FACULTY OF HEALTH, PSYCHOLOGY & SOCIAL CARE

SOCIAL WORK STUDIES

PROGRAMME SPECIFICATION

Secretary’s Note: As of July 2015, The College of Social Work has ceased to exist. Despite this, and given the relevance of many of the references to TCSW, in terms of programme design, development and delivery, the University has taken a decision to retain all references within this version of the programme specification until the time of the next periodic review.
Versioning of Programme Specification

This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications are updated on an annual basis to include modifications approved through the University’s quality assurance processes.

This version provides a description of the programme as approved for the academic session indicated in section 3 of the following table.

<table>
<thead>
<tr>
<th></th>
<th>Date of initial Approval or last review:</th>
<th>1-2 May 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Effective date of Approved/Reviewed Programme Specification:</td>
<td>September 2013</td>
</tr>
<tr>
<td></td>
<td>eg1 September 2014 -31 August 2020</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>This Version effective from:</td>
<td>September 2017</td>
</tr>
<tr>
<td>4</td>
<td>Version number:</td>
<td>2013 / version 5</td>
</tr>
</tbody>
</table>

Students who commenced their study on awards within this programme specification prior to September 2013 should refer to the previous version of the programme specification published on the CASQE website.

Modifications to Programme Specification

Modifications to the programme specification since approval/last review are listed in the History of Modifications at the back of the document.

Cross Referencing of Programme Specifications

<table>
<thead>
<tr>
<th>The following elements of provision included in this document is/are also included in the following programme specifications</th>
<th>Unit</th>
<th>Programme Specification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Work Research and Practice</td>
<td></td>
<td>PgCert / PgDip / MA Advanced Social Work Practice</td>
</tr>
</tbody>
</table>

Amendments made to provision listed in this table, must also be reflected in the relevant programme specifications listed above
Manchester Metropolitan University offers a range of social work programmes, which are designed and delivered in partnership with a wide range of stakeholders. This includes local and regional employers, service users and their carers, practice educators and social workers currently in practice. All social work programmes are approved by The Health and Care Professions Council (HCPC) offering students the opportunity to gain a professional qualification, which entitles them to apply for professional registration with the HCPC.

The Programme consists of three professional qualifying final awards

- BA (Hons) Social Work;
- MA Social Work;
- PgDip Social Work (Employment Based).

There are a number of intermediate awards for students who do not progress through the programmes for final award.

The underlying philosophy of the programme is the integration of research, theory and practice leading to skilled, knowledgeable and capable social work practitioners. To achieve this, students develop increasing autonomy through practice and academic experience utilising directed and self-directed learning as they progress through the programme in preparation for social work practice and continuing professional development.

All awards are validated by the University and approved by HCPC. On completion of these awards students are eligible to apply for registration with the HCPC to practise as 'social workers' and if successful in gaining professional registration are able to work across a range of statutory, voluntary and independent providers within health, social work and social care settings. The programmes meet the Standards of Education & Training (HCPC) enabling students to meet the threshold Standards of Proficiency for registration as a social worker. All programmes are underpinned by TCSW Professional Capabilities Framework (PCF) and the QAA Subject Benchmarks for Social Work and Social Policy (2008).

The PgDip Social Work (Employment Based) is a commissioned programme designed and run in partnership with employers to train social work students for employment with the children’s statutory sector. Developed as part of the Children’s Workforce Development Council, ‘Step Up to Social Work’ runs across a range of national and local providers and is subject to the above registration and quality assurance processes.
All Social Work programmes are designed and delivered in partnership with a range of stakeholders, which ensures good employability for all students. The practice element of the programmes enables the development of direct practice skills, which supports social work practice enhancing students’ employability. Recruitment from final year placements is an increasing trend for employers within this subject area. Employer stakeholders are integrated throughout the programmes through partnership meetings, participation in employment events, involvement in curriculum design and delivery and in the co-ordination and delivery of both practice learning and the taught elements of the programme.

The curriculum is designed to enable students to develop their knowledge and skills of social work in order to prepare them for employment in a range of generic and social work settings. To ensure this is achieved all units are mapped to employability and sustainability standards.

Specific units within the programmes also have specialised focus upon employability and the development of the professional social worker. This is supported by the embedding of practice skills throughout the curriculum and in the final year focus upon the transition into employment and professional status. Finally, to further support student skills in the development as a professional social worker, all students are supported to compile and utilise a professional development portfolio that records their learning process at an individual level and support continued professional development post qualification.

First post destination statistics are collated by the Careers and Employability Service within Manchester Metropolitan University.

Within the PgDip / MA Social Work (Employment Based) course, sponsoring employers offer students the guarantee of an interview on successful completion of the final award. The East Midlands Regional Partnership and Nottingham City recruit significantly from the programme with all sponsored students from Nottingham City appointed as qualified social workers.
## General Information

<table>
<thead>
<tr>
<th></th>
<th>Overarching Programme Specification Title</th>
<th>Social Work Studies</th>
</tr>
</thead>
</table>
| 2 | Final award(s)/title(s) (including any PSRB final awards conferred – mark these as “PSRB Award”) | a) BA (Hons) Social Work (360 credits and 40 practice credits)  
 b) MA Social Work (180 credits and 40 practice credits)  
 c) PgDip Social Work (Employment Based) (120 credits and 40 practice credits)  
 Students are eligible to apply to register with HCPC for Social Work status on completion of the above awards, which combine academic and practice credits.  
 d) BA (Hons) Social and Community Studies (360 academic credits)  
 e) BA Social and Community Studies (300 academic credits)  
 f) MA Social Work (Employment Based) (60-credit top-up award for c) above) |
| 3 | Combined Honours Subject(s) offered through the programme specification together with associated final award(s) (where relevant) | Not applicable |
| 4 | Interim exit award(s)/title(s) (including Combined Honours interim exit awards) | For a)  
 • Certificate in Higher Education in Social and Community Studies (120 Credits)  
 • Diploma in Higher Education in Social and Community Studies (240 credits)  
 For b) and c)  
 • Post Graduate Certificate in Social and Community Studies (60 credits) |
| Mode(s) | Normal duration of undergraduate programme:  
|         | • 3 years full time study  
|         | Normal duration of post graduate programme (University based):  
|         | • 2 years full time  
|         | Normal duration of postgraduate programme (Employment Based):  
|         | • 14 months full time  
| FHEQ position of final award(s) | • BA (Hons) Social Work and BA (Hons) Social and Community Studies – Honours (Level 6)  
|         | • MA Social Work – Masters (Level 7)  
|         | • PgDip & MA Social Work (Employment Based) – Masters (Level 7)  
| Awarding institution | Manchester Metropolitan University (programmes approved by HCPC)  
| Teaching institution(s) | Full time undergraduate programme:  
|         | • Manchester Metropolitan University  
|         | Post graduate programmes (University based):  
|         | • Manchester Metropolitan University  
|         | Postgraduate programmes (Employment Based):  

- Post Graduate Diploma in Social and Community Studies (120 credits)  
For b) only  
- Post Graduate Diploma in Social Work (120 credits and 40 practice credits)
### Relationship with Foundation Year

<table>
<thead>
<tr>
<th>Relationship with Foundation Year</th>
<th>Not applicable</th>
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### Administrative Details

<table>
<thead>
<tr>
<th>10</th>
<th>Home Department/ School/ Institute</th>
<th>Social Care and Social Work Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Home Faculty</td>
<td>Health, Psychology and Social Care</td>
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<tr>
<td>12</td>
<td>UCAS code(s)</td>
<td>BA(H) Social Work: L500</td>
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<tr>
<td></td>
<td></td>
<td>MA Social Work: L508</td>
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<tr>
<td></td>
<td></td>
<td>PgDip Social Work (Employment Based) –</td>
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<tr>
<td></td>
<td></td>
<td>direct entry through secondment</td>
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</tbody>
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### Collaborative Arrangements (where relevant)

<table>
<thead>
<tr>
<th>13</th>
<th>Approved Collaborative partner(s) (provide name of partner(s) and type of partnership)</th>
<th>Partner Name</th>
<th>Type of Collaborative Partnership</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N/A</td>
<td>N/A</td>
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</table>

<table>
<thead>
<tr>
<th>14</th>
<th>Other Approved Academic Partnership(s) (other than collaborative)</th>
<th>Partner Name</th>
<th>Type of Academic Partnership</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>East Midlands Regional Partnership</td>
<td>Sponsorship of students to complete PgDip Social Work (Employment Based)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Greater Lancashire Regional Partnership</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>North East Regional Partnership</td>
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### Approval Status

<table>
<thead>
<tr>
<th>15</th>
<th>Date and period of approval of most recent MMU review/ approval</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(i) Date of Latest review/approval</td>
</tr>
</tbody>
</table>
16 Next Scheduled Review Date: 2018/2019

17 PS/1 effective date: 1st May 2017

(ii) Length & Dates of Period of approval given in (i) above:

Years: 6 years
From: 1 September 2013
To: 31 August 2019

(iii) Major Modifications to Programme Specification since last review/approval
Post graduate programme (Employment Based) – 9 December 2013

External References/Relationships

18 QAA Benchmark Statement(s) | QAA Subject Benchmarks for Social Work (2008)

19 PSRB(s) associated with final award of any route within the programme specification (ie those which offer professional status/membership/license to practise as result of successful completion of the final award as included in the University PSRB database) | Health and Care Professions Council

20 Date, outcome & period of approval of last PSRB approval/accreditation | BA (Hons) Social Work and MA Social Work at MMU – 1st-2nd May 2013
| MA Social Work (Employment based) – 1st-2nd October 2013
| Open-ended approval given.

Programme Information

21 University and Programme Educational Aims
(i) **University Educational Aims**

- To develop flexible approaches to programme delivery and student support which reflect the needs and expectations of our students
- To provide a supportive and inclusive learning environment which will enable success for all learners
- To encourage the development of students’ intellectual and imaginative powers, creativity, independence, critical self-awareness, imagination and skills that will enhance global employment opportunities on graduation in all programmes.
- To establish a culture of constant improvement in learning, teaching and assessment that is anticipatory, enabling, supportive, rewarding and fully aligned with the University’s vision and strategic objectives.
- To provide a learning experience that is informed by research, scholarship, reflective practice and engagement with industry and the professions.

(ii) **Programme Educational Aims**

The Programme has specific aims that are based on the HCPC Standards of Proficiency, TCSW Professional Capabilities Framework and underpinned by the QAA Subject Benchmarks:

1. To prepare and provide high quality students for capable, fit for practice and proficient in practice as newly qualified workers with all ages and service user groups in all relevant settings and for application for registration as qualified social workers with HCPC.

2. To provide students with the knowledge, skills and values necessary to achieve their professional status as social workers through a range of quality learning experiences; specifically through curriculum and practice opportunities which focus upon safety and fitness to practice.

3. To provide students with the opportunity to recognise diversity, promote human rights and social justice and to apply this to their social work practice.

4. To enable students to develop analytical, reflective and critical approaches to the understanding and application of theory, research, and practice, which informs their practice as professional social workers.

5. To enable students to become reflective and critical social work practitioners, specifically with the ability to develop an appreciation of the significance of uncertainty, ambiguity and the limits of knowledge as applied to professional practice and research.

6. To equip the student with transferrable skills that will enable them to analyse, adapt to, manage and eventually lead the processes of change within a changing social work environment.
7. **To prepare students to become research minded, enabling critical evaluation of knowledge for research and engagement in research to promote the rights and needs of service users.**

## Final Learning Outcomes

<table>
<thead>
<tr>
<th>22</th>
<th><strong>Final Learning Outcomes</strong></th>
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<tbody>
<tr>
<td></td>
<td><strong>MMU Educational Outcomes</strong></td>
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<tr>
<td></td>
<td><strong>On successful completion of their course of study MMU graduates will be able to:</strong></td>
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<tr>
<td></td>
<td>• apply skills of critical analysis to real world situations within a defined range of contexts</td>
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<td>• demonstrate a high degree of professionalism characterised by initiative, creativity, motivation and self-management</td>
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<td></td>
<td>• express ideas effectively and communicate information appropriately and accurately using a range of media including ICT,</td>
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<td></td>
<td>• develop working relationships using teamwork and leadership skills, recognising and respecting different perspectives</td>
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<td></td>
<td>• manage their professional development reflecting on progress and taking appropriate action</td>
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<tr>
<td></td>
<td>• find, evaluate, synthesise and use information from a variety of sources</td>
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<td></td>
<td>• articulate an awareness of the social and community contexts within their disciplinary field</td>
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<td></td>
<td><strong>Programme Specific Outcomes</strong></td>
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<tr>
<td></td>
<td><strong>On successful completion of the programme, students will be able to demonstrate a wide range of social work subject knowledge and understanding, subject skills and generic skills, constituting a threshold level of expertise for safe and competent social work practice.</strong></td>
</tr>
<tr>
<td></td>
<td>• <strong>Final Award Learning Outcomes</strong></td>
</tr>
<tr>
<td></td>
<td><strong>On successful completion of BA (Hons) Social Work, students will be able to:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Subject Knowledge and understanding</strong></td>
</tr>
<tr>
<td></td>
<td>Demonstrate:</td>
</tr>
<tr>
<td></td>
<td>• a sound knowledge of the research, theory, principles, concepts and methodology of the relevant units of study</td>
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<tr>
<td></td>
<td>• an appreciation of the uncertainty, ambiguity and limits of knowledge</td>
</tr>
<tr>
<td></td>
<td>• an understanding of the role of a professional social worker, the breadth and limitations of the role, accountability and professional decision making</td>
</tr>
</tbody>
</table>
|    | Demonstrate a systematic knowledge and understanding of:
• the contribution of a range of different areas of knowledge to the study of Social Work
• the relevant social, economic, political, historical, cultural, legal and methodological contexts in which Social Work is located
• the range of competing explanatory models for social phenomena and their importance for the philosophy, policy and practice of social work
• the characteristics of practice in a range of community based and organisational settings
• the models and methods of assessment and intervention in a range of settings
• the central importance of values and ethics in working with people within their respective professional contexts
• the role and contribution of other disciplines and centrality of interdisciplinary, inter-professional and interagency collaboration and partnership

Subject Skills

Demonstrate the ability to:
• use analytical and critical approaches to the relevant bodies of knowledge informing social work
• evaluate practice and demonstrate the skills to be a reflective practitioner
• approach the variety of work settings with the appropriate skills to recognise, respond to and lead change
• develop skills in gathering, analysing and summarising information within a practice setting
• assess, plan and intervene effectively in partnership with service users, carers and other practitioners
• assimilate and disseminate relevant information in reports and case records
• make decisions in complex and unpredictable contexts
• use and undertake research from a variety of theoretical perspectives
• apply the methods and techniques learned to review, consolidate, extend and apply their knowledge and understanding
• develop the ability to work independently and initiate and carry out projects
• develop skills in working in groups, including planning and delivering presentations
• work effectively within a team and across disciplinary boundaries
• communicate information, ideas, problems and solutions effectively, in a variety of media, to diverse audiences
• work within ethical and value-led professional boundaries and in association with other professionals
• critically analyse and take account of the impact of inequality and discrimination whilst promoting human rights and social justice
• develop the personal and organisational skills necessary to become a Social Worker
Generic Skills

Demonstrate the ability to:

- use self-management skills in organising learning
- exercise initiative and personal responsibility
- use time-management skills and prioritise tasks
- work collectively with students and practitioners and initiate and carry out projects
- work as independent, active learners, taking responsibility for their own learning and its practical application
- locate, assimilate and integrate information from a wide range of sources including books, journals, the internet and practical experience
- understand and use data effectively
- problem solve, arguing rationally and drawing conclusions based on a rigorous, analytical and critical approach to data
- use ICT and numerical skills
- work effectively in a variety of organisational settings
- identify, understand and respond to change

On successful completion of MA Social Work and PgDip / MA Social Work (Employment Based), students will be able to:

Subject Knowledge and understanding

Demonstrate systematic knowledge, comprehensive understanding and critical awareness of:

- the research, theory, principles, concepts and methodology of the relevant units of study
- the contribution of a range of different areas of knowledge to the study of Social Work
- the relevant social, economic, political, historical, cultural, legal and methodological contexts in which Social Work is located
- the range of competing explanatory models for social phenomena and their importance for the philosophy, policy and practice of Social Work
- the characteristics of practice in a range of community based and organisational settings
- the models and methods of assessment and intervention in a range of settings
- the central importance of values in working with people within their respective professional contexts
- the role and contribution of other disciplines and centrality of interdisciplinary, inter-professional and interagency collaboration and partnership
- the current debates in social work research and practice and the relationship to service users
• an understanding of the role of a professional social worker, the breadth and limitations of the role, accountability and professional decision making
• an understanding of the limits of their knowledge and how this influences analyses and provides competing interpretations based on that knowledge

Subject Skills

Demonstrate the ability to:
• use analytical and critical approaches to the relevant bodies of knowledge informing social work
• evaluate practice and demonstrate the skills to be a reflective practitioner
• approach the variety of work settings with the appropriate skills to recognise, respond to and lead change
• demonstrate skills in gathering, analysing and summarising information within a practice setting
• assess, plan and intervene effectively in partnership with service users, carers and other practitioners
• assimilate and disseminate relevant information in reports and case records
• use and undertake research from a variety of theoretical perspectives
• develop the ability to work independently and initiate and carry out projects
• develop skills in working in groups, including planning and delivering presentations
• work effectively within a team and across disciplinary boundaries
• communicate effectively in a variety of media to diverse audiences
• work within ethical and value-led professional boundaries and in association with other professionals
• critically analyse and take account of the impact of inequality and discrimination whilst promoting human rights and social justice
• develop the personal and organisational skills necessary to become a Social Worker
• evaluate and critically analyse current research and advanced scholarship in social work theories and practice
• deal with complex issues creatively, making sound judgements and communicate conclusions to a range of audiences
• make decisions in complex and unpredictable situations
• Evaluate methodologies, develop critiques of these and, where appropriate, propose new hypotheses and research areas

Generic Skills

Demonstrate the ability to:
• use self-management skills in organising learning
• use time-management skills and the ability to prioritise tasks
• communicate effectively in a variety of media to diverse audiences
• work collectively with students and practitioners
• work as independent, active learners, taking responsibility for their own learning and its practical application
• exercise initiative and personal responsibility
• locate, assimilate and integrate information from a wide range of sources including books, journals, the internet and practical experience
• understand and use data effectively
• use ICT and numerical skills
• work effectively in a variety of organisational settings
• identify, understand and respond to change
• show self-direction and originality in solving problems, arguing rationally and drawing conclusions based on a rigorous, analytical and critical approach to data

(ii) **Combined Honours Learning Outcomes**

Not applicable

• **Pass Degree Learning Outcomes**

Students who do not qualify for the award of a Bachelor's degree with honours may be eligible for the award of a Pass degree. Criteria for the award of a Pass degree are detailed within the University’s [Assessment Regulations for Undergraduate Programmes of Study](#).

For students who achieve 300 credits of the BA (Hons) Social Work programme but fail the practice learning element a BA Pass Degree in Social and Community Studies will be awarded. For students passing the placement element and having at least 300 credits, but less than 360 credits of the BA (Hons) Social Work Programme, a BA pass degree in Social and Community Studies will be awarded. Students failing placement but passing all 360 credits of the BA (Hons) Social Work, can be awarded a BA (Hons) Social and Community Studies (the placement is awarded practice credits rather than academic credits).

### 23 Interim Award Learning Outcomes

*eg for BA/BSc (Hons) – include Level 4 and 5 but **NOT** Level 6; for Level 7- PgCert&PgDip but **NOT** MA/MSc*

On successful completion of a [Certificate in Higher Education - Social and Community Studies](#), students will be able to:

**Subject Knowledge and understanding**

Demonstrate emerging knowledge of:

• the theory, principles, concepts and methodology of the relevant units of study
• the contribution of a range of different areas of knowledge to the study of Social Work
- the relevant social, economic, political, historical, cultural, legal and methodological contexts in which Social Work is located
- the characteristics of practice in a range of community based and organisational settings
- the models of assessment and intervention in different settings
- the central importance of values in working with people within their respective professional contexts

**Subject Skills**

Demonstrate the ability to:
- appreciate knowledge informing Social Work in a number of case examples
- develop skills in gathering and summarising information within a practice setting
- assimilate and disseminate relevant information in a written and oral form
- present, evaluate and interpret data from a range of sources to develop lines argument to make sound judgements in accordance with basic theories and concepts in social work
- work in groups, including planning and delivering presentations
- work effectively within a team
- communicate effectively in a variety of media to diverse audiences
- work within ethical and value-led professional boundaries and in association with other professionals
- take account of the impact of inequality and discrimination
- develop the personal and organisational skills necessary to become a Social Worker

**Generic Skills**

Demonstrate the ability to:
- use self-management skills in organising learning
- use time-management skills and the ability to prioritise tasks
- communicate effectively in a variety of media to diverse audiences
- work collectively with students and practitioners undertake further training and develop new skills with in a structures and managed environment
- evaluate different approaches to solving problems
- locate, assimilate and integrate information from a wide range of sources including books, journals, the internet and practical experience
- understand and use data effectively
- use ICT and numerical skills

**Interim Award**

Students who leave the programme having successfully completed 120 credits at Level 4 can exit with the Certificate in Higher Education in Social and Community Studies. They will not be eligible to apply for professional registration with HCPC as qualified social workers.
On successful completion of a Diploma in Higher Education - Social and Community Studies, students will be able to:

**Subject Knowledge and understanding**

Demonstrate knowledge and applied understanding of:

- the theory, principles, concepts and methodology of the relevant units of study
- the contribution of a range of different areas of knowledge to the study of Social Work
- the relevant social, economic, political, historical, cultural, legal and methodological contexts in which Social Work is located
- the range of competing explanatory models for social phenomena and their importance for the philosophy, policy and practice of Social Work
- the characteristics of practice in a range of community based and organisational settings
- the models and methods of assessment and intervention in a range of settings
- the central importance of values in working with people within their respective professional contexts
- the role and contribution of other disciplines
- the limits of their knowledge and how this influences analyses and interpretations based on that knowledge

**Subject Skills**

Demonstrate the ability to:

- use analytical approaches to the relevant bodies of knowledge informing Social Work
- develop skills in gathering, analysing and summarising information within a practice setting
- assess, plan and intervene effectively in partnership with service users, carers and other practitioners
- use a range of established techniques to initiate and undertake critical analysis of information and to propose solutions to problems arising from that analysis
- assimilate and disseminate relevant information in reports and case records
- work independently
- develop skills in working in groups, including planning and delivering presentations
- work effectively within a team and across disciplinary boundaries
- communicate effectively in a variety of media to diverse audiences
- work within ethical and value-led professional boundaries and in association with other professionals
- take account of the impact of inequality and discrimination
- develop the personal and organisational skills necessary to become a Social Worker
- undertake further training, to develop existing skills, and acquire new competences that will enable them to assume significant responsibility within social work organisations
Generic Skills

Demonstrate the ability to:

- use self-management skills in organising learning
- use time-management skills and the ability to prioritise tasks
- communicate effectively in a variety of media to diverse audiences
- work collectively with students and practitioners
- work as independent, active learners, taking responsibility for their own learning and its practical application
- locate, assimilate and integrate information from a wide range of sources including books, journals, the internet and practical experience
- understand and use data effectively
- use ICT and numerical skills
- work effectively in a variety of organisational settings
- identify, understand and respond to change

Interim Award

Students who leave the programme having successfully completed 120 credits at Level 4 and a further 120 credits at Level 5 can exit with the Diploma in Higher Education in Social and Community Studies. They will not be eligible to apply for professional registration with HCPC as qualified social workers.

On successful completion of a Postgraduate Certificate in Social and Community Studies (Level 7), students will be able to:

Subject Knowledge and understanding

Demonstrate systematic knowledge, comprehensive understanding and critical awareness of:

- the contribution of a range of different areas of knowledge to the study of Social care
- the relevant social, economic, political, historical, cultural, legal and methodological contexts in which Social Care is located
- the range of competing explanatory models for social phenomena and their importance for the philosophy, policy and practice of Social Care
- the models and methods of assessment and intervention in a social care setting
- the central importance of values in working with people within their respective professional contexts
- the characteristics of practice in a range of community based and organisational settings
- the role and contribution of other disciplines and centrality of interdisciplinary, inter-professional and interagency collaboration and partnership

Demonstrate:
• an understanding of the limits of their knowledge and how this influences analyses and interpretations based on that knowledge

**Subject Skills**

Demonstrate the ability to:
• use analytical and critical approaches to the relevant bodies of knowledge informing social care
• show skills in gathering, analysing and summarising information within a practice setting
• assess, plan and intervene effectively in partnership with service users, carers and other practitioners
• develop skills in working in groups, including planning and delivering presentations
• work effectively within a team
• communicate effectively in a variety of media to diverse audiences
• work within ethical and value-led professional boundaries
• critically analyse and take account of the impact of inequality and discrimination whilst promoting human rights and social justice
• deal with issues creatively, making sound judgements and communicate conclusions to a range of audiences

**Generic Skills**

Demonstrate the ability to:
• use self-management skills in organising learning
• communicate effectively in a variety of media to diverse audiences
• work collectively with students and practitioners
• exercise initiative and personal responsibility
• locate, assimilate and integrate information from a wide range of sources including books, journals, the internet and practical experience
• understand and use data effectively
• use ICT and numerical skills
• use time-management skills and the ability to prioritise tasks

**Interim Award**

Students who leave either of the postgraduate programmes having successfully completed 60 credits at Level 7 can exit with the Post Graduate Certificate in Social and Community Studies. They will not be eligible to apply for professional registration with HCPC as qualified social workers.

On successful completion of a **Postgraduate Diploma in Social and Community Studies (Level 7)**, students will be able to:

**Subject Knowledge and understanding**
Demonstrate systematic knowledge, comprehensive understanding and critical awareness of:

- the research, theory, principles, concepts and methodology of the relevant units of study
- the contribution of a range of different areas of knowledge to the study of Social Care
- the relevant social, economic, political, historical, cultural, legal and methodological contexts in which Social Care is located
- the range of competing explanatory models for social phenomena and their importance for the philosophy, policy and practice of Social Care
- the characteristics of practice in a range of community based and organisational settings
- the models and methods of assessment and intervention in a range of settings
- the central importance of values in working with people within their respective professional contexts
- the role and contribution of other disciplines and centrality of interdisciplinary, inter-professional and interagency collaboration and partnership

Demonstrate:

- an understanding of the limits of their knowledge and how this influences analyses and interpretations based on that knowledge

**Subject Skills**

Demonstrate the ability to:

- use analytical and critical approaches to the relevant bodies of knowledge informing social care
- evaluate practice and demonstrate the skills to be a reflective practitioner
- show skills in gathering, analysing and summarising information within a practice setting
- assess, plan and intervene effectively in partnership with service users, carers and other practitioners
- assimilate and disseminate relevant information in reports and case records
- develop skills in working in groups, including planning and delivering presentations
- communicate effectively in a variety of media to diverse audiences
- work within ethical and value-led professional boundaries and in association with other professionals
- critically analyse and take account of the impact of inequality and discrimination, promoting human rights and social justice
- deal with complex issues creatively, making sound judgements and communicate conclusions to a range of audiences

**Generic Skills**

Demonstrate the ability to:

- use self-management skills in organising learning
- use time-management skills and the ability to prioritise tasks
• communicate effectively in a variety of media to diverse audiences
• work collectively with students and practitioners
• work as independent, active learners, taking responsibility for their own learning and its practical application
• exercise initiative and personal responsibility
• locate, assimilate and integrate information from a wide range of sources including books, journals, the internet and practical experience
• understand and use data effectively
• use ICT and numerical skills
• work effectively in a variety of organisational settings

Interim Award

Students who leave either of the postgraduate programmes having successfully completed 120 credits at Level 7 can exit with the Post Graduate Diploma in Social and Community Studies. They will not be eligible to apply to register with HCPC as a qualified social worker.

On successful completion of a Postgraduate Diploma in Social Work (Level 7), students will be able to:

Subject Knowledge and understanding

Demonstrate systematic knowledge, comprehensive understanding and critical awareness of:
• the research, theory, principles, concepts and methodology of the relevant units of study
• the contribution of a range of different areas of knowledge to the study of Social Work
• the relevant social, economic, political, historical, cultural, legal and methodological contexts in which Social Work is located
• the range of competing explanatory models for social phenomena and their importance for the philosophy, policy and practice of Social Work
• the characteristics of practice in a range of community based and organisational settings
• the models and methods of assessment and intervention in a range of settings
• the central importance of values in working with people within their respective professional contexts
• the role and contribution of other disciplines and centrality of interdisciplinary, inter-professional and interagency collaboration and partnership

Demonstrate:
• an understanding of the limits of their knowledge and how this influences analyses and interpretations based on that knowledge
• an understanding of the professional role of a qualified social worker

Subject Skills
Demonstrate the ability to:

- use analytical and critical approaches to the relevant bodies of knowledge informing social work
- evaluate practice and demonstrate the skills to be a reflective practitioner
- show skills in gathering, analysing and summarising information within a practice setting
- assess, plan and intervene effectively in partnership with service users, carers and other practitioners
- assimilate and disseminate relevant information in reports and case records
- develop skills in working in groups, including planning and delivering presentations
- communicate effectively in a variety of media to diverse audiences
- work within ethical and value-led professional boundaries and in association with other professionals
- critically analyse and take account of the impact of inequality and discrimination, promoting human rights and social justice
- deal with complex issues creatively, making sound judgements and communicate conclusions to a range of audiences
- Understand and apply the PCF domains and the SOP thresholds for practice
- Understand and apply HCPC Standards of Conduct, Performance and Ethics

**Generic Skills**

Demonstrate the ability to:

- use self-management skills in organising learning
- use time-management skills and the ability to prioritise tasks
- communicate effectively in a variety of media to diverse audiences
- work collectively with students and practitioners
- work as independent, active learners, taking responsibility for their own learning and its practical application
- exercise initiative and personal responsibility
- locate, assimilate and integrate information from a wide range of sources including books, journals, the internet and practical experience
- understand and use data effectively
- use ICT and numerical skills
- work effectively in a variety of organisational settings

**Interim Award**

Students who leave the University-based MA Social Work programme having successfully completed 120 credits at Level 7 and a pass for all the practice learning elements of the programme can exit with the Post Graduate Diploma in Social Work. They will be eligible to apply to register with HCPC as a qualified social worker

**Aegrotat awards**

In accordance with HCPC Standards of Education and Training (2014)
“Assessment regulations must clearly specify requirements for an aegrotat award not to provide eligibility for admission to the Register.’

No aegrotat awards will be considered (see also below in Box 29 for confirmation of variation from regulations approval.).

### 24 Teaching/Learning and Assessment Strategy

#### Programme Philosophy

Social Work as a profession operates within contested and at times turbulent contexts in the support for vulnerable people, families and communities. Social work is about the empowerment, liberation, support and protection of the most vulnerable people within our society and as a result focuses upon change at both individual and societal levels. At the heart of social work is the promotion of human rights and social justice to facilitate change in partnership with individuals, families and communities often at the point of distress and vulnerability.

The Social Work programmes at MMU are in their design and delivery premised on the following key principles

- To do more of the right thing, rather than doing things right
- Ensure service users and their families are central and at the heart of what we do
- Partnership based in the design and delivery of social work education
- Focused upon the promotion of human rights and social justice and the protection of individuals and their families
- Systematic and developed pathways for the coherence and continuity of the student learning experience
- Promoting social work and social work practitioners who are creative, innovative, critically reflective and curious
- Practice focused and engaged ensuring exceptional levels of integration between research, theory and practice.
- Promotion of defined and lifelong relationships with all stakeholders: service users & carers, employers and practitioners.
- Maintaining global and international perspectives of social work for students, staff, teaching, research and enterprise
- Remembering who we are, why we are here and what we do well.

The development and embedding of the above principles is an ongoing and ‘live’ experience for staff, students and all our partners who support the delivery of social work education.

The programme philosophy is embedded in key and defined pedagogic approaches to learning which support the development of the learner at different stages of their progression. The defined pedagogic approaches reflect the needs of learners, the subject area and are interwoven in the programme principles defined above.
Curriculum Design

Building upon and integrating the above principles, the approach to teaching and learning has also been developed with reference to the needs of all stakeholders and is premised on the following:

- The HCPC Standards of Education and Training (2014) and Standards of Education and Training Guidance (2014) are used to ensure that students graduating from the programme meet the requirements to apply for admission to the HCPC register as a qualified social worker. This document articulates standards for the level of qualification required for admission to the register, programme admissions, programme management and resources, curriculum, practice placement and assessment.

- The HCPC 'Standards of Proficiency for Social Workers' (HCPC 2012) and the 'Standards of Conduct, Performance and Ethics' (HCPC 2008), have been used to develop the curriculum to ensure that the students are fit for practice and acquire knowledge, skills and values that will enable them to demonstrate that they are eligible to apply for registration as a social worker with the HCPC.

- The College of Social Work Professional Capabilities Framework (2011) and TCSW Curriculum Guides have been utilised in the design and delivery of all social work programmes.

- The curriculum has been developed and underpinned to ensure alignment with the Quality Assurance Agency Subject Benchmark Statements for Social Work (QAAHE, 2008) ensuring that the levels of qualifications adhere to the Framework for Higher Education Qualifications (2008).

- Manchester Metropolitan University Strategy for Learning, Teaching and Assessment

In addition, the programme team are committed to the high standards articulated by the professional regulator (HCPC), the professional body for social work (TCSW) and the high standards articulated in the Institutions Strategy for Learning, Teaching & Assessment developed with support from the Centre for Excellence in Learning and Teaching. Importantly, as part of the process of redesign, the programme team have undertaken extensive stakeholder consultation (Please see Appendix One) and these outcomes are reflected in the teaching, learning and assessment strategy.

The development and implementation of new social work programmes has enabled the programme team to design teaching, learning and assessment strategies, which focus upon constructive curriculum alignment between units and levels and across individual programmes. It is intended that teaching, learning and assessment focus upon developing and facilitating student learning as independent learners, in alignment with the programme aims and identified learning outcomes. The Programme’s strategies aim to facilitate students becoming autonomous, independent critical practitioners, encouraging self-development at an advanced level and promoting advanced skill development within the social work profession.
Underpinning the programmes philosophy of teaching, learning and assessment is Blooms Taxonomy (Bloom 1956) - ‘knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation’ whereby a scaffolding approach is taken to learning and professional development. It is supported by Anderson and Krathwohl’s (2001) revision of Bloom’s taxonomy. To facilitate the use of Blooms (1956) taxonomy and ensure coherence of learning for the student, the programme focuses upon key knowledge and skill areas at defined points

Under Graduate Programme

- Year One – Understanding Social Work
- Year Two – Developing Social Work Practice and social work skills
- Year Three – Professional development as a social worker

Post Graduate Programme

- Year One - Understanding Social Work Practice and social work skills
- Year Two – Professional development as a social worker

Building upon Blooms taxonomy of teaching, learning & assessment, the post graduate programmes will utilise the Reven’s (1998) approach of action learning, (Pedler 1997) whereby this pedagogic approach aims to facilitate students becoming autonomous and independent learners, ready for professional qualification.

The underlying philosophy of the programme team’s strategy is to provide a diversity of learning and teaching methods that ensures an optimal learning experience and to respond flexibly to the diverse and changing needs of students in accordance with social work practice and the identified external benchmarks. The programme team believe that diversity within the student body is essential, enhances the learning experience and reflects the social work profession. Building upon adult learning theories of Kolb (1974), Honey and Mumford’s learning style questionnaire and the work of Northampton University in supporting Black and Asian students, a wide variety of learning and teaching approaches will be used to optimise the learning experience for all, enable learners to build on their prior experiences and success and to reflect the diverse nature of social work practice.

Learning and teaching approaches will reflect and be appropriate for the specific learning outcomes of each unit. There is particular focus on collaborative and applied practice to social work and teaching and learning strategies reflect the applied nature of the subject. The range of teaching methods used will include lectures, tutorials, practical skills sessions and workshops, shared learning, problem based learning, case based learning, projects, presentations, directed and self-directed study, distance learning, practice based learning and e-learning (see synopsis below) and finally an open book exam. The variety of approaches aims to foster student empowerment and will enable students to maximise their potential and perform optimally. Problem solving/case-based approach will generally be used throughout the programme This will encourage the development of practice based reasoning skills and will enable students to contextualise their learning from early in the programmes. These skills will be further developed and find application in a real world setting during the practice placement units. Working in partnership is an essential component of social work practice and a variety of assessment methods have been employed to
develop these skills. Group presentations are undertaken and individual input is assessed as part of this process.

Evidence based practice is a key element in the delivery and facilitation of student learning. Students are encouraged to examine knowledge, the domains of knowledge, understanding the development and formation of knowledge and types of knowledge. They are then facilitated in identifying evidence for practice and justifying evidence based approached to social work practice.

The contested and contextual nature of social work practice leads to high levels of participation and working in partnership with other professionals. The programme facilitates inter professional learning from academic and practice perspectives enabling students to understand the roles and responsibilities of other professionals working with in health and social care.

There will be considerable emphasis on learning through reflection. Students will be encouraged to reflect on their experiences through reflective writing assignments, case studies and identified units focusing upon professional development. Critical reflection and reflexive practice are a central skill in social work practice and all units within programmes embed the development of critical reflection. The opportunity to reflect in practice and on practice is again a central element of the practice learning element of the programme.

A key element of the teaching and learning strategy for University based students is the development of an individualised Professional Development Portfolio (Please see Appendix Two) which will act as a mechanism and process for the student and tutor to discuss and identify progress, individual learning needs, to develop an action plan to enhance learning and to set goals for professional development at all points within the programmes. The portfolio will also be developed in line with the Assessed and Supported year in Employment, enabling a process curriculum and framework for continuing professional development.

In designing the social work curriculums, the programme team aim to facilitate a process curriculum which enables continued learning for students and facilitates and develops a positive professional identity that focuses upon

- Develop students’ confidence, self-efficacy and emotional resilience in the social work role
- Develop skills of active learning and critical thinking
- Develop research mindedness and literacy
- Develop decision making and professional judgment
- Develop students’ ability to transfer knowledge from one setting or user group to another
- Develop students’ abilities to identify their own learning needs and professional development
- Lay the foundation for social workers’ future active use of professional supervision
• Enable students to learn from and get support from their peers as a basis for team work
• Enable students to learn from and with service users and carers
• Model anti-discriminatory and anti-oppressive practice
• Enable students to manage personal and professional boundaries
• Encourage understanding and development of their own social work values
• Encourage critical reflection on performance
• Promote continuing professional learning in order to meeting changing future needs and contexts

It is anticipated that the above strategy will facilitate learning within a process curriculum, prepare students for the role of a professional social worker and begin the process of continued learning for professional development as a social worker post qualification.

Teaching and Learning Methods
A variety of teaching/learning delivery methods will be used within the programme. This will include:

• Lectures and seminars
• Practice-based learning opportunities
• Experiential workshops
• Opportunities for small group work
• Guided student-led and self-directed study
• Portfolio Learning
• Web-based and on-line Learning
• Distance learning materials
• Tutorials
• Professional development review points
• Presentations
• Key note lectures
• Action learning sets
• Problem based learning methods

In adopting a wide range of teaching and learning methods, the programme aims to provide:

• an emphasis on inclusive, experiential and participatory learning that values and utilises the richly diverse life and practice experiences students bring to the learning environment;
• a dialogical approach to learning/teaching with learning activities designed to encourage students to adopt a curious, ‘problem-posing’ approach to learning;
• opportunities both in classroom and practice-based learning for students to develop knowledge, skills and professional capability through achieving a synthesis of theory and life/practice experience leading to their development as reflexive and reflective practitioners;
• students undertaking on-line and distance learning will experience a range of approaches including experiential materials, podcasts, discussion groups as well as face-to-face learning groups. E-learning resources developed for the PgDip / MA (Employment Based) are also being integrated into the home programmes where appropriate.

• the provision of scope for meeting the learning requirements of all students, taking into account a wide range of learning styles, preferences and abilities of students from diverse social, cultural, educational backgrounds and communities often traditionally underrepresented in Higher Education.

• proactive measures will be taken to meet specific student learning requirements and there will be compliance with legislation to ensure that positive learning opportunities are offered and previous negative educational or life experiences are not replicated or reinforced;

• opportunities will be provided at each stage of the programme to enable the development of students as independent and autonomous learners. This will largely be achieved through the early introduction of the Professional Development Portfolio, carefully managed collaborative and student-led group-work activities, web based learning and increasing opportunities for students to participate in inquiry and research activities;

Learning technology underpins the teaching, learning and assessment of the programme. Technology-enabled learning materials are embedded throughout the curriculum and allow flexibility in the delivery of the programme, thereby supporting the needs of the diverse student population. Learning technology facilitates independent learning and therefore supports the programme aims in developing an autonomous practitioner who is fit for practice.

A senior Learning and Teaching Fellow and an E-learning support officer are available to support staff and students in aspects of e-learning. Feedback from both staff and students regarding programme organisation, provision of equipment and electronic learning resources was viewed as positive, specifically in relation to the PgDip / MA (Employment Based) programme. It is envisaged that the learning support officer’s role will be further developed especially in regard to assisting students who have personal learning plans.

When necessary staff development sessions on aspects of e-learning take place to ensure staff have the appropriate knowledge and skill to utilise the resources. The Faculty E learning Officer provides significant support to the development of e – learning approaches to the curriculum, in particular the development of e-learning for the PgDip / MA Social Work programme (Employment Based).

The Programme Team work closely with the subject librarian and IT Services staff to ensure appropriate provision and access to learning resources both on campus and whilst students are out on practice placement. The use of online off site services has proved particularly beneficial for students whilst on placement.

Satisfactory attendance, which reflects HCPC requirements, is mandatory and is further defined in the programme handbook.
ii) **Programme Specific Assessment Criteria**

The assessment strategies have been developed with reference to:

- The Standards of Education and Training (HCPC 2014),
- The QAA Quality Code for Higher Education
- The QAA Subject Benchmark Statement for Social Work (QAAHE, 2008)
- TCSW Professional Capabilities Framework (2011) and accompanying curriculum guides
- The University Assessment Framework
- MMU Strategy for Learning, Teaching and Assessment
- MMU Enhancing Quality Assessment and Learning (2011)

The programmes aim to provide a diversity of methods that ensure all students have an opportunity to succeed and progress through the programme, in respect of both the theoretical and practical aspects of the programme. Assessments will reflect the learning outcomes of both the programme and individual units, with each assessment undertaken being relevant to the learner’s experience in both theory and practice. All assessments are conducted according to MMU’s Assessment Regulations for Taught Undergraduate and Postgraduate Programmes of Study.

The emphasis is to provide for a range of assessment experiences that reflect contemporary academic standards and subject specific criteria within a clear regulatory and policy framework, whilst providing the optimum conditions and opportunities for learners to progress successfully through the programme towards completion. The assessment strategy and assessment criteria facilitate a process of incremental learning, building from didactic forms of provision and assessment criteria to development of the professional practitioner who is autonomous, reflective and independent in their learning. The research element of all programmes ensures the facilitation of such skills. The principles of ensuring student effort relating to assessment is calculated within the unit will apply to both theory and practice. The amount of effort required for academic assessment will be considered equal to that required for assessments, which occur within the practice environment.

All assessment strategies and methods are integral to the teaching and learning strategy and are constructively aligned with the unit and programme learning outcomes so that students are able to demonstrate achievement of the unit learning outcomes clearly. Building upon Blooms taxonomy (Bloom 1956) there is a clear progression from understanding to evaluation and synthesis between units and across levels of study aiming to promote autonomy and independent learning in the final stages of the award. Unit outcomes are aligned between units for specific years and between years of study. The variety of assessment methods used will reflect the variety of learning outcomes. Academic ability, practice skills and key skills will be assessed by a variety of methods including written assignments, written reports, open
book examinations, group presentations and a research study. The research study will be assessed by a critical literature review and an extended and detailed study proposal relating to an area of specialist social work practice.

A central component of Social Work education involves the on-going assessment of professional suitability as students’ progress through their programme of study towards qualification as a Social Worker, a legally protected title. This assessment includes both academic and practice elements of the programme. Where concerns regarding student suitability are raised, the Head of Social Work instigates an investigation as part of Manchester Metropolitan University’s Procedure For Students At Risk of Academic Failure. These procedures adhere to HCPC Guidance on Conduct and Ethics for Students, HCPC Standards of Conduct, Performance and Ethics and HCPC Guidance on Heath and Character.

A detailed mapping of unit learning outcomes, Manchester Metropolitan University educational outcomes and assessment strategies can be found in Appendix Three. Employability and sustainability outcomes in line with Manchester Metropolitan University’s Employability, Employment and Enterprise Strategy can be found in Appendix Four. In addition, mapping of QAA Subject Benchmarks are in Appendix Five and finally a detailed mapping of TCSW Professional Capabilities Framework and the HCPC Standards of Proficiency can be found in Appendix Six.

In all areas of assessment (practice and academic) students are assessed to ensure fitness for practice against the Procedure For Students At Risk of Academic Failure which is aligned to Professional Codes of Practice (Appendix Fourteen).

**Assessment Modes**

The assessment approaches will be necessarily diverse in order to reflect the theory-practice character of social work education, and will operate in three modes throughout the learner’s experience: diagnostic, formative and summative. A unique feature of social work education is the participation of service users within the assessment of social work students and this is a key feature of social work programmes at MMU.

**Diagnostic Assessment**

Diagnostic assessment is concerned with the elicitation of the specific areas of strength and weakness of the learner. In the context of widening participation in Higher Education, and as a facilitative intervention for the reduction of attrition, the diagnostic assessment is utilised as a device to identify the need for specific skill, knowledge or further assessment. Examples of the diagnostic assessment include early appraisal of learners through learning style inventories, Kolbs learning cycle, the early utilisation of the Professional development portfolio and the University Disability Service referral systems as required.

**Formative Assessment**

Building upon the diagnostic methods of assessment, students will have opportunities at each level of the programme for formative assessment, including tutor (diagnostic)
assessment, peer assessment, direct observations and reviewing processes. This will include individual and group assessment. Reflective practice, use of personal narrative and other tools to assess the on-going acquisition of knowledge and skills within a unit will form the basis of such assessment. The use of the Professional development Portfolio will also enhance the use of formative assessments enabling professional guidance for each individual learner.

**Summative Assessment**

This is linked specifically to the learning outcomes of the programme (see unit specifications), and the learner's progression towards achievement of these. Summative assessment, therefore, is normally (but not exclusively) undertaken at the end of the unit of study and/or placement period. Summative assessment will be criterion referenced, and thus based upon the learner's individual achievement when attempting to meet prescribed learning outcomes or Capabilities as defined by HCPC & TCSW.

Examples of summative assessment would include both practice-orientated (meeting of specific practice skills and learning outcomes, practice based observations) and theoretical methods including written assignments, case studies, open book examinations, and oral and poster presentations. The assessment of practice is integral to all programmes and rests as a pass or fail of each placement. The summative assessment in practice will be verified and moderated by academic tutors. The process of practice assessment and the documentation used has been developed collaboratively with other local HEIs as part of regional harmonisation and assessment ensure a common approach to practice assessment, which ensures consistency across the region and facilitates practice educators. The Memorandum of Cooperation supports this (Please see Appendix Seven)

**Group Assessment**

Throughout the programmes, there are opportunities for students to undertake group based assessments to promote shared learning reflective of the professional context of social work practice. The programme team view group processes as a core skill requirement necessary to enter the profession of social work and have consequently developed teaching strategies to promote this. Within the group bases assessments, students will work together as a group with tutor support and submit as a group with an overall group mark awarded to all students. The group work process supported by an academic tutor will monitor individual contribution and students failing to contribute to an appropriate level will be seen individually by the tutor to facilitate their contribution to the group work process. Where a student fails to contribute to the group work process and has been supported by the tutor, an individual mark lower (including a fail) lower than the group, may be awarded.

**Service Users and Assessment**

A range of approaches will be utilised to ensure the experience of service users and carers experiences form an integral part of the assessment process including the use of service user/ carer focused resources, including service users within the design of
assessments and giving service users the opportunity to provide feedback on student performance particularly in practice based assessments. Active service user participation and feedback has been sought and integrated within the programme validation and unit specifications.

