparing the portfolio and this need to be included within the portfolio.

**IF STUDENTS DO NOT RESPECT CONFIDENTIALITY WORK WILL FAIL AND BE RETURNED TO THEM.**

**SECURITY OF DOCUMENTS**

Students must follow agency policies and procedures as regards the storage and movement of agency documents, and should take similar care of documents, such as portfolios, assignments and reports, to ensure that they are not lost or stolen e.g. on public transport or from cars.

**COLLECTION OF MARKED PORTFOLIOS**

Students have a responsibility to make a copy of their electronic portfolio once this has been marked. Students’ portfolios will be held at the University until the graduation ceremony, after which time the University reserves the right to destroy these. Please note that without your University of Leeds email account you will no longer be able to access your portfolio on the University Onedrive.

**CONFIDENTIALITY STATEMENT**

Please find the latest version of the confidentiality [statement here](https://practiceplacements.leeds.ac.uk/social-work/)

**Guidance on completing the reflective journal**

The reflective journal is one form of evidence and not the only form of evidence in establishing whether or not you have fulfilled the practice requirements. In placements where few records are routinely kept, it may be that students find themselves relying a lot on the reflective journal. In these situations, students should consider keeping a separate log of telephone and other contact with service users and carers, including records of meetings. This then allows the reflective journal to be more reflective and less descriptive and provides further sources of evidence for your PCF requirements. In placements where there is routinely a lot of record keeping students may well use their reflective journal in a more limited way for providing evidence of competence in PCF requirements.

The reflective journal must be word processed.

The reflective journal is a reflective critical account of the student’s practice. Reflective means being able to think about what happened, how you felt, what you thought, what you did, whether or not you could have acted differently and what you might do next time.

The reflective journal is also about the student’s development and progress. If the early journals are largely descriptive, too lengthy or too short, that is fine as it takes time (particularly in the first 100-day placement) for students to develop their reflective writing. Journal entries should not be rewritten. The Practice Educator is looking for evidence of development and progress and we all learn from our mistakes as well as our successes.

The reflective journal is used by the Practice Educator to provide evidence of the student’s practice. It is used by students to chart their progress and development of practice knowledge, skills and values as well as meeting the PCF.

The University of Leeds does not have a word limit for reflective journals however we suggest that one side of A4 typed is usually sufficient. Practice Educators may require students to write more than this for particular reasons. **Each reflective journal should be headed with the day on placement, e.g. Day 1 and the date, 28/04/20.** **Students are required to write one journal per week however** Practice Educators may ask for more regular journals particularly at the beginning of placement. Students should try to record significant learning incidents rather than describe everything that happens each day.

Your Practice Educator will ask to look at your journal regularly and it may be used in your supervision with your Practice Educator so it is important to keep it up to date. Your Practice Educator will use it as an important source of evidence when writing your placement report. Your tutor will also want to see it. You will also need to use it as a source of evidence when showing how you have met the PCF while on placement.

You may have come across such reflective journals before – they have become an important tool for learning on many courses and writing reflectively is a skill you will need to develop, not just for this course but for the post qualifying training you will do in later years.

So, why do we ask you to keep such a journal? Why is it important? What does “reflection” mean? The piece of writing we have given you called *What Is Reflective Writing?,* should be read in conjunction with this.

Educators have increasingly come to understand that people usually learn best through doing things, thinking about what they have done and then trying out new (and hopefully better) ways of doing things. So it is important to try to work out, for example:

* what went well or not so well and why
* what knowledge/skills you used and what you realise you need to learn more about
* how you felt and how this affected what you did (for example, were you worried or

puzzled? did you feel confident? did other workers support you?)

* what you were thinking at the time and what informed the decisions you made
* what theories and ideas were useful (or not useful)
* how you might do something differently next time
* why do social workers do these kinds of things anyway: what is the purpose and role

of social work (this is something not everyone agrees about and social work can have many different roles so social workers in different agencies may have very different jobs but based on common skills and knowledge)

Asking these kinds of questions are what a writer called Donald Schon (1983) called *reflection on action*. Schon argued that we don’t learn by learning technical theories and then trying them out like cooking recipes (as in “here, let me try a little attachment theory on you…..”) but by action and experience and then thinking or reflecting on that experience. This does not mean theories are not important – without them we would have no idea what we were doing or why – but that there is a skill to learning how to use them to inform and develop your practice. You should have another piece of writing called *A Model for Reflection* which you may find useful in helping you think about the kinds of questions that aid reflection.