Providing Student Feedback and Evaluation on Assessment

Providing students with feedback on their progress is a vital component of assessment and is key to closing the teaching, learning and assessment loop to enhance student learning. Students are provided with detailed constructive and developmental feedback from markers. Students are encouraged to approach their academic tutors, unit leaders and practice educators to discuss their feedback and to develop personal action plans. The recording of feedback forms part of the Professional Development Portfolio and will be reviewed in partnership with students and academic tutors at defined points in the programme. It is hoped that students value the range of feedback form both academic and practice elements of the programme and value the role of service user feedback in improving their own development and practice. The programmes adhere to the University policy of anonymous marking to ensure independence and objectivity in the assessment for student work with online marking being piloted for the PgDip / MA Social Work (Employment Based)

Assessment Quality Procedures

Strong internal procedures exist for markers and marking teams and for internal moderators of academic assessment within the University policies and procedures. Where practicable, marking teams are selected from the teaching team involved in delivering the unit. The programme team adheres to The University „Regulations for Undergraduate and Taught Postgraduate Programmes of Study“ which guides theory and practice assessment processes. The monitoring and evaluation of student standards and attainment and reviewed and monitored through a variety of mechanisms. At a student level, individual tutorials and focus on the professional Development Portfolio are central to this process. Internal moderation, the review of unit feedback and external examiner assessment provides level of monitoring at a unit and programme level. Finally, presentation of student results at assessment boards also allows opportunity for the assessment and review of individual students and identification of emerging themes at a cohort level.

External Examiner scrutiny of assessed work is guided by the same regulations. Processes associated with the detection and management of suspected plagiarism are rigorous and ensure that students who are suspected of academic malpractice can be dealt with within the disciplinary processes that exist within the university.

As a professional programme within an applied subject area, the programme team aims to work in partnership with the professional regulators (HCPC) and the professional body for social work (TCSW) and see this relationship as contributing to development and enhancement of quality processes that enhance student learning and final award.
Training and development of staff for examining and marking is a key component of the induction process and whole team training and development is provided for all members of staff whenever the programme assessment strategy is modified or amended. New colleague development is supported by mentorship, staff development, shadow marking and co-marking. New markers will shadow an experienced colleague and receive feedback on their initial attempts. This is followed by allocation of a reduced marking load with access to a mentor throughout the process. All markers receive feedback on the volume and nature of comments on the assignment feedback sheets through the process of moderation, which then contributes to the external examiner processes.

Practice learning, an integral part of the programme, has defined quality monitoring and enhancement procedures. These are described in full in section 27 and include training and support for practice educators. The University offers two, 5 day initial Practice Educator training courses (for social workers within statutory, voluntary and private agencies who wish to practice educate social work students) per academic year and regular teaching and support workshops and training for those undertaking the Practice Educator role. In relation to placements, the programmes Practice Assessment Panel (PAP) monitors, supports and advises on all aspects of practice learning including monitoring and developing the programmes practice assessment standards. The PAP consists of tutors; experienced practitioners and representatives nominated by agencies from the Greater Manchester Stakeholder Partnership Group and for the PgDip / MA Social Work (Employment Based) regional PAP’s are operational.

The quality of practice areas involved in the assessment of students is monitored via the placement audit and quality assurance processes. The system used is Quality Assurance of Practice Learning (QAPL) and this is an electronic system used to audit each placement and collate student and Practice Educator feedback on completion of the placement. This function is carried out by dedicated the Practice Learning Team.

For the academic elements of the programme, all units are evaluated by students with aggregate findings discussed at the Programme Committee who oversees the quality of the student experience. In addition, student feedback forms part of the yearly personal development planning for all staff. All unit feedback contributes to the Continuous Improvement Plan, which informs development of the programme and is accountable at faculty and University level. Internal moderation and external examiner feedback are also a key element of this process.
Programme Structure

(i) Engagement with the University-wide Provision (e.g. Uniwide Language, EdLab)

In validating the social work programme, the social work registering body, HCPC must be satisfied that the University agrees to abide by the expectations laid out in HCPC Standards of Education & Training. The programme is heavily prescriptive in terms of both curriculum content and placement days.

The social work programme must also be in line with the QAA Qualifications Framework and Subject Benchmarks and the Social Work National Occupational Standards. A prescriptive 200 days placement is a core requirement taking up a significant chunk of programme time for the students.

It would not be possible to allocate any time to provide a specific language unit. Much of the course focuses on communication with a variety of individuals and groups including learning disabilities and mental health issues. The programme is committed to anti-discriminatory practice and considers the cultural, religious and language needs of minority ethnic communities. This issue is addressed both in the academic work and on placement. Students are encouraged to reflect on the importance of culture and language in all units on the social work programme.

- Structures, levels, credits, awards, curriculum map of all units (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements

Within the Programme there are three programmes leading to a professional qualification:

BA (Hons) Social Work
MA Social Work
PgDip Social Work (Employment Based)

Level 4

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<td>Pre/Co-requisites</td>
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<tr>
<td>2G4Z0014</td>
<td>Excluded units</td>
<td>Social Work and the Life Course</td>
<td>30</td>
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<td>2G4Z0013</td>
<td></td>
<td>Professional Development in Social Work</td>
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On successful completion of Level 4 (120 academic credits)– interim exit award: Certificate in Higher Education in Social and Community Studies

**Level 5**

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<td>2G5Z0002</td>
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<td>Law, Policy and Practice for Social Workers</td>
<td>30</td>
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<tr>
<td>2G5Z0001</td>
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<td>Contemporary Issues in Social Work</td>
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<td>2G5Z0015</td>
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<td>Knowledge and Skills for Social Work Practice</td>
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<td>2G9Z0003</td>
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On successful completion of Levels 4 & 5 (240 academic credits)– interim exit award: Diploma in Higher Education in Social and Community Studies

**Level 6**

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<td>Safeguarding, Risk and Inter Professional Practice</td>
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<tr>
<td>2G6Z0019</td>
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<td>Developing Professional Practice</td>
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<td>2G6Z0003</td>
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<td>Social Work Research and Practice</td>
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<td>2G9Z0004</td>
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<td>Practice Learning 2 (100 days)</td>
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On successful completion of Level 6 (360 credits and 40 practice credits) – Final exit award: BA (Hons) Social Work
On successful completion of Level 6 (300 academic credits) – Exit award : BA Social and Community Studies
On successful completion of Level 6 (360 academic credits) – Exit award: BA (Hons) Social and Community Studies
Level 7

- University Based

Year One

Core Units

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<tr>
<th>Code</th>
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<th>Unit Title</th>
<th>No of credits</th>
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<tr>
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<td>Critical Perspectives on Society, Family and Individuals</td>
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</table>

On successful completion of year one (60 academic credits): Interim exit award – Post Graduate Certificate in Social and Community Studies

Year Two

Core Units

<table>
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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>21040055</td>
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<td>Social Work, Safeguarding, Risk and Inter Professional Practice</td>
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<td>Specialist Practice in Social Work</td>
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<td>Practice Learning 2 (100 days)</td>
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Successful completion of 120 credits excluding 40 practice credits: interim exit award - Post Graduate Diploma in Social and Community Studies

Successful completion of 120 credits including 40 practice credits: interim exit award - Post Graduate Diploma in Social Work
On successful completion of year one and two, (180 academic and 40 practice credits) – final exit award MA Social Work

- **Employment Based Route**

## Core Units

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<td>Human Growth and Development</td>
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<td>Mental Health and Social Work Practice</td>
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<td>Assessment, Complexity and Risk</td>
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<td>210A0010</td>
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<td>Practice Learning 1 (70 days)</td>
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<tr>
<td>210A0011</td>
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<td>Practice Learning 2 (100 days)</td>
<td>20 practice credits</td>
</tr>
</tbody>
</table>

**Interim Exit Awards:**

- PgCert Social and Community Studies (60 credits at level 7)
- PgDip Social and Community Studies (120 credits at level 7)

**Final Awards:**

- PgDip Social Work (Employment Based) (120 credits and 40 practice credits)
  To achieve this award, all units with the exception of Social Work Research & Practice must be successfully passed to be awarded the PgDip Social Work(Employment Based)

- MA Social Work (Employment Based) (180 academic credits and 40 practice credits) To achieve this award, all units of study must be passed including
### Personal Development Planning

Personal Development Planning (PDP) is an integral part of the social work programmes and students are supported through the PDP process from registration through to completion of the award they are undertaking. PDP takes the form of a Professional Development Portfolio, which focuses upon the development of the student as an emerging professional social worker. The focus of the portfolio is on the development of knowledge and practice, understanding and transferable skills to support lifelong learning and the development of self as professional social worker. Using a portfolio of learning and experience as a reference source, students gain confidence and are better prepared to respond to problems both in theory and in practice. A process of review and planning for both practice and theory is on-going throughout the programme and the Professional Development Portfolio is utilised as a mechanism to facilitate this process. Within the portfolio, individual learning plans are developed by students in order to identify and address their strengths and weaknesses in relation to the PCF and SOP and additional skill development days are required where students have failed to demonstrate skills in key areas.

Active reflection and identification of significant incidents facilitated by tutors and peer discussion will support the planning process and development of student portfolios. Personal Tutors attached to a cohort of students will facilitate this throughout the programme. Facilitating students to know, understand and reflect upon their role as a social worker is paramount to personal and professional development. Time allocated within individual units of study will allow tutors to facilitate group and individual tutorials thus encouraging the development of professional attitudes and beliefs and the exploration of professional issues associated with personal and professional development throughout the programme. At the end of the programme, students will have a completed portfolio, which captures their strengths and development areas and allows continuing professional development and transition into the assessed year in supported employment. Both academic tutors and practice educators support students through this process.

For the PgDip / MA (Employment Based) personal development planning is achieved via use of some of the Developing Skills for Practice days for formal review meetings with the personal tutor... This will provide an opportunity of a half day duration, on each occasion, for a discussion and reflection on the student’s learning needs, progress against the PCF and a discussion about the integration of academic learning and that arising from placement. The student and personal tutor will meet after the ARDP to review the student’s learning needs at the start of the programme and this discussion will feed into the initial contract meeting setting up the placement. The student and tutor will then formally meet again at the end of the first placement to review the students’ progress in relation to the PCF, to discuss future learning needs and to review progress and learning on the programme as a whole. This process will be repeated at the end of the programme and the review and discussion will feed into
the student’s review of their achievements against the PCF, which forms part of the holistic assessment for the final taught unit on the programme, Developing Professional Practice. These meetings with the tutor form a key element to ensure a personalised and in depth review and discussion of the student’s progress throughout the programme and as they progress to ASYE. These meetings would provide an opportunity to monitor the number and range of Developing Professional Practice days, which the student has taken part in on the programme given there, may be variation in these between students.

Secondly, Developing Skills for Practice days will be held regularly during the two placements to provide opportunities for small group learning and discussion with academic staff from MMU and/or local authorities. This might involve use of Problem Based or Action Learning and will ensure that the learning is personalized, relevant and related back to the academic units, placement experiences and the PCF in a coherent and meaningful way. Like the tutor reviews, these days will be structured to provide regular opportunities for students to reflect on their learning on the programme in a holistic way.

### Placement and/or Work-based Learning Activities

Practice based learning is a central and significant part of the delivery of social work programmes and reflects the requirements defined by TCSW & the University’s Institutional Code of Practice for Placement and Work-Based Learning. The systems defined below apply to both home based and employment based programmes.

TCSW require all students to undertake 200 days of practice learning to facilitate their understanding and development as a professional social worker. The practice element of the programme is designed to achieve the following:

**Assessed readiness for direct practice (ARDP)** (prior to first placement) – students undertake a combination of theoretical and practice based skill development work and are assessed for readiness for direct practice. In the UG structure the assessment point is at the end of year one. Within the MA (University) structure assessment is at the point of completion of the first unit and for the PgDip / MA (Employment) it is after induction and completion of a reflective account of learning, shadowing social workers and an online workbook. Students are required to meet the PCF level descriptors of Readiness to Practice, which cover the nine domains of the PCF at the appropriate level of expectation. Students are assessed in the areas of communication skills, ability to engage with users, capacity to work as a member of an organisation, willingness to learn from feedback and supervision, and demonstrate basic SW values, knowledge and skills in order to be able to make effective use of first practice placement. Appendix Eight outlines the identification and development of the 30 skills days, which underpin the development of practice for students. Each programme has mapped the skills development days including ARDP.

Following the successful completion of ARDP, students will be eligible for progression onto the practice placement element of the programme. TCSW defines the following...
criteria as essential requirements for practice learning. These areas are defined by TCSW PCF framework and have informed our development of ARDP.

Following successful completion of ARDP, students can progress onto the practice learning (placement) elements of the programme, which are defined by two guiding criteria as described below. Each placement has clearly defined capabilities which are outlined in Appendix Nine

**Practice learning criteria 1 – Different experience in first and last placements**

HCPC Standards of Proficiency for Social Work are based on the principle that a social worker trains and qualifies with a broad experience and understanding of the profession, i.e. a variety of settings and service user groups. Students should normally have different experience in their first and last placements. This is likely to mean different settings, service user groups, ages or methods, and will contribute to all students developing a ‘think family’ perspective, and form the foundation for developing specialist skills once qualified.

**2. Practice learning criteria 2 – Statutory interventions/last placement**

TCSW state that preparation for statutory social work should be defined by the tasks undertaken by students on placement, rather than the setting (e.g. local authority) or type of placement (e.g. statutory)\(^1\). This will enable the programme team to maximise the availability of placements across statutory and non-statutory sectors, to include all settings where formal assessment of risk and safeguarding takes place.

**First placement** – The first placement (70 days) offers the student the opportunity to work directly with service users and a wide range of placement settings is available, predominantly within the voluntary sector. At the end of the first placement (70 days) students will have demonstrated effective use of knowledge, skills and commitment to core values in Social Work in a given setting in predominantly less complex situations, with supervision and support. They will also have demonstrated capacity to work with people and situations where there may not be clear cut solutions.

**Final (second) placement** – The setting selected for the last placement (100 days) will prepare students for the statutory aspects of a social worker’s role by offering them opportunities to demonstrate engagement with:

- Formal assessment processes (observation, gathering of information, analysis, reporting, use of evidence base, development of clear recommendations) to include:
- formal processes considering risk and/or safeguarding for child protection, for practice in mental health or with vulnerable adults
- opportunities to reflect on, discuss and analyse appropriate use of authority
- Application and understanding of legal frameworks relevant for social work practice
- Organisational policies and decisions and their impact on service delivery to service users
- The demands of a high pressured environment, where time and competing interests have to be managed effectively
- Multiagency working, including planning interventions with other agencies, and analysing and managing tensions
- Presentation of outcomes of formal assessment processes, including analysis of risk/recommendations in line with organisational policy/procedure at, e.g. panels/meetings/courts.
- Use of formal agency recording for assessment/risk

By the end of the final placement (100 days) and the completion of qualifying as newly qualified social workers, students will have demonstrated the knowledge, skills and values to work with a range of user groups, and the ability to undertake a range of tasks at a foundation level, the capacity to work with more complex situations an ability to work more autonomously, whilst recognising that the final decision will still rest with their supervisor and be able to seek appropriate support and supervision.

The HCPC and TCSW have mapped the Standards of Proficiency for Social Work (SOPs) against the PCF expectations for social work students at the end of their last placement and this is demonstrated in Appendix Nine

All three practice elements of the programme are underpinned by the development of practice related skills totally 30 days. The aim of the practice skill development days is to facilitate practice based learning prior to ARDP and both practice learning placements. Practice skills are defined in Appendix Eight for UG & PG programmes and the programme team have identified core skills for ARDP, developing skills for first placement and specialist skills for final placement.

The Practice Learning Teams (PLTs) coordinate and manage placements and related processes. The PLT collaborate with a range of statutory, voluntary and private organisations that offer first and final level placements and maintain a database of placements and settings. The database of available placements is replenished throughout the academic year as new placement agencies and settings become available which are initiated through a number of different mechanisms. The programme and the PLT also maintain close contact with statutory and voluntary agencies and their representatives via the programme Practice Assessment Panel and the Greater Manchester Stakeholder Partnership Committee and a member of the PLT represents MMU on the Greater Manchester Practice Educator Programme committee. The PLT for the PgDip / MA Social Work (Employment Based) Programme liaises with Regional Partnerships in the assessment and appropriateness of placements and practice teachers.

Students are required to complete a Placement Application Form, outlining their learning needs, previous experience and their preferred area for placement and discuss the content of this form with their tutor. The PLT then matches the student to an appropriate placement that meets the criteria for first/ final placement as outlined previously and the students PAF is sent to the named contact in the setting. There is an informal meeting between student and agency and, once the placement is confirmed, a formal Learning Agreement is required before the placement can begin.
The student’s tutor chairs the formal Learning Agreement meeting and it is at this meeting that expectations, roles and the learning opportunities and support available to the student are outlined. A Placement Handbook is available for both student and Practice Educator outlining processes, roles and expectations (Please see Appendix Ten). The placement’s continuing suitability in meeting the student’s needs, along with the student’s progress, is subject to formative assessment mid-way through the 70 or 100 days. If problems or concerns about student progress or practice are noted, the programmes Concerns Procedure, detailed in the handbook, must be followed. This involves robust mechanisms for the assessment of student capability resulting in the development of an action plan to address the concerns. Where a student continues to fail to demonstrate capability a fail placement will be recommended and referred to the practice assessment panel. In exceptional circumstances, the use of a second opinion will be requested. In instances where there are serious concerns regarding capability and/or safety, students can be immediately suspended and suitability procedures considered. As a result of robust concerns procedures, students have only one opportunity to demonstrate capability in practice unless the learning environment or any contributory factors have impacted upon their ability to demonstrate capability. In such situations, the programmes will request a further practice learning opportunity from 6 agencies on the basis that six agencies would be considered reasonable in the request for a repeat placement. If the 6 agencies considered the student to be unsuitable for a placement with their agency and refuse to offer the student a placement, the student would be considered unable to complete the programme of study.

Each student on placement is supported, supervised and assessed by a Practice Educator. The Practice Educator is required to meet the standards outlined in the Practice Educator Professional Standards for Social Workers (PEPS) defined by TCSW (2012) and the PLT, via the quality assurance approval and monitoring processes and PE training programmes, assure that the PE has the appropriate qualification. The Practice Educator role is outlined in the Placement Handbook and the PE can be provided on site, by the agency, or off site, provided by the programme. The PLT maintains a bank of appropriately qualified off site PE’s for this purpose.

The suitability and quality of Practice Educators – those within agencies and those provided ‘off site’ by the programme - is accorded high priority by the PLT as Practice Educators are key to the holistic support and assessment of the student whilst on placement. The programme is also required to abide by the Practice Educator Professional Standards for Social Workers (PEPS) (TCSW 2012) which outlines the training, standards and expectations required for PE’s of first and final level placement students. The programme, via the PLT, offers a range of training and support to agencies and Practice Educators in order that they can fulfil their role to the required expectations:-

- The programme offers two 5 day post qualifying Practice Educator courses each academic year – this is mandatory training for any practicing social worker wishing to undertake the PE role. This course equips Practice Educators with theory, knowledge and understanding of the skills required to supervise, teach, assess and support students on placement.
The programme offers a 2 day course for on-site supervisors of our social work students. This is offered to non-social work qualified supervisors in agencies who cannot undertake the PE role and equips them with an understanding of the social work degree, placement requirements, supervision skills and their contribution to the assessment of students on placement.

Regular PE workshops are held that offer Practice Educators in-service updating and support in the fulfilment of the PEPS requirements. In addition, a number of workshops have been undertaken to prepare home based and employment based practice teachers for the forthcoming changes, specifically in relation to holistic assessment, Standards of Proficiency & the Professional Capabilities Framework.

In order to approve, monitor and improve the quality of practice placements MMU operates a Quality Assurance in Practice Learning system referred to as QAPL. The system is an electronic system that is used to audit each placement and collate student and Practice Educator feedback on completion of the placement. QAPL consists of 3 elements:

- An audit of the placement (HEI QAPL Audit form) - placements are audited before first use to ensure learning opportunities are suitable and qualifications of Practice Educators are as required. There is an electronic QAPL database of all placement settings which is maintained by the PLT and updated as necessary.

- The Student QAPL form which the student completes at the end of the placement. Students are required to complete and submit this form and comment is required on all aspects of the placement and process – including the setting up of the placement; the availability and relevance of learning opportunities; the PE role in supervision and assessment. Students are informed of the importance of their feedback and the role this plays in the on-going monitoring of suitability of placements. The tutor also comments on the placement and the student’s views. The PLT scrutinise each student QAPL feedback form submitted and if issues requiring further training or development within the agency are identified, this is fed back to the agency and further action and input agreed.

- The Practice Educator QAPL feedback form – this is required from PE’s when the placement has finished. This gives the PE the opportunity to provide feedback to the university about their experience during the placement and includes comment on the preparedness of students and university processes and systems.

The strategic management and provision of practice learning opportunities in undertaken with the Head of Social work where focus is upon the range and quality of learning opportunities for students. The practice learning team works closely with a wide range of agencies to develop and support existing and new provision, ensuring practice adheres to all requirements defined by external benchmarks. As part of this process, the team implement a placement collaboration agreement outlining the agreement between Manchester Metropolitan University and the practice based organisation. (please see Appendix Eleven)
The programme’s Practice Assessment Panel (PAP) monitors, supports and advises on all aspects of practice learning including monitoring and developing the programme’s practice assessment standards. The PAP consists of tutors; experienced practitioners and representatives nominated by agencies from the Greater Manchester Stakeholder Partnership Committee for home-based programmes and for the employment-based programme, PAP involves representatives from Regional Partnerships. A member of the PLT attends all Regional Partnership PAPs. The PAP is also involved in the reading and assessment of student placement portfolios and making recommendations to the Programme Assessment Board; implementing the procedures for termination of placement and second opinions; receiving written reports in relation to placement terminations and second opinions and making recommendations to the Programme Assessment Board and identifying areas of development for the Programme in relation to practice learning and practice-related matters.

The University promotes the use of Whistleblowing procedures as part of the (public Interest Disclosure Act) and students are informed of the process as part of their induction process onto all programmes.

<table>
<thead>
<tr>
<th>Programme Specific Admission Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Programme Specific Admission Requirements</strong></td>
</tr>
<tr>
<td><em>If these are standard University admission requirements indicate this by including “Standard University Admission Requirements”. If different from standard, provide details for each award in addition to programme level requirements.</em></td>
</tr>
</tbody>
</table>

The programme admissions regulations and entry requirements comply with the University’s Recruitment and Admissions Policy and the professional body requirements defined by TCSW and the professional regulator HCPC.

Manchester Metropolitan University is dedicated to the success of all who possess the ability and motivation to benefit from undertaking the social work programme. Manchester Metropolitan University is committed to meeting the needs of the professional and wider communities it serves through the excellence of its learning, teaching, research and scholarship. The University strives to promote equality of opportunity through its recruitment and admission processes and proactively implements equality and diversity policies in relation to applicants and students. These are monitored strategically at a University level and at a programme level through the Admissions Panel.

Admission to a programme of study shall be subject to the principle that the University, through the Admissions Tutor(s), academic and practice staff, including service users, have a reasonable expectation that the applicant will be able to fulfil the objectives of the programme and achieve the standard required for the award.

Applications are welcomed from people with a wide range of backgrounds and experiences, to reflect the diversity of the communities served by social workers, including groups currently under-represented in social work. Over recent years, the routes through which students can gain access to higher education have been expanding. The entry requirements for this programme reflect this and students from a wide range of backgrounds are invited to apply. The provision being that
through educational studies or experience the student can demonstrate the capacity to complete the programme successfully.

Entry requirements to year one of the BA (Hons) Social Work programme

Entry to Year One

**Undergraduate Routes**
The criteria normally applied will be that the applicant satisfies the following minimum levels of certification:

- Three GCE A levels, or equivalent, with a minimum of 280 UCAS tariff points.
- Pass in Access to HE Diploma with Merits in at least 45 credits at level 3.
- GCSE Maths and English at grade c or above or acceptable equivalent
- Candidates must be at least 18 years old on admission and
- Must demonstrate an awareness of the social context for social work practice, awareness of self, ability to develop rapport and potential to develop relevant knowledge, skills and values through professional training
- Have experience of paid or unpaid, full or part time experience in health, education, social care, youth and community activity, advice work, personal experience of caring for other people, direct experience of receiving services, caring for other people or community action, appropriate to their age and background
- Individual interviews, group assessments and a written test will be conducted as part of TCSW requirements.

**Postgraduate (University based)**
The criteria normally applied will be that the applicant satisfies the following minimum levels of certification:

- A relevant degree normally 2:1 or equivalent qualification
- GCSE maths & English at grade c or above or equivalent
- Must demonstrate an awareness of the social context for social work practice, awareness of self, ability to develop rapport and potential to develop relevant knowledge, skills and values through professional training
- Have arrange of experience of paid or unpaid, full or part-time experience in health, education, social care, youth and community activity, advice work, personal experience of caring for other people, direct experience of receiving services, or community action
- Individual interviews, group assessments and a written test will be conducted as part of TCSW requirements

**PgDip / MA Social Work (Employment Based)**
The criteria applied will be that the applicant satisfies the following minimum levels of certification cited above with degree entry defined solely as 2:1

All admissions to subsequent years will be subject to the availability of places on the programme and the availability of practice placements. All applications will be assessed and any offers made on an individual basis to ensure all programme outcomes can be met by the student.

Students wishing to transfer into the programme from another HCPC validated social work programme must provide the following information in order to be considered for transfer:

- An application via UCAS (External transfer) indicating the point of entry or an internal application form for students within this institution (E.g. PG applications)
- A detailed copy of the programme content (Programme Transcripts and Handbooks)
- Assessment results within both theoretical work and practice placements, including credits awarded
- Detail of practice skills that have been taught and / or assessed.
- Evidence of the practice hours and placements they have completed

In addition to the above, all applicants must adhere to the entry-level requirements of the Professional Capabilities Framework (PCF), defined by TCSW. The admissions process reflects the key requirements of the entry level for professional training.

For transferring students, references will be sought from the institution from which the applicant is requesting a transfer. This reference must include details of the applicant’s absence and sickness record. All applicants requesting transfer will be interviewed. Consideration of all this information will determine the student’s eligibility for transfer. If accepted, the student will join a specific cohort at the relevant point in the programme. All applications will be considered by the Programme Admissions Panel.

The Admissions Process

All applications are assessed for the MMU social work academic requirements by the University wide Admissions Administration team. All applications meeting these requirements are forwarded to the Social Work Admissions Tutor, who is an academic member of staff. The personal statement element of the application form is assessed against criteria linked to the PCF level descriptor for Entry Level and students are graded. Admission is then subject to a written test, individual interview and a group assessment.

Admission to the programme of study is managed by the Programme Admissions Panel with representatives from academic staff, partner agencies and service users and carers. The role of the panel is to manage the admissions process to ensure suitability on entry and maintenance of professional standards. All prospective students are subject to health and DBS checks and the panel will consider individual
information in the context of suitability and fitness to practice safely. The panel is charged with ensuring that suitably qualified and experienced candidates are admitted through a fair procedure designed to promote transparency and eliminate discrimination. This procedure will offer alternate forms of assessment and make reasonable accommodations to enable candidates to demonstrate their capacity to benefit from the programme and achieve the desired qualification. The Programme Admissions Panel will maintain a record of courses or programmes of study recognised as providing qualification equivalent to the requirements for admission used by the relevant Admissions Officer.

All students will be informed that a place on the Programme is subject to a satisfactory Disclosure and Barring Service check and a self-declaration health check. On receipt of the checks, where there is an issue of concern, the Faculty will take action in accordance with the University’s Policy and Procedures relating to the DBS Check Process and/or the University’s Procedure For Students At Risk of Academic Failure.

A panel may be used for assessing the suitability of applicants/students whose DBS checks or University self-declaration forms contain information about offences, cautions, convictions or other matters or concerns, and for advising the appropriate counter signatory. This panel will consist of the Head of Social Work, the relevant Admissions Tutor and an experienced representative from an external partner agency or a programme Practice Co-ordinator. Any failure to disclose relevant information is considered a serious matter and the student will be referred to the Faculty Suitability Panel where consideration is given to the University Procedure For Students At Risk of Academic Failure. Students are required to complete a new self-declaration form at the beginning of each academic year and a signed consent form at the point of entry (please see Appendix Twelve.) They are also informed of the need to inform the Head of the Programme of any changes in relation to their DBS, involvement with the police or incidents such as a warning, disciplinary or termination of employment.

For the PgDip / MA Social Work (Employment Based) programme, the recruitment and admission process requires potential candidates to register their interest on the DfE website. Once the DfE announces that a new programme will run, potential candidates are encouraged to submit an application form for the relevant Regional Partnership that they are interested in working for. Students are also able to access case studies and information about what it is like to study on the Step Up to Social Work programme on the DfE website.

MMU, in partnership with Regional Partnerships, lead on the selection of candidates. Successful candidates are invited to an assessment day, which is held locally. Candidates experience a group activity alongside service users, undertake an assessed written exercise and are jointly interviewed by representatives of the Regional Partnership and MMU. Candidates are assessed against agreed criteria such as ability to communicate with children, written skills that were developed for the first cohort of Step up. As lead organisation, MMU have final authority in ensuring that candidates meet the required admission criteria for entry.
Candidates are also provided with an information sheet, which outlines both the opportunities and challenges that students may experience if they begin to study on this programme. The purpose of this is to highlight to students the level of commitment required to undertake a truncated programme of this nature allowing them to make more of an informed choice as to whether this is the right programme for them to study at the time. Once candidates are offered a conditional place on the programme, suitability, health and references are completed within Regional Partnerships with MMU maintaining overall responsibility for all clearances relating to admissions.

**Accreditation of Prior Learning [APL]**

In line with HCPC requirements, candidates will not normally be able to gain credit against the 170 placement days or the 30 skills development days. For such candidates, prior experience, where appropriate, may be used to accredit academic learning.

In exceptional circumstances, HCPC advise APL can be undertaken where a prospective student can demonstrate substantive experience and learning against the PCF framework.

All programmes adhere to MMU’s policy for APL.

For the PgDip/MA Social Work (Employment Based), candidates can APL in line with MMU’s current policy from the following units:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Communication &amp; Engagement</td>
<td>10 credits</td>
</tr>
<tr>
<td>Assessment, Planning, Intervention and Review</td>
<td>10 credits</td>
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<td>20 credits</td>
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<tr>
<td>Human Growth and Development</td>
<td>10 credits</td>
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</table>

Detailed information regarding the APL process for the PgDip / MA Social Work (Employment based) can be found in the APL handbook. The Regional Partnerships involved in Step up to Social Work have elected not to use APEL for any units on the programme.

Detailed information regarding the APL process for the BA Social Work can be found in MMU’s APL policy and procedure. The Regional Partnership involved in Greater Manchester Teaching Partnership (GM First and East Midlands sponsored candidates) have elected to use APEL for level 4 units. This relates to candidates who are successful in the aforementioned admissions process and who then meet MMU’s APEL portfolio requirements as noted below.
Appropriate guidance will be offered to the candidate in completing documentation to support such a claim. For GM First candidates workshops are held to support this process (in line with MMU APL procedure). It is the responsibility of the candidate to present the information in an appropriate format and with the relevant documentary evidence to support their application.

The portfolio will be assessed by the Admissions Panel and a financial charge made for the assessment. Candidates will normally be informed in writing of the result of the assessment prior to their admission to the programme.

**Relationship with University Foundation Year**

There is no relationship with the University Foundation Year.

<table>
<thead>
<tr>
<th>29</th>
<th>Approved Variations/Exemptions from University Regulations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exemptions agreed by the University in February 2008:</td>
</tr>
<tr>
<td></td>
<td>The registration period for students studying to become social workers will be restricted to ensure currency of knowledge and skills. The registration period will normally be no longer than 6 years for the full time BA (Hons) Social Work, and 4 years for the MA Social Work (University &amp; Employment based)</td>
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<tr>
<td></td>
<td>In order to comply with the HCPC requirements, condoning marginal fails will not be permitted for any units.</td>
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<tr>
<td></td>
<td>Where there are multiple assessments for a unit, students have to reach a pass mark in each element to achieve an overall pass for the unit. For BA students this will be 40% and MA students 50%.</td>
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<tr>
<td></td>
<td>Variation approved October 2015:</td>
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<tr>
<td></td>
<td>No aegrotat awards will be granted for the following professional awards:</td>
</tr>
<tr>
<td></td>
<td>• BA (Hons) Social Work</td>
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<td></td>
<td>• MA Social Work</td>
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<tr>
<td></td>
<td>• PgDip Social Work (Employment Based)</td>
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<table>
<thead>
<tr>
<th>30</th>
<th>Programme Management Arrangements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indicate any additional responsibilities over and above those outlined in the Programme Management Section of the CASQE website – in particular how any approved collaborative partner arrangements will feed into the home MMU programme management arrangements.</td>
</tr>
</tbody>
</table>

**Programme Management Arrangements** are defined by CASQE.

The programme team is managed by the Head of Social Work who is responsible for the strategic and operational development of all social work programmes. This
involves the management and development of the student experience, and the monitoring and evaluation of student attainment. The subject is located within the Department of Social Work & Social Change and contributes to the Departmental and Faculty planning and management processes. The programme team have regular team meetings supported by staff development opportunities, training and conferences and are part of nationally and regionally recognised social work forums. The University has a wide range of professional development opportunities, which can be accessed through the Organisational, Development and Training Department. Staffs regularly attend these sessions in addition to externally provided conferences and forums. The development of a research strategy (please see Appendix Thirteen) to underpin professional academic development has also been a central component of the development of Social Work staff at Manchester Metropolitan University.

In addition, the programme is managed and delivered in partnership with a wide range of stakeholders who contribute to the development of programmes and the development of student learning and attainment. These are as follows:

**Greater Manchester Stakeholder Group** – works in partnership with stakeholders from social work organisations, practice educators, service users are representatives from all regional higher education institutions. The group were responsible for the development of the Memorandum of Cooperation and aims to provide quality social work education through effective partnership mechanisms.

**North West Strategy Group** – the aim of this group is to meet with Skills for Care bi-monthly and to begin to consider issues affecting social work education across the North West Region. Outputs from this group are fed into team planning processes and the overall strategic development of social work at MMU.

**Programme Committee** – meets twice a year to consider issues impacting upon the delivery and quality of social work education at MMU. It comprises of the Head of Social Work, year leads and student representatives. The Programme Committee is responsible for:

- Maintaining and enhancing academic standards
- Monitoring and evaluating the programme and in particular evaluating its operation, delivery and standard, its teaching methods, its curriculum aims and course members’ needs.
- Agreeing recommendations for changes
- Agreeing criteria for the admission of course members
- Appointing internal and external examiners
- Advising the Head of Department and Dean through the Programme and Route leaders on the resources needed to support the Programme
- Ensuring conformity to the Departmental Research Ethics guidelines

The outcomes of this Committee report into the Continuous Improvement Plan, part of MMU’s continuous monitoring processes. A separate Programme Committee exists for the PgDip / MA Social Work (Employment Based).
In addition to the Programme Committee, the employment based programmes are strategically and operationally managed through the following two groups:

**Regional Management Groups** – relevant to the PgDip / MA Social Work (Employment Based) (and the Nottingham-based BA Social Work) the aim of these groups is to facilitate the development and implementation of social work education within defined regions and in partnership with employers. These are Managed through a partnership model with Local authorities responsible for the overall deliver of the programmes with Manchester Metropolitan University responsible for the educational delivery and conferment if awards. A nominated Principal lecturer attends all regional meetings to ensure quality assurance processes are in place to support student earning.

**MA Social Work Steering Group** - led by the Dean, Head of Department, Head of Social Work and Programme Leader, the steering group has overall responsibility for the management, delivery and governance of the PG Dip/MA Employment Based Social Work Programme.

**Practice Educator Group** meets frequently to support practice educators in the assessment of student social workers and to support the development of practice learning within the current programmes.

**Practice Educators Forum** – meets regularly to support the programme in the delivery of social work education, practice learning elements, offers support to practice educators and support for individual decision making in respect to specific students.

**Practice Assessment Panel** – meets bi monthly to focus upon the assessment of student’s practice and comprises of the practice learning team, representatives from practice agencies and service users.

**Citizens As Trainers** – for many years MMU have worked with CATS service user and carer group in the development and delivery of social work education. Two members of staff work closely with the group and additional service user groups and their views and perspectives contribute significantly to the programmes.

31 Staff Responsibilities
indicate additional responsibilities over and above those outlined in the Programme Management Section of the CASQE website – in particular include details of responsibilities relating to any approved collaborative partner associated with the MMU home programme.

The Department is committed to and implements the University’s equal opportunity policy, which can be found at www2.mmu.ac.uk/humanresources/a-z/policies/equality-and-diversity-policy/, and current anti-discrimination legislation. All students shall be considered with regard to these policies.

The social work programmes have a number of staff roles who are responsible for the development, implementation and evaluation of all social work programmes.
Head of Social Work: Is responsible for the strategic and operational development and delivery of all three programmes and is responsible for ensuring coherence of learning, adherence to external benchmarks and regulatory bodies, effective deployment of resources, management of staff full time and part time, the review and enhancement of programmes, ensuring currency of learning for students and staff, staff development and training and finally responsibility for engaging with stakeholders regionally and nationally in the promotion of social work education.

PgDip / MA Social Work (Employment Based) – a Principal Lecturer in social work is responsible for the operational delivery of this programme in partnership with regional partnerships and the Head of Social Work.

Programme Management Team: The PMT has the responsibility in conjunction with the Head of Social Work for the development, delivery and quality assurance processes central to the delivery of high quality social work education.

The Programme Management Team includes:

Assessment Lead: To co-ordinate student assessment and to advise the programme team of changes or issues that affect assessment within the programme and to oversee the effective management of assessment boards. The Assessment Lead also works closely with the Head of Social Work in the monitoring and evaluation of students’ standards and attainment.

Placements Team: To co-ordinate and deliver the practice learning element of the programme and to advise the programme team of changes or issues that may affect practice learning within the programme. To represent the programme within the collaborative partnerships with external practice colleagues and other HEI partners and stakeholder organisations. To work with administration to facilitate an effective allocations process.

Admissions Lead: To co-ordinate and lead the admission process for prospective students and to advise the programme team on issues relating to recruitment and selection of students. Ensuring the programme adheres to relevant legislation, University and PRSB requirements in relation to recruitment and selection.

Curriculum Development Lead: To advise the programme team on issues which may be relevant to programme development and the quality assurance processes etc. relevant to programme modification.

Student Support Lead: To advise the programme team on issues related to student support. To manage the student representatives for the programme and to facilitate their involvement in quality assurance processes and programme committee attendance. To arrange and facilitate regular staff / student committee meetings to elicit feedback from students and to identify issues raised to the programme lead for response or action.
**Year Leads:** Each year of the programme will have a lead responsible for managing and co-ordinating the timetable and ensuring students have access to relevant documentation for theory and practice. The focus of the year tutor is to facilitate a positive and enhanced learning experience for individual and student cohorts. Each year lead will focus upon the defined core themes identified within the teaching & learning strategy. The Year Leads also work closely with the Head of Social Work in the monitoring and evaluation of students’ standards and attainment.

**Unit Tutors:** Each unit will have a designated lead who is responsible for development and delivery of high quality teaching and learning in a defined and relevant area of specialism. Unit leads are responsible for the co-ordination of learning at a unit level and for the progression and understanding of learning relevant to the defined subject area.

**Induction Co-ordinator** Works with the Academic Secretary’s Office team and recruitment team to ensure students commencing the programme have an effective transition into their cohort and the learning environment.

**IT Lead:** To work with the programme team to develop and support the use of IT within the programme.

**Service User and Carer Lead:** To coordinate, develop and support, in conjunction with the team, the involvement of service users and carers within the curriculum. To maintain existing links and develop new contacts in order to ensure the programme has a coherent, informed and supported group of service users and carers who contribute to the programme in a meaningful way across admissions, teaching & learning, and assessment.

**Practice Education Facilitators:** Oversee the management and allocation of placements across the practice based organisations that contribute to the programme placement circuit. Work collaboratively with the programme team to support the recruitment of students, programme development and programme committee membership,

**Practice Educators:** Support the development and learning of students whilst on the practice placement element of the programme. They develop and assess student capability in line with the PCF framework and participate in regular training events and support meetings.

**32 Student Support Strategy**

<table>
<thead>
<tr>
<th>Support for new students:</th>
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<tbody>
<tr>
<td>There will be an integrated system for the support of student learning with both a concentrated system for the induction and support of first year learners in the early stages of study and throughout the programme. A multi-faceted strategy for student support has been developed. This is outlined as follows:</td>
</tr>
</tbody>
</table>

Programme Specification: Date: September 2013
Author: A Gardner
A ‘Holistic’ Approach to the support of learning of the first year students and this includes:

- Pre-course information and reading lists, are given to students identifying an indication of the level of study required on the programme. Web based information will support this process.

- A thorough induction process acquaints new students with the facilities provided within the University such as Library Services, Information Systems and the Disability Service.

- Induction will provide both guidance on assessment criteria and regulations, together with the formal provision of the Student Handbook and Assessment Schedules. Opportunities will be arranged for students to familiarise themselves with the ethos and structures of the programme.

- Induction will include a supported process of introduction to ICT as this will be used both in the delivery of core units and to support learning throughout the course.

- Tutorial support through individual and group tutorials at the point of induction and throughout the programme

- There is a diagnostic essay (BA (Hons) Social Work) at the beginning of the programme with detailed feedback provided on writing skills and ability to meet criteria. There is follow-up tutorial support.

- As part of the induction process, and continuing throughout the first term, will support the learning of undergraduate students by providing essential study skills for academic work.

- Collaboration between tutorial staff and the Disability Service will enable the programme to meet the learning requirements of all students. Where necessary this will lead to the implementation of individual student Learning Plans where students have specific learning requirements.

**Support for Student Learning throughout the Programme**

In addition to the systems described above the following will be available to students at all levels:

- There will be a tutorial system with the allocation of an individual tutor to each student together with a specified number of opportunities for both individual and/or small group tutorials appropriate for the pathway and level of study

- Professional Development Portfolio forms part of the support processes for students at the point of entry and at defined review points throughout the programme of study.
• Tutorial support for each student undertaking a Practice Placement will also be available and there will be Research/Dissertation supervision and tutorial support from a designated tutor for those students undertaking a Research Study.

• Towards the end of the first year of the undergraduate and throughout postgraduate routes, tutors will provide comprehensive advice to enable students to select appropriate electives in the second and third years. This will include consideration of professional body requirements, general professional expectations of learning, student experience and interest and available learning opportunities on placement.

• Year tutors will be responsible for reviewing student progress and for implementing procedures that ensure appropriate contact and tutorial support for students identified as being at risk of failure.

• There will be support for students as they progress through the different levels of the programmes with induction provided on the requirements and assessment criteria for each new level of study.

• Time will be devoted within each taught unit to an ‘assignment briefing’ when the requirements of the assignment task and assessment criteria will be discussed.

• For students transferring to the programme at defined points, a link tutor is provided which involves supporting the prospective student through the process of transition.

**Employment Based route – Student Support Strategy**

The Employment Based routes (and the Nottingham-based BA Social Work) will provide the support identified above. For students in the East Midlands and Greater Lancashire partnerships this support will be provided directly by MMU. It is recognised that the design of the Student Support strategy for distance learning programmes needs to be tailored to the needs of this type of provision. Some of the ways this is achieved on the Employment Based route (and the Nottingham-based BA Social Work) include email contact, telephone tutorials, use of discussion board for queries, direct access via discussion board to raise queries with the Student Support Officer or with the Librarian. Designated Step Up email addresses for contacting office staff with queries and with queries /difficulties with accessing the online materials. This provides additional opportunities to access support on any aspects of learning or teaching relating to face to face workshops or e-learning blocks. Students can also gain clarification on information relating to assessments.

Online learning is supported by face to face workshops, tutorials and email correspondence throughout all the partnerships. Individual and/or additional contact can be negotiated as required by the partnership or the student group.
The Programme complies with current institutional evaluation guidance.

Student feedback is valued by the programme team, as it is a mechanism for promoting quality assurance. Feedback is obtained in a number of ways:

- Each level of the programme has student representatives and these representatives meet with the year leaders and attend the Programme Committee. Issues arising from these meetings are responded to as quickly as possible and these responses are recorded in the minutes and actions fed back to the student body.

The roles of student representatives are:

- to represent their fellow students;
- to bring key issues concerning the management of the programme (including learning, teaching, assessment and learning support) to the attention of the Programme team;
- to participate in the Continuous Monitoring and Improvement Process as members of the Programme Committee;
- to inform the programme team about issues relating to the student learning experience on the academic programme and placement;
- to be consulted about proposals for programme development

- All students are asked to provide written feedback at the end of each unit of academic study and this feedback is collated for the Unit Evaluation and the Continuous Monitoring and Improvement Process for the programme. This is also used for future development and planning of units. The Continuous Improvement Plan is discussed with students at the Programme Committee and actions fed back to the student body.

- Students are asked to evaluate placement learning and this feedback is used as part the quality assurance of placements and for development of individual placements.

PgDip / MA (Employment Based) Route (and the Nottingham-based BA Social Work)
Standardised practice in relation to Student Evaluation takes place across all cohorts. Student representative meetings take place with the Programme Leader on a regular basis. Student representatives attend Programme Committees and unit evaluations take place at the end of each unit, which are used to inform future delivery both in forthcoming units and in changes to the unit for the following cohort.
The Programme has good links with employers through a number of fora and this engagement is important in the development and organisation of the programme. These links are as follows:

- **Stakeholders meetings** – these meetings are held on a three monthly basis and consist of representatives from local employers in the statutory, voluntary and private sectors and representatives from the Greater Manchester HEIs, including MMU. The purpose of these meetings is to address strategic issues across the region, to ensure effective communication between the programmes and employers and ensure the programme reflects local and national developments. The terms of reference for this forum are located in the Memorandum of Co-operation that was agreed in 2012.

- **The Practice Assessment Panel** – this Panel meets on a bi-monthly basis and has been critical in the development of practice learning, assessment of practice and in the management of any placement issues. There is strong agency representation and this group has proved instrumental in the introduction of procedures to ensure consistency in practice education. In addition, this Panel is responsible for the moderation of placement assessment and reports to the Assessment Board for this purpose.

- **Regional Meetings** – the Programmes participate in the above stakeholder meetings, the newly established CPD Development Group, and the Cheshire Learning Resource Network. Employers and representatives from other HEIs attend these meetings and this ensures the currency of the programme and ensures that local and regional developments are addressed.

- **Greater Manchester Harmonisation Group** – representatives from the Greater Manchester Social Work Programmes have meet with employers to develop and ensure a consistent approach to placements and this approach has been very welcomed by employers.

**Engagement with Service Users and Carers**

The involvement of service users and carers is important in this programme. Service users and carers are involved in a number of activities and these are outlined as follows:

- **Programme management, evaluation and development** – service users and carers have been involved in the Programme Review and the aim is to have representatives of service users and carers on both the Programme Committee and the Practice Assessment Panel. This will ensure involvement is embedded in the programme.
- Teaching and learning – there is involvement in induction and in different teaching units.

- Assessment – service users and carers are involved in the assessment of practice learning through the direct observations of practice and involved in the assessment of academic modules.

- Admissions – service users and carers will be involved in the Admissions Panel that ensures the quality of the admissions procedures and will be involved is the admissions process.

This Programme Specification provides a concise summary of the main features of a Programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he take full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each unit and on the Programme’s relationship to QAA Subject Benchmark Statements may be found in the student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to verification by the Quality Assurance Agency for Higher Education.
# HISTORY OF MODIFICATIONS

<table>
<thead>
<tr>
<th>TYPE OF MODIFICATION</th>
<th>DESCRIPTION</th>
<th>APPROVAL (DATE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review</td>
<td>Amended Programme Specification produced</td>
<td>1-2 May 2013</td>
</tr>
<tr>
<td>Major</td>
<td>Amendments to programme specification with reference to the PgDip / MA Social Work (Employment Based) course as a result of a regulatory body visit and addition of a new sponsoring regional partnership.</td>
<td>9 December 2013 (FAQSC)</td>
</tr>
<tr>
<td>Minor</td>
<td>Amendments to unit title, learning outcomes and assessment description for the following units:</td>
<td>2 September 2015 (Chair’s Action)</td>
</tr>
<tr>
<td></td>
<td><em>From BA (Hons) Social Work:</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- ‘Risk and Inter Professional Studies’ (30 credits at Level 6 - now retitled ‘Safeguarding, Risk and Inter Professional Practice’)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>From MA Social Work:</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- ‘Critical Professional Practice’ (20 credits at Level 7 – now retitled ‘Social Work, Safeguarding, Risk and Inter Professional Practice’)</td>
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</tr>
<tr>
<td>Minor Amendment</td>
<td>Minor amendment to admissions section (para 28) to include arrangements for a specific set of students to enter the programme, as part of the GM First scheme.</td>
<td>N/A, wef September 2016</td>
</tr>
<tr>
<td>Major</td>
<td>Addition of new delivery mode for BA (Hons) Social Work with mix of online and offsite delivery at Nottingham City Council.</td>
<td>30th March 2017 (FAQSC Panel)</td>
</tr>
<tr>
<td>Minor</td>
<td>Reduction of number of assessment elements from three to two for 'Knowledge and Skills for Social Work Practice' unit on BA (Hons) Social Work.</td>
<td>2nd May 2017 (Chair’s Action)</td>
</tr>
<tr>
<td>Minor</td>
<td>Reduction of number of assessment elements from two to one for 'Specialist Practice in Social Work' unit on MA Social Work.</td>
<td>2nd May 2017 (Chair’s Action)</td>
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</tbody>
</table>
Appendices

Appendix One: Stakeholder Consultation

Appendix Two: Professional Development Portfolio

Appendix Three: Mapping of Programme Aims to Learning Outcomes

Appendix Four: Mapping of Employability to Programme Aims and Outcomes

Appendix Five: Mapping of QAA Subject Benchmarks for all three programmes

Appendix Six: Mapping of PCF/SOP for all three programme areas

Appendix Seven: Memorandum of Cooperation

Appendix Eight: Mapping of 30 days Practice Learning Skills for all three programme areas

Appendix Nine: PCF Indictors for End of Placement One and End of Final Practice Learning

Appendix Ten: Practice Educators Handbook

Appendix Eleven: Placement Collaboration Agreement

Appendix Twelve: Social Work Consent Form

Appendix Thirteen: Departmental Research Strategy

Appendix Fourteen: MMU Professional Unsuitability Policy
Appendix One: Stakeholder Consultation
Consultation Report 2012/2013

Consultation in relation to minor and major changes to the social work programme takes places as an on-going process as part of the Programme Committee process. This is a standing item on the Programme Committee. At the Programme Committee held on 16th May 2012 the internal and external review of the Social Work Programme was presented to the students. This involved a presentation from the Chair of the Programme Committee highlighting the key changes and the process of consultation. This item was revisited at the Programme Committee on 17th Oct 2012 when student reps agreed at this point to contribute to further consultation in preparation for the Review in May 2013. (See Appendix 1 and 2 –Programme Committee reports)

A number of other specific consultation events have taken place involving service users, students and stakeholders over the last year that are highlighted below and all feedback has been incorporated within home based and employment based programmes.

Service user consultation

A number of service users have worked with academics throughout the programme for a number of years. This has involved contributions in recruitment, teaching, assessing and evaluating aspects of the programme. The messages from these wide ranging inputs have been fed into the programme development both informally through the unit-co-ordination process and the Programme Committee process. Examples of some of the key messages from service users included the following:

- Service users have welcomed the involvement at the recruitment stage and have required on-going training and support to continue effectively with their role
- Service users have noted the importance of working with first year students in more depth in addition to the induction process. An additional workshop day has been added into the first term for BA 1 and MA1 students in response to this.
- Service users have valued support and training around assessing the presentations and felt this was a good way of assessing the values, knowledge and skills of service users.

In addition, students have highlighted the value and importance of service user representation in teaching and assessment through unit evaluations and feedback sessions (see below). This will be fed back through the Programme Committee in May 2013.

In order to ensure that service users remain at the heart of programme development, a service user consultation group was established in June 2012 to support the academic team in the re-write of the programme. This group was facilitated by an Associate Lecturer who is not heavily involved in the day to day running of the programme but who has an expertise in service user consultation. The group consists of 10 individuals who were invited to join the group. Some of the members of the group are individuals already involved in the programme either through interviewing students, teaching or assessing student presentations. Other members were recruited by the group facilitator. It was agreed that this approach would provide a diverse range of perspectives across service user groups, familiarity with the programme and social work education generally as well as gender, age, ethnicity, sexuality etc.

The brief for the group was to consider ‘what makes a good social worker’ and ‘how can social work education prepare people to work effectively with service users’. The group have so far provided an initial report highlighting some key messages and specific suggestions for the development of the new degree. (See Appendix 3 )

This report has been circulated to the team and incorporated into unit specifications where appropriate. Further discussions with unit co-ordinators has enabled the team to identify how and where the contents of this report and the work of the group can be maximised in the new degree. For example, the aspects related to embedding a positive personal approach will be specifically addressed with the Communication and Engagement unit in the BA programme and the Human Rights, Social Work and Social Justice module at Masters Level. The specific suggestions around the skills development days have been incorporated into the planning document for skills development across both programmes.
The same service user group will be available to discuss their views with the panel at the Validation process in more detail. This is an on-going process and the team aim to work closely with this group from design to implementation and review of the programme.

**Agency representative feedback**

At the Greater Manchester consultation event on 30th March, individuals from wide ranging agencies including the Local Authority and the Independent Sector met to discuss the changes to social work education and share their thoughts on the development of social work education. The attached report (Appendix 4) provides the detail of this event but some of the key issues taken forward by the MMU programme include the following:

Focus on understanding 'real' social work - this event highlighted the need to ensure that students are provided with useful opportunities to meet with social workers early on in the programme so that they can gain a clearer understanding of current social work roles and systems. In the past this has been left until the end of the first year but some of the 30 days will be used to facilitate student's learning at an earlier stage to enable them to prepare effectively for their first placement.

Strong value base - students are facilitated to examine, challenge, reflect and develop their value base from the start of the programme. This largely takes place in seminar based sessions and is assessed as integral part of each assignment. The comments made at this event highlighted the fact that students often struggled to express values and make appropriate links with practice. The Professional Development unit, which takes place in year one for BA students, who typically have less social care experience, will provide further opportunities for students to explore their value base. The assessment of this module through a presentation and reflective assignment will support students in developing skills in expressing and critically evaluating their values both verbally and in written form.

Understanding of law and wider government policy - the current law unit, which takes place in year two for BA students and year one for MA students, focuses on key aspects of legislation and application. It is recognised that student's require earlier opportunities to engage with legal concepts and an understanding of legislation and policy and teaching around this subject will be integrated into all of the earlier units for students on both programmes. In addition one of the 30 days skills development will be devoted to the general context and application of legislation and policy at the beginning of the programme. This will enable students to build their confidence, understanding and skills in this area incrementally rather than in one stand-alone unit later in the programme.

Skill Development around decision making, confidence, interpersonal skills, analytical skills, written skills, organisational skills and professional behaviour - The event highlighted the wide ranging skills students brought to their first placement and a suggestion that students need more 'training' in this area prior to placement was widely supported. The skills development days will be utilised in this way and a number of agency representatives have been identified to offer case study material and their support in facilitating sessions including role play to enhance students learning opportunities. In addition the opportunity to involve agency representatives, many of whom support MMU students on placement in the teaching enriches the learning for students but also keeps practitioners connected with the University and the programme. Several practitioners welcomed the opportunity to contribute to the programme in this way as a means of updating their own knowledge base, particularly around applying theory to practice and using this experience to support students on placement.
Ability to work independently and confidently - When asked whether they expected anything different from students entering their second placement, agencies focused on students having the ability to work independently demonstrating increased confidence when dealing with complex cases. In the new programme we have carefully considered the sequencing and pacing of units to ensure students move from understanding social work practice to developing and refining social work skills and professionalism. To this end we have used overarching statements for each phase of the programme to guide the focus of teaching and learning.

BA - year 1 - Understanding social work practice  
BA - year 2 - Developing social work skills  
BA - year 3 – Professional development

For the MA programme  
MA - year 1 Understanding social work practice and social work skills  
MA - year 2 Professional development

All units, assessments and skills development days have been mapped against these principles.

Finally the agency representatives were asked to identify the most important areas to cover in the 30 skills development days. The list provided in Appendix 4 has been taken forward to form the basis of these days. In addition these themes have also been embedded into units accordingly to ensure students appreciate the link between theory/academia and practice.

Consultation with key stakeholders on the Step up to Social Work programme  
This programme is delivered in partnership with groups of local authority employers organised into geographically close Regional Partnerships. MMU’s Step up to Social Work programme is delivered in partnership with 3 Regional Partnerships in North West Midlands, East Midlands and East. The programme was developed in 2009-10 and a consultation exercise was conducted with the Regional Partnerships at this time to ensure that the programme was designed to meet the requirements of employers.

All partnerships identified similar themes.

1. The need for an integrated theory and practice base.
2. Skills in undertaking assessments and in working with competing perspectives of family members; prioritizing the safeguarding of children in this process.
3. The ability to work with conflict and resistance and to build relationships with hostile service users.
5. The need for resilience, reflection and emotional intelligence and to understand the influence of organisational constraints on practice.
6. The ability to manage a heavy workload with changing priorities and deadlines.

MMU’s response to the employer feedback was to design a programme in which academic units are studied at the same time as the placements throughout the course in order to facilitate connections between theory and practice. Additionally a number of new units were designed in response to employer feedback: ordered to maximize alignment with placements. The first units focus on: communication skills; understanding the context of social work settings; a first look at assessment, human growth and development and the law. Final units are designed to complement a statutory placement experience and focus on: assessing the needs of children and families where there is complexity, uncertainty and risk; working directly with children and young people. The last unit requires students to reflect critically upon their personal and professional understandings responses to social work, aimed at increasing resilience and reflection.
A paper was prepared outlining the suggested changes for a revalidation of the Step up programme and was sent to both Regional Partnerships and students for information and discussion. The consultation consisted of meeting with all three Regional Partnerships to discuss the proposed changes to the programme and to hear views on this. Additionally there were two meetings with student representatives from the East and East Midlands cohort to discuss the programme. An information document was circulated to all prior to the meetings as a focus for discussion.

This document outlined that the programme will remain broadly the same with minor changes to the structure of units. However there will be a development of the involvement of employers in the Developing Skills for Practice Days. This is in line with the principals of the programme in which there are opportunities for greater employment involvement and customization of the learning to local needs.

Feedback from employers - Both Regional Partnerships were of the opinion that the changes proposed were beneficial to student progress on the programme and are in line with the PCF. There was strong support for the idea of having a diagnostic assignment at the start of the programme offering formative feedback. Employers were also supportive of the principal of reviewing student progress holistically at key points in the programme with the personal tutor and of this tying in with an assessment task at the end of the programme to review skills and learning needs at the point of qualification. There was broad support for having flexible Developing Skills for Practice Days in the programme and the opportunity this will provide to focus on skills needed in practice.

Some employers were a little cautious of the level of involvement they might be able to offer to Developing Skills for Practice Days and it was clarified that MMU will take overall responsibility for this but with opportunities for employers to contribute to this depending on availability and resources.

Feedback from students – both groups of student representatives were consulted about the programme. Students were supportive of the changes in particular having a diagnostic assignment at the start of the programme. They also liked the idea of having customizable Developing Skills for Practice Days throughout the programme and of formalized review meetings with the personal tutor. Both groups of students felt that the programme provided strong opportunities to link theory with practice.

**Student consultation specific to new degree**

A number of consultation exercises have taken place in preparation for the new degree. This has involved students from each cohort of the programme including the Step Up programme and students from the recently formed Alumni network. In May 2012, current MMU students completed a short questionnaire relating to the skills development days requirement. The findings from this questionnaire were collated with another local University and presented at a national conference in June 2012 (See Appendix 5).

**MMU student representative consultation**

The two most recent programme committees have been used to communicate key proposed changes to the new degree providing students with information as it emerges to enable them to make informed contributions to shaping the new degree. In December 2012 the student
representatives from each current cohort were invited to attend a workshop to share their views on the current and future social work programme. The attached report (Appendix 6) details the discussion. Some of the key areas that have been addressed in the development of the re-write include the following:

Enhancing practice elements of the course - the students valued those elements of the programme with a clear connection to employability. The programme team recognise the need to respond to the fact that this is a real issue for students in the current job market and the inclusion of practitioner input and linking to learning resources connected to practice will be a key focus for each unit. In addition some of the 30 days skills development will focus on skills linked to employability. Interestingly the students highlighted similar skills such as report writing, writing assessments and communication skills on complex situations to those highlighted by agency representatives.

Focussed aims when using service users in teaching - students valued the inclusion of service users and identified a number of positive sessions. It was however noted that some sessions lacked a focus or connection to the aims of the session. An audit of the current use of service users is currently being undertaken in order to develop general principles around service user contributions with a view to ensuring this links to learning outcomes and the PCF and SOP's. The audit will support the co-ordination of the skills development days.

Increasing the links across cohorts - The students welcomed the opportunity of learning from fellow students across the programme which happens largely in the specialist area teaching. This has been addressed in the new programme. Although specialist teaching is integrated within different units within the new programme for each cohort, in response to this comment, the timetable and teaching has been structured to allow this to happen.

Peer support sessions - the students highlighted positive sessions where ex-students or students at a later stage of the programme had shared their experience of the programme with them. The recent creation of an Alumni network will be used to develop this approach in the new programme at key stages such as Induction, first placement and qualification.

Wider student consultation
Mindful of the need to provide an opportunity for all students to contribute to the development of the new social work programme a consultation process in the form of a short questionnaire was undertaken at the end of a teaching session in December 2012. It was hoped that this brief questionnaire would provide a high response rate and capture any key issues. The findings of this questionnaire have been summarised in a report compiled by the Student Intern, James Wilson (appendix 7). This report has been most useful in the developing the curriculum for the new degree and a number of issues have specifically informed the design. For example the comments about pace and sequencing of the curriculum have been addressed to respond to the issue of receiving timely feedback and avoiding overwhelming students with too many assignments at the same time. In addition the team have introduced a wider range of assessments, which will address this issue in part. Likewise the comments made regarding the preparation for placement module have been addressed and the students will be given more space to look at professional development in the first year of their programme. In response to the comments made by some students who felt that the Induction period was too long, we intend to consider a more focussed induction to the programme with specific links to social work practice right at the start of the week. At the next development day 6th Feb, 2013, the team plan to discuss the standardisation of assignment briefings and specialist teaching areas. The positive feedback relating to guest speakers including agency representatives and service users has also been taken on board in the design of the new
programme. Students listed some of the most enjoyable and useful sessions and these have been used in the discussions and planning around skills development days for the new degree.

**Alumni consultation**
The key focus for the recently formed Alumni network focussed on shaping the new degree. Graduates from the social work programme were invited to a session and consulted on key issues linked to enhancing the employability of key students and enriching the students learning. Some of the key issues highlighted by this group include the following:

- Increasing opportunities to reflect on practical skills used on placement in preparing for professional practice – The move to the final unit Developing Professional Development will focus on students reflecting on knowledge, skills and experience in working in complex situations.

- Further support in securing employment, input from ex-students, practitioners. Support in writing CV’s and preparing for interviews. In this discussion, the Alumni students reflected on their experiences in applying for jobs. They spoke positively of the support that was offered by the University at the final recall day but said more was needed given the high levels of competition for jobs.

- Alumni students have agreed to input into a job preparation day, which will be offered to BA3 and MA2 students in their final year. This will be in addition to the current focus on employability. Alumni students with responsibility for interviewing staff will also work with the University to offer mock interviews in the final year for students who wish to take up this opportunity.

- Supporting the 30 days Skills Development. Alumni student were keen to contribute to this aspect of the course and felt uniquely placed to make a valuable contribution to designing and leading elements of the 30 days. The Practice Learning Team are currently working with Alumni to co-ordinate this process with a view to them being centrally placed in the delivery alongside service users.

Alumni students also identified the following way they might benefit from the Alumni network:

- An opportunity to meet with other social workers – several Alumni students were working as the single social worker in organisations

- Networking

- An opportunity to keep updated with practice and emerging research

- Reflecting on Social Work and the changing landscape

- Regular social gatherings to keep connected to the programme

All of the above suggestions will be addressed and the intention is to build this network and find dynamic ways of working with this group that is based on a principle of reciprocity. The positive turn out and evaluation of this first event demonstrated that ex-students felt connected to and a sense of pride in the MMU Social Work programme and consistently fed back their desire to contribute to a programme that had supported them in their training.

**Staff consultation**
A number of development days have been set aside over the last year to work towards the implementation of the new social work degree. The team have worked together to map out the current curriculum against the new requirements. The curriculum guides published by TCSW, along with the PCF, SoPs and SETs have been used to enable staff to develop a new degree
that reflects these documents. In addition the team have reflected on areas of best practice to ensure that these are taken forward in the new degree. This has involved reflecting on the comments provided by service users, students and agency partners. In addition the team have reflected on some of the following areas to ensure best practice can be embedded in the new degree:

- Philosophy and teaching and learning principles
- Aims and vision for the provision of social work at MMU
- Identity of MMU social work education provision
- Team working

More specifically the social work team have identified the following areas that will be addressed in the design and implementation of the new social work degree:

- Focussed attention to moving to an holistic approach towards teaching and assessment and tracking student’s progress throughout the entirety of the course. This will include supporting students to make the transition into employment and ASYE. The development of a Professional Development Portfolio will be used to monitor student’s progress throughout the programme.

- In response to the feedback from service users, students and agency partners, the team have identified a number of essential areas to integrate into the 30 skills development days.

- Increasing the amount of time students can work in smaller seminar groups within the programme to provide opportunities to work in a more intensively with students and enhance learning opportunities.

- Increase the variety of assessment for students in response to feedback. For example, the introduction of a law exam has been introduced following research findings, (Bartoli, 2011) and discussion with current students with English as a second language. In addition student's will be given further opportunities to work in small groups to prepare for assessment through verbal or poster presentations and the use of case studies, eco-maps and reflecting on practice have been extended in the new programme.

- Employability has also been identified as a key issue for attention in the new degree. The work with the newly created Alumni and extended links with the central University Employability team will seek to address the challenges facing social work graduates in trying to secure employment. A conference centred on Employability has been planned for year three of the programme and information and support around ASYE has been integrated into the final recall days at the University before students graduate.

Bartoli, A. (2011) Enhancing the Learner Experience in Higher Education Volume 3, Number 1 2011 45
Assessment and International Students – black African Social Work students Angie Bartoli, University of Northampton
Consultation Report
Appendices

Appendix 1 and 2 – Programme Committee reports
Appendix 3 – Service User interim report
Appendix 4 – Stakeholders report
Appendix 5 – May consultation skills development
Appendix 6 – Student Representative report
Appendix 7 - Wider student consultation
Consultation Report
Appendix 1 and 2 –Programme Committee reports
1. APOLOGIES FOR ABSENCE

The following members submitted apologies for absence:

Hilary Baldwin, Claire Bellamy, Dave Edmondson, Mandy Hagan, Helen Mayall, Ken McLaughlin, Debbie Thackray, Teresa O’Neill, Daniel Alexander (SR), Emily Bagshaw (SR), Debbie Farrelly (SR), Mandy Whealing (SR), Sally-Ann Borgi (SR), Tahra Jenkins (SR)

2. PROGRAMME COMMITTEE MEMBERSHIP 2012/13

AGREED To approve the Programme Committee Membership as a correct record, subject to amendments discussed. A copy of the revised membership list would be appended to the minutes.

3. MINUTES OF THE MEETING HELD 16 MAY 2012

AGREED To approve the minutes of the meeting held 16 May 2012 as a correct record.

4. MATTERS ARISING

4.1 Minute 3.1 – Matters Arising

6.1 Induction – In response to student comments, the Diagnostic Assignment was set during the Induction week this year. Students were asked to complete a book review as part of the induction programme however they suggested that students be given more information regarding this task next year.

6.4 Smoking – More bins have been provided for smokers.

6.6 Toilet Facilities – The facilities have been upgraded however, on occasions supplies of paper towels and toilet paper have run out.
4.2 Minute 4 – Report by Chair/Route Leaders

4.5 Stockport – Ms Taylor reported that professional seminars have been organised for Level 5 students, which will include study skills sessions.

5. REPORT BY THE CHAIR/ROUTE LEADERS

5.1 Report by the Chair

Ms Gardner reported that the BA (Hons) Social Work programme would undergo a full review during 2012/13. Recommendations made by the Social Work Reform Board will be implemented in the new programme, which will be offered to new students from September 2013. Following the closure of the GSCC, the Health and Care Professions Council (HCPC) now have responsibility for regulating social work training and approving courses. The student representatives will be invited to attend the consultation group meetings.

Programme tutors noted that students had made a good start to the year and were very engaged with their studies.

Students were encouraged to work with James Wilson, the new intern.

5.2 BA Level 4

Ms Hagan submitted a written report, a copy of which would be filed with the minutes. In summary:-

- In total, 48 students enrolled on Level 4 in September.
- Students had enjoyed the Induction and provided positive and constructive feedback.
- All teaching material and relevant information has been available for the start of each unit.
- Student attendance has been good.
- All students have been allocated a personal tutor.
- Students have found the new Student Hub website useful

5.3 BA Level 5

Mr Yianni reported that 38 students were currently enrolled on Level 5 and that the term had started well.

5.4 BA Level 6

Dr McLaughlin submitted a written report, a copy of which would be filed with the minutes. In summary:-

- There are currently 88 fully enrolled students and 5 pending students.
- A library induction session has been arranged for the ex-Stockport students.
- The allocation of placements is progressing well.

5.5 Stockport

Ms Taylor reported that students on the Stockport courses had also made a very good start to the year and were motivated and hard working.

6. STUDENT BUSINESS

6.1 Stockport Students

- Electives – what choices would be available to students in 2013? The range of options available to study in the Specialist Unit will depend on student numbers and staff availability however, the programme team hope to provide the same range of options as this year.

6.2 MA Year 1
• Students were unaware that the NHS bursary would not be available on the first day of term.
• The two-week induction was considered too long.
• The current timetable contains a full day of law lectures. Students suggested splitting the law lectures over two days to provide more variety.
• Training on Moodle and Turn-It-In would be better placed at the beginning of the Induction period.
• Students would like access to the library on Sunday. Ms Shields replied that the Didsbury library could not offer Sunday opening hours due to staffing levels, however All Saints library is open 24/7. Students were reminded to ask library staff for help with any library issues.
• Lockers - showers and lockers are available in the Simon Building, the key can be collected from reception.
• Refectory – prices, inadequate seating during busy times, access to drinking water, limited choice of food especially for students with special dietary needs.
• Overall, students are enjoying the programme.

6.3 MA Year 2
• The student representatives provided Ms Hayes with written comments. Comments relating to assessment processes will be looked at by the programme team.

6.4 BA Level 4
• Overall, students are enjoying the course.
• Students would like the use of a microwave at lunchtime. This issue was raised at a previous meeting however it is not possible due to health and safety issues.

6.5 BA Level 5
• Students would prefer to start the Law unit during Induction.
AGREED Ms Gardner would review the Induction timetable for September 2013.

• Placements – Ms Jasper assured students that the placement request forms are used to match students with placements that meet their needs and preferences wherever possible. Students are encouraged to meet with their placement tutor to discuss the location of their placement.

7. STANDING ITEMS FOR DISCUSSION AND REPORTING TO FADC

7.1 Student Retention
Student retention is generally good.

7.2 National Student Survey
The survey will commence in January 2013. The programme team are developing a strategy to improve the response rates, to engage students with the process and review the results of the survey.

7.3 Postgraduate Taught Experience Survey
Students will be encouraged to engage with the survey.

7.4 Threshold Standards for Student Experience
Details of the new MMU Commitment to Students can be found on the MMU website and all students are encouraged to read it.

7.5 E-Learning
E-Learning continues to be developed and employed by the programme team.

8. LEARNING AND RESEARCH SERVICES (LIBRARY) ISSUES/FEEDBACK

8.1 A written report was tabled by Ms Shields, a copy of which would be filed with the minutes.
In summary:-
- All Saints library will be open 24/7 until the end of the academic year, June 2013.
- An online module is available in Moodle for Social Work students.
- Please contact Ms Shields to discuss any missing reading lists from Moodle.
- Didsbury library now has two Self-Service machines.
- Ms Shields tabled the Autumn Term 2012 Library Programme Committee Report a copy of which would be filed with the minutes.

9. **ITS ISSUES/FEEDBACK**

9.1 A written report was tabled by Mr Menting, a copy of which would be filed with the minutes. In summary:-

- Windows 7 is now available to the majority of staff members.
- A network guest account can be obtained by e-mailing the IT Helpline at IT.Helpline@mmu.ac.uk
- MMU now has a dedicated wireless network for staff, students and guests.
- A new network is available for halls of residence.
- New help guides have been placed in all teaching rooms containing AV equipment.
- MMU Print Phase 3 will be introduced at Didsbury shortly.
- The IT Helpline should generally be the first point of contact for all IT issues or queries unless it is a problem with teaching room equipment.

10. **CONTINUOUS IMPROVEMENT PLAN**

The Chair explained the purpose of the Continuous Improvement Plan to the student representatives. The information contained in the plan has been collated from a number of sources including external examiner reports, comments from programme committee meetings and staff/student forums.

The Continuous Improvement Plan is an on-going process and will be discussed further in team meetings and student consultation groups.

11. **PROGRAMME SUB-COMMITTEE – STEP-UP TO SOCIAL WORK**

A second cohort of students has been recruited however the future of the programme is still uncertain.

12. **PROPOSALS FOR MINOR MODIFICATIONS 2012-13**

There are no proposals for minor modifications.

13. **ENHANCING QUALITY AND ASSESSMENT FOR LEARNING (EQAL)**

BA Level 4 and Level 5 are both based on four 30 credit units. Level 6 students are currently following the old programme in 2012/13.

14. **ANY OTHER BUSINESS**

There was no further business to report.

15. **DATE AND TIME OF NEXT MEETING**

The next meetings of the programme committee will be held on
These minutes have been approved as a correct record, subject to any corrections recorded in the minutes of the subsequent meeting.

Signed: Committee Chair

Date:
MANCHESTER METROPOLITAN UNIVERSITY  UNCONFIRMED  
FACULTY OF HEALTH, PSYCHOLOGY AND SOCIAL CARE  

SOCIAL WORK PROGRAMME COMMITTEE  

Minutes of a meeting of the programme committee held 16 May 2012.  

Present: Ms Liz Pell Chair, Head of Social Work  
Ms Rowena Budrys ITS Representative  
Ms Ali Gardner Acting Head of Social Work  
Ms Debra Hayes Route Leader – PGDip/MA2  
Ms Helen Mayall Route Leader – PGDip/MA1  
Ms Cora Rooney Programme Tutor (Stockport)  
Ms Emily Shields Deputy Library Service Manager  
Ms Debra Hayes Route Leader – PGDip/MA2  
Mr Chris Yianni Route Leader – BA, Year 2  

Student Representatives  
Nick Rowlands BA Level 4  
Tom Coyle BA (FT) Level 4 Stockport  

In attendance: Sandra Walsh Assistant Programmes Officer  

1. APOLOGIES FOR ABSENCE  

The following members submitted apologies for absence:-  
Hilary Baldwin, Claire Bellamy, Mandy Hagan, Rhiannon Jones, Sue Jones, Ken McLaughlin, Ann Potter, Barbara Tisdall, Jenna Hughes and Jonathan Robins.  

2. MINUTES OF THE MEETING HELD 19 OCTOBER 2011  

AGREED To approve the minutes of the meeting held 19 October 2011 as a correct record.  

3. MATTERS ARISING  

3.1 Minute 6 – Student Business  

6.1 Induction – in response to student comments, the programme team discussed the possibility of setting the diagnostic assignment during the induction week. Students would then receive the feedback before the next hand-in date.  

6.2 Electives – sessions on elective choices were held much earlier this year.  

6.3 Moodle – students are using the discussion area on Moodle.  

6.4 Smoking near entrances – the University is considering better signage.  

6.5 Teaching Rooms – the Campus Facilities Manager was contacted regarding the cleanliness of teaching rooms and there was an improvement.  

6.6 Toilet Facilities – funding has been made available to upgrade the toilet facilities in Simon and Behrens buildings.  

6.7 Bike Sheds – the University is conducting an audit of the use of the existing bike sheds.  

6.8 Microwave – these will not be available for student use because of health and safety and cleaning issues.
6.9 Temperature of IT suites – this issue is ongoing.

6.10 ATM – it is unlikely that an ATM will be located on campus, as the banks do not consider there is sufficient demand.

3.2 Minute 12 – Minor Modifications

The three new electives would be offered to students from September.

4. REPORT BY THE CHAIR/ROUTE LEADERS

4.1 Report by the Chair
- The franchise agreement with Stockport College has not been renewed therefore the September 2011 intake was the last to enrol on the existing franchised course.
- The Health and Care Professions Council following the closure of the GSCC in July will revalidate all social work programmes.

4.2 Level 4 Report
The feedback from students following the inter-professional day was very positive and students felt better prepared to begin placement.

4.3 Level 5 Report
Level 5 students were currently on placement and there were no issues to report.

4.4 Level 6 Report
Level 6 students were currently on placement and there were no issues to report.

4.5 Stockport
Ms Taylor reported that the students were very committed and motivated and had very good levels of attendance. The course structure was working better and there were no placement issues to report. Tutors were discussing the possibility of organising professional seminars in Level 5 to prepare students for the workplace.

4.5 PGDip/MA 1 Report
The issues raised by the student representatives have been resolved

4.6 PGDip/MA 2 Report
The focus of the final ‘In University Day’ would be centred on employment issues. Students are now required to indicate if they wish to exit the programme at PGDip level.

5. STUDENT BUSINESS

5.1 Stockport
- Overall, students have enjoyed the first year, particularly the variety of teaching methods.
- Electives – it would be helpful for Level 5 students to know what electives would be available in Level 6. Students were informed that the current list could be viewed as it was unlikely to change much

5.2 MMU
- Electives – the suggestion was made to organise taster sessions before students make their elective choices.
- The placement forms were not on-line. Ms Gardner would investigate this.
- Turn-it-In – students can only process assignments once every 24 hours. Amy Berry, the student support officer had been very helpful.

6. STANDING ITEMS FOR DISCUSSION AND REPORTING TO FADC
6.1 **Student Retention**  
Student retention continues to be good.

6.2 **National Student Survey**  
The number of students who completed the survey has increased this year. Stockport students are not included in the student returns.

6.3 **Postgraduate Taught Experience Survey**  
This survey is currently taking place.

6.4 **Threshold Standards for Student Experience**  
A committee has been formed to discuss student experience.

6.5 **E-Learning**  
This continues to be implemented and improved especially on the Step-Up course. The introduction of Moodle has been an improvement for students.

6.6 **Student Feedback Unit Evaluation**  
Students were encouraged to complete this evaluation.

7. **LEARNING AND RESEARCH SERVICES (LIBRARY) ISSUES/FEEDBACK**

A written report was tabled by Ms Shields, a copy of which will be attached to the minutes. In summary:-

- Work continues to make reading lists available to students through Moodle, via Aspire.
- The library subscribes to a wide range of newspapers, which can be found via the database Lexis Library.
- The library can offer advice on how to avoid copyright infringement.

8. **ITS ISSUES/FEEDBACK**

A written report was tabled by Ms Budrys, a copy of which will be attached to the minutes. In summary:-

- Changes to network drives for staff.
- Windows 7 for staff.
- IP phones will shortly be available for all staff.
- Two additional software programs have been installed on the Didsbury student computers.
- MMU Print – a new device has been installed in the Creative Resource Centre at Didsbury.

9. **CONTINUOUS IMPROVEMENT PLAN**

The 2011/12 Continuous Improvement Plan has been submitted.

10. **PROGRAMME SUB-COMMITTEE – STEP-UP TO SOCIAL WORK**

The first cohort of students has now completed and would be considered at the exam board on 17 May 2012.

11. **PROPOSALS FOR MINOR MODIFICATIONS 2011-12**

It has been proposed to change the value of some post-qualifying programme modules from 20 to 30 credits.
12. ENHANCING QUALITY AND ASSESSMENT FOR LEARNING (EQAL)

From September 2012, students on both Level 4 and Level 5 would be enrolled on the new EQAL units. The new programme would be introduced in 2013 and aims to offer students a broad scope of experience.

13. ANY OTHER BUSINESS

The programme committee extended good wishes to Liz Pell on her retirement and expressed appreciation for her highly valued contribution to the social work programmes.

14. DATE AND TIME OF NEXT MEETING

The next meeting would be held on Wednesday 17 October 2012 at 2.00 pm.

These minutes have been approved as a correct record, subject to any corrections recorded in the minutes of the subsequent meeting.

Signed: Committee Chair

Date:
Consultation Report
Appendix 3 – Service User Interim Report
Interim report regarding information gathered to date from the Co-production In Action [CIA] focus group sessions.

Introduction

The Co-production In Action [CIA] group is a diverse group of people living within the geographic footprint of Greater Manchester with an age range spanning from 20 years to 60 years. All members have a range of lived experience and have had contact and interaction with the social care system and social workers throughout their life. The group agreed to meet over four sessions between Oct 12 and March 13 to explore and think about how their personal experience could positively inform and enhance the new social work degree and what qualities and attribute in their experience made a good social worker. The aim of the focus sessions is to:

- Gather information and make recommendations based on our shared life experiences exploring the impact of previous social work interactions both positive and negative.
- Record and share our learning to inform the new social work degree and support positive change in the delivery of social care training.
- Provide information creatively based on our experience that will enhance the learning experience of student social workers developing congruence between social work values and social work practice.
- Present our recommendations for consideration to a panel in May 13.

To date fourteen people have attended two sessions with two further sessions planned. Sessions have provided the opportunity for all participants to explore openly and honestly their experiences of the social work system and social work interventions within their life, the impact of these and the role social work training and education could have in improving this experience for both the person and the social worker. There was also the opportunity to explore and have some understanding of the challenges social workers face within their role particularly in the current economic climate and welfare reform.

Initial findings

Based on the personal experience of the group initial findings produced no surprises. Whilst not everyone had a great knowledge of the current social work degree and content all agreed that good quality education that embeds the values and principles of social work and empowers people whilst promoting independence is crucial. The personal approach was considered an area that often requires improvement with someone stating the smallest shortest visit can often cause the most damage. The following things may be seen as simplistic, are often dismissed and absent but were identified as important to the group. The following are what constituted a good approach by social workers.

- Being aware of yourself your language, dress, body language, manner your behaviour and the power you hold. You may not realise what to me implies power.
- A smile when meeting me
- Eye contact during the meeting, looking at me not scribbling on a piece of paper ticking boxes
- Really listening to what I am saying, not telling me what to do
- Being genuinely interested in me as a person not a service user, condition or a problem that you are there to fix
- Being able to start from where I am, don’t arrive with a solution in your head when you aren’t sure of the issue
- Giving me enough time to get to know you and feel comfortable with you. It takes time to build a relationship and trust
- Recognising what I am good at and what I have to contribute and do contribute every day of my life, you are only a small part of it
- Treating me as an equal.
- Language. When talking to me use words I understand not social services speak.
• Ensure a communicator is available if I need one particularly if I use British Sign Language and English is not my first language. Don’t assume it is ok to use my family because they know me
• Being honest with me about what is possible and what is not
• Doing what you say you will do, if you say you will ring me then do
• Respecting my right to make choices, make mistakes and take risks.
• Providing the support and information to help me make choices
• Don’t judge me or my situation using your standards and expectations
• Understanding that what you see as resistance from me is not personal and is based on previous experience and often disappointment at being let down by others who have been before you

Respect, empowerment, anti-discriminatory practice, dignity, choice, a non-judgemental attitude are all embedded within social work training both theoretically and in practice whilst on placement. It is the experience of the group that in everyday practice within the ‘real’ world of work these values become diluted possibly due to the performance driven, risk averse system in which social workers operate. This environment combined with a pressure to meet targets, cut costs and a poor understanding of outcomes and outputs creates a tension for social workers when trying to deliver person centred practice to achieve what a person wants in addition to what people need.

The discussion held by the group whilst recognising the quality of the education received currently identified the dilemma of how could we support the translation of theory into practice, build the confidence of newly qualified social workers to reduce the gap in translating theory to practice whilst maintaining the values, principles and social work

Recognising some of these ideas may be happening already but with scope for further development the following were suggested as potential solutions to start with.

• Disabled people to be involved as equal partners at all stages of the application and interview stages for prospective social work students
• 30 day placement within a University setting to be delivered in partnership by disabled people and Social Work lecturers with a range of relevant experience and knowledge. Delivery could include issues and challenges faced when in practice identifying solutions, the role of budget management within social work. In our experience social workers do not believe they have a responsibility within their role for managing budgets, this is not their issue.
• Student social workers to be provide with an opportunity to work as a PA for a week with a disabled person to gain insight into the challenges and issues faced on a daily basis.
• All student social workers to compile their one page profile to be shared initially among the group to provide experience of sharing personal information that will be recorded. There is the potential to use this document as an introduction at an initial visit to people
• Explore within a safe environment with disabled people alternative ways of gathering and recording information particularly around assessment, support planning and reviewing using a conversational style approach rather than a tick box. This will provide the opportunity to explore issues of power, develop active listening skills and work within the social model as opposed to the negative medical model alongside disabled people as peers
• Post degree students should be required to participate in a mentoring programme for the first year of their employment. The programme could include:
• Monthly focus groups facilitated by disabled people with lived experience in partnership with relevant University personnel. This will provide a safe space to
explore issues and challenges faced within their practice, creatively seek solutions, share good practice, knowledge and keep up to date with new information and legislation whilst gaining confidence as a newly qualified social worker

- Interaction by newly qualified social workers is rated in terms of approach, knowledge and outcome by the person. Feedback provided could be used within supervision to identify good practice and highlight support and training requirements.
- Disabled people could be involved in the supervision process positively in a managed environment possibly quarterly.
- Social workers could be placed in community hubs, DPULO’s rather than Local Authority buildings working directly alongside disabled people as equal partners. Social workers would gain local knowledge, be seen positively and proactively as a community resource

The two further sessions planned will build upon learning to date and information gathered will be presented positively to the panel in May 2013.

CIA group January 2013

Karen Saville
Group Facilitator
Consultation Report
Appendix 4 – Stakeholders Report
Social Work reform Consultation Workshop
Friday 30th March 2012

<table>
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<tr>
<th>Name</th>
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<tr>
<td>Lisa Cassidy</td>
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Delegates divided into small groups and were given a number of questions/statements to consider focusing on their past experience of students on social work placements and their ideas for developing social work education in line with the new degree.

1. Describe a good newly qualified social worker – (experience, skills, knowledge and experience)

   - Some understanding of statutory work ideally through placement as it is hard to get a job without it.
   - Experience of ‘the system’ and an understanding of ‘the reality of the job’
   - 30 days practice should be used to help this
   - Strong value base – expected but not always evident
   - Ability to assess and analyse
   - Knowledge and awareness of safeguarding (covered through university rather than left to placement)
   - Relevant legislation – mental capacity, best interests.
   - Should still split after first year children’s or adults to give more time.
   - Knowledge of political, social, economic context
   - Some understanding of law and wider government policy

Professional knowledge base

   - Skills
     Judgement, confidence, decision making, interpersonal skills, listening, analytical skills, ability to reflect, openness, flexibility, organisational skills, professional behaviour, authoritative presentation, communication, interviewing and gathering information.
• **Values** – empathy, warmth, valuing people, open to challenge and self-reflection, advocacy, challenging systems,

• **Experience** which relates to working with people, experience of different work situations

2. Describe a poor newly qualified social worker

• No understanding of the job role/expectation
• Can’t link learn from placement
• Lack of ability to reflect/analyse
• Poor value base – how can we make this more inherent within the course?
• Lack of initiative
• Lack of confidence
• Poor literacy skills – University needs to prepare them
• Limited experience prior to coming on the course
• Limited life experience.
• Tick box approach – limited knowledge base, follows rules, procedural, and can’t think outside box.
• Focus on best outcomes takes over rather than service user perspective
• Risk averse, can’t manage risk
• Heightened level of anxiety or too laid back
• Not even engaged with risk
• How do placements prepare student s for REALITY?
• Not equipped for survival whilst remaining true to values.
• Lack of clarity of role

3. If I sent you a student for a possible first placement what skills, knowledge and experience would you want them to have?

• Literacy skills
• Listening skills
• Able to tale constructive criticism
• Enthusiasm
• Prepared for placement – robust planning
• Experience of working in field of social care
• Experience of client group
• Realistic expectations
• Done research on placement agency/location/demographic profile etc.
• Good communication skills
• Positive value base
• Awareness of power within the role
• Organisational skills e.g. timekeeping/procedures/respect
• Professional behaviour – diary/supervision/organising time well/ how to behave with others/how to dress
• Some understanding in general of the role of social workers in the area they are coming into.
• Energy – questioning – innovation – motivation – we want some interest from others
• Clarity around what will be demanded of them – especially time (if they have caring responsibilities)
• Understand what the ‘evidencing’ is about and that they don’t see it as integral to practice.

Would you expect anything different for the second placement?

• More of the same

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Programme Specification:  
Author: A Gardner  
Date: September 2013  
Page 84 of 565
• More clued up on all aspects of social work role
• More awareness of legislation
• More confidence/more use of initiative
• Ability to work within a changing environment
• Sure about pathway
• More people skills
• Thorough understanding of codes of practice
• Better boundaries/professionalism
• Insight/self-awareness/self-responsibility/accountability
• More formal contract meeting in terms of expectations
• Be able to identify more of their own learning needs
• Self-efficacy
• Independent working
• More of their own ideas
• Initial building blocks of organisation are present
• Authority to handle more complexity/greater caseloads
• Use supervision more effectively, less prescriptive, more reflective
• Autonomy – ‘holding on’ to uncertainty and risk and complexity but then knowing when to take to supervisor as appropriate.
• Progression from first to second placement is demonstrated.

The delegates then focussed on the new Professional Capabilities Framework and selected key domains to discuss further. In the first instance they were asked

**How can a student demonstrate capability at the end of the first placement in relation to the domain you have chosen…?**

**Intervention and skills**
• Working with a range of people/casework opportunities
• Assessment opportunities
• Reviews
• Multi-disciplinary work
• Report writing and recording
• Partnership working
• Application of policy to practice
• Demonstrate understanding of when and where legislative powers need to be applied
• Accountability and responsibility.

**Diversity**
• Assessment/case work
• Interventions used i.e. interpreters accessible formats
• Use of networks and organisations including advocacy/children’s rights etc.
• Self-reflection and awareness of power in balance.

**How can a student demonstrate capability at the end of the last placement in relation to the domain you have chosen….**
• Values and Ethics
• Complex situations possibly including levels of risk – encouraging the service user to be part of the decision making
• Contributing to discussions with other professionals in decision making process
• Service user is informed of rights and is aware of these and ensure they are heard by others
• Ideally have some service user feedback/recording all the views.
• Risk management linked to theory
• Supporting service users to choose
• Carrying out complex assessments where vulnerable adult has the right to make an unwise decision as they have been assessed as having capacity to do so.
• Working knowledge of codes of practice/ legislation/ Human Rights, Mental Capacity, values and ethics
• Identifying own values
• Using and exploring ethical dilemmas with service users.

From 2013 all social work students need to complete 30 days skills training over the course of the programme. What do you think are the most important skills to include?

• Interviewing skills
• Assessment skills
• Gaining more knowledge in different areas children and adults
• Workplace skills
• Professionalism
• Understanding complexities of multi-agency working in dealing with troubled/chaotic families
• More focus on values
• Resilience/looking after self through dealing with difficult clients and situation
• Life/work balance
• Shadowing days in police/court etc.
• People skills
• Interpersonal skills
• Writing skills - ability to distinguish between formal writing and informal
• Opportunity to practice meetings, initial contact with people e.g. role play
• Discussion about what is professionalism? Hopes, fears expectations without fear of failure.
• Gathering information
• Interview skill development

The reform Board has indicated that this is to be delivered in partnership by HEI’s and employers. How do you think we might do this? Think creatively and any offers leave your name!

• Payment for these placements – this might affect offers
• Specific training on induction/access to workplace offered within HEI
• Shadowing days within specialist agencies
• Specific project/skill with employer that benefits both parties i.e. short placements – 5 days
• Understanding benefits system
• How can we sell it to agencies outside the usual providers so they will take students for a few days
• Scope for community development
• Direct work with service users, memory toolbox with older people service users
• Personalisation for students – student directs the support they need.
• Split 30 days between prep for first placement and before 2nd placement
• Involve Practice Educators in this work (issues of release)
• Practice based – basic skills
• Sessions with HEI’s small groups
• Shadowing opportunities in agencies
• Linking into training/workshops taking place in agencies.
• Practical workshops to focus on interviewing skills, chairing skills, knocking on doors and gaining entry, supervision – through role play

Ali Gardner 17th April 201
Consultation Report
Appendix 5 – May Consultation Skills Development
30 Days Skills Development Consultation with MA1 Social Work students who are approaching the end of their first placement.

1. Which skills/techniques did you use most on your first placement?

Record keeping, recording, assessment, reviews, interviewing skills, letter writing, emotional support, referring for assessments, giving presentations/group work, communications skills, genograms, paraphrasing, listening, organisational skills, time management, reliability, being proactive, finding your own way, advocacy skills, confidentiality, relationship building, person centred practice, task centred practice, open/closed questions, risk assessments, meeting skills, following procedures, business lingo, multi-disciplinary meetings, taking minutes at meetings.

3 most frequently mentioned
- Meeting skills
- Record keeping
- Communication skills

2. Which skills/techniques/situations did you feel most anxious about before and during your placement?

Phone calls to other agencies, meeting new service users and beginning work with them, becoming familiar with complex service provision, knowing who to contact, how to record ‘write ups’, being in court, leading groups, about how I would be viewed by service user, meeting service users in their own home, dealing with crisis, confrontation, working with new client groups, managing staff and relationships

3 most frequently mentioned
- dealing with confrontation and difficult situations
- knowing who to contact and what is available
- how to write up practice

Which techniques/skills/teaching/units/workshops did you find most useful in preparing you to undertake your placement?

Law – understanding how assessments such as carers assessment work, teaching around communication, Preparation for Placement unit, talking to service users, talking to service providers, lectures on solution focused work, law relating to practice, knowledge of social work theories helped me to plan interventions, role play, recognising abuse, person centred practice, access to personal tutors

3 most frequently mentioned
- Preparation for Placement unit
- Meeting with service users
- Law

• Can you suggest any other input the University could offer to support new students to prepare for their placements?

More practical skills – record keeping, style of writing needed, examples of how to ask difficult questions and address personal issues, more info on reflective and critical writing, role play skills for one to one work with service users, how to time manage, reflect critically, filling in forms, doing assessments in class to get a feel of it, watching videos about practice, examples of LA Assessment forms, dealing with difficult situations, developing assertiveness skills, understanding the Benefits System, day shadowing experiences, watching simulated meetings, care plans and reviews, skills to deal with disclosure. more support on group work and advocacy, more input from practitioners currently in the field, recognising how physically and emotionally draining the work is, more skills around self-management and emotional intelligent, stress management, working with challenging behaviour, addressing unprofessional behaviour in others
3 most frequently mentioned
- Reflective and critical writing
- Role play/simulation of practice
- Understanding and completing assessments

“Skills training interview techniques, wish we had 30 days skills development”

Ali Gardner
MMU
May 18th 2012
Consultation Report
Appendix 6 – Student Representative Report
December 2012 Student Consultation Report

Prior to the Christmas break, a short student survey was undertaken to highlight areas of the MMU Social Work courses, that were perceived by students to be either delivered well, or needed improvement. The survey was delivered across all cohorts, in both BA and MA programmes, and consequently offered valuable insight into how we could reflect the experiences of all students in the department into the degree re-write. This also allowed for a wide range of responses in relation to a variety of different elements on the course, giving a broad view of student perception and practical issues that students had encountered.

The survey was deliberately delivered and formatted in a simple manner in order to encourage as much anecdotal evidence as possible, leaving less ambiguity in interpretation, and providing evidence that could be used to address specific issues with more urgency than perhaps might have been possible with a statistical survey.

The responses handed back by students have been collated and broadly categorised thematically. For the purpose of this report, more emphasis has been put on the responses which indicated where the course could be improved as this would require the most urgent attention. However, there is also a summary on what students had deemed the course did well in order to inform staff on how to build on what has been done well. The evidence collected is presented in the following discourse, under subheadings.

Assessment and Feedback

Assignments represented the most popular concern for students. Key issues that were raised are the following:

1. **Assignment Briefs**: Some students felt that assignment briefs could be a little vague at times and could be communicated in a more effective way. One student informed the survey that, “The level of detail supplied in lectures is at odds with the level required in assignments”

   However, the majority of students did not highlight specific problems with assignment briefs, and therefore this would need more investigation. It is also important to recognise that although this is very useful feedback, this only represented a small percentage of overall responses.