A key element of a good reflective journal is the reflection on the theories you’ve learned and how you have been guided by them in practice. A reflective journal is a vehicle for helping you to do this and to communicate about your learning, for whilst we can often reflect by ourselves it is often useful to do this through a dialogue with a friend, colleague or supervisor who can help us in this process of reflection.

Reflection is based on your experience. Jennifer Moon (2006) argues that reflection is often based on what we already know – it is a way of organising our thoughts, feelings and knowledge so that further learning can take place. We should distinguish between the common sense idea of reflection (generally thinking about things) and reflection in an academic context where it has a clear purpose, takes place within a clear structure and is assessed. Other people are going to read it. So it is not a purely private journal like a personal diary.

Moon (2006) lists the main learning benefits of journals as:

* “slowing down” the learning, making the learner stop and think. Having to write things down makes you make time to think and reflect
* helping you to “own” your own learning. You are the writer and you are in charge. No one can tell you what to write about in your journal or how to write about it. Although other people will read it, you are in control of it and you decide what to put in, what to say and what to leave out (but journals can still be assessed in terms of quality of content).
* allowing learners to express emotions/feelings about their learning, making it more immediate and personal
* allowing the writer to structure what might seem like untidy, unstructured experiences
* helping learners to work out how they learn: what helps or hinders their learning.

A common experience for students is that they write lots of descriptive material early in the placement and then start describing more selectively and concentrating more on their reflections. We hope that by organising your reflective journal in the way we are suggesting here you can avoid writing too much purely descriptive material.

It is worth noting that a lot of people actually find it quite hard to write reflectively. Much supposedly reflective writing is over-descriptive, non-critical and superficial. So, to try and ensure you get the most out of your journal as a tool for reflection and for providing good evidence of your practice we have created a simple format which we encourage students must use for their reflective journals.

This format, which is available on the VLE to download and print, is designed so that you:

* briefly describe what happened
* consider what you thought, felt and did
* analyse and reflect on what happened
* link to the PCF to show how evidence for these is being met.
* include links to theory, research or legislation

Sometimes your Practice Educator may have a reflective journal template that they want you to use and as long as it includes the above areas, this is fine.

Moon (2004) suggests that reflective writing falls into four categories:

1. Descriptive writing: describes a story or situation with little or no reflection
2. Descriptive reflection: a descriptive piece of writing that begins to reflect in a limited way though description is still the main focus. There may be the beginning of thinking about what may be learned from the situation. Any reflection is from one perspective only
3. First-level reflection: any description is kept brief and is designed to facilitate reflection and analysis rather than describe for its own sake. Different perspectives or points of view are considered so that other peoples’ motives and situations are included. There is some self-analysis or self-criticism and some consideration of alternative possibilities
4. Second-level reflection goes deeper still. Description again is brief and designed as a vehicle for discussion and analysis. Not only are different perspectives considered but the cultural and social context is also analysed. The writer’s own motives, skills and cultural situation are examined critically.

References:

Maclean S, 2010 *Social Work Pocket Guide to: Reflective Practice*, Lichfield Staffordshire: Kirwin Maclean Associates

Moon J, 2004. *A Handbook of Reflective and Experiential Learning*, Abingdon: Routledge Falmer

Moon J, 2006. *Learning Journals (2nd ed)*, Abingdon: Routledge Falmer

Schon D, 1983. *The Reflective Practitioner*, San Francisco CA.: Jossey Bass

Knott C and Scraggs T (eds) 2016 *Reflective Practice in Social Work (4th ed),* Learning Matters London Sage

**What Is Reflective Writing?**

When students are asked to write conventional academic essays there are certain ground rules that have to be observed. Personal writing (the use of “I”, personal experience, personal feelings) is discouraged because what is being assessed is the ability to understand ideas or theories, critically evaluating and discussing them by referring to a range of different published perspectives. While to some degree this is a game with its own rules, it is a game with a purpose: it is to enable students to develop the skills to grasp abstract, sometimes complicated, ideas, evaluate them critically according to the available evidence and be able to communicate their thinking clearly so that others can understand them.