2. **Spacing/Timing of Assignments**: A number of students expressed that the timing of assessments and the close proximity of hand-in dates for various assignments posed difficulties in terms of workload. Some instances were cited where, numerous lengthy assignments needed to be submitted within a short period of time, and that students had struggled to balance these along with other concerns such as placement.

3. **Essay Hand-backs**: Some students raised the point that they felt obtaining work back could be potentially inefficient and stressful, and recommended that it could be potentially easier to publish results online.

4. **Feedback**: Other students expressed that feedback on work could sometimes lack detail and there wasn’t sufficient time to be able to discuss feedback with tutors.

More generally, other issues that were raised by students were centred on, difficulties with being able to reach assignment word counts, reference properly, and harness technical skills to facilitate assignment writing.

Evidently, the programme already has extensive procedures in place to support students academically, through tutor drop-in sessions, and academic support tutors. It is important that the programme continues to build on these facilities and ensures that the existence of academic support mechanisms is communicated effectively to students across all cohorts.

In addition, a large proportion of the positive comments on slips which fell under the, ‘Assessment and Feedback’ category, expressed high satisfaction in the quality of teaching and module content, the style of lectures and the general atmosphere that is promoted in the classroom.
Percentage Breakdown of Student Response by Category

- Organisation
- Content and Delivery
- Placement
- Resources
- Other
- Stockport Students
- Positive Comments
- Electives and Specific Modules
- Assignments and Feedback
Placements
Concerns around placement represented around 8% of the feedback received, with particular reference to placement preparation.

1. **Placement Organisation:** Most responses relating to placement referred to a desire for better organisation in the placement process, and quicker feedback on the status of placement applications. Some students expressed a lack of clarity in the placement process.

2. **Prep for Placement:** A handful of students noted that they had been dissatisfied with the Prep for Placement module, that it had felt rushed and liaising the placement team could sometimes be difficult.

The fact that student responses relating to placement only accounted for 8% of total responses indicates that in general, placements did not figure as highly in student concerns for the course as perhaps might have been expected, considering that placement is such an integral part of the course and is a potential source of great stress for students. This would indicate that placement services are generally well delivered to students.

Resources
This particular category made up 15% of all student responses, of which two main themes generally came to the fore.

1. **Library Resources:** Almost 50% of responses indicating dissatisfaction with resources indicated that there was a lack of books in the library. It is unclear if this referred to there not being enough copies of each book or the range of SW books available.

2. **Technology and Equipment:** A number of students expressed the need for more internet access to be available across classrooms.

Other students indicated that it could be difficult to do group work in lecture theatres that were often noisy and difficult to concentrate in.

Course Organisation
Course organisation is the second biggest category, behind assignment and feedback accounting for 18% of the responses received. The category has been split into three main types of response, these being the following:

- General Organisation
- Moodle
- Induction

1. **Moodle:** The majority of issues that were raised with Moodle, recommended that PP’s and lecture reading could be posted on Moodle earlier in order that students could be better prepared for lectures. Another student informed the survey that Moodle could be a little complex and recommended that lecture information could all be put in one area.

2. **General Organisation:** Most issues raised were concerned with confusion and inefficiency with room allocation, miscommunication of changes to lecture times and locations, and better communication with lecturers via e-mail.

3. **Induction:** Some students felt that the induction period was too long, some students also recommended giving a workshop on Turn-it-in during the induction period to better prepare students for handing work in through that
process. One student stated that they felt the IT induction had been extremely poor and not as extensive as it needed to be.

Electives
Students expressed a disparity in the level of quality between different electives, some being extremely well taught and informative, others being difficult to engage with and confusing.

Content and Delivery
Content and Delivery made up one of the larger categories from overall student response with 17%. The category has been split up into two main themes, general content and delivery and, service user input.

1. General Content and Delivery, points raised:
   - Some students expressed that they believed the course to be too theory lead with not enough emphasis on practical skills.
   - The point was also raised that more direction could be given over the summer in terms of giving out reading lists earlier.
   - More online leaning instead of lectures.
   - Contrarily, less online learning and more contact time with lecturers
   - Less self-directed study
   - A module dedicated to safeguarding.
   - More group work
   - More interactive lectures where students aren’t sitting down all day.
   - Lectures that show more links with how the theory works in practice.
   - Group work with individual marks
   - More use and explanation of current policy.

2. Service Users and Outside Visitors:
   - More involvement of service users and carers in lectures.
   - Gather feedback from students on guest lecturers on outside visitors - “Some should not be invited back”
   - More service user involvement in 1st year as well as in the following years.
   - More guest speakers and social workers sharing their experiences.
   - Trips to social care environments prior to placement.
   - Lectures on how to fill in assessments prior to placement.
Positive Feedback

It is important to note that students indicated various aspects of the course that are delivered to a very high standard. In general students expressed that the team were helpful, supportive and approachable, and delivered really interesting material in their lectures. Some 6% of total responses expressed that they didn't have anything negative to say about the course.  
“Lecturers were very welcoming and do know us by name, I love it here and find lecturers very approachable, with lessons very informative”

Some positive points made:

- Delivery of lectures is of a high standard.
- Flexible and knowledgeable tutors.
- Excellent guest speakers.
- Good access to literature.
- Diagnostic assignment, extremely helpful.
- Excellent choice of electives
- The different approaches to teaching take into account the varying styles of learning in cohorts
- Great use of service Users.

James Wilson
Consultation Report
Appendix 7 - Wider Student Consultation
Teaching and Learning Positives and Negatives

Dan explained that in general, the practice elements of the MA course were held in high regard. In particular the law module was found to be extremely useful, and that a sizeable amount of students found these types of modules to be at times more beneficial than some of the theory based units. Dan explained that there was a definite mood amongst students for more of the units to be geared more weightily towards employability. The practical skills that were highlighted as needing more attention were such skills as report writing and form filling as well as communication skills and legal issues.

One of the student reps recalled a particular guest lecturer who had given an extremely insightful and beneficial lecture with practical tips on communication techniques, which was very well received. Another issue raised was the need, from a student perspective, of having a slightly better structured approach to the timing of assignment hand-in dates whilst students are on placement. Charlotte went on to express further student desire for more support on the practical side of the course. She informed the meeting that many students felt that they needed more tuition on how to write assessments, not being confident in this area was particularly worrying for students just about to embark on placement.

Charlotte then went to praise the role play exercises that had been put on during the course. She noted that it had been particularly useful for some of the quieter students who hadn’t contributed as much as other in class discussion. Charlotte then expressed further praise for the use of outside organisations in teaching, citing 42nd St Bubble Drama Group, and the visit of ‘Instream’ in the personalisation lectures. In addition, students found the visits of ex-students as another useful element to units, particularly when talking about placements and employability, research methods and attachment. However, it was also raised at the meeting that there had been some issues with service user visits. Some visitors had been shown a lack of respect from students, who had left training days early and had not engaged as much as they should have done.

Teaching and Learning continued:

Charlotte explained that there was a general feeling from students that material delivered on Moodle wasn’t effective as it could be, and that a lot of students disliked it. Charlotte also expressed praise for the amount of choice for students in terms of electives, but students would also like to have more info and talks on the contents of electives before having to choose. There is also a general mood that a lot of students do not manage to link their electives to their type of placement. It was acknowledged that this wouldn’t always be possible, but there had been instances where more effort could have been made in this area.

Continuing on the topic of electives, Dan Alexander relayed to the meeting that many students believed some of the electives to be a little content light. Ali Gardner mentioned that this could be something to be discussed at the department’s development day. Ali recognised that there may be a little too much emphasis on outside visitors on occasion, and that there was a little room for more diversity and scope in terms of content. Ali also mentioned that there would perhaps need to be consideration for more standardisation of electives to ensure a minimum amount of engagement for each elective and, less variability of student perception, in relation to quality, between each elective unit.

Finally, some students expressed that they didn’t like some electives where they felt too much self-directed study had been incorporated into the unit. Some students expressed that they felt a little ‘short changed’ by this. However other students were extremely happy that with the online discussion board, which lecturers regularly read and commented on.

Marking

Student Reps relayed back to the meeting that some students felt that there was a little inconsistency in the marking process. In terms of final marks, some students felt that they could predict that some lecturers would mark more generously than others or vice versa. Ali mentioned that marking in bands could be a potential solution to the confusion amongst students that this causes.

For the reflective essay, linked to the work book prep for placement, it was specified in the assignment brief that only a small number of references were required, yet some markers had marked work down
for a lack of references. It was agreed that there needed to be better communication between lecturers in these instances.

Some students also felt that they needed more feedback on their workbooks along with students to reduce anxiety when commencing placements.

**Placements**

Some students expressed concern in relation to being put on placements that were no way related to their experience or what particular branch of social work they were interested in working in.

Students accept that it is not always possible to get the exact placement that they desire, and that there will always be a limit to the amount of placement links available, particularly within the North West. However, there were some instances where students were willing to swap with each other for more mutually beneficial placements and were told that this wasn’t possible.

**Reading Lists**

Some students felt that reading lists could have been released earlier on in the summer, as at times, they felt bombarded with reading to do at the start of term. This was particularly worrying for students on electives, who didn’t know what reading prep could have been done.

In addition some students felt that the timetable could have been released slightly earlier along with the structure of the reading week.

There were both positive and negative feelings around induction week, some thinking that it was too long, and wanting to get straight into lectures, others appreciating the time to acclimatise, and get to know each other.

It was noted that Amy Berry had been a tremendous support to students and that she had forged a positive relationship with many students across cohorts!

**Areas not liked:**

- Again, at MA level some students felt that they hadn’t been given enough time to choose electives and enough information to make the right decision on what elective would have best suited them.
- Charlotte raised some concerning points in relation to PDG Groups, where some students felt intimidated by the lecturer and consequently reluctant to speak and contribute to group decisions.
- Some students felt that more should be done to encourage attendance, particularly for group works where it was deemed that some students were not pulling their weight. Although it was naturally recognised that this could sometimes be the case, it was also noted that group dynamics could also exclude certain students from being able to contribute, and therefore group work relational problems could sometimes be a lot more complex.

**A few student recommendations**

- The potential splitting up of PDG groups into seminars.
- More links between cohorts, i.e. forums for discussion, sharing experiences and information.
- Peer support sessions in induction, potentially, How to survive MMU Social Work workshops with strong student input.

Ali informed the meeting that we would reconvene in February to build upon what was discovered in this first meeting and prepare for the visit of HSPC in May.
Appendix Two: Professional Development Portfolio
Professional Development Portfolio
BA (Hons) Social Work

Introduction

As a student social worker you are embarking on a three year academic and professional training course that leads to full qualification as a social work, a protected title following the implementation of the Care Standards Act (2000). The Health and Care Professions Council (HCPC), which took over the regulation of Social Work in August 2012, requires individuals with a social work qualification to be registered with the HCPC in order to practice. In order for you to demonstrate your capability and suitability to meet the requirements within the degree programme and the HCPC who approve all social work programmes, it is important that you take time to record, reflect, review and plan your progress throughout the three years. This record achievement will be used as one of the tools to support you in this process and can be taken forward to your Assessed and Supported Year of Employment (ASYE) and your career beyond this point.

In order to make this a working document that supports your learning and tracks your progress, it will be important to remember the following tips:

- Attend and prepare for planned tutorials
- Bring your record of Achievement to tutorials
- Being honest in your feedback and reflections will give you the best chance in developing professional practice
- Engage with and take time to reflect on Skills Development Days – they have been designed to help with the transition to your first placement
- Keep up to date with the Record of Achievement – Don’t fill it in at the end of the year
## Professional Development Portfolio Contents

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<td>Critical Social Work Practice %</td>
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<td>Research %</td>
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<td>Risk and Inter-professional Studies (reflection on mark and feedback)</td>
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<td>Critical Social Work (reflection on mark and feedback)</td>
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<td>Social Work Research and Practice (reflection on mark and feedback)</td>
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<tr>
<td>Highlights of year 3</td>
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<td>Low points of year 3</td>
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<tr>
<td>Practice Educators Report</td>
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<tr>
<td>Personal and practice goals for Assessed and Supported Year in Employment (ASYE)</td>
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<td>Tutor comment</td>
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Professional Development Portfolio
MA Social Work

Introduction

As a student social worker you are embarking on a three year academic and professional training course that leads to full qualification as a social work, a protected title following the implementation of the Care Standards Act (2000). The Health and Care Professions Council (HCPC), which took over the regulation of Social Work in August 2012, requires individuals with a social work qualification to be registered with the HCPC in order to practice. In order for you to demonstrate your capability and suitability to meet the requirements within the degree programme and the HCPC who approve all social work programmes, it is important that you take time to record, reflect, review and plan your progress throughout the three years. This record achievement will be used as one of the tools to support you in this process and can be taken forward to your Assessed and Supported Year of Employment (ASYE) and your career beyond this point.

In order to make this a working document that supports your learning and tracks your progress, it will be important to remember the following tips:

- Attend and prepare for planned tutorials
- Bring your record of Achievement to tutorials
- Being honest in your feedback and reflections will give you the best chance in developing professional practice
- Engage with and take time to reflect on Skills Development Days – they have been designed to help with the transition to your first placement
- Keep up to date with the Record of Achievement – Don’t fill it in at the end of the year
## Professional Development Portfolio Contents

### Year 1

<table>
<thead>
<tr>
<th>Content</th>
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<tr>
<td>Application form</td>
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<td>Assignment marks (please insert)</td>
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<td>Human Rights, Social Justice and Social Work (reflection on mark and feedback)</td>
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<td>Critical Perspectives (reflection on mark and feedback)</td>
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<td>Critical Social Work Practice (reflection on mark and feedback)</td>
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<td>Research (reflection on mark and feedback)</td>
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<td>Highlights of year 1</td>
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<td>Skills Development table</td>
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<td>Assessed Readiness to Direct Practice (Student Workbook)</td>
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<td>Personal and practice goals for Year 2</td>
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<td>Placement request form</td>
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<td>Assignment marks (please insert)</td>
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<td>Advanced Professional Practice (reflection on mark and feedback)</td>
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<td>Dissertation (reflection on mark and feedback)</td>
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<td>Highlights of year 2</td>
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<td>Low points of year 2</td>
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Appendix Three: Mapping of Programme Aims to Learning Outcomes
## Assessment mapping Level 4, 5 and 6 BA Social Work

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Unit Learning Outcome</th>
<th>Assessment strategy</th>
<th>Educational Aims</th>
<th>Programme Aims</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology and Social Policy</td>
<td>1. explore social phenomena and the contribution of social theorists to our understanding of the social world and formulation and provision of welfare.</td>
<td>The summative assignment including poster presentation of 4,500 words will meet level 4 unit grading criteria (100%).</td>
<td>1,3</td>
<td>2,3,5,</td>
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<tr>
<td>(L4)</td>
<td>2. compare how different writers have offered competing explanations for social phenomena and social welfare.</td>
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<td></td>
<td>3. investigate key concepts such as power, ideology and difference and how such concepts are relevant to social work theory, policy and practice.</td>
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<td></td>
<td>4. describe the impact of the process of inclusion and exclusion of diverse interests due to the process of policy formation, implementation and allocation of resources for welfare.</td>
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<td></td>
<td>5. develop an awareness of ideologies and political values and their impact on social policy formation and the delivery of social work.</td>
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<tr>
<td>Communication and Engagement</td>
<td>1. understand different approaches to communication and the application of core skills to form and sustain compassionate and effective relationships with a diverse range of service users and carers.</td>
<td>Students will construct a portfolio equivalent to 2,000 words, which will meet level 4 unit grading criteria (100%). The portfolio will demonstrate a record of learning and development</td>
<td>1,3,</td>
<td>,2,3,5,6</td>
</tr>
<tr>
<td>(L4)</td>
<td>2. develop as a self-aware, emotionally resilient, ethical and reflective practitioner with an understanding of one's own value base; the anti-discriminatory context of social work; the centrality of issues of power, inequality and social justice</td>
<td></td>
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<td></td>
<td>3. use counselling skills and techniques in interviewing, interpreting, assessing, recording and building effective and empowering relationships with service users and carers</td>
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<td></td>
<td>4. identify and demonstrate effective verbal, non-verbal and written communication across a range of practice including evidence gathering, the construction of hypotheses, intervention</td>
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</table>
**Programme Specification:**

**Date:** September 2013

**Author:** A Gardner

<table>
<thead>
<tr>
<th>Professional Development (L4)</th>
<th>throughout the first year of their social work degree (LO 1-5)</th>
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<tbody>
<tr>
<td><strong>1.</strong> Describe the current context of social work practice and the historical, ideological, economic and political influences</td>
<td>The summative assignment or equivalent of 2,500 words will meet level 4 unit grading criteria (100%). (LO 1, 2, 4 &amp; 5)</td>
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<tr>
<td><strong>2.</strong> Recognise the need to construct hypotheses in social work practice and link to a range of theories and methods upon which social work draws.</td>
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<td><strong>3.</strong> Identify why evidence and research are important in social work practice and the knowledge required to exercise professional judgement, ensuring safety while balancing rights and risks</td>
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<tr>
<td><strong>4.</strong> Consider the dilemmas around conflict, power, social justice and the development of strategies to challenge these.</td>
<td>A summative piece of work, in the form of a presentation equivalent to a 2,000 words that will meet level 4 unit grading criteria (100%) (LO 1-5)</td>
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<tr>
<td><strong>5.</strong> Demonstrate awareness of the impact of personal values, professionalism, reflective</td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Outcomes</th>
<th>Assessment Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Course and Social Work (L4)</td>
<td>1. to explore the life course in relation to the process of development</td>
<td>Student will undertake a presentation integrating theory within the context of</td>
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<td></td>
<td>professional social work. Equivalent to 2,500 words which will meet level 4</td>
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<td>unit grading criteria (LO 1 – 5)</td>
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<td></td>
<td>2. inquire into concepts, themes and issues that emerge in relation to</td>
<td>4,500 word (equivalent) summative assessment, which will meet level 4</td>
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<td>unit grading criteria (100%) LOs 1-5</td>
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<td></td>
<td>3. explore key and current theoretical debate informed by finding and</td>
<td>1,2,3</td>
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<td></td>
<td>1,2,3,5,6</td>
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<td>1,2,3,5,6</td>
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<td></td>
<td>4. recognise the construction of the life course in contemporary society</td>
<td>1,2,3,5,6</td>
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<td></td>
<td>in relation to wider structural (social, political, cultural, economic,</td>
<td>1,2,3,5,6</td>
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<td></td>
<td>environmental and global) factors including diversity in human identity</td>
<td>1,2,3,5,6</td>
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<td></td>
<td>and experience</td>
<td>1,2,3,5,6</td>
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<td></td>
<td>5. investigate the role of the politics of identity in relation to the</td>
<td>1,2,3,5,6</td>
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<td></td>
<td>discipline of social work, including the application of anti-discriminatory</td>
<td>1,2,3,5,6</td>
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<td></td>
<td>and anti-oppressive principles</td>
<td>1,2,3,5,6</td>
</tr>
<tr>
<td>Contemporary Issues in Social Work (L5)</td>
<td>1. evaluate and use key ideologies underpinning welfare provision and</td>
<td>2 x summative assignment or equivalent of 3,000 words</td>
</tr>
<tr>
<td></td>
<td>delivery of social care to users of social work services.</td>
<td>1,3,</td>
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<td>1,2,3,5,7</td>
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</table>
### Knowledge and Skills in Social Work (L5)

1. Identify, select and apply a range of intervention methods in social work practice.
2. Apply and evaluate knowledge from a range of theories, models and frameworks for social work intervention with individuals, families, groups and communities derived from them across the service user groups.
3. Critically reflect on the effectiveness of intervention methods with individual, families and communities.
4. Value and take account of the expertise of service users and carers, recognising and managing the impact on people of the power invested in your role.
5. Demonstrate the importance of communication, interviewing, relationship building and partnership working skills in the application of intervention methods.

### Law, Policy and Practice for Social Workers (L5)

1. Demonstrate a detailed understanding of the key pieces of legislation and policy relating to social work.

---

2. Contextualise Social Work within the social, political, historical and economic development of welfare generally and more specifically to their chosen service user groups.

3. Analyse the experience of receiving support/services for their chosen service user group.

4. Illustrate and critically apply their understanding of the specific social work role when working with service users in order to identify and rationalise the delivery of appropriate support.

5. Evaluate the impact of current developments, legislation, policy and research in relation to their chosen service user groups.

<table>
<thead>
<tr>
<th>Knowledge and Skills in Social Work (L5)</th>
<th>Knowledge and Skills in Social Work (L5)</th>
<th>Law, Policy and Practice for Social Workers (L5)</th>
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</thead>
<tbody>
<tr>
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<td>2. Apply and evaluate knowledge from a range of theories, models and frameworks for social work intervention with individuals, families, groups and communities derived from them across the service user groups.</td>
<td>1. Demonstrate a detailed understanding of the key pieces of legislation and policy relating to social work.</td>
</tr>
<tr>
<td>2. Apply and evaluate knowledge from a range of theories, models and frameworks for social work intervention with individuals, families, groups and communities derived from them across the service user groups.</td>
<td>3. Critically reflect on the effectiveness of intervention methods with individual, families and communities.</td>
<td>1 x exam equivalent to 6,000 words will meet level 1,3,5</td>
</tr>
<tr>
<td>3. Critically reflect on the effectiveness of intervention methods with individual, families and communities.</td>
<td>4. Value and take account of the expertise of service users and carers, recognising and managing the impact on people of the power invested in your role.</td>
<td>1,3,5</td>
</tr>
<tr>
<td>4. Value and take account of the expertise of service users and carers, recognising and managing the impact on people of the power invested in your role.</td>
<td>5. Demonstrate the importance of communication, interviewing, relationship building and partnership working skills in the application of intervention methods.</td>
<td>1,2,3,5,6,7</td>
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</table>

**will meet level 5 unit grading criteria (100%). (Lo 1,2,3,4 &5).**

2 x summative assignment or equivalent of 4,500 words will meet level 5 unit grading criteria (100%) (Lo 1,2,3,4,5,6)

1 x exam equivalent to 6,000 words will meet level 1,3,5,6,7
<table>
<thead>
<tr>
<th>Practice Learning (L5)</th>
<th>1. Professionalism:- Identify and behave as a professional social worker, committed to professional development</th>
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<tbody>
<tr>
<td></td>
<td>Social workers are members of an internationally recognised profession, a title protected in UK law. Social workers demonstrate professional commitment by taking responsibility for their conduct, practice and learning, with support through supervision. As representatives of the social work profession they safeguard its reputation and are accountable to the professional regulator.</td>
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<td></td>
<td>1.2 Recognise the role of the professional social worker in a range of contexts</td>
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<td></td>
<td>1.3 Recognise the important role of supervision, and make an active contribution. Demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness</td>
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<td>1.4 With guidance take responsibility for managing your time and workload effectively</td>
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<td></td>
<td>1.7 Be able to show awareness of personal and professional boundaries</td>
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<td></td>
<td>1.8 With guidance recognise your limitations, and how to seek advice</td>
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<td></td>
<td>1.9 Recognise and act on own learning needs in response to practice experience</td>
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</tbody>
</table>

5 unit grading criteria (100%). (Lo 1,2,3,4 &5)
1.10 Show awareness of own safety, health, wellbeing and emotional resilience and seek advice as necessary

1.11 Identify concerns about practice and procedures and how they can be questioned

2. Values and Ethics: Apply social work ethical principles and values to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making, including through partnership with people who use their services. Social workers are knowledgeable about the value base of their profession, its ethical standards and relevant law.

2.1 Understand and, with support, apply the profession’s ethical principles.
2.2 Recognise and with support manage the impact of own values on professional practice.

2.3 Identify and, with guidance, manage potentially conflicting values and ethical dilemmas

2.4 Elicit and respect the needs and views of service users and carers and, with support, promote their participation in decision-making wherever possible

2.5 Recognise and, with support, promote individuals' rights to autonomy and self-determination

2.6 Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing

3. Diversity: Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice

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

3.1 Understand how an individual’s identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics, and take account of these to understand their experiences

3.2 With reference to current legislative requirements, recognise personal and organisational discrimination and oppression, and identify ways in which they might be challenged

3.3 Recognise and, with support, manage the impact on people of the power invested in your role

4. Rights, Justice and Economic Wellbeing: Advance human rights and promote social justice and economic well-being

Social workers recognise the fundamental principles of human rights and equality, and that these are protected in national and international law, conventions and policies. They ensure these principles underpin their practice. Social workers understand the importance of using and contributing to case law and applying these rights in their own practice. They understand the effects of oppression, discrimination and poverty

4.1 Understand and, with support, apply in practice the principles of social justice, inclusion and equality

4.2 Understand how legislation and guidance can advance or constrain people’s rights

4.3 Work within the principles of human and civil rights and equalities legislation

4.4 Recognise the impact of poverty and social exclusion and promote enhanced economic status through access to education, work, housing, health services and welfare benefits.

4.5 Recognise the value of independent advocacy

5. Knowledge: Apply knowledge of social sciences, law and social work practice theory

Social workers understand psychological, social, cultural, spiritual and physical influences on people; human development throughout the life span and the legal framework for practice.
They apply this knowledge in their work with individuals, families and communities. They know and use theories and methods of social work practice.

5.1 With guidance apply research, theory and knowledge from sociology, social policy, psychology, health and human growth and development to social work practice.

5.2 Understand the legal and policy frameworks and guidance that inform and mandate social work practice, relevant to placement setting.

5.7 Understand forms of harm, their impact on people, and the implications for practice;
5.8 Apply knowledge from a range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them.

5.12 Value and take account of the expertise of service users and carers and professionals.

6. Critical reflection and Analysis - Apply critical reflection and analysis to inform and provide a rationale for professional decision-making

Social workers are knowledgeable about and apply the principles of critical thinking and reasoned discernment. They identify, distinguish, evaluate and integrate multiple sources of knowledge and evidence. These include practice evidence, their own practice experience, service user and carer experience together with research-based, organisational, policy and legal knowledge. They use critical thinking augmented by creativity and curiosity.

6.1 Recognise the importance of applying imagination, creativity and curiosity to practice.

6.2 Inform decision-making through the identification and gathering of information from more than one source and, with support, question its reliability and validity.

6.4 With guidance use reflection and analysis in practice.

6.5 With guidance understand how to evaluate and review hypotheses in response to information available at the time and apply in practice with support.

6.6 With guidance use evidence to inform decisions.
7. Intervention and Skills: Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse

Social workers engage with individuals, families, groups and communities, working alongside people to assess and intervene. They enable effective relationships and are effective communicators, using appropriate skills. Using their professional judgement, they employ a range of interventions: promoting independence, providing support and protection, taking preventative action and ensuring safety whilst balancing rights and risks. They understand and take account of differentials in power, and are able to use authority appropriately. They evaluate their own practice and the outcomes for those they work with.

7.1 With guidance use a range of verbal, non-verbal and written methods of communication relevant to the placement

7.2 With guidance communicate information, advice, instruction and opinion so as to advocate, influence and persuade

7.3 Demonstrate the ability to build and conclude compassionate and effective relationships appropriate to the placement setting

7.4 With guidance demonstrate an holistic approach to the identification of needs, circumstances, rights, strengths and risks

7.5 Identify and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes

7.6 With guidance use a planned and structured approach, informed by at least two social work methods and models

7.7 Recognise the importance of community resources, groups and networks for individuals

7.8 Demonstrate skills in recording and report writing appropriate to the setting
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<tbody>
<tr>
<td>7.9 With guidance, demonstrate skills in sharing information appropriately and respectfully</td>
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<tr>
<td>7.10 Demonstrate awareness of the impact of multiple factors, changing circumstances and uncertainty in people’s lives</td>
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<td>7.11 With guidance understand the authority of the social work role</td>
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<td>7.12 With guidance identify the factors that may create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including yourself</td>
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<tr>
<td>7.13 With guidance identify appropriate responses to safeguard vulnerable people</td>
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### 8. Contexts and organisations: Engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter-professional partnerships and settings

Social workers are informed about and pro-actively responsive to the challenges and opportunities that come with changing social contexts and constructs. They fulfil this responsibility in accordance with their professional values and ethics, both as individual professionals and as members of the organisation in which they work. They collaborate, inform and are informed by their work with others, inter-professionally and with communities.

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<tbody>
<tr>
<td>8.1 With guidance, recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts</td>
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<tr>
<td>8.3 With guidance understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and practice</td>
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<tr>
<td>8.4 With guidance work within the organisational context of your placement setting and</td>
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</table>
understand the lines of accountability

8.5 Understand and respect the role of others within the organisation and work effectively with them

8.6 Take responsibility for your role and impact within teams and with guidance contribute positively to team working

8.7 Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and, with guidance, demonstrate partnership working

9. Professional Leadership: Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management

The social work profession evolves through the contribution of its members in activities such as practice research, supervision, assessment of practice, teaching and management. An individual's contribution will gain influence when undertaken as part of a learning, practice-focused organisation. Learning may be facilitated with a wide range of people including social work colleagues, service users and carers, volunteers, foster carers and other professionals.

9.1 Identify how professional leadership in social work can enhance practice

9.2 Recognise the value of sharing and supporting the learning and development of others

<table>
<thead>
<tr>
<th>Risk and Inter-professional Studies (L6)</th>
<th>1. critically evaluate theories and assessment tools/frameworks of risk appropriate to social work, identifying those that promote partnership working with service users and</th>
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<th>x</th>
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<tbody>
<tr>
<td></td>
<td>Summative</td>
<td>1,2,3,4,5</td>
<td>1,2,3,4,5,6,7</td>
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</tbody>
</table>
2. evaluate the impact of contemporary government policy and legislative frameworks affecting the role of social work in agencies relating to risk presented to both children and adults.

3. compare and contrast the competing theories, ideological perspectives and practical concerns when working with service users in a multi-professional context.

4. produce critical arguments for improvements to multi-professional practices including the evaluation of own practice and analysis of contribution to agency function in relation to working with risk, using research to inform your arguments.

5. identify and critically evaluate the factors underpinning effective inter/intra professional relationships and inter agency work including issues of professional autonomy and accountability.

### Developing Practice in Social Work (L6)

1. Critically reflect on their own development of professional practice throughout the programme.

2. demonstrate a critical understanding of the professional dilemmas and tensions social workers face in working with complexity, resistance and uncertainty.

3. Recognise and critically evaluate the role of professional leadership within social work practice with reference to chosen specialist area.

4. Examine and analyse the role and function of social workers in a comparative context with reference to their specialist area.

5. Analyse the impact and influence of global politics, contemporary government policy, alternative theories and emerging research on the delivery of welfare and social work practice with reference to their specialist area.

<table>
<thead>
<tr>
<th>Assignment or equivalent of 6,000 words will meet level 6 unit grading criteria (100%). (Lo 1,2,3,4,5)</th>
<th>1,2,3,4,5,6,7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 x summative assignment or equivalent of 6,000 words will meet level 6 unit grading criteria (100%). (Lo 1,2,3,4,5)</td>
<td>1,2,3,4,5,6,7</td>
</tr>
<tr>
<td>Social Work Research and Practice (L6)</td>
<td>1. select appropriately from the different research paradigms and methodological approaches in social research.</td>
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<tr>
<td>2. successfully complete all parts of the research process.</td>
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<tr>
<td>3. write a coherent, well-structured critical review of an existing piece of research, demonstrating an awareness of all aspects of the research process.</td>
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<tr>
<td>4. use current research to inform, challenge and evaluate their own practice within their placement.</td>
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<tr>
<td>5. integrate values, knowledge, skills and practice experience introduced throughout the content of the social work curriculum and apply it in a cohesive and meaningful manner in their practice.</td>
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<tr>
<td>(1). 1 x summative assignment or equivalent of 2,000 words will meet level 6 unit grading criteria (100%). (Lo 1,2,3,4,5,)</td>
<td></td>
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<tr>
<td>(2). 1 x summative assessment (extended study) or equivalent of 10,000 words will meet level 6 unit grading criteria (100%) (LO 1,2,3,4,5)</td>
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</table>

| Practice Learning (L6) | Professional Capability Framework - Qualifying Social Worker Level Capabilities: |
| By the end of last placement/ the completion of qualifying programmes newly qualified social workers should have demonstrated the Knowledge, Skills and Values to work with a range of user groups, and the ability to undertake a range of tasks at a foundation level, the capacity to work with more complex situations; they should be able to work more autonomously, whilst recognising that the final decision will still rest with their supervisor; they will seek appropriate support and supervision. |
| 1. Professionalism:- |
| Social workers are members of an internationally recognised profession, a title protected in UK law. Social workers demonstrate professional commitment by taking responsibility for their conduct, practice and learning, with support through supervision. As representatives of the social work profession they safeguard its |

| 100 day professional placement assessed by practice educator against learning outcomes |
| 1,2,3,4,5, | 12,3,4,5,6,7 |
**reputation and are accountable to the professional regulator.**

1.1 Be able to meet the requirements of the professional regulator.

1.2 Be able to explain the role of the social worker in a range of contexts, and uphold the reputation of the profession.

1.3 Demonstrate an effective and active use of supervision for accountability, professional reflection and development.

1.4 Demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness.

1.5 Take responsibility for managing your time and workload effectively, and begin to prioritise your activity including supervision time.

1.6 Recognise the impact of self in interaction with others, making appropriate use of personal experience.

1.7 Be able to recognise and maintain personal and professional boundaries.

1.8 Recognise your professional limitations and how to seek advice.

1.9 Demonstrate a commitment to your continuing learning and development.

1.10 With support, take steps to manage and promote own safety, health, wellbeing and emotional resilience.

1.11 Identify concerns about practice and procedures and, with support, begin to find appropriate means of challenge.

**2. Values and Ethics: Apply social work ethical principles and values to guide**
professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making, including through partnership with people who use their services. Social workers are knowledgeable about the value base of their profession, its ethical standards and relevant law.

2.1 Understand and apply the profession’s ethical principles and legislation, taking account of these in reaching decisions.

2.2 Recognise and, with support, manage the impact of own values on professional practice.

2.3 Manage potentially conflicting or competing values, and, with guidance, recognise, reflect on, and work with ethical dilemmas.

2.4 Demonstrate respectful partnership work with service users and carers, eliciting and respecting their needs and views, and promoting their participation in decision-making wherever possible.

2.5 Recognise and promote individuals’ rights to autonomy and self-determination.

2.6 Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing.

3. Diversity: Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice.

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

3.1 Understand how an individual’s identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics, and take account of these to
understand their experiences, questioning assumptions where necessary.

3.2 With reference to current legislative requirements, recognise personal and organisational discrimination and oppression and with guidance make use of a range of approaches to challenge them.

3.3 Recognise and manage the impact on people of the power invested in your role

4. Rights, Justice and Economic Wellbeing: Advance human rights and promote social justice and economic well-being

Social workers recognise the fundamental principles of human rights and equality, and that these are protected in national and international law, conventions and policies. They ensure these principles underpin their practice. Social workers understand the importance of using and contributing to case law and applying these rights in their own practice. They understand the effects of oppression, discrimination and poverty.

4.1 Understand, identify and apply in practice the principles of social justice, inclusion and equality.

4.2 Understand how legislation and guidance can advance or constrain people’s rights and recognise how the law may be used to protect or advance their rights and entitlements.

4.3 Work within the principles of human and civil rights and equalities legislation, differentiating and beginning to work with absolute, qualified and competing rights and differing needs and perspectives.

4.4 Recognise the impact of poverty and social exclusion and promote enhanced economic status through access to education, work, housing, health services and welfare benefits.

4.5 Recognise the value of, and aid access to, independent advocacy

5. Knowledge: Apply knowledge of social sciences, law and social work practice theory.

Social workers understand psychological, social, cultural, spiritual and physical
influences on people; human development throughout the life span and the legal framework for practice. They apply this knowledge in their work with individuals, families and communities. They know and use theories and methods of social work practice.

5.1 Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health.

5.2 Demonstrate a critical understanding of the legal and policy frameworks and guidance that inform and mandate social work practice, recognising the scope for professional judgement.

5.3 Demonstrate and apply to practice a working knowledge of human growth and development throughout the life course.

5.4 Recognise the short and long term impact of psychological, socio-economic, environmental and physiological factors on people’s lives, taking into account age and development, and how this informs practice.

5.5 Recognise how systemic approaches can be used to understand the person-in-the-environment and inform your practice.

5.6 Acknowledge the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience.

5.7 Understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to practice.

5.8 Demonstrate a critical knowledge of the range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them.

5.9 Demonstrate a critical understanding of social welfare policy, its evolution, implementation and impact on people, social work, other professions, and inter-agency working.
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<tr>
<td>5.10 Recognise the contribution, and begin to make use, of research to inform practice.</td>
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<td>5.11 Demonstrate a critical understanding of research methods.</td>
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<tr>
<td>5.12 Value and take account of the expertise of service users, carers and professionals</td>
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</table>

**6. Critical reflection and Analysis - Apply critical reflection and analysis to inform and provide a rationale for professional decision-making.**

Social workers are knowledgeable about and apply the principles of critical thinking and reasoned discernment. They identify, distinguish, evaluate and integrate multiple sources of knowledge and evidence. These include practice evidence, their own practice experience, service user and carer experience together with research-based, organisational, policy and legal knowledge. They use critical thinking augmented by creativity and curiosity.

- **6.1** Apply imagination, creativity and curiosity to practice.
- **6.2** Inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources.
- **6.3** With support, rigorously question and evaluate the reliability and validity of information from different sources.
- **6.4** Demonstrate a capacity for logical, systematic, critical and reflective reasoning and apply the theories and techniques of reflective practice.
- **6.5** Know how to formulate, test, evaluate, and review hypotheses in response to information available at the time and apply in practice.
- **6.6** Begin to formulate and make explicit, evidence-informed judgements and justifiable decisions.

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

Social workers engage with individuals, families, groups and communities, working alongside people to assess and intervene. They enable effective relationships and are effective communicators, using appropriate skills. Using their professional judgment, they employ a range of interventions: promoting independence, providing support and protection, taking preventative action and ensuring safety whilst balancing rights and risks. They understand and take account of differentials in power, and are able to use authority appropriately. They evaluate their own practice and the outcomes for those they work with.

7.1 Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples' age, comprehension and culture. 7.2 Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade.

7.3 Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships.

7.4 Demonstrate an holistic approach to the identification of needs, circumstances, rights, strengths and risks.

7.5 Select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with service users.

7.6 Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence and to prevent harm. 7.7 Recognise how the development of community resources, groups and networks enhance outcomes for individuals.

7.8 Maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgement and
organisational responsibilities.

7.9 Demonstrate skills in sharing information appropriately and respectfully.

7.10 Recognise complexity, multiple factors, changing circumstances and uncertainty in people’s lives, to be able to prioritise your intervention.

7.11 Understand the authority of the social work role and begin to use this appropriately as an accountable professional.

7.12 Recognise the factors that create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including yourself, and contribute to the assessment and management of risk.

7.13 With support, identify appropriate responses to safeguard vulnerable people and promote their wellbeing.

8. Contexts and organisations: Engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter-professional partnerships and settings.

Social workers are informed about and pro-actively responsive to the challenges and opportunities that come with changing social contexts and constructs. They fulfil this responsibility in accordance with their professional values and ethics, both as individual professionals and as members of the organisation in which they work. They collaborate, inform and are informed by their work with others, inter-professionally and with communities.

8.1 Recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts.

8.2 Understand the roles and responsibilities of social workers in a range of organisations, lines of accountability and the boundaries of professional autonomy and discretion.
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<tr>
<td><strong>8.3</strong> Understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and practice.</td>
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<td><strong>8.4</strong> Be able to work within an organisation’s remit and contribute to its evaluation and development.</td>
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<td><strong>8.5</strong> Understand and respect the role of others within the organisation and work effectively with them.</td>
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<td><strong>8.6</strong> Take responsibility for your role and impact within teams and be able to contribute positively to effective team working.</td>
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<td><strong>8.7</strong> Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working.</td>
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<td><strong>9. Professional Leadership:</strong> Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management</td>
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<tr>
<td>The social work profession evolves through the contribution of its members in activities such as practice research, supervision, assessment of practice, teaching and management. An individual's contribution will gain influence when undertaken as part of a learning, practice-focused organisation. Learning may be facilitated with a wide range of people including social work colleagues, service users and carers, volunteers, foster carers and other professionals.</td>
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<td><strong>9.1</strong> Recognise the importance of, and begin to demonstrate, professional leadership as a social worker.</td>
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<td><strong>9.2</strong> Recognise the value of, and contribute to supporting the learning and development of others</td>
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<tr>
<td>Unit title</td>
<td>Unit Learning Outcome</td>
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| Developing professional Practice | 1. Critically analyse key themes and ideologies relating to the development of social welfare and the relationship with contemporary social work provision.  
2. Demonstrate a critical understanding of key debates relating to professional dilemmas, debates and tensions arising from contemporary provision.  
3. Understand and critically analyse the concept of the professional social worker and identify key skills which define the professional role  
4. Demonstrate knowledge and understanding of the of the statements of conduct, standards of proficiency and critical awareness of the values and ethics which regulate and inform social work practice  
5. Demonstrate a critical awareness and understanding of the required level of professional capabilities (skills, knowledge and values) required of a social worker in order to be able to make effective use of the first practice placement. (Readiness for practice) | 1. A 2,500 word summative assessment (assignment) that will meet level 7 grading criteria.  
2. Skills based workbook.(2,500 equivalence)  
The unit assessment will contain elements of underpinning knowledge and skill development required to understand the role of a social worker and the primary skills necessary for first placement. (ARDP)  
LOs 1-5                                                                                     | 1,2,3,4&5                                                                 | 1,2,3,4,5,6&7 |
| Critical Perspectives on Society, Families & Individuals | 1. Critically analyse themes and issues that emerge in relation to different "phases" in the life course and acknowledge the central role of relationships, family, loss, change and attachment  
2. Demonstrate a critical understanding of the role of social policy in the role of identity politics and the discipline of social work | 1. 5,000 word summative assessment that will meet Level 7 (M) Unit grading criteria. The assessment will | 1,2,3,4&5                                                                 | 1,2,3,4,5,6&7 |
<table>
<thead>
<tr>
<th>Critical Social Work Practice</th>
<th>LO's 1-5</th>
<th>LO's 1-6</th>
</tr>
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<tbody>
<tr>
<td>1. Critically demonstrate and analyse a range of theoretical and practice based frameworks for assessment and intervention with individuals, families and communities and the methods derived from them</td>
<td>1. 3,000 word summative assessment that will meet Level 7 (M) Unit grading criteria. The assignment will contain elements of case study and essay.</td>
<td>1,2,3,4&amp;5 1,2,3,4,5,6&amp;7</td>
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<td>2. Ensure service users and their carers are central to the assessment and intervention processes</td>
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<td>3. Critically demonstrate an holistic approach to the identification of needs, circumstances, human rights, strengths and risks, exercising skills in professional judgement and decision making</td>
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<td>4. Demonstrate a critical and systematic understanding of competing need and the relationship with professional judgement, social work values, ethical dilemmas and professional tensions</td>
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<td>5. Critically understand the role of inter professional working within the assessment and intervention processes</td>
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<tr>
<td>6. Critically debate and apply theories which engage with the complex nature of social work</td>
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</table>
| Law, Human Rights & Social Work | 1. Demonstrate critical understanding of the role and function of law in shaping the context of social work practice with service users, carers and other professionals, including critical analysis of key tensions and dilemmas in how law may be used to protect or advance human rights and entitlements.  
2. Demonstrate critical understanding of the range of powers and duties in primary and secondary legislation, statutory guidance and case law relevant to social work practice in England, including international human rights conventions and domestic legislation developed to counter discrimination.  
3. Demonstrate critical understanding of the legal framework for social work practice across a range of service user groups and fields of practice including (for example) children and adult safeguarding, mental health and mental capacity, the family justice system, adult social care, disabled people and carers, including consideration of the experiences of service users and how different legal provisions interconnect | 1. 5,000 word (equivalent) open book examination: summative assessment that will meet Level 7 (M) Unit grading criteria. The assessment task will include application of law to case scenarios. LO’s 1-3 |
| Social Work Research | 1. Produce a coherent research proposal and plan a viable research project from beginning through to completion;  
2. Demonstrate a cogent understanding of different research paradigms and methodological approaches in social research;  
3. Demonstrate key skills and knowledge to systematically gather and critically analyse relevant data;  
4. Critically consider and analyse validity and rigour in research; | 1. Students are required to submit a 3,500 word research proposal for summative assessment. LO’s 1-5 |
<table>
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<tr>
<th><strong>Social Work, Safeguarding, Risk and Inter Professional Practice</strong></th>
<th><strong>5. Evidence a critical awareness and understanding of the importance of ethics in research and an appreciation of issues relating to social work research</strong></th>
<th><strong>1. Demonstrate a critical understanding of the social work role in the identification of safeguarding issues or concerns, assessment and management of risk, in promoting rights, collaborative partnership working and in safeguarding vulnerable people</strong></th>
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<td><strong>2. Demonstrate a critical understanding and application in practice of complex needs and complex practice, skills in the assessment and intervention of complex practice.</strong></td>
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<td><strong>3. Critically analyse theories and research evidence relevant to safeguarding, risk, resilience and protection;</strong></td>
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<td><strong>4. Demonstrate critical analysis of the legal, policy and cultural context of interprofessional and inter-agency working demonstrate critical understanding of factors underpinning effective interprofessional and inter-agency work, including critical analysis of professional autonomy and accountability;</strong></td>
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<td><strong>5. Demonstrate ability to analyse and critically reflect on issues arising in the management of complex cases.</strong></td>
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<tr>
<td><strong>Specialist Practice in Social Work</strong></td>
<td></td>
<td><strong>1. Critically analyse ideologies/histories and concepts of welfare relating to chosen areas of mental health, learning disability, personalisation, fostering &amp; adoption, immigration and asylum, direct work with children, sexual abuse, domestic abuse, drug and alcohol and working with older people</strong></td>
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<td><strong>1. 3000 word summative assessment that will meet Level 7 (M) Unit grading criteria. LO’s 1-5</strong></td>
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<td><strong>1.5,000 word assignment : summative assessment that will meet Level 7 (M) Unit grading criteria. The assignment will contain elements of reflection on practice within an essay. LO’s 1-6</strong></td>
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<td><strong>1,2,3,4,5,6&amp;7</strong></td>
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<td><strong>1,2,3,4,5,6&amp;7</strong></td>
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2. Critically examine the core values relating to chosen areas and demonstrate the capacity to critically evaluate and reflect on how those values are translated into practice.

3. Contextualise the lives of individuals from chosen area with reference to current and future legislation, policy and research and analyse their impact on the lives of people and their families/carers.

4. Select and holistically apply theories, methods and frameworks relating to the chosen areas and demonstrate a cogent understanding of how this application can lead to positive outcomes within the chosen areas.

5. Engage critically with national and international research findings and service user voice/narrative in relation to service user experience of welfare delivery and social work support within the chosen areas.

### Research Study

1. Implement a coherent and viable research proposal and have the skills to produce a cogent, coherent and organised research study;

2. Select, critically appraise and apply methodological approaches and research methods relevant to the chosen area of study;

3. Collect and analyse research data; select, appraise and critically analyse literature relevant to the chosen area of study;

4. Consider ethical issues and apply appropriate ethical principles, standards and procedures to the chosen area of study;

5. Construct research knowledge; produce appropriate conclusions and recommendations; produce an accompanying research poster.

Assessment is both formative and summative. Formative assessment takes the form of feedback on selected draft plans, chapters, ethical procedures and/or further activities as appropriate.

1. Research study is subject to 12,000

Page 133 of 565
<table>
<thead>
<tr>
<th>Practice Learning (1)</th>
<th>1. Professionalism: Identify and behave as a professional social worker, committed to professional development</th>
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<tbody>
<tr>
<td></td>
<td>Social workers are members of an internationally recognised profession, a title protected in UK law. Social workers demonstrate professional commitment by taking responsibility for their conduct, practice and learning, with support through supervision. As representatives of the social work profession they safeguard its reputation and are accountable to the professional regulator.</td>
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<td></td>
<td>1.2 Recognise the role of the professional social worker in a range of contexts</td>
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<td>1.3 Recognise the important role of supervision, and make an active contribution. Demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness</td>
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<td>1.4 With guidance take responsibility for managing your time and workload effectively</td>
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<td>1.7 Be able to show awareness of personal and professional boundaries</td>
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<td></td>
<td>1.8 With guidance recognise your limitations, and how to seek advice</td>
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<td></td>
<td>1.9 Recognise and act on own learning needs in response to practice</td>
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<td>70 day professional placement assessed by practice educator against learning outcomes</td>
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</table>
experience

1.10 Show awareness of own safety, health, wellbeing and emotional resilience and seek advice as necessary

1.11 Identify concerns about practice and procedures and how they can be questioned

2. Values and Ethics: Apply social work ethical principles and values to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making, including through partnership with people who use their services. Social workers are knowledgeable about the value base of their profession, its ethical standards and relevant law.

2.1 Understand and, with support, apply the profession’s ethical principles;

2.2 Recognise and with support manage the impact of own values on professional practice.

2.3 Identify and, with guidance, manage potentially conflicting values and ethical dilemmas

2.4 Elicit and respect the needs and views of service users and carers and, with support, promote their participation in decision-making wherever possible

2.5 Recognise and, with support, promote individuals’ rights to autonomy and self-determination

2.6 Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing

3. Diversity: Recognise diversity and apply anti-discriminatory and
anti-oppressive principles in practice

Social workers understand that diversity characterises and shapes human experience and is critical to the formation of identity. Diversity is multi-dimensional and includes race, disability, class, economic status, age, sexuality, gender and transgender, faith and belief. Social workers appreciate that, as a consequence of difference, a person's life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim, and are able to challenge appropriately.

3.1 Understand how an individual's identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics, and take account of these to understand their experiences

3.2 With reference to current legislative requirements, recognise personal and organisational discrimination and oppression, and identify ways in which they might be challenged

3.3 Recognise and, with support, manage the impact on people of the power invested in your role

4. Rights, Justice and Economic Wellbeing: Advance human rights and promote social justice and economic well-being

Social workers recognise the fundamental principles of human rights and equality, and that these are protected in national and international law, conventions and policies. They ensure these principles underpin their practice. Social workers understand the importance of using and contributing to case law and applying these rights in their own practice. They understand the effects of oppression, discrimination and poverty

4.1 Understand and, with support, apply in practice the principles of social justice, inclusion and equality

4.2 Understand how legislation and guidance can advance or constrain
4.3 Work within the principles of human and civil rights and equalities legislation

4.4 Recognise the impact of poverty and social exclusion and promote enhanced economic status through access to education, work, housing, health services and welfare benefits. 4.5 Recognise the value of independent advocacy

5. Knowledge: Apply knowledge of social sciences, law and social work practice theory

Social workers understand psychological, social, cultural, spiritual and physical influences on people; human development throughout the life span and the legal framework for practice. They apply this knowledge in their work with individuals, families and communities. They know and use theories and methods of social work practice.

5.1 With guidance apply research, theory and knowledge from sociology, social policy, psychology, health and human growth and development to social work practice

5.2 Understand the legal and policy frameworks and guidance that inform and mandate social work practice, relevant to placement setting

5.7 Understand forms of harm, their impact on people, and the implications for practice; 5.8 Apply knowledge from a range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them

5.12 Value and take account of the expertise of service users and carers and professionals

6. Critical reflection and Analysis - Apply critical reflection and analysis to inform and provide a rationale for professional decision-
Social workers are knowledgeable about and apply the principles of critical thinking and reasoned discernment. They identify, distinguish, evaluate and integrate multiple sources of knowledge and evidence. These include practice evidence, their own practice experience, service user and carer experience together with research-based, organisational, policy and legal knowledge. They use critical thinking augmented by creativity and curiosity.

6.1 Recognise the importance of applying imagination, creativity and curiosity to practice

6.2 Inform decision-making through the identification and gathering of information from more than one source and, with support, question its reliability and validity

6.4 With guidance use reflection and analysis in practice

6.5 With guidance understand how to evaluate and review hypotheses in response to information available at the time and apply in practice with support

6.6 With guidance use evidence to inform decisions

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

Social workers engage with individuals, families, groups and communities, working alongside people to assess and intervene. They enable effective relationships and are effective communicators, using appropriate skills. Using their professional judgement, they employ a range of interventions: promoting independence, providing support and protection, taking
preventative action and ensuring safety whilst balancing rights and risks. They understand and take account of differentials in power, and are able to use authority appropriately. They evaluate their own practice and the outcomes for those they work with.

7.1 With guidance use a range of verbal, non-verbal and written methods of communication relevant to the placement

7.2 With guidance communicate information, advice, instruction and opinion so as to advocate, influence and persuade

7.3 Demonstrate the ability to build and conclude compassionate and effective relationships appropriate to the placement setting

7.4 With guidance demonstrate an holistic approach to the identification of needs, circumstances, rights, strengths and risks

7.5 Identify and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes

7.6 With guidance use a planned and structured approach, informed by at least two social work methods and models

7.7 Recognise the importance of community resources, groups and networks for individuals

7.8 Demonstrate skills in recording and report writing appropriate to the setting

7.9 With guidance, demonstrate skills in sharing information appropriately and respectfully

7.10 Demonstrate awareness of the impact of multiple factors, changing circumstances and uncertainty in people’s lives
7.11 With guidance understand the authority of the social work role

7.12 With guidance identify the factors that may create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including yourself

7.13 With guidance identify appropriate responses to safeguard vulnerable people

8. Contexts and organisations: Engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter-professional partnerships and settings

Social workers are informed about and pro-actively responsive to the challenges and opportunities that come with changing social contexts and constructs. They fulfil this responsibility in accordance with their professional values and ethics, both as individual professionals and as members of the organisation in which they work. They collaborate, inform and are informed by their work with others, inter-professionally and with communities.

8.1 With guidance, recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts

8.3 With guidance understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and practice

8.4 With guidance work within the organisational context of your placement setting and understand the lines of accountability

8.5 Understand and respect the role of others within the organisation and
work effectively with them

8.6 Take responsibility for your role and impact within teams and with guidance contribute positively to team working

8.7 Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and, with guidance, demonstrate partnership working

9. Professional Leadership: Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management

The social work profession evolves through the contribution of its members in activities such as practice research, supervision, assessment of practice, teaching and management. An individual’s contribution will gain influence when undertaken as part of a learning, practice-focused organisation. Learning may be facilitated with a wide range of people including social work colleagues, service users and carers, volunteers, foster carers and other professionals.

9.1 Identify how professional leadership in social work can enhance practice

9.2 Recognise the value of sharing and supporting the learning and development of others
### Practice Learning (2)

<table>
<thead>
<tr>
<th>Professional Capability Framework - Qualifying Social Worker Level Capabilities:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>By the end of last placement/ the completion of qualifying programmes</em> newly qualified social workers should have demonstrated the Knowledge, Skills and Values to work with a range of user groups, and the ability to undertake a range of tasks at a foundation level, the capacity to work with more complex situations; they should be able to work more autonomously, whilst recognising that the final decision will still rest with their supervisor; they will seek appropriate support and supervision.</td>
</tr>
</tbody>
</table>

#### 1. Professionalism:

Social workers are members of an internationally recognised profession, a title protected in UK law. Social workers demonstrate professional commitment by taking responsibility for their conduct, practice and learning, with support through supervision. As representatives of the social work profession they safeguard its reputation and are accountable to the professional regulator.

1.1 Be able to meet the requirements of the professional regulator.

1.2 Be able to explain the role of the social worker in a range of contexts, and uphold the reputation of the profession.

1.3 Demonstrate an effective and active use of supervision for accountability, professional reflection and development.

1.4 Demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness.

1.5 Take responsibility for managing your time and workload effectively, and begin to prioritise your activity including supervision time.

1.6 Recognise the impact of self in interaction with others, making 100 day professional placement assessed by practice educator against learning outcomes. 1,2,3,4&5 1,2,3,4,5,6&7
appropriate use of personal experience.

1.7 Be able to recognise and maintain personal and professional boundaries.

1.8 Recognise your professional limitations and how to seek advice.

1.9 Demonstrate a commitment to your continuing learning and development.

1.10 With support, take steps to manage and promote own safety, health, wellbeing and emotional resilience.

1.11 Identify concerns about practice and procedures and, with support, begin to find appropriate means of challenge.

2. **Values and Ethics: Apply social work ethical principles and values to guide professional practice.**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making, including through partnership with people who use their services. Social workers are knowledgeable about the value base of their profession, its ethical standards and relevant law.

2.1 Understand and apply the profession’s ethical principles and legislation, taking account of these in reaching decisions.

2.2 Recognise and, with support, manage the impact of own values on professional practice.

2.3 Manage potentially conflicting or competing values, and, with guidance, recognise, reflect on, and work with ethical dilemmas.

2.4 Demonstrate respectful partnership work with service users and carers,
eliciting and respecting their needs and views, and promoting their participation in decision-making wherever possible.

2.5 Recognise and promote individuals' rights to autonomy and self-determination. 2.6 Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing.

3. Diversity: Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice.

Social workers understand that diversity characterises and shapes human experience and is critical to the formation of identity. Diversity is multi-dimensional and includes race, disability, class, economic status, age, sexuality, gender and transgender, faith and belief. Social workers appreciate that, as a consequence of difference, a person's life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim, and are able to challenge appropriately.

3.1 Understand how an individual's identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics, and take account of these to understand their experiences, questioning assumptions where necessary.

3.2 With reference to current legislative requirements, recognise personal and organisational discrimination and oppression and with guidance make use of a range of approaches to challenge them.

3.3 Recognise and manage the impact on people of the power invested in your role.

4. Rights, Justice and Economic Wellbeing: Advance human rights
and promote social justice and economic well-being

Social workers recognise the fundamental principles of human rights and equality, and that these are protected in national and international law, conventions and policies. They ensure these principles underpin their practice. Social workers understand the importance of using and contributing to case law and applying these rights in their own practice. They understand the effects of oppression, discrimination and poverty.

4.1 Understand, identify and apply in practice the principles of social justice, inclusion and equality.

4.2 Understand how legislation and guidance can advance or constrain people’s rights and recognise how the law may be used to protect or advance their rights and entitlements.

4.3 Work within the principles of human and civil rights and equalities legislation, differentiating and beginning to work with absolute, qualified and competing rights and differing needs and perspectives.

4.4 Recognise the impact of poverty and social exclusion and promote enhanced economic status through access to education, work, housing, health services and welfare benefits. 4.5 Recognise the value of, and aid access to, independent advocacy.

5. Knowledge: Apply knowledge of social sciences, law and social work practice theory.

Social workers understand psychological, social, cultural, spiritual and physical influences on people; human development throughout the life span and the legal framework for practice. They apply this knowledge in their work with individuals, families and communities.
They know and use theories and methods of social work practice.

5.1 Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health.

5.2 Demonstrate a critical understanding of the legal and policy frameworks and guidance that inform and mandate social work practice, recognising the scope for professional judgement. 5.3 Demonstrate and apply to practice a working knowledge of human growth and development throughout the life course.

5.4 Recognise the short and long term impact of psychological, socio-economic, environmental and physiological factors on people’s lives, taking into account age and development, and how this informs practice.

5.5 Recognise how systemic approaches can be used to understand the person-in-the-environment and inform your practice.

5.6 Acknowledge the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience.

5.7 Understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to practice.

5.8 Demonstrate a critical knowledge of the range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them.

5.9 Demonstrate a critical understanding of social welfare policy, its evolution, implementation and impact on people, social work, other professions, and inter-agency working.
| 5.10 Recognise the contribution, and begin to make use, of research to inform practice. |
| 5.11 Demonstrate a critical understanding of research methods. |
| 5.12 Value and take account of the expertise of service users, carers and professionals |

6. Critical reflection and Analysis - Apply critical reflection and analysis to inform and provide a rationale for professional decision-making.

Social workers are knowledgeable about and apply the principles of critical thinking and reasoned discernment. They identify, distinguish, evaluate and integrate multiple sources of knowledge and evidence. These include practice evidence, their own practice experience, service user and carer experience together with research-based, organisational, policy and legal knowledge. They use critical thinking augmented by creativity and curiosity.

6.1 Apply imagination, creativity and curiosity to practice.

6.2 Inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources.

6.3 With support, rigorously question and evaluate the reliability and validity of information from different sources.

6.4 Demonstrate a capacity for logical, systematic, critical and reflective reasoning and apply the theories and techniques of reflective practice.

6.5 Know how to formulate, test, evaluate, and review hypotheses in response to information available at the time and apply in practice.
6.6 Begin to formulate and make explicit, evidence-informed judgements and justifiable decisions.

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

Social workers engage with individuals, families, groups and communities, working alongside people to assess and intervene. They enable effective relationships and are effective communicators, using appropriate skills. Using their professional judgement, they employ a range of interventions: promoting independence, providing support and protection, taking preventative action and ensuring safety whilst balancing rights and risks. They understand and take account of differentials in power, and are able to use authority appropriately. They evaluate their own practice and the outcomes for those they work with.

7.1 Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples’ age, comprehension and culture. 7.2 Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade.

7.3 Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships.

7.4 Demonstrate an holistic approach to the identification of needs, circumstances, rights, strengths and risks.

7.5 Select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with service users.
7.6 Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence and to prevent harm. 7.7 Recognise how the development of community resources, groups and networks enhance outcomes for individuals.

7.8 Maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgement and organisational responsibilities.

7.9 Demonstrate skills in sharing information appropriately and respectfully.

7.10 Recognise complexity, multiple factors, changing circumstances and uncertainty in people's lives, to be able to prioritise your intervention.

7.11 Understand the authority of the social work role and begin to use this appropriately as an accountable professional.

7.12 Recognise the factors that create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including yourself, and contribute to the assessment and management of risk.

7.13 With support, identify appropriate responses to safeguard vulnerable people and promote their wellbeing.

8. Contexts and organisations: Engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter-professional partnerships and settings.

Social workers are informed about and pro-actively responsive to the challenges and opportunities that come with changing social contexts and constructs. They fulfil this responsibility in accordance with their professional values and ethics, both as individual
professionals and as members of the organisation in which they work. They collaborate, inform and are informed by their work with others, inter-professionally and with communities.

8.1 Recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts.

8.2 Understand the roles and responsibilities of social workers in a range of organisations, lines of accountability and the boundaries of professional autonomy and discretion. 8.3 Understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and practice.

8.4 Be able to work within an organisation’s remit and contribute to its evaluation and development.

8.5 Understand and respect the role of others within the organisation and work effectively with them.

8.6 Take responsibility for your role and impact within teams and be able to contribute positively to effective team working.

8.7 Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working.

9. Professional Leadership: Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management

The social work profession evolves through the contribution of its members in activities such as practice research, supervision, assessment of practice, teaching and management. An individual’s contribution will gain influence when undertaken as part of a learning, practice-focused organisation. Learning may be facilitated with a
wide range of people including social work colleagues, service users and carers, volunteers, foster carers and other professionals.

9.1 Recognise the importance of, and begin to demonstrate, professional leadership as a social worker.

9.2 Recognise the value of, and contribute to supporting the learning and development of others
### Assessment mapping Level 7 PgDip / MA Social Work (Employment Based)

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Unit Learning Outcome</th>
<th>Assessment strategy</th>
<th>Educational Aims</th>
<th>Programme Aims</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing Professional Practice</td>
<td>1. Critically analyse the different contexts and ways in which social work is practised; the challenges and opportunities inherent in the social work role and the factors contributing to effective social work practice 2. Evaluate the challenges and opportunities facing social work in the 21st century in working with risk, complexity, resistance and uncertainty. 3. Critically reflect on the development of professional practice throughout the programme and significant factors in maintaining high standards of professional practice post qualification 4. Examine the potential for service user and carer involvement in social work practice and the relevance of anti-discriminatory practice in relation to this 5. Analyse the contribution of social work theory, skills, knowledge and values to the development of professional practice through the programme and post qualification</td>
<td>5000 word equivalent summative assessment in two parts, which will meet M level grading criteria. This will be in the form of a written assignment (1), and one of the following - case study, presentation, podcast and/or written report (2). Formative assessment – students will complete a short written assignment at the beginning of this unit that will focus on learning outcome 1. Detailed and prompt feedback will be provided to students. Summative assessment - Students will present work which will - 1 - Critically reflect on the impact of concepts of risk, complexity, resistance and uncertainty on social work practice in the 21st century (LO2, 4). 2 - Reflect on the development of professional practice and knowledge through the programme and post qualification (LO3, 5)</td>
<td>1,2,3,4,5</td>
<td>1,2,3,4,5,6,7</td>
</tr>
<tr>
<td>Communication and Engagement</td>
<td>1. A cogent understanding of communication skills necessary for social work practice and the application of these interpersonal skills to in order to form and sustain relationships with service users and carers from a diverse range of backgrounds and communities.</td>
<td>2,500 word equivalent summative assessment, which will meet M level grading criteria. This will be in the form of an essay that will include reflection on student experience on placement for analysis.</td>
<td>1,2,3,4,5</td>
<td></td>
</tr>
</tbody>
</table>
2. A critical investigation of theory and research around effective communication skills in social work practice and the relationship to outcomes for service users and carers.
3. A critical exploration of the interplay between power, inequality, and social justice and interpersonal communication processes and how to ensure the voices of service users and carers are heard.
4. Critical analysis of service user and carer perspectives of effective communication skills in social work practice
5. Critical evaluation and reflection upon the development of one’s own communication skills demonstrating understanding of one’s own value base and the value base of social work

Assessment, Planning, Intervention and Review
1. A critical appreciation of assessment as a process; the range of different assessments used in social work and the impact of the worker’s personal values and assumptions on this process.
2. A critical understanding of the legal background, theory, research, policy and practice of assessment and intervention in social work and its relationship with outcomes for service users.
3. A critical understanding of the different interventions, theoretical tools and frameworks guiding intervention with service users and carers.
4. A critical analysis of service user and skilled social work professional understandings and experiences of assessment and intervention.
5. A critical evaluation and reflection upon the development of one’s own knowledge, skills and values in the practice of assessment and intervention.

Students will present a critical analysis of key issues influencing effective communication in social work drawing on examples from practice where applicable (LO 1,2,3,4 & 5)

2500 word equivalent summative assessment, which will meet level 7 unit grading criteria. This will be in the form of an assessed group presentation that will meet level 7 grading criteria.

Students will present work, which contains a critical analysis of a piece of assessment and intervention drawn from social work practice (LO 1,2,3,4,5)
| Human Growth and Development | 1. Critically analyse themes and issues that emerge in relation to different “phases” in the life course and acknowledge the central role of relationships, family, loss, change and attachment  
2. Contextualise the construction of the life course in contemporary society in relation to wider structural issues, social policy, the media, culture, economic status, family composition, life experiences and characteristics  
3. Use critical social theory to engage with debates about inequality, structure and agency  
4. Critically appraise evidence based practice and the knowledge base in relation to effective social work practice with service users and carers throughout the life course.  
5. Critically evaluate and reflect upon the development of one’s own knowledge, skills and values around the life course including a commitment to principles of social justice, rights, and anti-discriminatory practice | Students will present work which contains a critical analysis of an issue of their choice relating to human growth (LO 1,2,4, 5), and which explores how this issue relates to social work practice. (LO 3,5)  
2,500 word (equivalent) summative assessment that will meet M level grading criteria.  
The summative assessment will be in the form of an essay that may include analysis of the student’s work on placement. | 1,2,3,4,5 | 1,2,3,4,5,6,7 |
| Law Human Rights and Social Work | 4. Demonstrate critical understanding of the role and function of law in shaping the context of social work practice with service users, carers and other professionals, including critical analysis of key tensions and dilemmas in how law may be used to protect or advance human rights and entitlements. | 5,000 word (equivalent) seen examination : summative assessment that will meet Level 7 (M) Unit grading criteria. The assessment task will include application of law to case scenarios. **Students will present work that demonstrates critical understanding of the application of** | 1,2,3,4,5 | 1,2,3,4,5,6,7 |
5. Demonstrate critical understanding of the range of powers and duties in primary and secondary legislation, statutory guidance and case law relevant to social work practice in England, including international human rights conventions and domestic legislation developed to counter discrimination.

6. Demonstrate critical understanding of the legal framework for social work practice across a range of service user groups and fields of practice including (for example) children and adult safeguarding, mental health and mental capacity, the family justice system, adult social care, disabled people and carers, including consideration of the experiences of service users and how different legal provisions interconnect.

<table>
<thead>
<tr>
<th>Mental Health and Social Work Practice</th>
<th>Critical understanding of effective social work practice to support children, young people and adults affected by mental health issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2. Critical awareness of the context of mental health legislation and policy and its impact on the planning and delivery of contemporary mental health services for children, young people and adults.</td>
</tr>
<tr>
<td>2.</td>
<td>3. The ability to understand and critically appraise key aspects of mental health assessment, treatment and interventions taking account of medical, social, physical, environmental and developmental factors.</td>
</tr>
</tbody>
</table>

2,500 word equivalent summative assessment, which will meet M level unit grading criteria. Students will present a critical overview of mental health issues in the context of contemporary mental health legislation, policy, service planning, delivery and service user perspectives on this (LO1, 2, 3, 4); alongside a critical exploration of relevant risk issues for social work practice with 1,2,3,4,5,6,7
<table>
<thead>
<tr>
<th>Programme</th>
<th>Specification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addictions and Social Work Practice</td>
<td>1. A critical understanding and analysis of the social construction and discourses of addiction and drug use in the context of UK law, contemporary public health policy and practice. &lt;br&gt;2. A critical understanding and analysis of the competing theoretical explanations for addiction and dependency. &lt;br&gt;3. A critical understanding and analysis of the main models and research base influencing approaches to assessment, treatment and management in relation to addiction and drug use and service user perspectives on these. &lt;br&gt;4. A critical understanding of risk issues in relation to addictions and drug use notably in relation to legal/illegal substances, poly drug use, mental health and dual diagnosis. &lt;br&gt;5. An exploration and analysis of social work roles, practice issues and dilemmas in relation to addiction treatment, management, recovery and good practice in working effectively with children, young people and adults affected by substance use.</td>
</tr>
<tr>
<td>Working with Children, Young People</td>
<td>1. A critical investigation of theory, research and practice in relation to effective social work with children, young people and their families.</td>
</tr>
<tr>
<td>and their Families</td>
<td>2. A cogent understanding of the complexities of child centred social work practice.</td>
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<tr>
<td>3. Critical analysis of service user and carer perspectives about good practice in working with children, young people and their families.</td>
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<tr>
<td>4. Cogent understanding of partnership working with children, young people and their families.</td>
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<tr>
<td>5. Critical evaluation and reflection upon the development of one’s own knowledge, skills and values in practising social work with children, young people and their families, including critical awareness of diversity and difference commitment to principles of social justice, rights, and anti discriminatory practice.</td>
<td></td>
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</tbody>
</table>

This will be in the form of an essay that will relate to the practice learning undertaken by the student.

Students will present work, which contains a critical analysis of social work assessment and intervention with children and young people (LO 1, 2, 3 & 4).

Students will demonstrate their ability to communicate, plan activities and work directly with children and young people reflecting on the development of their knowledge, values and skills in doing so (LO2, 3, 4 & 5).

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<table>
<thead>
<tr>
<th>Assessment, Complexity and Risk</th>
<th>1. A cogent understanding of the legal background, theory and research about risk, vulnerability, safeguarding and intervening to achieve change in service user’s lives.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Competence in planning and delivering multi-professional assessments of needs and risk and reviewing multi-disciplinary care plans.</td>
<td></td>
</tr>
<tr>
<td>3. Critical knowledge of the principle skills and influencing factors in professional judgement and decision making where there are safeguarding concerns and issues of risk and uncertainty.</td>
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<tr>
<td>4. Critical understanding of service users’ (with complex needs) experiences of social work intervention and how ethical social work can be practiced and how to maximise service users’ and carers’ own strengths and resources.</td>
<td></td>
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</tbody>
</table>

Critical evaluation and reflection upon the development of one’s knowledge, skills and values.

2500 word equivalent summative assessment, which will meet level 7 unit grading criteria. This will be in the form of a written assignment which will be a presentation and analysis of a social work intervention undertaken during practice learning by the student.

Students will present work, which contains a critical analysis of a piece of assessment and intervention drawn from social work practice (LO 2); demonstrating critical understanding of how to achieve change where there is uncertainty, complexity and risk (LO 1, 2, 4, 5).
<table>
<thead>
<tr>
<th>Programme Specification:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: September 2013</td>
<td>Author: A Gardner</td>
<td></td>
</tr>
<tr>
<td>Page 158 of 565</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**in working with issues of complexity and risk in social work practice.**

Students will demonstrate critical understanding of the influencing factors in professional decision-making (LO3) and of the development of their own skills (LO 5).

<table>
<thead>
<tr>
<th>Research and Social Work</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6. A coherent and cogent understanding of different research paradigms and methodological approaches in social research;</td>
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<tr>
<td>7. Competence to prepare a research proposal and plan a viable research project from beginning through to completion;</td>
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<td>8. The skills and knowledge to gather and systematically and critically analyse data;</td>
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<tr>
<td>9. The skills and knowledge to write a report based on the research findings;</td>
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<tr>
<td>10. A critical awareness of the importance of ethics in research and an appreciation of issues relating to social work research and social justice</td>
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</tbody>
</table>

**ONLY RELEVANT FOR STUDENTS CONTINUING BEYOND PGDIP**

5000 word equivalent summative assessment, which will meet M level grading criteria. This will be in the form of a written assignment. Students are required to submit a research proposal and an accompanying task (5,000 word equivalent) summative assessment.

Masters level students will be expected to demonstrate an appropriate level of critical discussion and analysis in relation to the production of their research proposal and assignment.

The research proposal and plan of work element of the assignment will be assessed using the following criteria:

- production of a viable, organised and coherent research proposal (LO 2);
- timeliness and topicality of the proposed area of research (LO 2);
- clarity of the purpose of the research (LO 1, 2);
- the appropriateness and suitability of the selected research.
methodology; methods of data collection and analysis (LO 1, 2);
• presentation and critical analysis of relevant published literature included in the proposal (LO 3, 4);
• ethical issues that may need to be considered (LO 5);
• satisfactory completion of the relevant university ethics check form (LO 5).

Note: Absence of the required university ethics check form would automatically indicate the need for a proposal to require further work.

The **literature review element of the assignment** will be assessed (LO 1, 3 & 4) using the following criteria:
• production of a structured, organised and coherent assignment;
• selection, appraisal and critical analysis of relevant literature, texts, documents and other sources;
• demonstration of an understanding of key conceptual debates concerning social care issues and social policies relevant to your chosen area of study;
• consideration of social work values and principles in relation to social research.
| Social Work Research Study | 1. Progress a viable research proposal from beginning through to completion.  
2. Produce a systematic, structured, organised and coherent research study; construct research knowledge; produce appropriate conclusions and recommendations.  
3. Systematically select, critically appraise and analyse literature, documents and other sources relevant to the chosen area of study.  
4. Select and apply methodological approaches and research methods relevant to the chosen area of study; collect and analyse data in a thorough, in-depth and systematic manner. Critically consider ethical issues and apply appropriate ethical standards and procedures to the chosen area of study.  
ONLY RELEVANT FOR STUDENTS CONTINUING BEYOND PGDIP | 12,000 word (equivalent) summative assessment that will meet M level grading criteria. This will be in the form of a dissertation. Opportunities for formative assessment with a dissertation supervisor will be provided during the unit. Students will work with all allocated dissertation supervisor submitting plans of work and draft chapters for discussion and feedback. | 1,2,3,4,5 | 1,2,3,4,5,6,7 |
| Practice Learning | 1. Professionalism: Identify and behave as a professional social worker, committed to professional development  
Social workers are members of an internationally recognised profession, a title protected in UK law. Social workers demonstrate professional commitment by taking responsibility for their conduct, practice and learning, with support through supervision. As representatives of the social work profession they safeguard its reputation and are accountable to the professional regulator.  
1.2 Recognise the role of the professional social | 70 day professional placement assessed by practice educator against learning outcomes | 1,2,3,4,5 | 1,2,3,4,5,6,7 |
worker in a range of contexts

1.3 Recognise the important role of supervision, and make an active contribution. Demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness.

1.4 With guidance take responsibility for managing your time and workload effectively.

1.7 Be able to show awareness of personal and professional boundaries.

1.8 With guidance recognise your limitations, and how to seek advice.

1.9 Recognise and act on own learning needs in response to practice experience.

1.10 Show awareness of own safety, health, wellbeing and emotional resilience and seek advice as necessary.

1.11 Identify concerns about practice and procedures and how they can be questioned.

2. Values and Ethics: Apply social work ethical principles and values to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making, including through partnership with people who use their services. Social workers are knowledgeable about the value base of their profession, its ethical standards and relevant law.
2.1 Understand and, with support, apply the profession’s ethical principles.

2.2 Recognise and with support manage the impact of own values on professional practice.

2.3 Identify and, with guidance, manage potentially conflicting values and ethical dilemmas.

2.4 Elicit and respect the needs and views of service users and carers and, with support, promote their participation in decision-making wherever possible.

2.5 Recognise and, with support, promote individuals’ rights to autonomy and self-determination.

2.6 Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing.

3. Diversity: Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice.

Social workers understand that diversity characterises and shapes human experience and is critical to the formation of identity. Diversity is multi-dimensional and includes race, disability, class, economic status, age, sexuality, gender and transgender, faith and belief. Social workers appreciate that, as a consequence of difference, a person’s life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim, and are able to challenge appropriately.
3.1 Understand how an individual's identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics, and take account of these to understand their experiences.

3.2 With reference to current legislative requirements, recognise personal and organisational discrimination and oppression, and identify ways in which they might be challenged.

3.3 Recognise and, with support, manage the impact on people of the power invested in your role.

### 4. Rights, Justice and Economic Wellbeing: Advance human rights and promote social justice and economic well-being

Social workers recognise the fundamental principles of human rights and equality, and that these are protected in national and international law, conventions and policies. They ensure these principles underpin their practice. Social workers understand the importance of using and contributing to case law and applying these rights in their own practice. They understand the effects of oppression, discrimination and poverty.

- **4.1** Understand and, with support, apply in practice the principles of social justice, inclusion and equality.

- **4.2** Understand how legislation and guidance can advance or constrain people’s rights.

- **4.3** Work within the principles of human and civil rights.
4.4 Recognise the impact of poverty and social exclusion and promote enhanced economic status through access to education, work, housing, health services and welfare benefits. 4.5 Recognise the value of independent advocacy

5. Knowledge: Apply knowledge of social sciences, law and social work practice theory

Social workers understand psychological, social, cultural, spiritual and physical influences on people; human development throughout the life span and the legal framework for practice. They apply this knowledge in their work with individuals, families and communities. They know and use theories and methods of social work practice.

5.1 With guidance apply research, theory and knowledge from sociology, social policy, psychology, health and human growth and development to social work practice

5.2 Understand the legal and policy frameworks and guidance that inform and mandate social work practice, relevant to placement setting

5.7 Understand forms of harm, their impact on people, and the implications for practice; 5.8 Apply knowledge from a range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them

5.12 Value and take account of the expertise of
service users and carers and professionals

6. Critical reflection and Analysis - Apply critical reflection and analysis to inform and provide a rationale for professional decision-making

Social workers are knowledgeable about and apply the principles of critical thinking and reasoned discernment. They identify, distinguish, evaluate and integrate multiple sources of knowledge and evidence. These include practice evidence, their own practice experience, service user and carer experience together with research-based, organisational, policy and legal knowledge. They use critical thinking augmented by creativity and curiosity.

6.1 Recognise the importance of applying imagination, creativity and curiosity to practice

6.2 Inform decision-making through the identification and gathering of information from more than one source and, with support, question its reliability and validity

6.4 With guidance use reflection and analysis in practice

6.5 With guidance understand how to evaluate and review hypotheses in response to information available at the time and apply in practice with support

6.6 With guidance use evidence to inform decisions
### 7. Intervention and Skills: Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse

Social workers engage with individuals, families, groups and communities, working alongside people to assess and intervene. They enable effective relationships and are effective communicators, using appropriate skills. Using their professional judgement, they employ a range of interventions: promoting independence, providing support and protection, taking preventative action and ensuring safety whilst balancing rights and risks. They understand and take account of differentials in power, and are able to use authority appropriately. They evaluate their own practice and the outcomes for those they work with.

- **7.1** With guidance use a range of verbal, non-verbal and written methods of communication relevant to the placement

- **7.2** With guidance communicate information, advice, instruction and opinion so as to advocate, influence and persuade

- **7.3** Demonstrate the ability to build and conclude compassionate and effective relationships appropriate to the placement setting

- **7.4** With guidance demonstrate an holistic approach to the identification of needs, circumstances, rights, strengths and risks
7.5 Identify and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes

7.6 With guidance use a planned and structured approach, informed by at least two social work methods and models

7.7 Recognise the importance of community resources, groups and networks for individuals

7.8 Demonstrate skills in recording and report writing appropriate to the setting

7.9 With guidance, demonstrate skills in sharing information appropriately and respectfully

7.10 Demonstrate awareness of the impact of multiple factors, changing circumstances and uncertainty in people’s lives

7.11 With guidance understand the authority of the social work role

7.12 With guidance identify the factors that may create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including yourself

7.13 With guidance identify appropriate responses to safeguard vulnerable people
8. Contexts and organisations: Engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter-professional partnerships and settings

Social workers are informed about and pro-actively responsive to the challenges and opportunities that come with changing social contexts and constructs. They fulfil this responsibility in accordance with their professional values and ethics, both as individual professionals and as members of the organisation in which they work. They collaborate, inform and are informed by their work with others, inter-professionally and with communities.

8.1 With guidance, recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts

8.3 With guidance understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and practice

8.4 With guidance work within the organisational context of your placement setting and understand the lines of accountability

8.5 Understand and respect the role of others within the organisation and work effectively with them
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<td><strong>8.6</strong></td>
<td>Take responsibility for your role and impact within teams and with guidance contribute positively to team working</td>
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<td><strong>8.7</strong></td>
<td>Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and, with guidance, demonstrate partnership working</td>
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<td><strong>9. Professional Leadership:</strong></td>
<td><strong>Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management</strong></td>
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<td>The social work profession evolves through the contribution of its members in activities such as practice research, supervision, assessment of practice, teaching and management. An individual’s contribution will gain influence when undertaken as part of a learning, practice-focused organisation. Learning may be facilitated with a wide range of people including social work colleagues, service users and carers, volunteers, foster carers and other professionals.</td>
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<td><strong>9.1</strong></td>
<td>Identify how professional leadership in social work can enhance practice</td>
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<td><strong>9.2</strong></td>
<td>Recognise the value of sharing and supporting the learning and development of others</td>
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6. critically evaluate theories and assessment tools/frameworks of risk appropriate to social work, identifying those that promote partnership working with service users and carers.

7. evaluate the impact of contemporary government policy and legislative frameworks affecting the role of social work in agencies relating to risk presented to both children and adults.

8. compare and contrast the competing theories, ideological perspectives and practical concerns when working with service users in a multi-professional context.

9. produce critical arguments for improvements to multi-professional practices including the evaluation of own practice and analysis of contribution to agency function in relation to working with risk, using research to inform your arguments.

10. identify and critically evaluate the factors underpinning effective inter/intra professional relationships and inter agency work including issues of professional autonomy and accountability.

1 x summative assignment or equivalent of 6,000 words will meet level 6 unit grading criteria (100%). (Lo 1,2,3,4,5,)}


| Developing Practice in Social Work (L6) | 6. Critically reflect on their own development of professional practice throughout the programme. | 1 x summative assignment or equivalent of 6,000 words will meet level 6 unit grading criteria (100%). (Lo 1,2,3,4,5,) | 1,2,3,4,5, | 1,2,3,4,5,6,7 |
| | 7. demonstrate a critical understanding of the professional dilemmas and tensions social workers face in working with complexity, resistance and uncertainty | | | |
| | 8. Recognise and critically evaluate the role of professional leadership within social work practice with reference to chosen specialist area | | | |
| | 9. Examine and analyse the role and function of social workers in a comparative context with reference to their specialist area. | | | |
| | 10. Analyse the impact and influence of global politics, contemporary government policy, alternative theories and emerging research on the delivery of welfare and social work practice with reference to their specialist area. | | | |
| Social Work Research and Practice (L6) | 6. select appropriately from the different research paradigms and methodological approaches in social research. | 1 x summative assignment or equivalent of 2,000 words will meet level 6 unit grading criteria (100%). (Lo 1,2,3,4,5,) | 12,3,4,5 | 1,2,3,4,5,6,7 |
| | 7. successfully complete all parts of the research process. | (2). 1 x summative assessment (extended study) or equivalent of 10,000 words will meet level 6 unit grading criteria (100%) (LO 1,2,3,4,5) | | |
| | 8. write a coherent, well-structured critical review of an existing piece of research, | | | |
| Practice Learning (L6) | **Professional Capability Framework - Qualifying Social Worker Level Capabilities:**<br>
*By the end of last placement/ the completion of qualifying programmes* newly qualified social workers should have demonstrated the Knowledge, Skills and Values to work with a range of user groups, and the ability to undertake a range of tasks at a foundation level, the capacity to work with more complex situations; they should be able to work more autonomously, whilst recognising that the final decision will still rest with their supervisor; they will seek appropriate support and supervision.<br>

1. **Professionalism:**<br>

   Social workers are members of an internationally recognised profession, a title protected in UK law. Social workers demonstrate professional commitment by taking responsibility for their conduct, practice and learning, with support |

| | 100 day professional placement assessed by practice educator against learning outcomes | 12,3,4,5 | 12,3,4,5,6,7 |
through supervision. As representatives of the social work profession they safeguard its reputation and are accountable to the professional regulator.

1.1 Be able to meet the requirements of the professional regulator.

1.2 Be able to explain the role of the social worker in a range of contexts, and uphold the reputation of the profession.

1.3 Demonstrate an effective and active use of supervision for accountability, professional reflection and development.

1.4 Demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness.

1.5 Take responsibility for managing your time and workload effectively, and begin to prioritise your activity including supervision time.

1.6 Recognise the impact of self in interaction with others, making appropriate use of personal experience.

1.7 Be able to recognise and maintain personal and professional boundaries.

1.8 Recognise your professional limitations and how to seek advice.
1.9 Demonstrate a commitment to your continuing learning and development.

1.10 With support, take steps to manage and promote own safety, health, wellbeing and emotional resilience.

1.11 Identify concerns about practice and procedures and, with support, begin to find appropriate means of challenge.

2. Values and Ethics: Apply social work ethical principles and values to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making, including through partnership with people who use their services. Social workers are knowledgeable about the value base of their profession, its ethical standards and relevant law.

2.1 Understand and apply the profession’s ethical principles and legislation, taking account of these in reaching decisions.

2.2 Recognise and, with support, manage the impact of own values on professional practice.

2.3 Manage potentially conflicting or competing values, and, with guidance, recognise, reflect on, and work with ethical dilemmas.

2.4 Demonstrate respectful partnership work with
service users and carers, eliciting and respecting their needs and views, and promoting their participation in decision-making wherever possible.

2.5 Recognise and promote individuals’ rights to autonomy and self-determination. 2.6 Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing.

3. Diversity: Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice.

Social workers understand that diversity characterises and shapes human experience and is critical to the formation of identity. Diversity is multi-dimensional and includes race, disability, class, economic status, age, sexuality, gender and transgender, faith and belief. Social workers appreciate that, as a consequence of difference, a person's life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim, and are able to challenge appropriately.

3.1 Understand how an individual’s identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics, and take account of these to understand their experiences, questioning assumptions where necessary.

3.2 With reference to current legislative requirements,
recognise personal and organisational discrimination and oppression and with guidance make use of a range of approaches to challenge them.

3.3 Recognise and manage the impact on people of the power invested in your role

4. Rights, Justice and Economic Wellbeing: Advance human rights and promote social justice and economic well-being

Social workers recognise the fundamental principles of human rights and equality, and that these are protected in national and international law, conventions and policies. They ensure these principles underpin their practice. Social workers understand the importance of using and contributing to case law and applying these rights in their own practice. They understand the effects of oppression, discrimination and poverty.

4.1 Understand, identify and apply in practice the principles of social justice, inclusion and equality.

4.2 Understand how legislation and guidance can advance or constrain people’s rights and recognise how the law may be used to protect or advance their rights and entitlements.

4.3 Work within the principles of human and civil rights and equalities legislation, differentiating and beginning to work with absolute, qualified and competing rights and differing needs and
4.4 Recognise the impact of poverty and social exclusion and promote enhanced economic status through access to education, work, housing, health services and welfare benefits. 4.5 Recognise the value of, and aid access to, independent advocacy.

5. Knowledge: Apply knowledge of social sciences, law and social work practice theory.

Social workers understand psychological, social, cultural, spiritual and physical influences on people; human development throughout the life span and the legal framework for practice. They apply this knowledge in their work with individuals, families and communities. They know and use theories and methods of social work practice.

5.1 Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health.

5.2 Demonstrate a critical understanding of the legal and policy frameworks and guidance that inform and mandate social work practice, recognising the scope for professional judgement. 5.3 Demonstrate and apply to practice a working knowledge of human growth and development throughout the life course.

5.4 Recognise the short and long term impact of psychological, socio-economic, environmental and
Programme Specification:

Author: A Gardner

Page 178 of 565

physiological factors on people’s lives, taking into account age and development, and how this informs practice.

5.5 Recognise how systemic approaches can be used to understand the person-in-the-environment and inform your practice.

5.6 Acknowledge the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience.

5.7 Understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to practice.

5.8 Demonstrate a critical knowledge of the range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them.

5.9 Demonstrate a critical understanding of social welfare policy, its evolution, implementation and impact on people, social work, other professions, and inter-agency working.

5.10 Recognise the contribution, and begin to make use, of research to inform practice.

5.11 Demonstrate a critical understanding of research methods.

5.12 Value and take account of the expertise of
service users, carers and professionals

6. Critical reflection and Analysis - Apply critical reflection and analysis to inform and provide a rationale for professional decision-making.

Social workers are knowledgeable about and apply the principles of critical thinking and reasoned discernment. They identify, distinguish, evaluate and integrate multiple sources of knowledge and evidence. These include practice evidence, their own practice experience, service user and carer experience together with research-based, organisational, policy and legal knowledge. They use critical thinking augmented by creativity and curiosity.

6.1 Apply imagination, creativity and curiosity to practice.

6.2 Inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources.

6.3 With support, rigorously question and evaluate the reliability and validity of information from different sources.

6.4 Demonstrate a capacity for logical, systematic, critical and reflective reasoning and apply the theories and techniques of reflective practice.

6.5 Know how to formulate, test, evaluate, and review hypotheses in response to information available at the
time and apply in practice.

6.6 Begin to formulate and make explicit, evidence-informed judgements and justifiable decisions.

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

Social workers engage with individuals, families, groups and communities, working alongside people to assess and intervene. They enable effective relationships and are effective communicators, using appropriate skills. Using their professional judgement, they employ a range of interventions: promoting independence, providing support and protection, taking preventative action and ensuring safety whilst balancing rights and risks. They understand and take account of differentials in power, and are able to use authority appropriately. They evaluate their own practice and the outcomes for those they work with.

7.1 Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples’ age, comprehension and culture. 7.2 Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade.
7.3 Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships.

7.4 Demonstrate an holistic approach to the identification of needs, circumstances, rights, strengths and risks.

7.5 Select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with service users.

7.6 Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence and to prevent harm. 7.7 Recognise how the development of community resources, groups and networks enhance outcomes for individuals.

7.8 Maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgement and organisational responsibilities.

7.9 Demonstrate skills in sharing information appropriately and respectfully.

7.10 Recognise complexity, multiple factors, changing circumstances and uncertainty in people’s lives, to be able to prioritise your intervention.

7.11 Understand the authority of the social work role
and begin to use this appropriately as an accountable professional.

7.12 Recognise the factors that create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including yourself, and contribute to the assessment and management of risk.

7.13 With support, identify appropriate responses to safeguard vulnerable people and promote their wellbeing.

8. Contexts and organisations: Engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter-professional partnerships and settings.

Social workers are informed about and proactively responsive to the challenges and opportunities that come with changing social contexts and constructs. They fulfil this responsibility in accordance with their professional values and ethics, both as individual professionals and as members of the organisation in which they work. They collaborate, inform and are informed by their work with others, inter-professionally and with communities.

8.1 Recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts.
8.2 Understand the roles and responsibilities of social workers in a range of organisations, lines of accountability and the boundaries of professional autonomy and discretion. 8.3 Understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and practice.

8.4 Be able to work within an organisation's remit and contribute to its evaluation and development.

8.5 Understand and respect the role of others within the organisation and work effectively with them.

8.6 Take responsibility for your role and impact within teams and be able to contribute positively to effective team working.

8.7 Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working.

9. Professional Leadership: Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management

The social work profession evolves through the contribution of its members in activities such as practice research, supervision, assessment of practice, teaching and management. An individual's contribution will gain influence when undertaken as part of a learning, practice-focused
organisation. Learning may be facilitated with a wide range of people including social work colleagues, service users and carers, volunteers, foster carers and other professionals.