But when students are asked to write “reflectively” some of these rules change and this can be confusing, especially if the rules are not made clear by academic staff who perhaps assume everyone knows what those rules are. On the social work degree course you are asked to undertake several pieces of reflective writing: you keep a journal/diary on placement, you write case studies and reflective learning statements. In these pieces of writing you are expected to write in a personal way – discussing your own personal, practical experiences, your thoughts and feelings, your values, how you think you performed, what things you think you did well or not so well, what you might do differently next time. But you are not being asked to write in a *purely* personal way – you are expected to draw upon theories, models, ideas, skills that you have learned about (and written about in those conventional academic assignments) and show how they informed your practice. It is not enough to say “I did this because I felt like it”: as a social work practitioner you need to have a clear, well-informed basis for what you do, grounded in good evidence. What would service users and other professionals think of you if you could not explain why you have taken a particular decision other than to say you felt like it, or you did it because that is what you always do? So reflective writing is about integrating or bringing together theories, skills and values with your practical experiences and showing how they have underpinned and guided what the student has done.

One of the best definitions of “reflective practice” is that it is about *a search for meaning* whereas to act unreflectingly means acting according to custom or habit. So the reflective practitioner is always thinking about what they are doing and why and not taking anything for granted. David Boud (1999) describes reflection as involving “……..perplexity, hesitation, doubt……..inner discomforts…….dilemmas. It is associated with questioning, uncertainties, discrepancies and dissatisfactions” (p123) though it may also be prompted by having achieved something worthwhile and wanting to think about what went *right*. Fisher & Somerton (2000) discuss inviting students to reflect by encouraging them to feel puzzlement, to be curious about what they are doing and so develop a habit of questioning, of refusing to be complacent. Good reflective writing will be about this search for meaning and all the questions and doubts that go with it. As the writers cited above imply, you may well be writing about something that has gone wrong or that you felt could have been done better. We are not looking for examples of great practice, we are looking for evidence that you have been able to make sense of, and learn from, what you have done.

But why do we ask you to write like this? Because social work is not just an academic pursuit. It is also a practical activity, and you have come onto this course because you want to learn what you need to be able to *practice* as a social worker. So you do not only need to demonstrate your academic understanding of certain forms of knowledge, you also have to show how this knowledge helps you develop your practice.

In the piece of writing you have called *Keeping a Reflective Journal* we discussed the work of Donald Schon. Schon (1983) argues that practice (Schon was not a social worker, he is discussing a range of professions such as engineering and architecture) is always unpredictable and unique and so it is not possible to apply theories to practice in some sort of technical or scientific way: the practitioner improvises creatively, constantly developing new ways of thinking (he likens this to the improvisations of a jazz musician). So reflection is the process whereby theories and models are creatively used in practice. In other words, reflective thinking turns theories from abstract academic ideas into tools that can be used in practice situations. One writer on reflective practice, Michael Eraut (1994) has described this as the difference between learning to ride a bicycle and riding the bike in heavy traffic.

Rai (2006) argues that the rules for reflective writing, and how they differ from the rules of conventional academic writing, must be made explicit. This is how she summarises them:

1. *writing biographically: using the self as a source of reflection, discussion and evidence for a given topic;*
2. *integrating theory: using theory both to show how it has informed (students’) practice and as evidence of their understanding of the subject;*
3. *writing about skills: drawing upon both learning about skills development and reflecting evaluatively upon their own use of skills in practice; and*
4. *pulling it all together: developing the ability to integrate within a piece of writing the above stages, using both evidence drawn from theory and reflection on experience to evaluate practice.*

*(Rai, 2006, p795)*

# 

# Placement Attendance Grid

**The latest version of the attendance grid can be** [**found here**](https://practiceplacements.leeds.ac.uk/social-work/)

**EVIDENCE INDEX**

An index to the PCF needs to be completed for the portfolio. This allows everyone to see where the student has provided material that supports a claim for competence in each of the practice requirements. You should include entries which the student and Practice Educator (and Workplace/Practice Supervisor where applicable) feel are good examples. It is good practice to undertake this task as you go along in discussion with the Practice Educator and Workplace/Practice Supervisor where applicable. It should not be left until the end of the placement.

Students are required to provide two examples of evidence for each PCF unit. Please note that quality of evidence is of more importance than quantity.