9.1 Recognise the importance of, and begin to demonstrate, professional leadership as a social worker.

9.2 Recognise the value of, and contribute to supporting the learning and development of others.
Appendix Four: Mapping of Employability to Programme Aims and Outcomes
# BA (Hons) Social Work

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<th>Unit</th>
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**Level 4**

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*Law is in the form of an Exam

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Programme Specification:  
Author: A Gardner  
Date: September 2013  
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## Programme Specification

### Date: September 2013

Author: A Gardner

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<td>C</td>
<td></td>
</tr>
<tr>
<td>Practice Learning 2 (100 days)</td>
<td>C</td>
<td></td>
</tr>
</tbody>
</table>
Appendix Five: Mapping of QAA Subject Benchmarks for all three Programmes
## Subject, Knowledge and Understanding - 5 core themes

<table>
<thead>
<tr>
<th>Theme</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social work services, service users and carers</strong></td>
<td>Communication and Engagement&lt;br&gt;Sociology and Social Policy&lt;br&gt;Social Work and the Life Course&lt;br&gt;Professional Development&lt;br&gt;Law, Policy and Practice&lt;br&gt;Knowledge and Skills in Social Work&lt;br&gt;Contemporary issues in Social Work&lt;br&gt;Safeguarding, Risk and Inter Professional Practice&lt;br&gt;Social Work Research</td>
</tr>
<tr>
<td><strong>The service delivery context</strong></td>
<td>Sociology and Social Policy&lt;br&gt;Social Work and the Life Course&lt;br&gt;Law, Policy and Practice&lt;br&gt;Contemporary issues in Social Work&lt;br&gt;Social Work Research</td>
</tr>
<tr>
<td><strong>Values and ethics</strong></td>
<td>Communication and Engagement&lt;br&gt;Sociology and Social Policy&lt;br&gt;Social Work and the Life Course&lt;br&gt;Professional Development&lt;br&gt;Law, Policy and Practice&lt;br&gt;Knowledge and Skills in Social Work&lt;br&gt;Contemporary issues in Social Work&lt;br&gt;Safeguarding, Risk and Inter Professional Practice&lt;br&gt;Social Work Research</td>
</tr>
<tr>
<td><strong>Social work theory</strong></td>
<td>Communication and Engagement&lt;br&gt;Sociology and Social Policy&lt;br&gt;Social Work and the Life Course&lt;br&gt;Professional Development&lt;br&gt;Knowledge and Skills in Social Work&lt;br&gt;Contemporary issues in Social Work&lt;br&gt;Safeguarding, Risk and Inter Professional Practice&lt;br&gt;Social Work Research</td>
</tr>
<tr>
<td><strong>The nature of social work practice</strong></td>
<td>Communication and Engagement&lt;br&gt;Professional Development&lt;br&gt;Law, Policy and Practice&lt;br&gt;Knowledge and Skills in Social Work&lt;br&gt;Safeguarding, Risk and Inter Professional Practice&lt;br&gt;Social Work Research</td>
</tr>
</tbody>
</table>
### Subject, Knowledge and Understanding - 5 core themes

<table>
<thead>
<tr>
<th>Theme</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social work services, service users and carers</strong></td>
<td>Developing Professional Practice</td>
</tr>
<tr>
<td></td>
<td>Critical Perspectives on Society, families &amp; Individuals</td>
</tr>
<tr>
<td></td>
<td>Critical Social Work Practice</td>
</tr>
<tr>
<td></td>
<td>Law, Human Rights &amp; Law</td>
</tr>
<tr>
<td></td>
<td>Social Work Research</td>
</tr>
<tr>
<td></td>
<td>Social Work, Safeguarding, Risk and Inter Professional Practice</td>
</tr>
<tr>
<td></td>
<td>Specialist Professional Practice</td>
</tr>
<tr>
<td></td>
<td>Research Study</td>
</tr>
<tr>
<td></td>
<td>Practice Learning 1</td>
</tr>
<tr>
<td></td>
<td>Practice Learning 2</td>
</tr>
<tr>
<td><strong>The service delivery context</strong></td>
<td>Developing Professional Practice</td>
</tr>
<tr>
<td></td>
<td>Critical Social Work Practice</td>
</tr>
<tr>
<td></td>
<td>Law, Human Rights &amp; Law</td>
</tr>
<tr>
<td></td>
<td>Social Work, Safeguarding, Risk and Inter Professional Practice</td>
</tr>
<tr>
<td></td>
<td>Specialist Professional Practice</td>
</tr>
<tr>
<td></td>
<td>Practice Learning 1</td>
</tr>
<tr>
<td></td>
<td>Practice Learning 2</td>
</tr>
<tr>
<td><strong>Values and ethics</strong></td>
<td>Developing Professional Practice</td>
</tr>
<tr>
<td></td>
<td>Critical Perspectives on Society, families &amp; Individuals</td>
</tr>
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<td></td>
<td>Critical Social Work Practice</td>
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<td></td>
<td>Research Study</td>
</tr>
<tr>
<td></td>
<td>Practice Learning 1</td>
</tr>
<tr>
<td></td>
<td>Practice Learning 2</td>
</tr>
</tbody>
</table>
| **Social work theory** | Developing Professional Practice  
Critical Perspectives on Society, families & Individuals  
Critical Social Work Practice  
Law, Human Rights & Law  
Social Work Research  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Professional Practice  
Research Study  
Practice Learning 1  
Practice Learning 2 |
|------------------------|----------------------------------------------------------------------------------|
| **The nature of social work practice** | Developing Professional Practice  
Critical Perspectives on Society, families & Individuals  
Critical Social Work Practice  
Law, Human Rights & Law  
Social Work Research  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Professional Practice  
Research Study  
Practice Learning 1  
Practice Learning 2 |
The Quality Assurance Agency for Higher Education. Scotland Wales
Northern Ireland Subject Benchmark Statement (2008): PgDip / MA Social Work (Employment Based) Units
Subject, Knowledge and Understanding - 5 core themes

<table>
<thead>
<tr>
<th>Theme</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social work services, service users and carers</strong></td>
<td>Communication and Engagement; Developing Professional Practice, Working with Children, Young People and their Families, Assessment, Planning, Intervention and Review, Assessment, Complexity and Risk, Addictions and Social Work Practice, Mental Health and Social Work Practice, Human Growth and Development, Developing Skills for Practice Days, Law Human Rights and Social Work</td>
</tr>
<tr>
<td><strong>Social work theory</strong></td>
<td>Communication and Engagement; Developing Professional Practice, Working with Children, Young People and their Families, Assessment, Planning, Intervention and Review, Assessment, Complexity and Risk, Human Growth and Development, Developing Skills for Practice Days</td>
</tr>
<tr>
<td><strong>The nature of social work practice</strong></td>
<td>Communication and Engagement; Developing Professional Practice, Working with Children, Young People and their Families, Assessment, Planning, Intervention and Review, Assessment, Complexity and Risk, Addictions and Social Work Practice, Mental Health and Social Work Practice, Developing Skills for Practice Days.</td>
</tr>
</tbody>
</table>
Appendix Six: Mapping of PCF/SOP for all three Programme Areas
## HCPC’s standards of proficiency and the Professional Capabilities Framework mapping document – Social workers in England - BA(HONS) Social Work

<table>
<thead>
<tr>
<th>Standards of Proficiency (SOPs)</th>
<th>Professional Capabilities Framework</th>
<th>Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Registrant social workers must:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1 **be able to practise safely and effectively within their scope of practice** | Recognise your personal limitations and how to seek advice – Professionalism 1.8 | Programme Specification  
Communication and Engagement  
Professional Development  
Law, Policy and Practice  
Knowledge and Skills in Social Work  
Safeguarding, Risk and Inter Professional Practice  
Developing Professional Practice  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| 1.1 **know the limits of their practice and when to seek advice or refer to another professional** | Recognise your personal limitations and how to seek advice – Professionalism 1.8 | Programme Specification  
Communication and Engagement |
<table>
<thead>
<tr>
<th>Standards of Proficiency (SOPs)</th>
<th>Professional Capabilities Framework</th>
<th>Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value and take account of the expertise of service users, carers and professionals – Knowledge 5.12</td>
<td>Professional Development</td>
<td>Law, Policy and Practice</td>
</tr>
<tr>
<td></td>
<td>Knowledge and Skills in Social Work</td>
<td>Safeguarding, Risk and Inter Professional Practice</td>
</tr>
<tr>
<td></td>
<td>Social Work Research</td>
<td>Developing Professional Practice</td>
</tr>
<tr>
<td></td>
<td>Assessed readiness for direct practice</td>
<td>Practice Learning (70 days)</td>
</tr>
<tr>
<td></td>
<td>Practice Learning (100 days)</td>
<td>Professional Development Portfolio</td>
</tr>
<tr>
<td>1.2 recognise the need to manage their own workload and resources and be able to practise accordingly</td>
<td>Take responsibility for managing your time and workload effectively, and begin to prioritise your activity including supervision time – Professionalism 1.5</td>
<td>Programme Specification</td>
</tr>
<tr>
<td></td>
<td>Communication and Engagement</td>
<td>Professional Development</td>
</tr>
<tr>
<td></td>
<td>Knowledge and Skills in Social Work</td>
<td>Safeguarding, Risk and Inter Professional Practice</td>
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<tr>
<td></td>
<td>Developing Professional Practice</td>
<td>Assessed readiness for direct practice</td>
</tr>
<tr>
<td></td>
<td>Practice Learning (70 days)</td>
<td>Practice Learning (100 days)</td>
</tr>
<tr>
<td></td>
<td>Practice Learning handbook</td>
<td>Professional Development Portfolio</td>
</tr>
<tr>
<td>Standards of Proficiency (SOPs)</td>
<td>Professional Capabilities Framework</td>
<td>Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 1.3 be able to undertake assessments of risk, need and capacity and respond appropriately | Demonstrate an holistic approach to the identification of needs, circumstances, rights, strengths and risks – Intervention and Skills 7.4 | Programme Specification  
Communication and Engagement  
Professional Development  
Law, Policy and Practice  
Knowledge and Skills in Social Work  
Safeguarding, Risk and Inter Professional Practice  
Social Work Research  
Developing Professional Practice  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook  
Professional Development Portfolio |
| 1.4 be able to recognise and respond appropriately to unexpected situations and manage uncertainty | Recognise complexity, multiple factors, changing circumstances and uncertainty in people's lives, to be able to prioritise your intervention – Intervention and Skills 7.10  
Know how to formulate, test, evaluate and review hypotheses in response to information available at the time and apply in practice – Critical Reflection and Analysis 6.5 | Programme Specification  
Communication and Engagement  
Professional Development  
Knowledge and Skills in Social Work  
Safeguarding, Risk and Inter Professional Practice  
Social Work Research  
Developing Professional Practice  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Professional Development Portfolio |
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<thead>
<tr>
<th>Standards of Proficiency (SOPs)</th>
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<th>Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5 be able to recognise signs of harm, abuse and neglect and know how to respond appropriately</td>
<td>Understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to practice – Knowledge 5.7 With support, identify appropriate responses to safeguard vulnerable people and promote their wellbeing Intervention and Skills: 7.13</td>
<td>Programme Specification Communication and Engagement Social Work and the Life Course Professional Development Law, Policy and Practice Knowledge and Skills in Social Work Safeguarding, Risk and Inter Professional Practice Developing Professional Practice Assessed readiness for direct practice Practice Learning (70 days) Practice Learning (100 days) Practice Learning handbook</td>
</tr>
<tr>
<td>2 be able to practise within the legal and ethical boundaries of their profession</td>
<td>Understand and apply the profession’s ethical principles and legislation, taking account of these in reaching decisions – Values and Ethics 2.1 Identify concerns about practice and procedures and, with support, begin to find appropriate means of challenge – Professionalism 1.11</td>
<td>Programme Specification Communication and Engagement Professional Development Law, Policy and Practice Knowledge and Skills in Social Work Safeguarding, Risk and Inter Professional Practice Social Work Research Developing Professional Practice Assessed readiness for direct practice Practice Learning (70 days) Practice Learning (100 days) Practice Learning handbook</td>
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<td>Standards of Proficiency (SOPs)</td>
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<td>Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 2.1 understand current legislation applicable to the work of their profession | Understand and apply the profession’s ethical principles and legislation, taking account of these in reaching decisions – Values and Ethics 2.1 | Programme Specification  
Communication and Engagement  
Sociology and Social Policy  
Professional Development  
Law, Policy and Practice  
Knowledge and Skills in Social Work  
Contemporary issues in Social Work  
Safeguarding, Risk and Inter Professional Practice  
Developing Professional Practice  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
|                               | Understand how legislation and guidance can advance or constrain people’s rights and recognise how the law may be used to protect or advance their rights and entitlements – Rights, Justice and Economic Wellbeing 4.2 | |
|                               | Work within the principles of human and civil rights and equalities legislation, differentiating and beginning to work with absolute, qualified and competing rights and different needs and perspectives – Rights, Justice and Economic Wellbeing 4.3 | |
| 2.2 understand the need to promote the best interests of service users and carers at all times | Understand how legislation and guidance can advance or constrain people’s rights and recognise how the law may be used to protect or advance their rights and entitlements – Rights, Justice and Economic Wellbeing 4.2 | Programme Specification  
Communication and Engagement  
Sociology and Social Policy  
Professional Development  
Law, Policy and Practice  
Knowledge and Skills in Social Work  
Contemporary issues in Social Work  
Safeguarding, Risk and Inter Professional Practice  
Developing Professional Practice  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
<p>|                               | Work within the principles of human and civil rights and equalities legislation, differentiating and beginning to work with absolute, qualified and competing rights and different needs and perspectives – Rights, Justice and Economic Wellbeing 4.3 | |</p>
<table>
<thead>
<tr>
<th>Standards of Proficiency (SOPs)</th>
<th>Professional Capabilities Framework</th>
<th>Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)</th>
</tr>
</thead>
</table>
| 2.3 understand the need to protect, safeguard and promote the wellbeing of children, young people and vulnerable adults | Identify concerns about practice and procedures and, with support, begin to find appropriate means of challenge – Professionalism 1.11 | Programme Specification  
Communication and Engagement  
Social Work and the Life Course  
Professional Development  
Law, Policy and Practice  
Knowledge and Skills in Social Work  
Safeguarding, Risk and Inter Professional Practice  
Developing Professional Practice  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
|                                | With support, identify appropriate responses to safeguard vulnerable people and promote their wellbeing – Intervention and Skills 7.13 |                                                                                                                                  |
| 2.4 understand the need to address practices which present a risk to or from service users and carers, or others | Identify concerns about practice and procedures and, with support begin to find appropriate means of challenge – Professionalism 1.11 | Programme Specification  
Communication and Engagement  
Professional Development  
Law, Policy and Practice  
Knowledge and Skills in Social Work  
Safeguarding, Risk and Inter Professional Practice  
Developing Professional Practice  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
|                                | Manage potentially conflicting or competing values, and with guidance, recognise, reflect on, and work with ethical dilemmas – Values and Ethics 2.3 |                                                                                                                                  |
|                                | With support, identify appropriate responses to safeguard vulnerable people and promote their wellbeing – Intervention and Skills 7.13 |                                                                                                                                  |
| 2.5 be able to manage competing or conflicting interests | Manage potentially conflicting or competing values, and with guidance, recognise, reflect on, and work with ethical dilemmas – Values and Ethics 2.3 | Programme Specification  
Communication and Engagement  
Professional Development |
|                                |                                                                                                                                  |                                                                                                                                  |

Programme Specification:  
Author: A Gardner  
Date: September 2013  
Page 201 of 565
<table>
<thead>
<tr>
<th>Standards of Proficiency (SOPs)</th>
<th>Professional Capabilities Framework</th>
<th>Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)</th>
</tr>
</thead>
</table>
| 2.6 be able to exercise authority as a social worker within the appropriate legal and ethical frameworks | Recognise and, with support, manage the impact of own values on professional practice – Values and Ethics 2.2 | Law, Policy and Practice  
Knowledge and Skills in Social Work  
Safeguarding, Risk and Inter Professional Practice  
Developing Professional Practice  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| 2.7 understand the need to respect and uphold the rights, dignity, values and autonomy of every service user and carer | Understand the authority of the social work role and begin to use this appropriately and confidently as an accountable professional – Intervention and Skills 7.11  
Understand the roles and responsibilities of social workers in a range of organisations, lines of accountability and the boundaries of professional autonomy and discretion – Contexts and Organisations 8.2 | Programme Specification  
Communication and Engagement  
Professional Development  
Law, Policy and Practice  
Knowledge and Skills in Social Work  
Safeguarding, Risk and Inter Professional Practice  
Developing Professional Practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| 2.7 | Demonstrate respectful partnership work with service users and carers, eliciting and respecting their needs and views, and promoting their participation in decision-making wherever possible – Values and Ethics 2.4  
Manage potentially conflicting or competing values, and, with guidance, recognise, reflect on and work with ethical dilemmas – Values and Ethics 2.3 | Programme Specification  
Communication and Engagement  
Social Work and the Life Course  
Professional Development  
Law, Policy and Practice  
Knowledge and Skills in Social Work  
Safeguarding, Risk and Inter Professional Practice |
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<tr>
<th>Standards of Proficiency (SOPs)</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Recognise and promote individuals’ rights to autonomy and self-determination – Values and Ethics 2.5</td>
<td>Developing Professional Practice Assess ed readiness for direct practice Practice Learning (70 days) Practice Learning (100 days) Practice Learning handbook</td>
</tr>
<tr>
<td></td>
<td>Value and take account of the expertise of service users, carers and professionals – Knowledge 5.12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Work within the principles of human and civil rights and equalities legislation, differentiating and beginning to work with absolute, qualified and competing rights and different needs and perspectives – Rights, Justice and Economic Wellbeing 4.3</td>
<td></td>
</tr>
<tr>
<td>2.8</td>
<td>recognise that relationships with service users and carers should be based on respect and honesty</td>
<td>Demonstrate respectful partnership work with service users and carers, eliciting and respecting their needs and views and promoting their participation in decision-making wherever possible – Values and Ethics 2.4</td>
</tr>
<tr>
<td></td>
<td>Demonstrate the ability to engage with people and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3</td>
<td></td>
</tr>
<tr>
<td>2.9</td>
<td>recognise the power dynamics in relationships with service users and</td>
<td>Recognise and manage the impact on people of the power invested in your role – Diversity 3.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Programme Specification Communication and Engagement</td>
</tr>
<tr>
<td>Standards of Proficiency (SOPs)</td>
<td>Professional Capabilities Framework</td>
<td>Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| carers and be able to manage those dynamics appropriately | Recognise the impact of self in interaction with others, making appropriate use of personal experience – Professionalism 1.6 | Professional Development  
Knowledge and Skills in Social Work  
Contemporary issues in Social Work  
Safeguarding, Risk and Inter Professional Practice  
Social Work Research  
Developing Professional Practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| 2.10 understand what is required of them by the Health and Care Professions Council | Be able to meet the requirements of the professional regulator – Professionalism 1.1 | Programme Specification  
Communication and Engagement  
Professional Development  
Law, Policy and Practice  
Knowledge and Skills in Social Work  
Safeguarding, Risk and Inter Professional Practice  
Developing Professional Practice  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| 3 be able to maintain fitness to practise | With support, take steps to manage and promote own safety, health, wellbeing and emotional resilience – Professionalism 1.10 | Programme Specification  
Communication and Engagement  
Professional Development |
<table>
<thead>
<tr>
<th>Standards of Proficiency (SOPs)</th>
<th>Professional Capabilities Framework</th>
<th>Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Be able to explain the role of the social worker in a range of contexts, and uphold the reputation of the profession – Professionalism 1.2</td>
<td>Knowledge and Skills in Social Work Developing Professional Practice Assessed readiness for direct practice Practice Learning (70 days) Practice Learning (100 days) Practice Learning handbook Professional Development Portfolio</td>
</tr>
<tr>
<td>3.1 understand the need to maintain high standards of personal and professional conduct</td>
<td>Be able to explain the role of the social worker in a range of contexts, and uphold the reputation of the profession – Professionalism 1.2</td>
<td>Programme Specification Communication and Engagement Professional Development Law, Policy and Practice Knowledge and Skills in Social Work Developing Professional Practice Assessed readiness for direct practice Practice Learning (70 days) Practice Learning (100 days) Practice Learning handbook</td>
</tr>
<tr>
<td>3.2 understand the importance of maintaining their own health and wellbeing</td>
<td>With support, take steps to manage and promote own safety, health, wellbeing and emotional resilience – Professionalism 1.10</td>
<td>Programme Specification Communication and Engagement Professional Development Knowledge and Skills in Social Work Developing Professional Practice Assessed readiness for direct practice Practice Learning (70 days) Practice Learning (100 days) Practice Learning handbook</td>
</tr>
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<td>Standards of Proficiency (SOPs)</td>
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</tr>
<tr>
<td>---------------------------------</td>
<td>-------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 3.3 understand both the need to keep skills and knowledge up-to-date and the importance of career-long learning | Demonstrate a commitment to your continuous learning and development – Professionalism 1.9 | Programme Specification  
Professional Development  
Developing Professional Practice  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook  
Professional Development Portfolio |
| 3.4 be able to establish and maintain personal and professional boundaries | Be able to explain the role of the social worker in a range of contexts, and uphold the reputation of the profession – Professionalism 1.2 | Programme Specification  
Communication and Engagement  
Professional Development  
Knowledge and Skills in Social Work  
Developing Professional Practice  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
<p>| | Be able to recognise and maintain personal and professional boundaries – Professionalism 1.7 | |</p>
<table>
<thead>
<tr>
<th>Standards of Proficiency (SOPs)</th>
<th>Professional Capabilities Framework</th>
<th>Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)</th>
</tr>
</thead>
</table>
| **3.5** be able to manage the physical and emotional impact of their practice | With support, take steps to manage and promote own safety, health, wellbeing and emotional resilience – Professionalism 1.10 | Programme Specification  
Communication and Engagement  
Professional Development  
Developing Professional Practice  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook  
Professional development Portfolio |
| **4** be able to practise as an autonomous professional, exercising their own professional judgement | Understand the roles and responsibilities of social workers in a range of organisations, lines of accountability and the boundaries of professional autonomy and discretion – Contexts and Organisations 8.2  
Apply imagination, creativity and curiosity to practice – Critical Reflection and Analysis 6.1  
Recognise the importance of, and begin to demonstrate, professional leadership as a social workers – Professional Leadership 9.1 | Programme Specification  
Communication and Engagement  
Professional Development  
Law, Policy and Practice  
Knowledge and Skills in Social Work  
Developing Professional Practice  
Assessed readiness for direct practice  
Practice Learning (70 days)  
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</thead>
</table>
| **4.1** be able to assess a situation, determine its nature and severity and call upon the required knowledge and experience to deal with it | Recognise complexity, multiple factors, changing circumstances and uncertainty in people’s lives, to be able to prioritise your intervention – Intervention and Skills 7.10  
Demonstrate an holistic approach to the identification of needs, circumstances, rights, strengths and risks – Intervention and Skills 7.4  
Select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with service users – Intervention and Skills 7.5  
Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence and to prevent harm – Intervention and Skills 7.6  
Begin to formulate and make explicit, evidence-informed judgements – Critical Reflection and Analysis 6.6 | Programme Specification  
Communication and Engagement  
Sociology and Social Policy  
Social Work and the Life Course  
Professional Development  
Law, Policy and Practice  
Knowledge and Skills in Social Work  
Contemporary issues in Social Work  
Safeguarding, Risk and Inter Professional Practice  
Social Work Research  
Developing Professional Practice  
Research Study  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| **4.2** be able to initiate resolution of issues and be able to exercise personal initiative | Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence and to prevent harm – Intervention and Skills 7.6  
Apply imagination, creativity and curiosity to practice – Critical Reflection and Analysis 6.1 | Programme Specification  
Communication and Engagement  
Sociology and Social Policy  
Social Work and the Life Course  
Professional Development  
Law, Policy and Practice |
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|                               | Recognise complexity, multiple factors, changing circumstances and uncertainty in people’s lives, to be able to prioritise your intervention – Intervention and Skills 7.10 | Knowledge and Skills in Social Work  
Contemporary issues in Social Work  
Safeguarding, Risk and Inter Professional Practice  
Developing Professional Practice  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
|                               | Inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources – Critical Reflection and Analysis 6.2 |  
|
| 4.3 recognise that they are personally responsible for, and must be able to justify, their decisions and recommendations | Begin to formulate and make explicit, evidence-informed judgements – Critical Reflection and Analysis 6.6 | Programme Specification  
Knowledge and Skills in Social Work  
Safeguarding, Risk and Inter Professional Practice  
Social Work Research  
Developing Professional Practice  
Assessed readiness for direct practice  
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| 4.4 be able to make informed judgements on complex issues using the information available | Inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources – Critical Reflection and Analysis 6.2 | Programme Specification  
Communication and Engagement  
Professional Development  
Law, Policy and Practice  
Knowledge and Skills in Social Work  
Safeguarding, Risk and Inter Professional Practice  
Social Work Research  
Developing Professional Practice  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| 4.5 be able to make and receive referrals appropriately | Demonstrate an holistic approach to the identification of needs, circumstances, rights, strengths and risks – Intervention and Skills 7.4  
Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade – Intervention and Skills 7.2 | Programme Specification  
Communication and Engagement  
Social Work and the Life Course  
Professional Development  
Law, Policy and Practice  
Knowledge and Skills in Social Work  
Safeguarding, Risk and Inter Professional Practice  
Social Work Research  
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| **5** be aware of the impact of culture, equality and diversity on practice | Understand how an individual’s identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics, and take account of these to understand their experiences, questioning assumptions where necessary – Diversity 3.1 | Programme Specification  
Communication and Engagement  
Sociology and Social Policy  
Social Work and the Life Course  
Professional Development  
Law, Policy and Practice  
Knowledge and Skills in Social Work  
Contemporary issues in Social Work  
Safeguarding, Risk and Inter Professional Practice  
Social Work Research  
Developing Professional Practice  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| Recognise the impact of poverty and social exclusion and promote enhanced economic status through access to education, work, housing, health services and welfare benefits – Rights, Justice and Economic Wellbeing 4.1 |  |
| **5.1** be able to reflect on and take account of the impact of inequality, disadvantage and discrimination on those who use social work services and their communities | Understand how an individual’s identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics, and take account of these to understand their experiences, questioning assumptions where necessary – Diversity 3.1 | Programme Specification  
Communication and Engagement  
Sociology and Social Policy  
Social Work and the Life Course  
Professional Development  
Law, Policy and Practice |
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<tr>
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<td>Recognise the impact of poverty and social exclusion and promote enhance economic status through access to education, work, housing, health services and welfare benefits – Rights, Justice and Economic Wellbeing 4.4</td>
<td>Knowledge and Skills in Social Work Contemporary issues in Social Work Safeguarding, Risk and Inter Professional Practice Social Work Research Developing Professional Practice Assessed readiness for direct practice Practice Learning (70 days) Practice Learning (100 days) Practice Learning handbook</td>
<td></td>
</tr>
<tr>
<td><strong>5.2</strong> understand the need to adapt practice to respond appropriately to different groups and individuals</td>
<td>Understand how an individual’s identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics, and take account of these to understand their experiences, questioning assumptions where necessary – Diversity 3.1</td>
<td>Programme Specification Communication and Engagement Sociology and Social Policy Social Work and the Life Course Professional Development Law, Policy and Practice Knowledge and Skills in Social Work Contemporary issues in Social Work Safeguarding, Risk and Inter Professional Practice Social Work Research Developing Professional Practice Assessed readiness for direct practice Practice Learning (70 days) Practice Learning (100 days) Practice Learning handbook</td>
</tr>
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<td><strong>5.3</strong> be aware of the impact of their own values on practice with different groups of service users and carers</td>
<td>Manage potentially conflicting or competing values, and with guidance, recognise, reflect on, and work with ethical dilemmas – Values and Ethics 2.3</td>
<td>Programme Specification Communication and Engagement Sociology and Social Policy</td>
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<td>Recognise and, with support, manage the impact of own values on professional practice – Values and Ethics 2.2</td>
<td>Social Work and the Life Course Professional Development Law, Policy and Practice Knowledge and Skills in Social Work Contemporary issues in Social Work Safeguarding, Risk and Inter Professional Practice Social Work Research Developing Professional Practice Assessed readiness for direct practice Practice Learning (70 days) Practice Learning (100 days) Practice Learning handbook Professional Development Portfolio</td>
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<td>Understand how an individual’s identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics, and take account of these to understand their experiences, questioning assumptions where necessary – Diversity 3.1</td>
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<tr>
<td>Recognise how systemic approaches can be used to understand the person-in-the-environment and inform your practice – Knowledge 5.5</td>
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<td>With reference to current legislative requirements, recognise personal and organisational discrimination and oppression and with guidance make use of a range of approaches to challenge them – Diversity 3.2</td>
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</table>
| 6 be able to practise in a non-discriminatory manner | With reference to current legislative requirements, recognise personal and organisational discrimination and oppression and with guidance make use of a range of approaches to challenge them – Diversity 3.2 | Programme Specification  
Communication and Engagement  
Sociology and Social Policy  
Social Work and the Life Course  
Professional Development  
Law, Policy and Practice  
Knowledge and Skills in Social Work  
Contemporary issues in Social Work  
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| 6.1 be able to work with others to promote social justice, equality and inclusion | Understand, identify and apply in practice the principles of social justice, social inclusion and equality – Rights, Justice and Economic Wellbeing 4.1 | Programme Specification  
Communication and Engagement  
Sociology and Social Policy  
Social Work and the Life Course  
Professional Development  
Law, Policy and Practice  
Knowledge and Skills in Social Work  
Contemporary issues in Social Work  
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</table>
| 6.2 be able to use practice to challenge and address the impact of discrimination, disadvantage and oppression | With reference to current legislative requirements, recognise personal and organisational discrimination and oppression and with guidance make use of a range of approaches to challenge them – Diversity 3.2 | Programme Specification  
Communication and Engagement  
Sociology and Social Policy  
Social Work and the Life Course  
Professional Development  
Law, Policy and Practice  
Knowledge and Skills in Social Work  
Contemporary issues in Social Work  
Safeguarding, Risk and Inter Professional Practice  
Social Work Research  
Developing Professional Practice  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| 7 be able to maintain confidentiality | Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing – Values and Ethics 2.6  
Recognise and promote individuals’ rights to autonomy and self-determination – Values and Ethics 2.5 | Programme Specification  
Communication and Engagement  
Professional Development  
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| Demonstrate skills in sharing information appropriately and respectfully – Intervention and Skills 7.9 | Developing Professional Practice  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Research Study  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook | |
| 7.1 be able to understand and explain the limits of confidentiality | Understand and apply the profession’s ethical principles and legislation, taking account of these in reaching decisions – Values and Ethics 2.1  
Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing – Values and Ethics 2.6 | Programme Specification  
Communication and Engagement  
Professional Development  
Law, Policy and Practice  
Knowledge and Skills in Social Work  
Safeguarding, Risk and Inter Professional Practice  
Developing Professional Practice  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| 7.2 be able to recognise and respond appropriately to situations where it is necessary to share information to | Understand and apply the profession’s ethical principles and legislation, taking account of these in reaching decisions – Values and Ethics 2.1 | Programme Specification  
Communication and Engagement  
Professional Development |
<table>
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| safeguard service users and carers or others | Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing – Values and Ethics 2.6 | Law, Policy and Practice  
Knowledge and Skills in Social Work  
Safeguarding, Risk and Inter Professional Practice  
Developing Professional Practice  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| 8  **be able to communicate effectively** | Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples’ ages, comprehension and culture – Intervention and Skills 7.1  
Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade – Intervention and Skills 7.2 | Programme Specification  
Communication and Engagement  
Professional Development  
Knowledge and Skills in Social Work  
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Practice Learning (100 days)  
Practice Learning handbook |
### Standards of Proficiency (SOPs)

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<th>SOP</th>
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<th>Professional Capabilities Framework</th>
<th>Evidence Location</th>
</tr>
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<tbody>
<tr>
<td>8.1</td>
<td>Be able to use interpersonal skills and appropriate forms of verbal and non-verbal communication with service users, carers and others</td>
<td>Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples’ ages, comprehension and culture – Intervention and Skills 7.1</td>
<td>Programme Specification Communication and Engagement Professional Development Knowledge and Skills in Social Work Contemporary issues in Social Work Developing Professional Practice Assessed readiness for direct practice Practice Learning (70 days) Practice Learning (100 days) Practice Learning handbook</td>
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<tr>
<td>8.2</td>
<td>Be able to demonstrate effective and appropriate skills in communicating advice, instruction, information and professional opinion to colleagues, service users and carers</td>
<td>Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade – Intervention and Skills 7.2</td>
<td>Programme Specification Communication and Engagement Professional Development Knowledge and Skills in Social Work Contemporary issues in Social Work Developing Professional Practice Assessed readiness for direct practice Practice Learning (70 days) Practice Learning (100 days) Practice Learning handbook</td>
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<tr>
<td>8.3</td>
<td>Understand the need to provide service users and carers with the information necessary to enable them to make informed decisions or to understand the decisions made</td>
<td>Demonstrate respectful partnership work with service users and carers, eliciting and respecting their needs and views, and promoting their participation in decision-making wherever possible – Values and Ethics 2.4</td>
<td>Programme Specification Communication and Engagement Professional Development Knowledge and Skills in Social Work Developing Professional Practice</td>
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<tr>
<td>8.4 understand how communication skills affect the assessment of and engagement with service users and carers</td>
<td>Recognise and promote individuals’ rights to autonomy and self-determination – Values and Ethics 2.5</td>
<td>Assessed readiness for direct practice Practice Learning (70 days) Practice Learning (100 days) Practice Learning handbook</td>
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<tr>
<td>8.4</td>
<td>Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples’ ages, comprehension and culture – Intervention and Skills 7.1</td>
<td>Programme Specification Communication and Engagement Professional Development Knowledge and Skills in Social Work Developing Professional Practice Assessed readiness for direct practice Practice Learning (70 days) Practice Learning (100 days) Practice Learning handbook</td>
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<tr>
<td>8.4</td>
<td>Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3</td>
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<tr>
<td>8.5 understand how the means of communication should be modified to address and take account of a range of factors including age, capacity, learning ability and physical ability</td>
<td>Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples’ ages, comprehension and culture – Intervention and Skills 7.1</td>
<td>Programme Specification Communication and Engagement Professional Development Knowledge and Skills in Social Work Developing Professional Practice Assessed readiness for direct practice Practice Learning (70 days) Practice Learning (100 days) Practice Learning handbook</td>
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<td>8.5</td>
<td>Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade – Intervention Skills 7.2</td>
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</table>
| 8.6 be aware of the characteristics and consequences of verbal and non-verbal communication and how this can be affected by a range of factors including age, culture, disability, ethnicity, gender, religious beliefs and socio-economic status | Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples’ ages, comprehension and culture – Intervention and Skills 7.1 | Programme Specification  
Communication and Engagement  
Professional Development  
Knowledge and Skills in Social Work  
Developing Professional Practice  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| 8.7 understand the need to draw upon available resources and services to support service users’ and carers’ communication, wherever possible | Recognise the value of, and aid access to independent advocacy – Rights, Justice and Economic Wellbeing 4.5 | Knowledge and Skills in Social Work  
Developing Professional Practice  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| 8.8 be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5 | Be able to meet the requirements of the professional regulator – Professionalism 1.1 | Programme Specification (Admissions) |
| 8.9 be able to engage in inter-professional and inter-agency communication | Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working – Contexts and Organisations 8.7 | Programme Specification  
Communication and Engagement  
Safeguarding, Risk and Inter Professional Practice  
Developing Professional Practice |
| Standards of Proficiency (SOPs) | Professional Capabilities Framework                                                                                                                                                                                                                                                                                                                                 | Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)                                                                                                                                                                                                                     |
|--------------------------------|                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                     |
| Be able to work within an organisation's remit and contribute to its evaluation and development – Contexts and Organisations 8.4                                                                                           | Assessed readiness for direct practice Practice Learning (70 days) Practice Learning (100 days) Practice Learning handbook                                                                                                                                                                                                                                                                                                  |
| 8.10 be able to listen actively to service users and carers and others | Demonstrate the ability to engage with people and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3 Value and take account of the expertise of service users, carers and professionals – Knowledge 5.12 | Programme Specification Communication and Engagement Social Work and the Life Course Professional Development Knowledge and Skills in Social Work Developing Professional Practice Assessed readiness for direct practice Practice Learning (70 days) Practice Learning (100 days) Practice Learning handbook |
| 8.11 be able to prepare and present formal reports in line with applicable protocols and guidelines | Maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgment and organisational responsibilities – Intervention and Skills 7.8 | Programme Specification Communication and Engagement Professional Development Developing Professional Practice Assessed readiness for direct practice Practice Learning (70 days) Practice Learning (100 days) Practice Learning handbook |
| 9 be able to work appropriately with others | Demonstrate the ability to engage with people and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3 | Programme Specification Communication and Engagement Professional Development |

Programme Specification:  
Author: A Gardner  
Date: September 2013  
Page 222 of 565
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<td>Understand and respect the role of others within the organisation and work effectively with them – Contexts and Organisations 8.5</td>
<td>Law, Policy and Practice&lt;br&gt;Knowledge and Skills in Social Work&lt;br&gt;Safeguarding, Risk and Inter Professional Practice&lt;br&gt;Developing Professional Practice</td>
<td>Law, Policy and Practice&lt;br&gt;Knowledge and Skills in Social Work&lt;br&gt;Safeguarding, Risk and Inter Professional Practice&lt;br&gt;Developing Professional Practice</td>
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<td>Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working – Contexts and Organisations 8.7</td>
<td>Assessed readiness for direct practice&lt;br&gt;Practice Learning (70 days)&lt;br&gt;Practice Learning (100 days)&lt;br&gt;Practice Learning handbook</td>
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<td><strong>9.1 understand the need to build and sustain professional relationships with service users, carers and colleagues as both an autonomous practitioner and collaboratively with others</strong></td>
<td>Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3&lt;br&gt;Recognise the impact of self in interaction with others, making appropriate use of personal experience – Professionalism 1.6</td>
<td>Programme Specification&lt;br&gt;Communication and Engagement&lt;br&gt;Professional Development&lt;br&gt;Law, Policy and Practice&lt;br&gt;Knowledge and Skills in Social Work&lt;br&gt;Safeguarding, Risk and Inter Professional Practice&lt;br&gt;Developing Professional Practice&lt;br&gt;Assessed readiness for direct practice&lt;br&gt;Practice Learning (70 days)&lt;br&gt;Practice Learning (100 days)&lt;br&gt;Practice Learning handbook</td>
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| 9.2 be able to work with service users and carers to enable them to assess and make informed decisions about their needs, circumstances, risks, preferred options and resources | Demonstrate respectful partnership work with service users and carers, eliciting and respecting their needs and views and promoting their participation in decision-making wherever possible – Values and Ethics 2.4 | Programme Specification  
Communication and Engagement  
Professional Development  
Law, Policy and Practice  
Knowledge and Skills in Social Work  
Developing Professional Practice  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| 9.3 be able to work with service users and carers to promote individual growth, development and independence and to assist them to understand and exercise their rights | Recognise and promote individuals’ rights to autonomy and self-determination – Values and Ethics 2.5  
Select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with service users – Intervention and Skills 7.5 | Programme Specification  
Developing Professional Practice  
Communication and Engagement  
Social Work and the Life Course  
Professional Development  
Knowledge and Skills in Social Work  
Safeguarding, Risk and Inter Professional Practice  
Developing Professional Practice  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| 9.4 be able to support service users’ and carers’ rights to control their lives and make informed choices about the services they receive | Recognise and promote individuals’ rights to autonomy and self-determination – Values and Ethics 2.5  
Recognise the value of, and aid access to, independent advocacy – Rights, Justice and Economic Wellbeing 4.5 | Programme Specification  
Communication and Engagement  
Social Work and the Life Course  
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<td></td>
<td>Value and take account of the expertise of service users, carers and professionals – Knowledge 5.12</td>
<td>Knowledge and Skills in Social Work Safeguarding, Risk and Inter Professional Practice Developing Professional Practice Assessed readiness for direct practice Practice Learning (70 days) Practice Learning (100 days) Practice Learning handbook</td>
</tr>
<tr>
<td>9.5 be able to support the development of networks, groups and communities to meet needs and outcomes</td>
<td>Recognise how the development of community resources, groups and networks enhance outcomes for individuals – Intervention and Skills 7.7</td>
<td>Programme Specification Sociology and Social Policy Social Work and the Life Course Professional Development Knowledge and Skills in Social Work Developing Professional Practice Assessed readiness for direct practice Practice Learning (70 days) Practice Learning (100 days) Practice Learning handbook</td>
</tr>
<tr>
<td>9.6 be able to work in partnership with others, including those working in other agencies and roles</td>
<td>Demonstrate respectful partnership work with service users and carers, eliciting and respecting their needs and views and promoting their participation in decision-making wherever possible – Values and Ethics 2.4 Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working – Contexts and Organisations 8.7</td>
<td>Programme Specification Communication and Engagement Professional Development Knowledge and Skills in Social Work Safeguarding, Risk and Inter Professional Practice Developing Professional Practice Assessed readiness for direct practice Practice Learning (70 days)</td>
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<td></td>
<td>Be able to work within an organisation’s remit and contribute to its evaluation and development – Contexts and Organisations 8.4</td>
<td>Practice Learning (100 days) Practice Learning handbook</td>
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<td>Understand and respect the role of others within the organisation and work effectively with them – Contexts and Organisations 8.5</td>
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<td>Recognise the value of, and contribute to, supporting the learning and development of others – Professional Leadership 9.2</td>
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<tr>
<td>9.7  be able to contribute effectively to work undertaken as part of a multi-disciplinary team</td>
<td>Take responsibility for your role and impact within teams and be able to contribute positively to effective team working – Contexts and Organisations 8.6</td>
<td>Communication and Engagement Knowledge and Skills in Social Work Safeguarding, Risk and Inter Professional Practice Developing Professional Practice Assessed readiness for direct practice Practice Learning (70 days) Practice Learning (100 days) Practice Learning handbook</td>
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| 9.8 recognise the contribution that service users' and carers' own resources and strengths can bring to social work | Understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to practice – Knowledge 5.7 | Professional Development  
Knowledge and Skills in Social Work  
Developing Professional Practice  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| 9.9 be able to work with resistance and conflict | Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3  
Recognise the factors that create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including yourself and contribute to the assessment and management of risk – Intervention and Skills 7.12  
Understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to practice – Knowledge 5.7 | Programme Specification  
Communication and Engagement  
Social Work and the Life Course  
Professional Development  
Law, Policy and Practice  
Knowledge and Skills in Social Work  
Safeguarding, Risk and Inter Professional Practice  
Developing Professional Practice  
Assessed readiness for direct practice  
Practice Learning (70 days)  
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Practice Learning handbook |
| Recognise the impact of self in interaction with others, making appropriate use of personal experience – Professionalism 1.6 | Programme Specification  
Communication and Engagement |
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</table>
| 9.10 be able to understand the emotional dynamics of interactions with service users and carers | Acknowledge the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience – Knowledge 5.6 | Social Work and the Life Course  
Knowledge and Skills in Social Work  
Social Work Research  
Developing Professional Practice  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook  
Professional Development Portfolio |
| 10 be able to maintain records appropriately | Maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgement and organisational responsibilities – Intervention and Skills 7.8 | Programme Specification  
Communication and Engagement  
Professional Development  
Law, Policy and Practice  
Knowledge and Skills in Social Work  
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<td>10.1 be able to keep accurate, comprehensive and comprehensible records in accordance with applicable legislation, protocols and guidelines</td>
<td>Maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgement and organisational responsibilities – Intervention and Skills 7.8</td>
<td>Programme Specification Communication and Engagement Law, Policy and Practice Safeguarding, Risk and Inter Professional Practice Developing Professional Practice Assessed readiness for direct practice Practice Learning (70 days) Practice Learning (100 days) Practice Learning handbook</td>
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<tr>
<td>10.2 recognise the need to manage records and all other information in accordance with applicable legislation, protocols and guidelines</td>
<td>Maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgement and organisational responsibilities – Intervention and Skills 7.8</td>
<td>Programme Specification Communication and Engagement Law, Policy and Practice Safeguarding, Risk and Inter Professional Practice Developing Professional Practice Assessed readiness for direct practice Practice Learning (70 days) Practice Learning (100 days) Practice Learning handbook</td>
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<td>11 be able to reflect on and review practice</td>
<td>Demonstrate a capacity for logical, systematic, critical and reflective reasoning and apply the theories and techniques of reflective practice – Critical Reflection and Analysis 6.4</td>
<td>Programme Specification Communication and Engagement Sociology and Social Policy Social Work and the Life Course</td>
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<tr>
<td>Apply imagination, creativity and curiosity to practice – Critical Reflection and Analysis 6.1</td>
<td>Professional Development&lt;br&gt;Law, Policy and Practice&lt;br&gt;Knowledge and Skills in Social Work&lt;br&gt;Contemporary issues in Social Work&lt;br&gt;Safeguarding, Risk and Inter Professional Practice&lt;br&gt;Social Work Research&lt;br&gt;Developing Professional Practice&lt;br&gt;Assessed readiness for direct practice&lt;br&gt;Practice Learning (70 days)&lt;br&gt;Practice Learning (100 days)&lt;br&gt;Practice Learning handbook&lt;br&gt;Professional Development Portfolio</td>
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<tr>
<td>11.1 understand the value of critical reflection on practice and the need to record the outcome of such reflection appropriately</td>
<td>Demonstrate a capacity for logical, systematic, critical and reflective reasoning and apply the theories and techniques of reflective practice – Critical Reflection and Analysis 6.4</td>
<td>Programme Specification&lt;br&gt;Communication and Engagement&lt;br&gt;Professional Development&lt;br&gt;Law, Policy and Practice&lt;br&gt;Knowledge and Skills in Social Work&lt;br&gt;Contemporary issues in Social Work&lt;br&gt;Safeguarding, Risk and Inter Professional Practice&lt;br&gt;Social Work Research&lt;br&gt;Developing Professional Practice&lt;br&gt;Assessed readiness for direct practice&lt;br&gt;Practice Learning (70 days)&lt;br&gt;Practice Learning (100 days)&lt;br&gt;Practice Learning handbook&lt;br&gt;Professional Development Portfolio</td>
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<tr>
<td>11.2 recognise the value of supervision, case reviews and other methods of reflection and review</td>
<td>Demonstrate an effective and active use of supervision for accountability, professional reflection and development – Professionalism 1.3</td>
<td>Programme Specification Communication and Engagement Professional Development Law, Policy and Practice Knowledge and Skills in Social Work Developing Professional Practice Assessed readiness for direct practice Practice Learning (70 days) Practice Learning (100 days) Practice Learning handbook Professional Development Portfolio</td>
</tr>
<tr>
<td>12 be able to assure the quality of their practice</td>
<td>Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health – Knowledge 5.1</td>
<td>Programme Specification Communication and Engagement Sociology and Social Policy Social Work and the Life Course</td>
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<td>Demonstrate a critical understanding of the legal and policy frameworks and guidance that inform and mandate social work practice, recognising the scope for professional judgement – Knowledge 5.2</td>
<td>Professional Development Law, Policy and Practice Knowledge and Skills in Social Work Contemporary issues in Social Work</td>
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### Standards of Proficiency (SOPs)