*Different sources of evidence should be used, e.g. service user interview, supervision notes, additional evidence, reports, direct observation, research, group planning sheets, reflective journals, colleague feedback etc.*

**PRACTICE PORTFOLIO EVIDENCE INDEX**

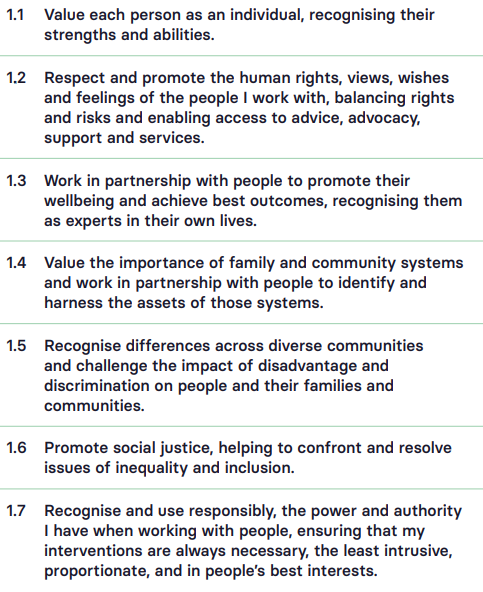
**Please use the appropriate evidence grid template for your placement:**

[**First Placement**](https://practiceplacements.leeds.ac.uk/social-work/)

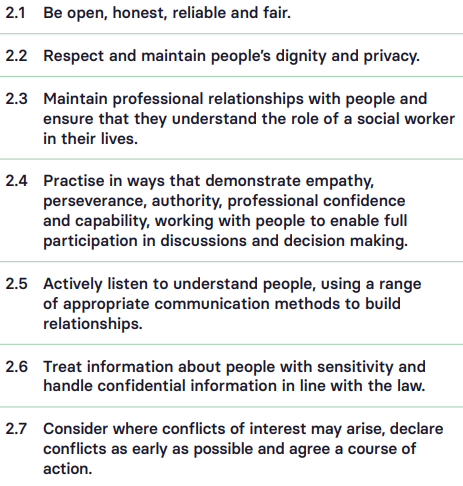
[**Final Placement**](https://practiceplacements.leeds.ac.uk/social-work/)

# [Social Work England Professional Standards](https://www.socialworkengland.org.uk/media/1640/1227_socialworkengland_standards_prof_standards_final-aw.pdf)

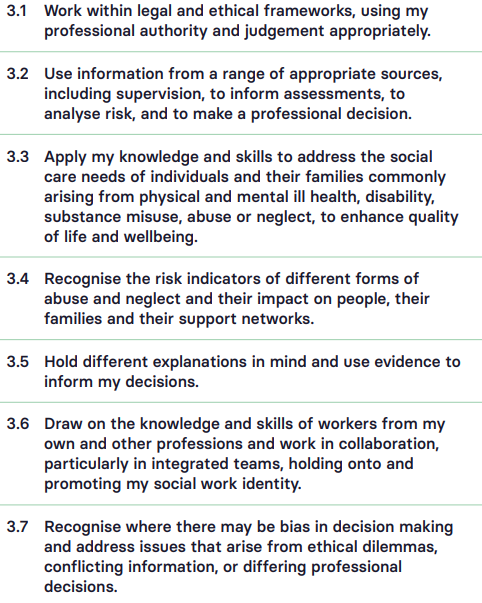
1. **Promote the rights, strengths and wellbeing of people, families and communities.**

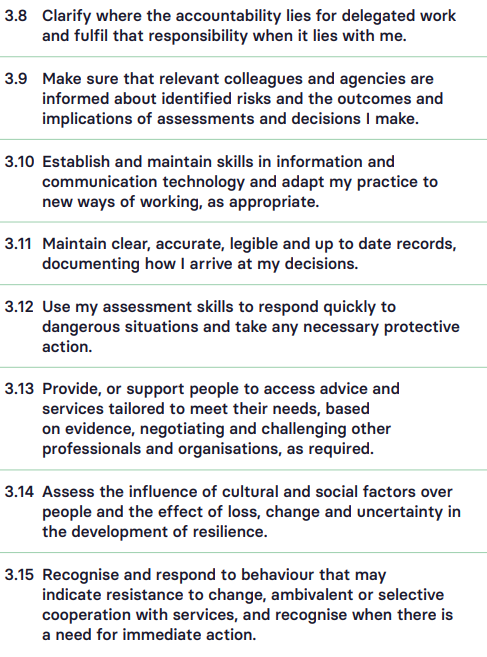


1. **Establish and maintain the trust and confidence of people.**



**3 Be accountable for the quality of my practice and the decisions I make.**

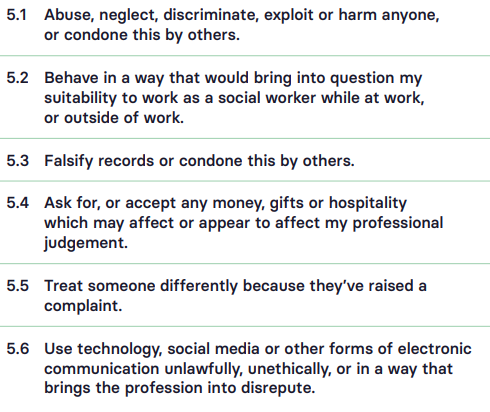




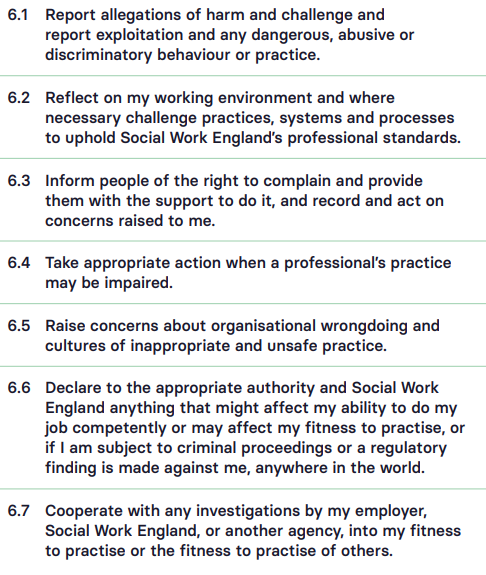
**4 Maintain my continuing professional development.**



**5 Act safely, respectfully and with professional integrity.**



**6 Promote ethical practice and report concerns.**



**Service User / Carer Feedback Forms**

***The latest version of this form can be*** [***found here***](https://practiceplacements.leeds.ac.uk/social-work/)

**Assignment Information**

[**See Essay Brief**](#_Essay_Brief)

# Documents

Placement Learning Agreement (PLA**)**

**For the latest PLA** [**visit here**](https://practiceplacements.leeds.ac.uk/social-work/)

## Interim Report Form

**For the latest Interim Report Form** [**visit here**](https://practiceplacements.leeds.ac.uk/social-work/)

## Final Report

**For the latest Final report form** [**visit here**](https://practiceplacements.leeds.ac.uk/social-work/)

## Action Plan

**For the latest Action Plan Form** [**visit here**](https://practiceplacements.leeds.ac.uk/social-work/)

## Guidance Notes for Direct Observations and Observation form

**For the latest guidance and form** [**visit here**](https://practiceplacements.leeds.ac.uk/social-work/)

# [Transition to ADULTS ASYE](https://leeds365-my.sharepoint.com/:w:/g/personal/hcsabo_leeds_ac_uk/Ecuq4r9u42ZOqwvKFkAUiWkBU_8NVLrmIdAE_QfX2Z-2pw?e=1BjLBG)

# [Transition to CHILDREN’S ASYE](https://leeds365-my.sharepoint.com/:w:/g/personal/hcsabo_leeds_ac_uk/EXCE39mPo0BFmPan81mBLS8BgRah8YxczT4c_yalWH3GRQ?e=76ocRz)

Please complete the above self-evaluation of your practice experience towards the end of your final placement based on the Knowledge and Skills Statements (KSS). It would be helpful to discuss this with your PE and to refer to your Final Placement Report. Please take this completed form to your first supervision when you commence your employment as a NQSW.

# Quality Assurance of Practice Learning (QAPL)/Placement Evaluation Forms

We are required by Social Work England to gather feedback from Practice Educators, Practice Supervisors, Tutors and Students from each practice learning opportunity.

The QAPL / placement evaluation forms are available on the [placement website:](https://practiceplacements.leeds.ac.uk/social-work/)