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| Recognise the contribution, and begin to make use, of research to inform practice – Knowledge 5.10 | Safeguarding, Risk and Inter Professional Practice  
Social Work Research  
Developing Professional Practice  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| 12.1 be able to use supervision to support and enhance the quality of their social work practice | Demonstrate an effective and active use of supervision for accountability, professional reflection and development – Professionalism 1.3  
Programme Specification  
Communication and Engagement  
Professional Development  
Developing Professional Practice  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook  
Professional Development Portfolio |
| 12.2 be able to contribute to processes designed to evaluate service and individual outcomes | Select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with service users – Intervention and Skills 7.5  
Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health – Knowledge 5.1  
Programme Specification  
Communication and Engagement  
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|                                 | Be able to work within an organisation's remit and contribute to its evaluation and development – Contexts and Organisations 8.4 | Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| 12.3 be able to engage in evidence-informed practice, evaluate practice systematically and participate in audit procedures | Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health – Knowledge 5.1  
Demonstrate a critical understanding of the legal and policy frameworks and guidance that inform and mandate social work practice, recognising the scope for professional judgement – Knowledge 5.2 | Programme Specification  
Communication and Engagement  
Sociology and Social Policy  
Social Work and the Life Course  
Professional Development  
Law, Policy and Practice  
Knowledge and Skills in Social Work  
Contemporary issues in Social Work  
Safeguarding, Risk and Inter Professional Practice  
Social Work Research  
Developing Professional Practice  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| 13 understand the key concepts of the knowledge base relevant to their profession | Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health – Knowledge 5.1 | Programme Specification  
Sociology and Social Policy  
Social Work and the Life Course  
Law, Policy and Practice |
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<td>Demonstrate a critical knowledge of the range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them – Knowledge 5.8</td>
<td>Contemporary issues in Social Work Social Work Research Developing Professional Practice Assessed readiness for direct practice Practice Learning (70 days) Practice Learning (100 days) Practice Learning handbook</td>
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<td>Demonstrate a critical understanding of the legal and policy frameworks and guidance that inform and mandate social work practice, recognising the scope for professional judgement – Knowledge 5.2</td>
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<td>13.1 recognise the roles of other professions, practitioners and organisations</td>
<td>Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working – Contexts and Organisations 8.7</td>
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<td>Understand and respect the role of others within the organisation and work effectively with them – Contexts and Organisations 8.5</td>
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<tr>
<td>13.2 be aware of the different social and organisational contexts and settings within which social work operates</td>
<td>Understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and practice – Contexts and Organisations 8.3</td>
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<td>Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working – Contexts and Organisations 8.7</td>
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<td>Be able to work within an organisation's remit and contribute to its evaluation and development – Contexts and Organisations 8.4</td>
<td>Practice Learning (70 days) Practice Learning (100 days) Practice Learning handbook</td>
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<tr>
<td>Understand the roles and responsibilities of social workers in a range of organisations, lines of accountability and the boundaries of professional autonomy and discretion – Contexts and Organisations 8.2</td>
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<tr>
<td>Recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts – Contexts and Organisations 8.1</td>
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<tr>
<td><strong>13.3</strong> be aware of changes in demography and culture and their impact on social work</td>
<td>Recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts – Contexts and Organisations 8.1</td>
<td>Sociology and Social Policy Contemporary issues in Social Work</td>
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</table>
| **13.4** understand in relation to social work practice:  
- social work theory;  
- social work models and interventions;  
- the development and application of relevant law and social policy;  
- the development and application of social work and social work values; | Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health – Knowledge 5.1 | Programme Specification Communication and Engagement Sociology and Social Policy Social Work and the Life Course Professional Development Law, Policy and Practice Knowledge and Skills in Social Work Contemporary issues in Social Work |
<p>| Demonstrate a critical knowledge of the range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them – Knowledge 5.8 | | |</p>
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<td>– human growth and development across the lifespan and the impact of key developmental stages and transitions; – the impact of injustice, social inequalities, policies and other issues which affect the demand for social work services; – the relevance of psychological, environmental, sociological and physiological perspectives to understanding personal and social development and functioning; – concepts of participation, advocacy and empowerment; and – the relevance of sociological perspectives to understanding societal and structural influences on human behaviour</td>
<td>Demonstrate a critical understanding of the legal and policy frameworks and guidance that inform and mandate social work practice, recognising the scope for professional judgement – Knowledge 5.2</td>
<td>Safeguarding, Risk and Inter Professional Practice Social Work Research Developing Professional Practice Assessed readiness for direct practice Practice Learning (70 days) Practice Learning (100 days)</td>
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<td></td>
<td>Demonstrate a critical understanding of social welfare policy, its evolution, implementation and impact on people, social work, other professions, and inter-agency working – Knowledge 5.9</td>
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<td>Demonstrate and apply a working knowledge of human growth and development throughout the life course – Knowledge 5.3</td>
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<td>Recognise how systemic approaches can be used to understand the person-in-the-environment and inform your practice – Knowledge 5.5</td>
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<td>Understand and apply the profession’s ethical principles and legislation, taking account of these in reaching decisions – Values and Ethics 2.1</td>
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<td>Recognise the value of, and aid access to, independent advocacy – Rights, Justice and Economic Wellbeing 4.5</td>
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<td>Acknowledge the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience – Knowledge 5.6</td>
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<td>14 be able to draw on appropriate knowledge and skills to inform practice</td>
<td>Inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources – Critical Reflection and Analysis 6.2</td>
<td>Programme Specification Communication and Engagement Sociology and Social Policy Social Work and the Life Course</td>
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<td>Understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to practice – Knowledge 5.7</td>
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<td>Understand, identify and apply in practice the principles of social justice, inclusion and equality – Rights, Justice and Economic Wellbeing 4.1</td>
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<td>Recognise the short and long term impact of psychological, socio-economic, environmental and physiological factors on people’s lives, taking into account age and development, and how this informs practice – Knowledge 5.4</td>
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<tr>
<td>Understand how legislation and guidance can advance or constrain people’s rights and recognise how the law may be used to protect or advance their rights and entitlements – Rights, Justice and Economic Wellbeing 4.2</td>
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|                               | Select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with service users – Intervention and Skills 7.5 | Professional Development  
Law, Policy and Practice  
Knowledge and Skills in Social Work  
Contemporary issues in Social Work  
Safeguarding, Risk and Inter Professional Practice  
Social Work Research  
Developing Professional Practice  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days) |
|                               | Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence to prevent harm – Intervention and Skills 7.6 |  |
| 14.1 be able to gather, analyse, critically evaluate and use information and knowledge to make recommendations or modify their practice | Inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources – Critical Reflection and Analysis 6.2 | Programme Specification  
Communication and Engagement  
Sociology and Social Policy  
Social Work and the Life Course  
Professional Development  
Law, Policy and Practice  
Knowledge and Skills in Social Work  
Contemporary issues in Social Work  
Safeguarding, Risk and Inter Professional Practice  
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Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days) |
<p>|                               | With support, rigorously question and evaluate the reliability and validity of information from different sources – Critical Reflection and Analysis 6.3 |  |</p>
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| 14.2 be able to select and use appropriate assessment tools | Select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with service users – Intervention and Skills 7.5 | Programme Specification  
Communication and Engagement  
Professional Development  
Law, Policy and Practice  
Knowledge and Skills in Social Work  
Safeguarding, Risk and Inter Professional Practice  
Developing Professional Practice  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days) |
| 14.3 be able to prepare, implement, review, evaluate, revise and conclude plans to meet needs and circumstances in conjunction with service users and carers | Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence to prevent harm – Intervention and Skills 7.6 | Programme Specification  
Communication and Engagement  
Social Work and the Life Course  
Professional Development  
Law, Policy and Practice  
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<td>14.4 be able to use social work methods, theories and models to achieve change and development and improve life opportunities</td>
<td>Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence to prevent harm – Intervention and Skills 7.6</td>
<td>Programme Specification  Communication and Engagement  Professional Development  Knowledge and Skills in Social Work  Safeguarding, Risk and Inter Professional Practice  Developing Professional Practice  Assessed readiness for direct practice  Practice Learning (70 days)  Practice Learning (100 days)</td>
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<td>14.5 be aware of a range of research methodologies</td>
<td>Demonstrate a critical understanding of research methods – Knowledge 5.11</td>
<td>Programme Specification  Social Work Research  Developing Professional Practice</td>
</tr>
<tr>
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<td>Recognise the contribution, and begin to make use, of research to inform practice – Knowledge 5.10</td>
<td>Programme Specification  Communication and Engagement</td>
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| 14.6 recognise the value of research and analysis and be able to evaluate such evidence to inform their own practice | Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health – Knowledge 5.1 | Sociology and Social Policy  
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Professional Development  
Law, Policy and Practice  
Knowledge and Skills in Social Work  
Contemporary issues in Social Work  
Safeguarding, Risk and Inter Professional Practice  
Social Work Research  
Developing Professional Practice  
Assessed readiness for direct practice  
Practice Learning (70 days)  
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| 14.7 be able to demonstrate a level of skill in the use of information technology appropriate to their practice | Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade – Intervention and Skills 7.2 | Programme Specification  
Communication and Engagement  
Sociology and Social Policy  
Social Work and the Life Course  
Professional Development  
Law, Policy and Practice  
Knowledge and Skills in Social Work  
Contemporary issues in Social Work  
Safeguarding, Risk and Inter Professional Practice  
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<tr>
<td>14.8 be able to change their practice as needed to take account of new developments or changing contexts</td>
<td>Recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts – Contexts and Organisations 8.1</td>
<td>Programme Specification Communication and Engagement Sociology and Social Policy Social Work and the Life Course Professional Development Law, Policy and Practice Knowledge and Skills in Social Work Contemporary issues in Social Work Safeguarding, Risk and Inter Professional Practice Social Work Research Developing Professional Practice Assessed readiness for direct practice Practice Learning (70 days) Practice Learning (100 days)</td>
</tr>
<tr>
<td>15 be able to establish and maintain a safe practice environment</td>
<td>Recognise the factors that create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including yourself and contribute to the assessment and management of risk – Intervention and Skills 7.12</td>
<td>Programme Specification Communication and Engagement Professional Development Law, Policy and Practice Knowledge and Skills in Social Work Safeguarding, Risk and Inter Professional Practice Developing Professional Practice Practice Learning (70 days) Practice Learning (100 days)</td>
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</table>
| 15.1 understand the need to maintain the safety of service users, carers and colleagues | Recognise the factors that create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including yourself and contribute to the assessment and management of risk – Intervention and Skills 7.12 | Programme Specification  
Professional Development  
Law, Policy and Practice  
Knowledge and Skills in Social Work  
Safeguarding, Risk and Inter Professional Practice  
Developing Professional Practice  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| 15.2 be aware of applicable health and safety legislation and any relevant safety policies and procedures in force at the workplace, such as incident reporting, and be able to act in accordance with these | Understand the roles and responsibilities of social workers in a range of organisations, lines of accountability and the boundaries of professional autonomy and discretion – Contexts and Organisations 8.2  
Understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and practice – Contexts and Organisations 8.3  
Identify concerns about practice and procedures and with support begin to find appropriate means of challenge – Professionalism 1.11 | Programme Specification  
Communication and Engagement  
Professional Development  
Law, Policy and Practice  
Safeguarding, Risk and Inter Professional Practice  
Developing Professional Practice  
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| 15.3 **be able to work safely in challenging environments, including being able to take appropriate actions to manage environmental risk** | **Recognise the factors that create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including yourself and contribute to the assessment and management of risk – Intervention and Skills 7.12** | **Programme Specification**  
**Communication and Engagement**  
**Professional Development**  
**Law, Policy and Practice**  
**Knowledge and Skills in Social Work**  
**Safeguarding, Risk and Inter Professional Practice**  
**Developing Professional Practice**  
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<td>Registrant social workers must:</td>
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</tr>
<tr>
<td>1    be able to practise safely and effectively within their scope of practice</td>
<td>Recognise your personal limitations and how to seek advice – Professionalism 1.8</td>
<td>Programme Specification \nDeveloping Professional Practice \nCritical Perspectives on Society, Family &amp; Individuals \nCritical Social Work Practice \nLaw, Human Rights and Social Work \n<strong>Social Work research</strong> \nSocial Work, Safeguarding, Risk and Inter Professional Practice \nSpecialist Practice in Social Work \n<strong>Research Study</strong> \nAssessed readiness for direct practice \nPractice Learning (70 days) \nPractice Learning (100 days) \nPractice Learning handbook</td>
</tr>
<tr>
<td>1.1  know the limits of their practice and when to seek advice or refer to another professional</td>
<td>Recognise your personal limitations and how to seek advice – Professionalism 1.8</td>
<td>Programme Specification \nDeveloping Professional Practice \nCritical Perspectives on Society, Family &amp; Individuals</td>
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| Value and take account of the expertise of service users, carers and professionals – Knowledge 5.12 | Critical Social Work Practice  
Law, Human Rights and Social Work  
**Social Work research**  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
**Research Study**  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Professional Development Portfolio |                                                                                                                                 |
| 1.2 recognise the need to manage their own workload and resources and be able to practise accordingly | Take responsibility for managing your time and workload effectively, and begin to prioritise your activity including supervision time – Professionalism 1.5 | Programme Specification  
Developing Professional Practice  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Research Study  
Assessed readiness for direct practice  
Practice Learning (70 days)  
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<tr>
<td>1.3  be able to undertake assessments of risk, need and capacity and respond appropriately</td>
<td>Demonstrate an holistic approach to the identification of needs, circumstances, rights, strengths and risks – Intervention and Skills 7.4</td>
<td>Programme Specification  Developing Professional Practice  Critical Perspectives on Society, Family &amp; Individuals  Critical Social Work Practice  Law, Human Rights and Social Work  Social Work research  Social Work, Safeguarding, Risk and Inter Professional Practice  Specialist Practice in Social Work  Research Study  Assessed readiness for direct practice  Practice Learning (70 days)  Practice Learning (100 days)  Practice Learning handbook  Professional Development Portfolio</td>
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<tr>
<td>1.4  be able to recognise and respond appropriately to unexpected situations and manage uncertainty</td>
<td>Recognise complexity, multiple factors, changing circumstances and uncertainty in people's lives, to be able to prioritise your intervention – Intervention and Skills 7.10</td>
<td>Programme Specification  Developing Professional Practice  Critical Perspectives on Society, Family &amp; Individuals  Critical Social Work Practice</td>
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<tr>
<td>Know how to formulate, test, evaluate and review hypotheses in response to information available at the time and apply in practice – Critical Reflection and Analysis 6.5</td>
<td>Law, Human Rights and Social Work Social Work research Social Work, Safeguarding, Risk and Inter Professional Practice Specialist Practice in Social Work Research Study Assessed readiness for direct practice Practice Learning (70 days) Practice Learning (100 days) Professional Development Portfolio</td>
<td></td>
</tr>
<tr>
<td>1.5 be able to recognise signs of harm, abuse and neglect and know how to respond appropriately</td>
<td>Understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to practice – Knowledge 5.7 With support, identify appropriate responses to safeguard vulnerable people and promote their wellbeing Intervention and Skills: 7.13</td>
<td>Programme Specification Developing Professional Practice Critical Perspectives on Society, Family &amp; Individuals Critical Social Work Practice Law, Human Rights and Social Work Social Work, Safeguarding, Risk and Inter Professional Practice Specialist Practice in Social Work Assessed readiness for direct practice Practice Learning (70 days) Practice Learning (100 days) Practice Learning handbook</td>
</tr>
<tr>
<td>2 be able to practise within the legal and ethical boundaries of their profession</td>
<td>Understand and apply the profession’s ethical principles and legislation, taking account of these in reaching decisions – Values and Ethics 2.1</td>
<td>Programme Specification Developing Professional Practice Critical Perspectives on Society, Family &amp; Individuals</td>
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| Identify concerns about practice and procedures and, with support, begin to find appropriate means of challenge – Professionalism 1.11 | Critical Social Work Practice  
Law, Human Rights and Social Work  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Assessed readiness for direct practice  
Practice Learning (70 days)  
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Practice Learning handbook |
| Understand and apply the profession’s ethical principles and legislation, taking account of these in reaching decisions – Values and Ethics 2.1 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice  
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Practice Learning handbook |
<p>| Understand how legislation and guidance can advance or constrain people’s rights and recognise how the law may be used to protect or advance their rights and entitlements – Rights, Justice and Economic Wellbeing 4.2 |  |
| Work within the principles of human and civil rights and equalities legislation, differentiating and beginning to work with absolute, qualified and competing rights and different needs and perspectives – Rights, Justice and Economic Wellbeing 4.3 |  |
| Understand how legislation and guidance can advance or constrain people’s rights and recognise how the law may be used to protect or advance their rights and entitlements – Rights, Justice and Economic Wellbeing 4.2 |  |
| understand current legislation applicable to the work of their profession |  |
| understand the need to promote the best interests of service users and carers at all times |  |</p>
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|                                 | Work within the principles of human and civil rights and equalities legislation, differentiating and beginning to work with absolute, qualified and competing rights and different needs and perspectives – Rights, Justice and Economic Wellbeing 4.3 | Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| 2.3 understand the need to protect, safeguard and promote the wellbeing of children, young people and vulnerable adults | Identify concerns about practice and procedures and, with support, begin to find appropriate means of challenge – Professionalism 1.11  
With support, identify appropriate responses to safeguard vulnerable people and promote their wellbeing – Intervention and Skills 7.13 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice  
Law, Human Rights and Social Work  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| 2.4 understand the need to address practices which present a risk to or from service users and carers, or others | Identify concerns about practice and procedures and with support begin to find appropriate means of challenge – Professionalism 1.11  
Manage potentially conflicting or competing values, and with guidance, recognise, reflect on, and work with ethical dilemmas – Values and Ethics 2.3 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice  
Law, Human Rights and Social Work |
### Standards of Proficiency (SOPs) | Professional Capabilities Framework | Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)
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| 2.5 | be able to manage competing or conflicting interests | With support, identify appropriate responses to safeguard vulnerable people and promote their wellbeing – Intervention and Skills 7.13 | Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
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| 2.5 | be able to manage competing or conflicting interests | Manage potentially conflicting or competing values, and with guidance, recognise, reflect on, and work with ethical dilemmas – Values and Ethics 2.3 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice  
Law, Human Rights and Social Work  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
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| 2.6 | be able to exercise authority as a social worker within the appropriate legal and ethical frameworks | Recognise and, with support, manage the impact of own values on professional practice – Values and Ethics 2.2 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals |
| --- | --- | --- |

2.6 | be able to exercise authority as a social worker within the appropriate legal and ethical frameworks | Understand the authority of the social work role and begin to use this appropriately and confidently as an accountable professional – Intervention and Skills 7.11 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals |
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|                                 | Understand the roles and responsibilities of social workers in a range of organisations, lines of accountability and the boundaries of professional autonomy and discretion – Contexts and Organisations 8.2 | Critical Social Work Practice  
Law, Human Rights and Social Work  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| 2.7 understand the need to respect and uphold the rights, dignity, values and autonomy of every service user and carer | Demonstrate respectful partnership work with service users and carers, eliciting and respecting their needs and views, and promoting their participation in decision-making wherever possible – Values and Ethics 2.4  
Manage potentially conflicting or competing values, and, with guidance, recognise, reflect on and work with ethical dilemmas – Values and Ethics 2.3  
Recognise and promote individuals’ rights to autonomy and self-determination – Values and Ethics 2.5  
Value and take account of the expertise of service users, carers and professionals – Knowledge 5.12  
Work within the principles of human and civil rights and equalities legislation, differentiating and beginning to work with absolute, qualified and competing rights and different needs and perspectives – Rights, Justice and Economic Wellbeing 4.3 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice  
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| 2.8 recognise that relationships with service users and carers should be based on respect and honesty | Demonstrate respectful partnership work with service users and carers, eliciting and respecting their needs and views and promoting their participation in decision-making wherever possible – Values and Ethics 2.4 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice  
Law, Human Rights and Social Work  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Assessed readiness for direct practice  
Practice Learning (70 days)  
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Practice Learning handbook |
|  | Recognise and manage the impact on people of the power invested in your role – Diversity 3.3 | |
|  | Demonstrate the ability to engage with people and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3 | |

| 2.9 recognise the power dynamics in relationships with service users and carers and be able to manage those dynamics appropriately | Recognise and manage the impact on people of the power invested in your role – Diversity 3.3 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice  
Law, Human Rights and Social Work  
Social Work, Safeguarding, Risk and Inter Professional Practice  
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Assessed readiness for direct practice  
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<p>|  | Recognise the impact of self in interaction with others, making appropriate use of personal experience – Professionalism 1.6 | |</p>
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| 2.10 understand what is required of them by the Health and Care Professions Council | Be able to meet the requirements of the professional regulator – Professionalism 1.1 | Programme Specification  
Developing Professional Practice  
Critical Social Work Practice  
Law, Human Rights and Social Work  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| 3 be able to maintain fitness to practise | With support, take steps to manage and promote own safety, health, wellbeing and emotional resilience – Professionalism 1.10  
Be able to explain the role of the social worker in a range of contexts, and uphold the reputation of the profession – Professionalism 1.2 | Programme Specification  
Developing Professional Practice  
Critical Social Work Practice  
Law, Human Rights and Social Work  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook  
Professional Development Portfolio |
| 3.1 understand the need to maintain high standards of personal and professional conduct | Be able to explain the role of the social worker in a range of contexts, and uphold the reputation of the profession – Professionalism 1.2 | Programme Specification  
Developing Professional Practice  
Critical Social Work Practice |
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| Demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness – Professionalism 1.4 |                                                                                                        | Law, Human Rights and Social Work  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook                                                                 |  
| 3.2 understand the importance of maintaining their own health and wellbeing                       | With support, take steps to manage and promote own safety, health, wellbeing and emotional resilience – Professionalism 1.10 | Programme Specification  
Developing Professional Practice  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook                                                                 |  
| 3.3 understand both the need to keep skills and knowledge up-to-date and the importance of career-long learning | Demonstrate a commitment to your continuous learning and development – Professionalism 1.9               | Programme Specification  
Developing Professional Practice  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook  
Professional Development Portfolio                                                                    |
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| 3.4 be able to establish and maintain personal and professional boundaries | Be able to explain the role of the social worker in a range of contexts, and uphold the reputation of the profession – Professionalism 1.2 | Programme Specification  
Developing Professional Practice  
Critical Social Work Practice  
Law, Human Rights and Social Work  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
|                                  | Be able to recognise and maintain personal and professional boundaries – Professionalism 1.7 | |
| 3.5 be able to manage the physical and emotional impact of their practice | With support, take steps to manage and promote own safety, health, wellbeing and emotional resilience – Professionalism 1.10 | Programme Specification  
Developing Professional Practice  
Social Work, Safeguarding, Risk and Inter Professional Practice  
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</table>
| 4  be able to practise as an autonomous professional, exercising their own professional judgement | Understand the roles and responsibilities of social workers in a range of organisations, lines of accountability and the boundaries of professional autonomy and discretion – Contexts and Organisations 8.2 | Programme Specification
Developing Professional Practice
Critical Social Work Practice
Law, Human Rights and Social Work
Social Work, Safeguarding, Risk and Inter
Professional Practice
Specialist Practice in Social Work
Assessed readiness for direct practice
Practice Learning (70 days)
Practice Learning (100 days)
Practice Learning handbook |
|                                                                                                 | Apply imagination, creativity and curiosity to practice – Critical Reflection and Analysis 6.1         |                                                                                                                                 |
|                                                                                                 | Recognise the importance of, and begin to demonstrate, professional leadership as a social workers – Professional Leadership 9.1 |                                                                                                                                 |
| 4.1  be able to assess a situation, determine its nature and severity and call upon the required knowledge and experience to deal with it | Recognise complexity, multiple factors, changing circumstances and uncertainty in people's lives, to be able to prioritise your intervention – Intervention and Skills 7.10 | Programme Specification
Developing Professional Practice
Critical Perspectives on Society, Family & Individuals
Critical Social Work Practice
Law, Human Rights and Social Work
Social Work research
Social Work, Safeguarding, Risk and Inter
Professional Practice
Specialist Practice in Social Work
Research Study
Assessed readiness for direct practice
Practice Learning (70 days)
Practice Learning (100 days)
Practice Learning handbook |
<p>|                                                                                                 | Demonstrate an holistic approach to the identification of needs, circumstances, rights, strengths and risks – Intervention and Skills 7.4 |                                                                                                                                 |
|                                                                                                 | Select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with service users – Intervention and Skills 7.5 |                                                                                                                                 |
|                                                                                                 | Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence and to prevent harm – Intervention and Skills 7.6 |                                                                                                                                 |</p>
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<tr>
<td>4.2 be able to initiate resolution of issues and be able to exercise personal initiative</td>
<td>Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence and to prevent harm – Intervention and Skills 7.6</td>
<td>Programme Specification Developing Professional Practice Critical Perspectives on Society, Family &amp; Individuals Critical Social Work Practice Law, Human Rights and Social Work Social Work research Social Work, Safeguarding, Risk and Inter Professional Practice Specialist Practice in Social Work Assessed readiness for direct practice Practice Learning (70 days) Practice Learning (100 days) Practice Learning handbook</td>
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<td>Apply imagination, creativity and curiosity to practice – Critical Reflection and Analysis 6.1</td>
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<td></td>
<td>Recognise complexity, multiple factors, changing circumstances and uncertainty in people’s lives, to be able to prioritise your intervention – Intervention and Skills 7.10</td>
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<td>Inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources – Critical Reflection and Analysis 6.2</td>
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| 4.3 recognise that they are personally responsible for, and must be able to justify, their decisions and recommendations | Begin to formulate and make explicit, evidence-informed judgements – Critical Reflection and Analysis 6.6 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice  
Law, Human Rights and Social Work  
Social Work research  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Research Study  
Assessed readiness for direct practice  
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</table>
| 4.4  be able to make informed judgements on complex issues using the information available | Inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources – Critical Reflection and Analysis 6.2 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice  
Law, Human Rights and Social Work  
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Specialist Practice in Social Work  
Research Study  
Assessed readiness for direct practice  
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Practice Learning (100 days)  
Practice Learning handbook |
| 4.5  be able to make and receive referrals appropriately | Demonstrate an holistic approach to the identification of needs, circumstances, rights, strengths and risks – Intervention and Skills 7.4 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals |
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| Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade – Intervention and Skills 7.2 | Critical Social Work Practice  
Law, Human Rights and Social Work  
Social Work research  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Research Study  
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Practice Learning (100 days)  
Practice Learning handbook | |
| Understand how an individual’s identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics, and take account of these to understand their experiences, questioning assumptions where necessary – Diversity 3.1 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice  
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Social Work research  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Research Study  
Assessed readiness for direct practice  
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Practice Learning (100 days)  
Practice Learning handbook | |
<p>| Understand, identify and apply in practice the principles of social justice, inclusion and equality – Rights, Justice and Economic Wellbeing 4.1 | | |
| Recognise the impact of poverty and social exclusion and promote enhanced economic status through access to education, work, housing, health services and welfare benefits – Rights, Justice and Economic Wellbeing 4.4 | | |</p>
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</table>
| 5.1 be able to reflect on and take account of the impact of inequality, disadvantage and discrimination on those who use social work services and their communities | Understand how an individual’s identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics, and take account of these to understand their experiences, questioning assumptions where necessary – Diversity 3.1 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice  
Law, Human Rights and Social Work  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Research Study  
Assessed readiness for direct practice  
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Practice Learning (100 days)  
Practice Learning handbook |
| Recognise the impact of poverty and social exclusion and promote enhance economic status through access to education, work, housing, health services and welfare benefits – Rights, Justice and Economic Wellbeing 4.4 | | |
| 5.2 understand the need to adapt practice to respond appropriately to different groups and individuals | Understand how an individual’s identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics, and take account of these to understand their experiences, questioning assumptions where necessary – Diversity 3.1 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice  
Law, Human Rights and Social Work  
Social Work, Safeguarding, Risk and Inter Professional Practice  
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<td>5.3 be aware of the impact of their own values on practice with different groups of service users and carers</td>
<td>Manage potentially conflicting or competing values, and with guidance, recognise, reflect on, and work with ethical dilemmas – Values and Ethics 2.3 Recognise and, with support, manage the impact of own values on professional practice – Values and Ethics 2.2</td>
<td>Programme Specification Developing Professional Practice Critical Perspectives on Society, Family &amp; Individuals Critical Social Work Practice Law, Human Rights and Social Work Social Work, Safeguarding, Risk and Inter Professional Practice Specialist Practice in Social Work Assessed readiness for direct practice Practice Learning (70 days) Practice Learning (100 days) Practice Learning handbook Professional Development Portfolio</td>
</tr>
<tr>
<td>5.4 understand the impact of different cultures and communities and how this affects the role of the social worker in supporting service users and carers</td>
<td>Understand how an individual’s identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics, and take account of these to understand their experiences, questioning assumptions where necessary – Diversity 3.1 Recognise how systemic approaches can be used to understand the person-in-the-environment and inform your practice – Knowledge 5.5 With reference to current legislative requirements, recognise personal and organisational discrimination and oppression and with guidance make use of a range of approaches to challenge them – Diversity 3.2</td>
<td>Programme Specification Developing Professional Practice Critical Perspectives on Society, Family &amp; Individuals Critical Social Work Practice Law, Human Rights and Social Work Social Work, Safeguarding, Risk and Inter Professional Practice Specialist Practice in Social Work Assessed readiness for direct practice Practice Learning (70 days) Practice Learning (100 days) Practice Learning handbook</td>
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</tbody>
</table>
| 6 be able to practise in a non-discriminatory manner | With reference to current legislative requirements, recognise personal and organisational discrimination and oppression and with guidance make use of a range of approaches to challenge them – Diversity 3.2 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice  
Law, Human Rights and Social Work  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Research Study  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| 6.1 be able to work with others to promote social justice, equality and inclusion | Understand, identify and apply in practice the principles of social justice, social inclusion and equality – Rights, Justice and Economic Wellbeing 4.1 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice  
Law, Human Rights and Social Work  
Social Work, Safeguarding, Risk and Inter Professional Practice  
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| 6.2 be able to use practice to challenge and address the impact of discrimination, disadvantage and oppression | With reference to current legislative requirements, recognise personal and organisational discrimination and oppression and with guidance make use of a range of approaches to challenge them – Diversity 3.2 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice  
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Specialist Practice in Social Work  
Research Study  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| 7 be able to maintain confidentiality | Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing – Values and Ethics 2.6  
Recognise and promote individuals’ rights to autonomy and self-determination – Values and Ethics 2.5 | Programme Specification  
Developing Professional Practice  
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| Demonstrate skills in sharing information appropriately and respectfully – Intervention and Skills 7.9 | Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Research Study  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook | **Programme Specification**  
Developing Professional Practice  
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Specialist Practice in Social Work  
Research Study  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| 7.1 be able to understand and explain the limits of confidentiality | Understand and apply the profession’s ethical principles and legislation, taking account of these in reaching decisions – Values and Ethics 2.1  
Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing – Values and Ethics 2.6 | **Programme Specification**  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice  
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Social Work research  
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Specialist Practice in Social Work  
Research Study  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| 7.2 be able to recognise and respond appropriately to situations where it is necessary to share information to | Understand and apply the profession’s ethical principles and legislation, taking account of these in reaching decisions – Values and Ethics 2.1 | **Programme Specification**  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals |
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| safeguard service users and carers or others | Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing – Values and Ethics 2.6 | Critical Social Work Practice  
Law, Human Rights and Social Work  
Social Work research  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Research Study  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| 8 be able to communicate effectively | Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples’ ages, comprehension and culture – Intervention and Skills 7.1 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
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| 8.1 be able to use interpersonal skills and appropriate forms of verbal and non-verbal communication with service users, carers and others | Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples’ ages, comprehension and culture – Intervention and Skills 7.1                                                                 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice  
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| 8.2 be able to demonstrate effective and appropriate skills in communicating advice, instruction, information and professional opinion to colleagues, service users and carers | Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade – Intervention and Skills 7.2 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice  
Law, Human Rights and Social Work  
Social Work research  
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Specialist Practice in Social Work  
Research Study  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| 8.3 understand the need to provide service users and carers with the information necessary to enable them to make informed decisions or to understand the decisions made | Demonstrate respectful partnership work with service users and carers, eliciting and respecting their needs and views, and promoting their participation in decision-making wherever possible – Values and Ethics 2.4  
Recognise and promote individuals’ rights to autonomy and self-determination – Values and Ethics 2.5 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice  
Law, Human Rights and Social Work  
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| 8.4 understand how communication skills affect the assessment of and engagement with service users and carers | Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples’ ages, comprehension and culture – Intervention and Skills 7.1  
Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| 8.5 understand how the means of communication should be modified to address and take account of a range of factors including age, capacity, learning ability and physical ability | Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples’ ages, comprehension and culture – Intervention and Skills 7.1  
Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade – Intervention Skills 7.2  
Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| 8.6 be aware of the characteristics and consequences of verbal and non-verbal communication and how this can be affected by a range of factors including | Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples’ ages, comprehension and culture – Intervention and Skills 7.1 | Programme Specification  
Developing Professional Practice  
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| age, culture, disability, ethnicity, gender, religious beliefs and socio-economic status | Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3 | Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| 8.7 understand the need to draw upon available resources and services to support service users’ and carers’ communication, wherever possible | Recognise the value of, and aid access to independent advocacy – Rights, Justice and Economic Wellbeing 4.5 | Critical Social Work Practice |
| 8.8 be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5 | Be able to meet the requirements of the professional regulator – Professionalism 1.1 | Programme Specification (Admissions) |
| 8.9 be able to engage in inter-professional and inter-agency communication | Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working – Contexts and Organisations 8.7  
Be able to work within an organisation’s remit and contribute to its evaluation and development – Contexts and Organisations 8.4 | Programme Specification  
Developing Professional Practice  
Critical Social Work Practice  
Critical Perspectives on Society, Family & Individuals  
Law, Human Rights and Social Work  
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<td>8.10 be able to listen actively to service users and carers and others</td>
<td>Demonstrate the ability to engage with people and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3</td>
<td>Programme Specification&lt;br&gt;Developing Professional Practice&lt;br&gt;Critical Perspectives on Society, Family &amp; Individuals&lt;br&gt;Critical Social Work Practice&lt;br&gt;Law, Human Rights and Social Work&lt;br&gt;Social Work, Safeguarding, Risk and Inter Professional Practice&lt;br&gt;Specialist Practice in Social Work&lt;br&gt;Assessed readiness for direct practice&lt;br&gt;Practice Learning (70 days)&lt;br&gt;Practice Learning (100 days)&lt;br&gt;Practice Learning handbook</td>
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<tr>
<td>Value and take account of the expertise of service users, carers and professionals – Knowledge 5.12</td>
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<tr>
<td>8.11 be able to prepare and present formal reports in line with applicable protocols and guidelines</td>
<td>Maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgment and organisational responsibilities – Intervention and Skills 7.8</td>
<td>Programme Specification&lt;br&gt;Developing Professional Practice&lt;br&gt;Critical Perspectives on Society, Family &amp; Individuals&lt;br&gt;Critical Social Work Practice&lt;br&gt;Law, Human Rights and Social Work&lt;br&gt;Social Work, Safeguarding, Risk and Inter Professional Practice&lt;br&gt;Specialist Practice in Social Work&lt;br&gt;Research Study&lt;br&gt;Assessed readiness for direct practice&lt;br&gt;Practice Learning (70 days)&lt;br&gt;Practice Learning (100 days)&lt;br&gt;Practice Learning handbook</td>
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| 9 be able to work appropriately with others | Demonstrate the ability to engage with people and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3  
Understand and respect the role of others within the organisation and work effectively with them – Contexts and Organisations 8.5  
Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working – Contexts and Organisations 8.7 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
Law, Human Rights and Social Work  
Critical Social Work Practice  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| 9.1 understand the need to build and sustain professional relationships with service users, carers and colleagues as both an autonomous practitioner and collaboratively with others | Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3  
Recognise the impact of self in interaction with others, making appropriate use of personal experience – Professionalism 1.6  
Understand and respect the role of others within the organisation and work effectively with them – Contexts and Organisations 8.5  
Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working – Contexts and Organisations 8.7 | Programme Specification  
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Critical Perspectives on Society, Family & Individuals  
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| 9.2 be able to work with service users and carers to enable them to assess and make informed decisions about their needs, circumstances, risks, preferred options and resources | Demonstrate respectful partnership work with service users and carers, eliciting and respecting their needs and views and promoting their participation in decision-making wherever possible – Values and Ethics 2.4 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice  
Law, Human Rights and Social Work  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| 9.3 be able to work with service users and carers to promote individual growth, development and independence and to assist them to understand and exercise their rights | Recognise and promote individuals’ rights to autonomy and self-determination – Values and Ethics 2.5  
Select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with service users – Intervention and Skills 7.5 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice  
Law, Human Rights and Social Work  
Social Work research  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| 9.4 be able to support service users’ and carers’ rights to control their lives and | Recognise and promote individuals’ rights to autonomy and self-determination – Values and Ethics 2.5 | Programme Specification  
Developing Professional Practice |
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| make informed choices about the services they receive                                        | Recognise the value of, and aid access to, independent advocacy – Rights, Justice and Economic Wellbeing 4.5 | Critical Perspectives on Society, Family & Individuals  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| Value and take account of the expertise of service users, carers and professionals – Knowledge 5.12 |                                                                                                                                                        |  
Law, Human Rights and Social Work  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| 9.5 be able to support the development of networks, groups and communities to meet needs and outcomes | Recognise how the development of community resources, groups and networks enhance outcomes for individuals – Intervention and Skills 7.7 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| 9.6 be able to work in partnership with others, including those working in other agencies and roles | Demonstrate respectful partnership work with service users and carers, eliciting and respecting their needs and views and promoting their participation in decision-making wherever possible – Values and Ethics 2.4 | Programme Specification  
Developing Professional Practice  
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Critical Social Work Practice |
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|                                 | Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working – Contexts and Organisations 8.7 | Law, Human Rights and Social Work  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work |
|                                 | Be able to work within an organisation’s remit and contribute to its evaluation and development – Contexts and Organisations 8.4 | Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
|                                 | Understand and respect the role of others within the organisation and work effectively with them – Contexts and Organisations 8.5 | |
| 9.7 be able to contribute effectively to work undertaken as part of a multi-disciplinary team | Recognise the value of, and contribute to, supporting the learning and development of others – Professional Leadership 9.2 | |
|                                 | Take responsibility for your role and impact within teams and be able to contribute positively to effective team working – Contexts and Organisations 8.6 | Critical Social Work Practice |
|                                 | Value and take account of the expertise of service users, carers and professionals – Knowledge 5.12 | Programme Specification  
Developing Professional Practice |
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| 9.8 recognise the contribution that service users' and carers' own resources and strengths can bring to social work | Understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to practice – Knowledge 5.7 | Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice  
Law, Human Rights and Social Work  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| 9.9 be able to work with resistance and conflict | Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3  
Recognise the factors that create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including yourself and contribute to the assessment and management of risk – Intervention and Skills 7.12  
Understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to practice – Knowledge 5.7 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice  
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Practice Learning handbook |

Programme Specification:  
Author: A Gardner  
Date: September 2013  
Page 278 of 565
<table>
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| 9.10 be able to understand the emotional dynamics of interactions with service users and carers | Acknowledge the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience – Knowledge 5.6 | Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook  
Professional Development Portfolio |
| 10 be able to maintain records appropriately | Maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgement and organisational responsibilities – Intervention and Skills 7.8 | Programme Specification  
Developing Professional Practice  
Critical Social Work Practice  
Law, Human Rights and Social Work  
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Assessed readiness for direct practice  
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| 10.1 be able to keep accurate, comprehensive and comprehensible records in accordance with applicable legislation, protocols and guidelines | Maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgement and organisational responsibilities – Intervention and Skills 7.8 | Programme Specification  
Developing Professional Practice  
Critical Social Work Practice  
Law, Human Rights and Social Work  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| 10.2 recognise the need to manage records and all other information in accordance with applicable legislation, protocols and guidelines | Maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgement and organisational responsibilities – Intervention and Skills 7.8 | Programme Specification  
Developing Professional Practice  
Critical Social Work Practice  
Law, Human Rights and Social Work  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
| 11 be able to reflect on and review practice | Demonstrate a capacity for logical, systematic, critical and reflective reasoning and apply the theories and techniques of reflective practice – Critical Reflection and Analysis 6.4 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice |
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| Apply imagination, creativity and curiosity to practice – Critical Reflection and Analysis 6.1 | Critical Social Work Practice  
Law, Human Rights and Social Work  
Social Work Research  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Research Study  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook  
Professional Development Portfolio |  |
| 11.1 understand the value of critical reflection on practice and the need to record the outcome of such reflection appropriately | Demonstrate a capacity for logical, systematic, critical and reflective reasoning and apply the theories and techniques of reflective practice – Critical Reflection and Analysis 6.4 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice  
Law, Human Rights and Social Work  
Social Work Research  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
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| 11.2 recognise the value of supervision, case reviews and other methods of reflection and review | Demonstrate an effective and active use of supervision for accountability, professional reflection and development – Professionalism 1.3  
Know how to formulate, test, evaluate, and review hypotheses in response to information available at the time and apply in practice – Critical Reflection and Analysis 6.5 | Programme Specification  
Developing Professional Practice  
Critical Social Work Practice  
Law, Human Rights and Social Work  
Social Work Research  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Research Study  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook  
Professional Development Portfolio |
| 12 be able to assure the quality of their practice | Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health – Knowledge 5.1  
Demonstrate a critical understanding of the legal and policy frameworks and guidance that inform and mandate social work practice, recognising the scope for professional judgement – Knowledge 5.2 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice  
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<td>Recognise the contribution, and begin to make use, of research to inform practice – Knowledge 5.10</td>
<td>Specialist Practice in Social Work Research Study Audited readiness for direct practice Practice Learning (70 days) Practice Learning (100 days) Practice Learning handbook</td>
<td></td>
</tr>
<tr>
<td>12.1 be able to use supervision to support and enhance the quality of their social work practice</td>
<td>Demonstrate an effective and active use of supervision for accountability, professional reflection and development – Professionalism 1.3</td>
<td>Programme Specification Developing Professional Practice Critical Social Work Practice Social Work, Safeguarding, Risk and Inter Professional Practice Specialist Practice in Social Work Audited readiness for direct practice Practice Learning (70 days) Practice Learning (100 days) Practice Learning handbook Professional Development Portfolio</td>
</tr>
<tr>
<td>12.2 be able to contribute to processes designed to evaluate service and individual outcomes</td>
<td>Select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with service users – Intervention and Skills 7.5 Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health – Knowledge 5.1</td>
<td>Programme Specification Developing Professional Practice Critical Perspectives on Society, Family &amp; Individuals Critical Social Work Practice Law, Human Rights and Social Work Social Work Research Social Work, Safeguarding, Risk and Inter Professional Practice</td>
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| Be able to work within an organisation’s remit and contribute to its evaluation and development – Contexts and Organisations 8.4 | Specialist Practice in Social Work Research Study  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook | |
| Be able to engage in evidence-informed practice, evaluate practice systematically and participate in audit procedures | Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health – Knowledge 5.1  
Demonstrate a critical understanding of the legal and policy frameworks and guidance that inform and mandate social work practice, recognising the scope for professional judgement – Knowledge 5.2  
Be able to work within an organisation’s remit and contribute to its evaluation and development – Contexts and Organisations 8.4 | Programme Specification  
Developing Professional Practice  
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Law, Human Rights and Social Work  
Social Work Research  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work Research Study  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook | |
| Understand the key concepts of the knowledge base relevant to their profession | Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health – Knowledge 5.1 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice |
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<td>Demonstrate a critical knowledge of the range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them – Knowledge 5.8</td>
<td>Law, Human Rights and Social Work Social Work Research Social Work, Safeguarding, Risk and Inter Professional Practice Specialist Practice in Social Work Research Study Assessed readiness for direct practice Practice Learning (70 days) Practice Learning (100 days) Practice Learning handbook</td>
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<tr>
<td>Demonstrate a critical understanding of the legal and policy frameworks and guidance that inform and mandate social work practice, recognising the scope for professional judgement – Knowledge 5.2</td>
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<td>13.1 recognise the roles of other professions, practitioners and organisations</td>
<td>Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working – Contexts and Organisations 8.7</td>
<td>Programme Specification Developing Professional Practice Critical Social Work Practice Law, Human Rights and Social Work Social Work, Safeguarding, Risk and Inter Professional Practice Specialist Practice in Social Work Assessed readiness for direct practice Practice Learning (70 days) Practice Learning (100 days) Practice Learning handbook</td>
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<tr>
<td>Understand and respect the role of others within the organisation and work effectively with them – Contexts and Organisations 8.5</td>
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</tr>
<tr>
<td>13.2 be aware of the different social and organisational contexts and settings within which social work operates</td>
<td>Understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and practice – Contexts and Organisations 8.3</td>
<td>Programme Specification Developing Professional Practice Critical Social Work Practice Law, Human Rights and Social Work</td>
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|                                | Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working – Contexts and Organisations 8.7 | Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
|                                | Be able to work within an organisation’s remit and contribute to its evaluation and development – Contexts and Organisations 8.4 |                                                                                  |
|                                | Understand the roles and responsibilities of social workers in a range of organisations, lines of accountability and the boundaries of professional autonomy and discretion – Contexts and Organisations 8.2 |                                                                                  |
|                                | Recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts – Contexts and Organisations 8.1 |                                                                                  |
| 13.3                           | be aware of changes in demography and culture and their impact on social work |                                                                                  |
|                                | Recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts – Contexts and Organisations 8.1 | Critical Social Work Practice |
| 13.4                           | understand in relation to social work practice:  
– social work theory;  
– social work models and interventions; | Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health – Knowledge 5.1 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice |
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| – the development and application of relevant law and social policy;  
– the development and application of social work and social work values;  
– human growth and development across the lifespan and the impact of key developmental stages and transitions;  
– the impact of injustice, social inequalities, policies and other issues which affect the demand for social work services;  
– the relevance of psychological, environmental, sociological and physiological perspectives to understanding personal and social development and functioning;  
– concepts of participation, advocacy and empowerment; and  
– the relevance of sociological perspectives to understanding societal and structural influences on human behaviour | Demonstrate a critical knowledge of the range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them – Knowledge 5.8  
Demonstrate a critical understanding of the legal and policy frameworks and guidance that inform and mandate social work practice, recognising the scope for professional judgement – Knowledge 5.2  
Demonstrate a critical understanding of social welfare policy, its evolution, implementation and impact on people, social work, other professions, and inter-agency working – Knowledge 5.9  
Demonstrate and apply a working knowledge of human growth and development throughout the life course – Knowledge 5.3  
Recognise how systemic approaches can be used to understand the person-in-the-environment and inform your practice – Knowledge 5.5  
Understand and apply the profession’s ethical principles and legislation, taking account of these in reaching decisions – Values and Ethics 2.1 | Law, Human Rights and Social Work  
Social Work Research  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Research Study  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Recognise the value of, and aid access to, independent advocacy – Rights, Justice and Economic Wellbeing 4.5 |
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<td>Acknowledge the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience – Knowledge 5.6</td>
<td><strong>Professional Capabilities Framework</strong>&lt;br&gt;Understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to practice – Knowledge 5.7</td>
<td><strong>Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)</strong></td>
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<tr>
<td>Understand, identify and apply in practice the principles of social justice, inclusion and equality – Rights, Justice and Economic Wellbeing 4.1</td>
<td><strong>Acceptance of Differences</strong>&lt;br&gt;Recognise the short and long term impact of psychological, socio-economic, environmental and physiological factors on people’s lives, taking into account age and development, and how this informs practice – Knowledge 5.4</td>
<td><strong>Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)</strong></td>
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<td>Understand how legislation and guidance can advance or constrain people’s rights and recognise how the law may be used to protect or advance their rights and entitlements – Rights, Justice and Economic Wellbeing 4.2</td>
<td><strong>Professional Capabilities Framework</strong>&lt;br&gt;Value and take account of the expertise of service users, carers and professionals – Knowledge 5.12</td>
<td><strong>Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)</strong></td>
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<tr>
<td>14 be able to draw on appropriate knowledge and skills to inform practice</td>
<td>Inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources – Critical Reflection and Analysis 6.2</td>
<td>Programme Specification Developing Professional Practice Critical Perspectives on Society, Family &amp; Individuals Critical Social Work Practice Law, Human Rights and Social Work Social Work Research Social Work, Safeguarding, Risk and Inter Professional Practice Specialist Practice in Social Work Research Study Assessed readiness for direct practice Practice Learning (70 days) Practice Learning (100 days)</td>
</tr>
<tr>
<td>14.1 be able to gather, analyse, critically evaluate and use information and knowledge to make recommendations or modify their practice</td>
<td>Inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources – Critical Reflection and Analysis 6.2</td>
<td>Programme Specification Developing Professional Practice Critical Perspectives on Society, Family &amp; Individuals Critical Social Work Practice Law, Human Rights and Social Work</td>
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</table>
|                                 | With support, rigorously question and evaluate the reliability and validity of information from different sources – Critical Reflection and Analysis 6.3 | Social Work Research  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Research Study  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days) |
| 14.2 be able to select and use appropriate assessment tools | Select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with service users – Intervention and Skills 7.5 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice  
Law, Human Rights and Social Work  
Social Work Research  
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</table>
| 14.3 be able to prepare, implement, review, evaluate, revise and conclude plans to meet needs and circumstances in conjunction with service users and carers | Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence to prevent harm – Intervention and Skills 7.6 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days) |
| 14.4 be able to use social work methods, theories and models to achieve change and development and improve life opportunities | Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence to prevent harm – Intervention and Skills 7.6 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice  
Law, Human Rights and Social Work  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days) |
| 14.5 be aware of a range of research methodologies | Demonstrate a critical understanding of research methods – Knowledge 5.11 | Programme Specification  
Social Work Research  
Research Study |
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</table>
| 14.6 recognise the value of research and analysis and be able to evaluate such evidence to inform their own practice | Recognise the contribution, and begin to make use, of research to inform practice – Knowledge 5.10                                                                                                                                                                                                 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice  
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| 14.7 be able to demonstrate a level of skill in the use of information technology appropriate to their practice | Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade – Intervention and Skills 7.2 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice  
Law, Human Rights and Social Work  
Social Work Research  
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| 14.8 be able to change their practice as needed to take account of new developments or changing contexts | Recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts – Contexts and Organisations 8.1 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice  
Law, Human Rights and Social Work  
Social Work Research  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Research Study  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days) |
| 15 be able to establish and maintain a safe practice environment | Recognise the factors that create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including yourself and contribute to the assessment and management of risk – Intervention and Skills 7.12 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice  
Law, Human Rights and Social Work  
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<td><strong>15.1</strong> understand the need to maintain the safety of service users, carers and colleagues</td>
<td>Recognise the factors that create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including yourself and contribute to the assessment and management of risk – Intervention and Skills 7.12</td>
<td>Programme Specification  Developing Professional Practice  Critical Perspectives on Society, Family &amp; Individuals  Critical Social Work Practice  Law, Human Rights and Social Work  Social Work Research  Social Work, Safeguarding, Risk and Inter Professional Practice  Specialist Practice in Social Work  Research Study  Assessed readiness for direct practice  Practice Learning (70 days)  Practice Learning (100 days)  Practice Learning handbook</td>
</tr>
<tr>
<td><strong>15.2</strong> be aware of applicable health and safety legislation and any relevant safety policies and procedures in force at the workplace, such as incident reporting, and be able to act in accordance with these</td>
<td>Understand the roles and responsibilities of social workers in a range of organisations, lines of accountability and the boundaries of professional autonomy and discretion – Contexts and Organisations 8.2  Understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and practice – Contexts and Organisations 8.3  Identify concerns about practice and procedures and with support begin to find appropriate means of challenge – Professionalism 1.11</td>
<td>Programme Specification  Developing Professional Practice  Law, Human Rights and Social Work  Social Work, Safeguarding, Risk and Inter Professional Practice  Assessed readiness for direct practice  Practice Learning (70 days)  Practice Learning (100 days)  Practice Learning handbook</td>
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</tr>
</tbody>
</table>
| 15.3 be able to work safely in challenging environments, including being able to take appropriate actions to manage environmental risk | Recognise the factors that create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including yourself and contribute to the assessment and management of risk – Intervention and Skills 7.12 | Programme Specification  
Developing Professional Practice  
Critical Perspectives on Society, Family & Individuals  
Critical Social Work Practice  
Law, Human Rights and Social Work  
Social Work Research  
Social Work, Safeguarding, Risk and Inter Professional Practice  
Specialist Practice in Social Work  
Research Study  
Assessed readiness for direct practice  
Practice Learning (70 days)  
Practice Learning (100 days)  
Practice Learning handbook |
HCPC’s standards of proficiency and the Professional Capabilities Framework mapping document – Social workers in England – PgDip / MA Social Work (Employment Based)

- Please note: **BOLD** indicates units for students completing the full MA award.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Registrant social workers must:</td>
<td></td>
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</tbody>
</table>
| 1 be able to practise safely and effectively within their scope of practice | Recognise your personal limitations and how to seek advice – Professionalism 1.8  
Understand and apply the profession’s ethical principles and legislation, taking account of these in reaching decisions – Values and Ethics 2.1 | Programme Specification  
Assessment of Readiness for Direct Practice information  
Developing Skills for Practice Days information  
Practice placement handbook  
Developing Professional Practice unit  
Communication and Engagement unit  
Assessment, Planning, Intervention and Review unit  
Human Growth and Development unit  
Law, Human Rights and Social Work unit  
Working with Children, Young People and their Families unit  
Assessment, Complexity and Risk in Social Work practice unit |
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</tr>
</thead>
</table>
| 1.1 know the limits of their practice and when to seek advice or refer to another professional | Recognise your personal limitations and how to seek advice – Professionalism 1.8 | Programme specification  
Assessment of Readiness for Direct Practice  
Developing Skills for Practice Days  
Practice placement outline  
Communication and Engagement unit  
Assessment, Planning, Intervention and Review unit  
Human Growth and Development unit  
Mental Health and Social Work practice unit  
Addictions and Social Work practice unit  
Working with Children, Young People and their Families unit  
Assessment, Complexity and Risk in Social Work practice unit |
| 1.2 recognise the need to manage their own workload and resources and be able to practise accordingly | Take responsibility for managing your time and workload effectively, and begin to prioritise your activity including supervision time – Professionalism 1.5 | Programme specification  
Assessment of Readiness for Direct Practice  
Developing Skills for Practice Days  
Practice placement outline  
Social Work Research Study unit |
<table>
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</thead>
</table>
| 1.3 be able to undertake assessments of risk, need and capacity and respond appropriately | Demonstrate an holistic approach to the identification of needs, circumstances, rights, strengths and risks – Intervention and Skills 7.4 | Programme specification  
Assessment of Readiness for Direct Practice  
Developing Skills for Practice Days  
Practice placement outline  
Assessment, Planning, Intervention and Review unit  
Human Growth and Development unit  
Mental Health and Social Work practice unit  
Addictions and Social Work practice unit  
Working with Children, Young People and their Families unit  
Assessment, Complexity and Risk in Social Work practice unit |
| 1.4 be able to recognise and respond appropriately to unexpected situations and manage uncertainty | Recognise complexity, multiple factors, changing circumstances and uncertainty in people's lives, to be able to prioritise your intervention – Intervention and Skills 7.10 | Programme specification  
Assessment of Readiness for Direct Practice  
Developing Skills for Practice Days  
Programme specification |
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</table>
| Know how to formulate, test, evaluate and review hypotheses in response to information available at the time and apply in practice – Critical Reflection and Analysis 6.5 | Practice placement outline  
Developing Professional Practice unit  
Communication and Engagement unit  
Assessment, Planning, Intervention and Review unit  
Human Growth and Development unit  
Mental Health and Social Work practice unit  
Addictions and Social Work practice unit  
Working with Children, Young People and their Families unit  
Assessment, Complexity and Risk in Social Work practice unit | |
| 1.5 be able to recognise signs of harm, abuse and neglect and know how to respond appropriately | Understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to practice – Knowledge 5.7 | Programme specification  
Assessment of Readiness for Direct Practice  
Developing Skills for Practice Days  
Practice placement outline |
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<td>With support, identify appropriate responses to safeguard vulnerable people and promote their wellbeing Intervention and Skills: 7.13</td>
<td>Communication and Engagement unit Assessment, Planning, Intervention and Review unit Human Growth and Development unit Mental Health and Social Work practice unit Addictions and Social Work practice unit Working with Children, Young People and their Families unit Assessment, Complexity and Risk in Social Work practice unit</td>
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</table>

2 be able to practise within the legal and ethical boundaries of their profession

Understand and apply the profession’s ethical principles and legislation, taking account of these in reaching decisions – Values and Ethics 2.1

Programme specification Assessment of Readiness for Direct Practice Developing Skills for Practice Days
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| Identify concerns about practice and procedures and, with support, begin to find appropriate means of challenge – Professionalism 1.11 | Practice placement outline  
Developing Professional Practice unit  
Communication and Engagement unit  
Assessment, Planning, Intervention and Review unit  
Mental Health and Social Work practice unit  
Addictions and Social Work practice unit  
Working with Children, Young People and their Families unit  
Assessment, Complexity and Risk in Social Work practice unit  
Law, Human Rights and Social Work |
| Understand and apply the profession’s ethical principles and legislation, taking account of these in reaching decisions – Values and Ethics 2.1  
Understand how legislation and guidance can advance or constrain people’s rights and recognise how the law may be used to protect or advance their rights and entitlements – Rights, Justice and Economic Wellbeing 4.2  
Work within the principles of human and civil rights and equalities legislation, differentiating and beginning to work with absolute, qualified and competing rights and different needs and perspectives – Rights, Justice and Economic Wellbeing 4.3 | Programme specification  
Developing Skills for Practice Days  
Practice placement outline  
Law, Human Rights and Social Work |

2.1 understand current legislation applicable to the work of their profession
<table>
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| 2.2 understand the need to promote the best interests of service users and carers at all times | Understand how legislation and guidance can advance or constrain people’s rights and recognise how the law may be used to protect or advance their rights and entitlements – Rights, Justice and Economic Wellbeing 4.2 | Programme specification  
Assessment of Readiness for Direct Practice  
Developing Skills for Practice Days  
Practice placement outline and Handbook  
Programme specification  
Developing Professional Practice unit  
Assessment, Planning, Intervention and Review unit  
Assessment, Complexity and Risk in Social Work practice unit  
Law, Human Rights and Social Work |
| 2.3 understand the need to protect, safeguard and promote the wellbeing of | Identify concerns about practice and procedures and, with support, begin to find appropriate means of challenge – Professionalism 1.11 | Programme specification  
Assessment of Readiness for Direct Practice  
Developing Skills for Practice Days |
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| children, young people and vulnerable adults | With support, identify appropriate responses to safeguard vulnerable people and promote their wellbeing – Intervention and Skills 7.13 | Practice placement outline and Handbook  
Developing Professional Practice unit  
Assessment, Planning, Intervention and Review unit  
Mental Health and Social Work practice unit  
Addictions and Social Work practice unit  
Working with Children, Young People and their Families unit  
Assessment, Complexity and Risk in Social Work practice unit |
| 2.4 understand the need to address practices which present a risk to or from service users and carers, or others | Identify concerns about practice and procedures and with support begin to find appropriate means of challenge – Professionalism 1.11  
Manage potentially conflicting or competing values, and with guidance, recognise, reflect on, and work with ethical dilemmas – Values and Ethics 2.3  
With support, identify appropriate responses to safeguard vulnerable people and promote their wellbeing – Intervention and Skills 7.13 | Programme specification  
Developing Skills for Practice Days  
Practice placement outline and Handbook  
Developing Professional Practice unit  
Communication and Engagement unit  
Assessment, Planning, Intervention and Review unit  
Mental Health and Social Work practice unit  
Addictions and Social Work practice unit  
Working with Children, Young People and their Families unit  
Assessment, Complexity and Risk in Social Work practice unit |
| 2.5 be able to manage competing or conflicting interests | Manage potentially conflicting or competing values, and with guidance, recognise, reflect on, and work with ethical dilemmas – Values and Ethics 2.3 | Programme specification  
Developing Skills for Practice Days  
Practice placement outline |
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| Recognise and, with support, manage the impact of own values on professional practice – Values and Ethics 2.2 | Developing Professional Practice unit  
Communication and Engagement unit  
Assessment, Planning, Intervention and Review unit  
Working with Children, Young People and their Families unit  
Assessment, Complexity and Risk in Social Work practice unit | |
| Develop the authority of the social work role and begin to use this appropriately and confidently as an accountable professional – Intervention and Skills 7.11 | Programme specification  
Assessment of Readiness for Direct Practice  
Developing Skills for Practice Days  
Practice placement outline and Handbook  
Developing Professional Practice unit  
Working with Children, Young People and their Families unit  
Assessment, Complexity and Risk in Social Work practice unit  
Mental Health and Social Work practice unit  
Addictions and Social Work practice unit  
Law, Human Rights and Social Work | |
| Understand the roles and responsibilities of social workers in a range of organisations, lines of accountability and the boundaries of professional autonomy and discretion – Contexts and Organisations 8.2 | Programme specification  
Assessment of Readiness for Direct Practice  
Developing Skills for Practice Days  
Practice placement outline and Handbook  
Developing Professional Practice unit  
Working with Children, Young People and their Families unit  
Assessment, Complexity and Risk in Social Work practice unit  
Mental Health and Social Work practice unit  
Addictions and Social Work practice unit  
Law, Human Rights and Social Work | |
| Understand the need to respect and uphold the rights, dignity, values and autonomy of every service user and carer | Programme specification  
Assessment of Readiness for Direct Practice  
Developing Skills for Practice Days  
Practice placement outline and Handbook  
Developing Professional Practice unit | |
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<tr>
<td>Recognise and promote individuals’ rights to autonomy and self-determination – Values and Ethics 2.5</td>
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<tr>
<td>Value and take account of the expertise of service users, carers and professionals – Knowledge 5.12</td>
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<tr>
<td>Work within the principles of human and civil rights and equalities legislation, differentiating and beginning to work with absolute, qualified and competing rights and different needs and perspectives – Rights, Justice and Economic Wellbeing 4.3</td>
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<tr>
<td>2.8 recognise that relationships with service users and carers should be based on respect and honesty</td>
<td>Demonstrate respectful partnership work with service users and carers, eliciting and respecting their needs and views and promoting their participation in decision-making wherever possible – Values and Ethics 2.4</td>
<td>Programme specification Assessment of Readiness for Direct Practice Developing Skills for Practice Days Practice placement outline and Handbook Developing Professional Practice unit Working with Children, Young People and their Families unit Communication and Engagement unit</td>
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<tr>
<td>Recognise and manage the impact on people of the power invested in your role – Diversity 3.3</td>
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<tr>
<td>Demonstrate the ability to engage with people and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.9 recognise the power dynamics in relationships with service users and</td>
<td>Recognise and manage the impact on people of the power invested in your role – Diversity 3.3</td>
<td>Programme specification Assessment of Readiness for Direct Practice</td>
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</table>
| carers and be able to manage those dynamics appropriately | Recognise the impact of self in interaction with others, making appropriate use of personal experience – Professionalism 1.6 | Developing Skills for Practice Days  
Practice placement outline and Handbook  
Developing Professional Practice unit  
Communication and Engagement unit  
Working with Children, Young People and their Families unit  
Assessment, Complexity and Risk in Social Work practice unit  
Mental Health and Social Work practice unit  
Addictions and Social Work practice unit  
Assessment, Planning, Intervention and Review unit  
Human Growth and Development unit |
| 2.10 understand what is required of them by the Health and Care Professions Council | Be able to meet the requirements of the professional regulator – Professionalism 1.1 | Programme specification  
Assessment of Readiness for Direct Practice  
Developing Skills for Practice Days  
Practice placement outline and Handbook  
Developing Professional Practice unit |
| 3 be able to maintain fitness to practise | With support, take steps to manage and promote own safety, health, wellbeing and emotional resilience – Professionalism 1.10 | Programme specification  
Developing Skills for Practice Days  
Practice placement outline and Handbook |
<table>
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|                                 | Be able to explain the role of the social worker in a range of contexts, and uphold the reputation of the profession – Professionalism 1.2 | Developing Professional Practice unit  
Communication and Engagement unit  
Working with Children, Young People and their Families unit  
Assessment, Complexity and Risk in Social Work practice unit  
Mental Health and Social Work practice unit  
Addictions and Social Work practice unit  
Assessment, Planning, Intervention and Review unit |
| 3.1 understand the need to maintain high standards of personal and professional conduct | Be able to explain the role of the social worker in a range of contexts, and uphold the reputation of the profession – Professionalism 1.2  
Demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness – Professionalism 1.4 | Programme specification  
Assessment of Readiness for Direct Practice  
Developing Skills for Practice Days  
Practice placement outline and Handbook  
Developing Professional Practice unit  
Communication and Engagement unit |
| 3.2 understand the importance of maintaining their own health and wellbeing | With support, take steps to manage and promote own safety, health, wellbeing and emotional resilience – Professionalism 1.10 | Programme specification  
Assessment of Readiness for Direct Practice  
Developing Skills for Practice Days  
Practice placement Handbook  
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Communication and Engagement unit |
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</table>
| 3.3 understand both the need to keep skills and knowledge up-to-date and the importance of career-long learning | Demonstrate a commitment to your continuous learning and development – Professionalism 1.9 | Programme specification  
Assessment of Readiness for Direct Practice  
Developing Skills for Practice Days  
Practice placement outline and Handbook  
Developing Professional Practice unit  
Communication and Engagement unit  
Working with Children, Young People and their Families unit  
Assessment, Complexity and Risk in Social Work practice unit  
Assessment, Planning, Intervention and Review unit  
Human Growth and Development unit |
| 3.4 be able to establish and maintain personal and professional boundaries | Be able to explain the role of the social worker in a range of contexts, and uphold the reputation of the profession – Professionalism 1.2  
Be able to recognise and maintain personal and professional boundaries – Professionalism 1.7 | Programme specification  
Assessment of Readiness for Direct Practice  
Developing Skills for Practice Days  
Practice placement outline and Handbook  
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| 3.5 be able to manage the physical and emotional impact of their practice | With support, take steps to manage and promote own safety, health, wellbeing and emotional resilience – Professionalism 1.10 | Programme specification  
Assessment of Readiness for Direct Practice  
Developing Skills for Practice Days  
Practice placement outline  
Developing Professional Practice unit  
Communication and Engagement unit  
Working with Children, Young People and their Families unit  
Assessment, Complexity and Risk in Social Work practice unit  
Assessment, Planning, Intervention and Review unit |

| 4 be able to practise as an autonomous professional, exercising their own professional judgement | Understand the roles and responsibilities of social workers in a range of organisations, lines of accountability and the boundaries of professional autonomy and discretion – Contexts and Organisations 8.2  
Apply imagination, creativity and curiosity to practice – Critical Reflection and Analysis 6.1  
Recognise the importance of, and begin to demonstrate, professional leadership as a social workers – Professional Leadership 9.1 | Programme specification  
Assessment of Readiness for Direct Practice  
Developing Skills for Practice Days  
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| 4.1 be able to assess a situation, determine its nature and severity and call upon the required knowledge and experience to deal with it | Recognise complexity, multiple factors, changing circumstances and uncertainty in people’s lives, to be able to prioritise your intervention – Intervention and Skills 7.10 | Programme specification  
Assessment of Readiness for Direct Practice  
Developing Skills for Practice Days  
Practice placement outline  
Developing Professional Practice unit  
Assessment, Complexity and Risk in Social Work practice unit  
Assessment, Planning, Intervention and Review unit  |
|  | Demonstrate an holistic approach to the identification of needs, circumstances, rights, strengths and risks – Intervention and Skills 7.4  
Select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with service users – Intervention and Skills 7.5  
Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence and to prevent harm – Intervention and Skills 7.6  
Begin to formulate and make explicit, evidence-informed judgements – Critical Reflection and Analysis 6.6 | |
| 4.2 be able to initiate resolution of issues and be able to exercise personal initiative | Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence and to prevent harm – Intervention and Skills 7.6  
Apply imagination, creativity and curiosity to practice – Critical Reflection and Analysis 6.1 | Programme specification  
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|                                 | Recognise complexity, multiple factors, changing circumstances and uncertainty in people’s lives, to be able to prioritise your intervention – Intervention and Skills 7.10 | Assessment, Complexity and Risk in Social Work practice unit  
Assessment, Planning, Intervention and Review unit |
|                                 | Inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources – Critical Reflection and Analysis 6.2 | |
| 4.3  recognise that they are personally responsible for, and must be able to justify, their decisions and recommendations | Begin to formulate and make explicit, evidence-informed judgements – Critical Reflection and Analysis 6.6 | Programme specification  
Assessment of Readiness for Direct Practice  
Developing Skills for Practice Days  
Practice placement outline and Handbook  
Developing Professional Practice unit  
Assessment, Complexity and Risk in Social Work practice unit  
Assessment, Planning, Intervention and Review unit |
| 4.4  be able to make informed judgements on complex issues using the information available | Inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources – Critical Reflection and Analysis 6.2 | Programme specification  
Assessment of Readiness for Direct Practice  
Developing Skills for Practice Days  
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| 4.5 be able to make and receive referrals appropriately | Demonstrate an holistic approach to the identification of needs, circumstances, rights, strengths and risks – Intervention and Skills 7.4 | Programme specification  
Developing Skills for Practice days  
Practice placement outline  
Assessment, Planning, Intervention and Review unit |
| | Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade – Intervention and Skills 7.2 | |
| 5 be aware of the impact of culture, equality and diversity on practice | Understand how an individual’s identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics, and take account of these to understand their experiences, questioning assumptions where necessary – Diversity 3.1 | Programme specification  
Assessment of Readiness for Direct Practice  
Developing Skills for Practice Days  
Practice placement and Handbook  
Developing Professional Practice unit  
Communication and Engagement unit |
| | Understand, identify and apply in practice the principles of social justice, inclusion and equality – Rights, Justice and Economic Wellbeing 4.1 | Assessment, Complexity and Risk in Social Work practice unit  
Assessment, Planning, Intervention and Review unit |
| | Recognise the impact of poverty and social exclusion and promote enhanced economic status through access to education, work, housing, health services and welfare benefits – Rights, Justice and Economic Wellbeing 4.4 | Human Growth and Development  
Mental Health and Social Work Practice  
Working with Children Young People and their Families |
| 5.1 be able to reflect on and take account of the impact of inequality, disadvantage and discrimination on those who use social work services and their communities | Understand how an individual’s identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics, and take account of these to understand their experiences, questioning assumptions where necessary – Diversity 3.1 | Programme specification  
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| Recognise the impact of poverty and social exclusion and promote enhance economic status through access to education, work, housing, health services and welfare benefits – Rights, Justice and Economic Wellbeing 4.4 | Assessment, Complexity and Risk in Social Work practice unit  
Assessment, Planning, Intervention and Review unit  
Human Growth and Development  
Mental Health and Social Work Practice  
Working with Children Young People and their Families | |
| Understand how an individual’s identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics, and take account of these to understand their experiences, questioning assumptions where necessary – Diversity 3.1 | Programme specification  
Developing Skills for Practice Days  
Practice placement outline  
Developing Professional Practice unit  
Communication and Engagement unit  
Assessment, Complexity and Risk in Social Work practice unit  
Assessment, Planning, Intervention and Review unit  
Addictions and Social Work Practice  
Mental Health and Social Work Practice  
Working with Children Young People and their Families | |
| Manage potentially conflicting or competing values, and with guidance, recognise, reflect on, and work with ethical dilemmas – Values and Ethics 2.3 | Programme specification  
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Developing Skills for Practice Days | |
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| Recognise and, with support, manage the impact of own values on professional practice – Values and Ethics 2.2 | Practice placement Handbook                                                                          | Developing Professional Practice unit  
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Assessment, Planning, Intervention and Review unit  
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Assessment, Planning, Intervention and Review unit  
Human Growth and Development |
| Recognise how systemic approaches can be used to understand the person-in-the-environment and inform your practice – Knowledge 5.5 |                                                                                                       | Human Growth and Development |
| With reference to current legislative requirements, recognise personal and organisational discrimination and oppression and with guidance make use of a range of approaches to challenge them – Diversity 3.2 |                                                                                                       |  

5.4 understand the impact of different cultures and communities and how this affects the role of the social worker in supporting service users and carers
<table>
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<tr>
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</table>
| 6  be able to practise in a non-discriminatory manner | With reference to current legislative requirements, recognise personal and organisational discrimination and oppression and with guidance make use of a range of approaches to challenge them – Diversity 3.2 | Programme specification  
Assessment of Readiness for Direct Practice  
Developing Skills for Practice Days  
Practice placement outline  
Developing Professional Practice unit  
Communication and Engagement unit  
Assessment, Complexity and Risk in Social Work practice unit  
Assessment, Planning, Intervention and Review unit  
Human Growth and Development  
Mental Health and Social Work Practice  
Addictions in Social Work Practice  
Working with Children Young People and their Families |
| 6.1  be able to work with others to promote social justice, equality and inclusion | Understand, identify and apply in practice the principles of social justice, social inclusion and equality – Rights, Justice and Economic Wellbeing 4.1 | Programme specification  
Developing Skills for Practice Days  
Practice placement outline  
Developing Professional Practice unit  
Communication and Engagement unit |
| 6.2  be able to use practice to challenge and address the impact of discrimination, disadvantage and oppression | With reference to current legislative requirements, recognise personal and organisational discrimination and oppression and with guidance make use of a range of approaches to challenge them – Diversity 3.2 | Programme specification  
Developing Skills for Practice Days  
Practice placement outline  
Developing Professional Practice unit |
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</table>
| 7 be able to maintain confidentiality | Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing – Values and Ethics 2.6  
Recognise and promote individuals’ rights to autonomy and self-determination – Values and Ethics 2.5  
Demonstrate skills in sharing information appropriately and respectfully – Intervention and Skills 7.9 | Programme specification  
Assessment of Readiness for Direct Practice  
Developing Skills for Practice Days  
Practice placement outline  
Developing Professional Practice unit  
Communication and Engagement unit  
Assessment, Complexity and Risk in Social Work practice unit  
Assessment, Planning, Intervention and Review  
Working with Children Young People and their Families |
| 7.1 be able to understand and explain the limits of confidentiality | Understand and apply the profession’s ethical principles and legislation, taking account of these in reaching decisions – Values and Ethics 2.1  
Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing – Values and Ethics 2.6 | Programme specification  
Law for Social Work  
Assessment of Readiness for Direct Practice  
Developing Skills for Practice Days  
Practice placement outline  
Developing Professional Practice unit |
| 7.2 be able to recognise and respond appropriately to situations where it is necessary to share information to | Understand and apply the profession’s ethical principles and legislation, taking account of these in reaching decisions – Values and Ethics 2.1 | Programme specification  
Law for Social Work  
Assessment of Readiness for Direct Practice |
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</table>
| safeguard service users and carers or others | Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing – Values and Ethics 2.6 | Developing Skills for Practice Days  
Developing Professional Practice unit  
Assessment, Complexity and Risk in Social Work practice unit  
Assessment, Planning, Intervention and Review  
Working with Children Young People and their Families  
Mental Health and Social Work Practice  
Addictions in Social Work Practice |
| **8** be able to communicate effectively | Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples’ ages, comprehension and culture – Intervention and Skills 7.1 | Programme specification  
Assessment of Readiness for Direct Practice  
Developing Skills for Practice Days  
Practice placement outline and Handbook |
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<td>Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade – Intervention and Skills 7.2</td>
<td>Developing Professional Practice unit Communication and Engagement unit Assessment, Complexity and Risk in Social Work practice unit Assessment, Planning, Intervention and Review Working with Children Young People and their Families</td>
<td></td>
</tr>
<tr>
<td>8.1 be able to use interpersonal skills and appropriate forms of verbal and non-verbal communication with service users, carers and others</td>
<td>Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples’ ages, comprehension and culture – Intervention and Skills 7.1</td>
<td>Programme specification Developing Skills for Practice Days Practice placement outline Developing Professional Practice unit Assessment, Planning, Intervention and Review Working with Children Young People and their Families Communication and Engagement unit</td>
</tr>
<tr>
<td>8.2 be able to demonstrate effective and appropriate skills in communicating advice, instruction, information and professional opinion to colleagues, service users and carers</td>
<td>Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade – Intervention and Skills 7.2</td>
<td>Programme specification Developing Skills for Practice Days Practice placement outline Developing Professional Practice unit Assessment, Planning, Intervention and Review unit Communication and Engagement unit Working with Children Young People and their Families Assessment, complexity and risk unit</td>
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</table>
| 8.3 understand the need to provide service users and carers with the information necessary to enable them to make informed decisions or to understand the decisions made | Demonstrate respectful partnership work with service users and carers, eliciting and respecting their needs and views, and promoting their participation in decision-making wherever possible – Values and Ethics 2.4  
Recognise and promote individuals’ rights to autonomy and self-determination – Values and Ethics 2.5 | Programme specification  
Developing Skills for Practice Days  
Practice placement outline  
Developing Professional Practice unit  
Assessment, Planning, Intervention and Review  
Working with Children Young People and their Families  
Communication and Engagement unit |
| 8.4 understand how communication skills affect the assessment of and engagement with service users and carers | Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples’ ages, comprehension and culture – Intervention and Skills 7.1  
Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3 | Programme specification  
Developing Skills for Practice Days  
Practice placement unit and Handbook  
Developing Professional Practice unit  
Assessment, Planning, Intervention and Review  
Working with Children Young People and their Families  
Communication and Engagement unit |
| 8.5 understand how the means of communication should be modified to address and take account of a range of factors including age, capacity, learning ability and physical ability | Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples’ ages, comprehension and culture – Intervention and Skills 7.1  
Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade – Intervention Skills 7.2  
Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3 | Programme specification  
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Practice placement outline  
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Communication and Engagement unit |
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| 8.6 be aware of the characteristics and consequences of verbal and non-verbal communication and how this can be affected by a range of factors including age, culture, disability, ethnicity, gender, religious beliefs and socio-economic status | Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples’ ages, comprehension and culture – Intervention and Skills 7.1  
Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3 | Programme specification  
Developing Skills for Practice Days  
Practice placement outline  
Communication and Engagement unit                                                                                                                                   |
| 8.7 understand the need to draw upon available resources and services to support service users’ and carers’ communication, wherever possible | Recognise the value of, and aid access to independent advocacy – Rights, Justice and Economic Wellbeing 4.5                                                                                                                                 | Programme specification  
Developing Skills for Practice Days  
Practice placement outline  
Communication and Engagement unit                                                                                                                                   |
| 8.8 be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5 | Be able to meet the requirements of the professional regulator – Professionalism 1.1                                                                                                                                                   | Programme specification                                                                                                                                                    |
| 8.9 be able to engage in inter-professional and inter-agency communication | Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working – Contexts and Organisations 8.7  
Be able to work within an organisation’s remit and contribute to its evaluation and development – Contexts and Organisations 8.4 | Programme specification  
Developing Skills for Practice Days  
Practice placement outline and Handbook Assessment, Complexity and Risk unit                                                                                               |
| 8.10 be able to listen actively to service users and carers and others | Demonstrate the ability to engage with people and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3                                                                 | Programme specification  
Developing Skills for Practice Days  
Practice placement outline                                                                                                                                                    |
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<td>Value and take account of the expertise of service users, carers and professionals – Knowledge 5.12</td>
<td>Communication and Engagement unit</td>
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<td>8.11 be able to prepare and present formal reports in line with applicable protocols and guidelines</td>
<td>Maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgment and organisational responsibilities – Intervention and Skills 7.8</td>
<td>Programme specification Placement outline and Handbook Social Work Research Study</td>
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<tr>
<td>9 be able to work appropriately with others</td>
<td>Demonstrate the ability to engage with people and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3</td>
<td>Programme specification Assessment of Readiness for Direct Practice Developing Skills for Practice Days Practice placement outline and Handbook Communication and Engagement unit Assessment, Complexity and Risk unit</td>
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<td>Understand and respect the role of others within the organisation and work effectively with them – Contexts and Organisations 8.5</td>
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<td>Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working – Contexts and Organisations 8.7</td>
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<tr>
<td>9.1 understand the need to build and sustain professional relationships with service users, carers and colleagues as both an autonomous practitioner and collaboratively with others</td>
<td>Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3</td>
<td>Programme specification Developing Skills for Practice Days Practice placement outline</td>
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<td>Recognise the impact of self in interaction with others, making appropriate use of personal experience – Professionalism 1.6</td>
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<td><strong>Standards of Proficiency (SOPs)</strong></td>
<td>9.2 <strong>be able to work with service users and carers to enable them to assess and make informed decisions about their needs, circumstances, risks, preferred options and resources</strong></td>
<td>Understand and respect the role of others within the organisation and work effectively with them – Contexts and Organisations 8.5</td>
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<td></td>
<td>9.3 <strong>be able to work with service users and carers to promote individual growth, development and independence and to assist them to understand and exercise their rights</strong></td>
<td>Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working – Contexts and Organisations 8.7</td>
</tr>
<tr>
<td></td>
<td>9.4 <strong>be able to support service users’ and carers’ rights to control their lives and make informed choices about the services they receive</strong></td>
<td>Demonstrate respectful partnership work with service users and carers, eliciting and respecting their needs and views and promoting their participation in decision-making wherever possible – Values and Ethics 2.4</td>
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</table>
| 9.5 be able to support the development of networks, groups and communities to meet needs and outcomes | Recognise how the development of community resources, groups and networks enhance outcomes for individuals – Intervention and Skills 7.7 | Programme specification
Developing Skills for Practice Days
Practice placement outline
Assessment, Planning, Intervention and Review unit
Human Growth and Development unit |
| 9.6 be able to work in partnership with others, including those working in other agencies and roles | Demonstrate respectful partnership work with service users and carers, eliciting and respecting their needs and views and promoting their participation in decision-making wherever possible – Values and Ethics 2.4
Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working – Contexts and Organisations 8.7
Be able to work within an organisation’s remit and contribute to its evaluation and development – Contexts and Organisations 8.4
Understand and respect the role of others within the organisation and work effectively with them – Contexts and Organisations 8.5
Recognise the value of, and contribute to, supporting the learning and development of others – Professional Leadership 9.2 | Programme specification
Developing Skills for Practice Days
Practice placement outline and Handbook
Communication and Engagement unit
Assessment, Planning, Intervention and Review unit |

Programme Specification:
Author: A Gardner
Date: September 2013
Page 324 of 565
<table>
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| 9.7 be able to contribute effectively to work undertaken as part of a multi-disciplinary team | Take responsibility for your role and impact within teams and be able to contribute positively to effective team working – Contexts and Organisations 8.6 | Programme specification  
Developing Skills for Practice Days  
Practice placement outline and Handbook  
Assessment, Planning, Intervention and Review  
Assessment, Complexity and Risk in Social Work practice unit |
| 9.8 recognise the contribution that service users’ and carers’ own resources and strengths can bring to social work | Value and take account of the expertise of service users, carers and professionals – Knowledge 5.12  
Understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to practice – Knowledge 5.7 | Programme specification  
Assessment of Readiness for Direct Practice  
Developing Skills for Practice Days  
Practice placement outline  
Developing Professional Practice unit  
Assessment, Complexity and Risk in Social Work practice unit  
Assessment, Planning, Intervention and Review  
Working with Children Young People and their Families  
Mental Health and Social Work Practice  
Addictions in Social Work Practice  
Human Growth and Development unit |
| 9.9 be able to work with resistance and conflict | Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3 | Programme specification  
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Practice placement outline |
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<td>Recognise the factors that create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including yourself and contribute to the assessment and management of risk – Intervention and Skills 7.12</td>
<td>Understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to practice – Knowledge 5.7</td>
<td>Communication and Engagement unit Assessment, Complexity and Risk unit</td>
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<td>9.10 be able to understand the emotional dynamics of interactions with service users and carers</td>
<td>Recognise the impact of self in interaction with others, making appropriate use of personal experience – Professionalism 1.6</td>
<td>Programme specification Developing Skills for Practice Days Practice placement outline Communication and Engagement unit Developing Professional Practice unit</td>
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<td>10 be able to maintain records appropriately</td>
<td>Maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgement and organisational responsibilities – Intervention and Skills 7.8</td>
<td>Programme specification Placement outline and Handbook Developing Skills for Practice days</td>
</tr>
<tr>
<td>10.1 be able to keep accurate, comprehensive and comprehensible records in accordance with applicable legislation, protocols and guidelines</td>
<td>Maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgement and organisational responsibilities – Intervention and Skills 7.8</td>
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<tr>
<td>10.2 recognise the need to manage records and all other information in accordance with applicable legislation, protocols and guidelines</td>
<td>Maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgement and organisational responsibilities – Intervention and Skills 7.8</td>
<td>Programme specification Placement outline and Handbook Law, Human Rights and Social Work Developing Skills for Practice Days</td>
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<td>11 be able to reflect on and review practice</td>
<td>Demonstrate a capacity for logical, systematic, critical and reflective reasoning and apply the theories and techniques of reflective practice – Critical Reflection and Analysis 6.4</td>
<td>Programme specification Assessment of Readiness for Direct Practice Developing Skills for Practice Days Practice placement outline and Handbook Developing Professional Practice unit Assessment, Complexity and Risk in Social Work practice unit Assessment, Planning, Intervention and Review Working with Children Young People and their Families Social Work Research Study Communication and Engagement unit</td>
</tr>
<tr>
<td>11.1 understand the value of critical reflection on practice and the need to record the outcome of such reflection appropriately</td>
<td>Demonstrate a capacity for logical, systematic, critical and reflective reasoning and apply the theories and techniques of reflective practice – Critical Reflection and Analysis 6.4</td>
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</tbody>
</table>
| 11.2 recognise the value of supervision, case reviews and other methods of reflection and review | Demonstrate an effective and active use of supervision for accountability, professional reflection and development – Professionalism 1.3  
Know how to formulate, test, evaluate, and review hypotheses in response to information available at the time and apply in practice – Critical Reflection and Analysis 6.5 | Programme specification  
Assessment of Readiness for Direct Practice  
Developing Skills for Practice Days  
Practice placement outline  
Developing Professional Practice unit  
Assessment, Complexity and Risk in Social Work practice unit  
Assessment, Planning, Intervention and Review |
| 12 be able to assure the quality of their practice | Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health – Knowledge 5.1  
Demonstrate a critical understanding of the legal and policy frameworks and guidance that inform and mandate social work practice, recognising the scope for professional judgement – Knowledge 5.2  
Recognise the contribution, and begin to make use, of research to inform practice – Knowledge 5.10 | Programme specification  
Developing Skills for Practice Days  
Practice placement outline and Handbook  
Developing Professional Practice unit  
Assessment, Complexity and Risk in Social Work practice unit  
Assessment, Planning, Intervention and Review  
Human Growth and Development unit  
**Social Work Research Study**  
Human Growth and Development  
Law for Social Work |
| 12.1 be able to use supervision to support and enhance the quality of their social work practice | Demonstrate an effective and active use of supervision for accountability, professional reflection and development – Professionalism 1.3 | Programme specification  
Developing Skills for Practice Days  
Practice placement outline and Handbook  
Developing Professional Practice unit  
Assessment, Planning, Intervention and Review |
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<td>12.2 be able to contribute to processes designed to evaluate service and individual outcomes</td>
<td>Select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with service users – Intervention and Skills 7.5</td>
<td>Programme specification Practice placement outline Assessment, Complexity and Risk in Social Work practice unit Assessment, Planning, Intervention and Review</td>
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<td>Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health – Knowledge 5.1</td>
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<td>Be able to work within an organisation’s remit and contribute to its evaluation and development – Contexts and Organisations 8.4</td>
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<tr>
<td>12.3 be able to engage in evidence-informed practice, evaluate practice systematically and participate in audit procedures</td>
<td>Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health – Knowledge 5.1</td>
<td>Programme specification Practice placement outline and Handbook Assessment, Complexity and Risk in Social Work practice unit Assessment, Planning, Intervention and Review</td>
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<td>Demonstrate a critical understanding of the legal and policy frameworks and guidance that inform and mandate social work practice, recognising the scope for professional judgement – Knowledge 5.2</td>
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| **13** understand the key concepts of the knowledge base relevant to their profession | Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health – Knowledge 5.1  
Demonstrate a critical knowledge of the range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them – Knowledge 5.8  
Demonstrate a critical understanding of the legal and policy frameworks and guidance that inform and mandate social work practice, recognising the scope for professional judgement – Knowledge 5.2 | Programme specification  
Developing Skills for Practice Days  
Practice placement outline and Handbook  
Developing Professional Practice unit  
Assessment, Complexity and Risk in Social Work practice unit  
Assessment, Planning, Intervention and Review  
Human Growth and Development unit  
**Social Work Research Study**  
Working with Children Young people and their Families  
Law for Social Work |
| **13.1** recognise the roles of other professions, practitioners and organisations | Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working – Contexts and Organisations 8.7  
Understand and respect the role of others within the organisation and work effectively with them – Contexts and Organisations 8.5 | Programme specification  
Developing Skills for Practice Days  
Assessment Complexity and Risk unit  
Practice placement outline |
| **13.2** be aware of the different social and organisational contexts and settings within which social work operates | Understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and practice – Contexts and Organisations 8.3  
Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working – Contexts and Organisations 8.7 | Programme specification  
Assessment of Readiness for Direct Practice  
Developing Skills for Practice Days  
Practice Placement outline and Handbook  
Developing Professional Practice unit |
<table>
<thead>
<tr>
<th>Standards of Proficiency (SOPs)</th>
<th>Professional Capabilities Framework</th>
<th>Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)</th>
</tr>
</thead>
</table>
| 13.3  be aware of changes in demography and culture and their impact on social work | Recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts – Contexts and Organisations 8.1 | Programme specification  
Human Growth and Development  
Developing Skills for Practice Days  
Assessment of Readiness for Direct Practice  
Practice placement outline |
| 13.4 understand in relation to social work practice:  
– social work theory;  
– social work models and interventions;  
– the development and application of relevant law and social policy;  
– the development and application of social work and social work values; | Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health – Knowledge 5.1  
Demonstrate a critical knowledge of the range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them – Knowledge 5.8 | Programme specification  
Assessment, Planning, Intervention and Review unit  
Law and Social Work unit  
Human Growth and Development unit  
Developing Professional Practice unit  
Assessment Complexity and Risk unit  
Working with Children, Young People and their Families unit |
<table>
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<tr>
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</tr>
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</table>
| – human growth and development across the lifespan and the impact of key developmental stages and transitions;                                                                 | Demonstrate a critical understanding of the legal and policy frameworks and guidance that inform and mandate social work practice, recognising the scope for professional judgement – Knowledge 5.2 | Developing Skills for Practice Days  
Practice placement outline and Handbook                                                                                                                                                                                                                     |
<p>| – the impact of injustice, social inequalities, policies and other issues which affect the demand for social work services;                                                                 | Demonstrate a critical understanding of social welfare policy, its evolution, implementation and impact on people, social work, other professions, and inter-agency working – Knowledge 5.9 |                                                                                                                                                                                                                                                                       |
| – the relevance of psychological, environmental, sociological and physiological perspectives to understanding personal and social development and functioning;                                                                 | Demonstrate and apply a working knowledge of human growth and development throughout the life course – Knowledge 5.3                                                                                                         |                                                                                                                                                                                                                                                                       |
| – concepts of participation, advocacy and empowerment; and                                                                                                                                  | Recognise how systemic approaches can be used to understand the person-in-the-environment and inform your practice – Knowledge 5.5                                                                                           |                                                                                                                                                                                                                                                                       |
| – the relevance of sociological perspectives to understanding societal and structural influences on human behaviour                                                                        | Understand and apply the profession’s ethical principles and legislation, taking account of these in reaching decisions – Values and Ethics 2.1                                                                                |                                                                                                                                                                                                                                                                       |
|                                                                                                                                                                                            | Recognise the value of, and aid access to, independent advocacy – Rights, Justice and Economic Wellbeing 4.5                                                                                                                                   |                                                                                                                                                                                                                                                                       |
|                                                                                                                                                                                            | Acknowledge the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience – Knowledge 5.6                                                                                   |                                                                                                                                                                                                                                                                       |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to practice – Knowledge 5.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand, identify and apply in practice the principles of social justice, inclusion and equality – Rights, Justice and Economic Wellbeing 4.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognise the short and long term impact of psychological, socio-economic, environmental and physiological factors on people’s lives, taking into account age and development, and how this informs practice – Knowledge 5.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand how legislation and guidance can advance or constrain people’s rights and recognise how the law may be used to protect or advance their rights and entitlements – Rights, Justice and Economic Wellbeing 4.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Value and take account of the expertise of service users, carers and professionals – Knowledge 5.12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **14** be able to draw on appropriate knowledge and skills to inform practice                  | Inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources – Critical Reflection and Analysis 6.2                                                                 | Programme specification  
Practice Placement outline and Handbook  
**Social Work Research Study**  
Assessment, Planning Intervention and Review unit |
<p>|</p>
<table>
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<th>Standards of Proficiency (SOPs)</th>
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<tr>
<td></td>
<td>Select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with service users – Intervention and Skills 7.5</td>
<td>Developing Skills for Practice Days Assessment, Complexity, Intervention and Review unit</td>
</tr>
<tr>
<td></td>
<td>Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence to prevent harm – Intervention and Skills 7.6</td>
<td></td>
</tr>
<tr>
<td>14.1  be able to gather, analyse, critically evaluate and use information and knowledge to make recommendations or modify their practice</td>
<td>Inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources – Critical Reflection and Analysis 6.2</td>
<td>Programme specification Practice placement outline Assessment , Planning Intervention and Review unit Developing Skills for Practice Days Assessment, Complexity, Intervention and Review unit</td>
</tr>
<tr>
<td></td>
<td>With support, rigorously question and evaluate the reliability and validity of information from different sources – Critical Reflection and Analysis 6.3</td>
<td></td>
</tr>
<tr>
<td>14.2  be able to select and use appropriate assessment tools</td>
<td>Select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with service users – Intervention and Skills 7.5</td>
<td>Programme specification Practice placement outline Assessment , Planning Intervention and Review unit Developing Skills for Practice Days Assessment, Complexity, Intervention and Review unit Working with Children Young People and their Families</td>
</tr>
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<tr>
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</tr>
<tr>
<td>14.3 be able to prepare, implement, review, evaluate, revise and conclude plans to meet needs and circumstances in conjunction with service users and carers</td>
<td>Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence to prevent harm – Intervention and Skills 7.6</td>
<td>Programme specification Practice placement outline Assessment, Planning Intervention and Review unit Developing Skills for Practice Days Assessment, Complexity, Intervention and Review unit</td>
</tr>
<tr>
<td>14.4 be able to use social work methods, theories and models to achieve change and development and improve life opportunities</td>
<td>Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence to prevent harm – Intervention and Skills 7.6</td>
<td>Programme specification Practice placement outline Assessment, Planning Intervention and Review unit Developing Skills for Practice Days Assessment, Complexity, Intervention and Review unit</td>
</tr>
<tr>
<td>14.5 be aware of a range of research methodologies</td>
<td>Demonstrate a critical understanding of research methods – Knowledge 5.11</td>
<td>Programme specification Social Work Research Study Social Work Research Methods</td>
</tr>
<tr>
<td>14.6 recognise the value of research and analysis and be able to evaluate such evidence to inform their own practice</td>
<td>Recognise the contribution, and begin to make use, of research to inform practice – Knowledge 5.10</td>
<td>Programme specification Social Work Research Study Social Work Research Methods</td>
</tr>
<tr>
<td></td>
<td>Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health – Knowledge 5.1</td>
<td>Programme specification Social Work Research Study Social Work Research Methods Assessment, Planning Intervention and Review unit Assessment, Complexity and Risk unit Developing Skills for Practice Days Practice placement outline</td>
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</tbody>
</table>
| 14.7  be able to demonstrate a level of skill in the use of information technology appropriate to their practice | Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade – Intervention and Skills 7.2 | Programme specification  
Practice placement outline |
| 14.8  be able to change their practice as needed to take account of new developments or changing contexts | Recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts – Contexts and Organisations 8.1 | Programme specification  
Assessment, Planning Intervention and Review unit  
Assessment, Complexity and Risk unit  
Developing Skills for Practice Days  
Practice Placement outline and Handbook |
| 15  be able to establish and maintain a safe practice environment | Recognise the factors that create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including yourself and contribute to the assessment and management of risk – Intervention and Skills 7.12 | Programme specification  
Practice Placement outline Handbook  
Developing Skills for Practice Days  
Communication and Engagement unit  
Assessment, Planning Intervention and Review unit  
Assessment, Complexity and Risk unit  
Addictions and Social Work Practice  
Mental Health and Social Work Practice  
Developing Professional Practice unit  
Working with Children, Young People and their Families unit |
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</thead>
</table>
| 15.1 understand the need to maintain the safety of service users, carers and colleagues | Recognise the factors that create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including yourself and contribute to the assessment and management of risk – Intervention and Skills 7.12 | Programme specification  
Practice Placement outline and Handbook |
| 15.2 be aware of applicable health and safety legislation and any relevant safety policies and procedures in force at the workplace, such as incident reporting, and be able to act in accordance with these | Understand the roles and responsibilities of social workers in a range of organisations, lines of accountability and the boundaries of professional autonomy and discretion – Contexts and Organisations 8.2  
Understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and practice – Contexts and Organisations 8.3  
Identify concerns about practice and procedures and with support begin to find appropriate means of challenge – Professionalism 1.11 | Programme specification  
Practice placement outline |
| 15.3 be able to work safely in challenging environments, including being able to take appropriate actions to manage environmental risk | Recognise the factors that create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including yourself and contribute to the assessment and management of risk – Intervention and Skills 7.12 | Programme specification  
Practice placement outline  
Assessment, Complexity and Risk unit  
Developing Skills for Practice Days |
Appendix Seven: Memorandum of Cooperation
SocialWorkEducationForum

MEMORANDUM OF CO-OPERATION

Between

Partneragencies and Higher Education Institutions (HEIs)

GreaterManchester and surrounding area
The Social Work Task Force emphasised the importance of formally established partnerships between agencies and HEIs in the design and delivery of good quality training and development for social workers (Building a Safe and Confident Future: One Year On, 2010)

The aim of this memorandum of co-operation is to set out the commitment of the signatories to work together to develop and deliver high quality social work education and training for social workers (Building a Safe and Confident Future: One Year On, 2010). The aim of this memorandum is to set out the commitment of the signatories to work together to develop and deliver high quality social work education and training that ensures effective provision for people who use their services.

Signatories to this memorandum of co-operation (listed in Appendix*) include:
- Statutory, private, voluntary and independent agencies as employers of qualified social workers and/or placement providers for social work students. The aim is to seek the involvement of agencies in Greater Manchester and the surrounding area. A substantial number of PVI sector organisations are invited to be signatories to this Memorandum; but any PVI agency may be a signatory.
- Higher Education Institutions (HEIs) in Greater Manchester providing qualifying and/or postqualifying social work education and training.
- Organisations that represent people who use social work services and/or their carers.

Key Principles

The memorandum of co-operation is underpinned by a number of key principles:
- The provision of quality education and training of social workers depends on an effective partnership where there is shared responsibility between HEIs, agencies, placement providers, people who use services and their carers and students/trainees.
- The overall aim of social work education and training is to produce knowledgeable and effective practitioners who are equipped to work in partnership with people who use services and their carers to ensure high quality service provision.
- The provision of social work education and training will be in line with Professional Regulatory Body requirements (where applicable), responsive to local need and mindful of local workforce planning requirements.
- People who use services and their carers who participate in the development and delivery of social work education and training should be provided with appropriate development opportunities to equip and support their participation.
- A commitment to the principle of reciprocity by providing opportunities for sharing knowledge and skills for agency and HEI staff, for example, through research exchanges.

Areas of Education and Training

The Memorandum of Co-operation addresses the requirements of the Professional Capabilities Framework (The College of Social Work) in the following areas:
- Qualifying social work training at graduate and postgraduate levels
- Practice learning
- Assessed and Supported Year in Employment (ASYE) for newly qualified Social Workers
- Continuous Professional Development (CPO) and postqualifying training (PQ) for qualified social workers

Agency signatories to this Memorandum of Co-operation agree to work in partnership with each other, higher education institution partners and service users and carers to develop, deliver, assess, manage and review the social work programmes. In particular, agency signatories agree to:

- Assist universities in planning for and participating in the recruitment and selection of appropriate students on qualifying and postqualifying programmes
- Contribute to the teaching of students on the programmes with regard to Readiness for Practice or practice assessing either at HEI or agency premises or through supported open learning, as appropriate
- Provide suitablequalified and experienced staff to practice educate and assess students on the programmes
- Provide suitable qualified and experienced staff to contribute to the assessment of students’ practicerelated work, where required
- Provide suitably qualified and experienced staff to attend the meetings of the Practice Assessment Panels, as appropriate
- Contribute to the on-going management and development of the programmes by nominating a representative to attend the Greater Manchester Stakeholders Group
- Contribute to the review of the programmes by participating in the annual quality assurance review and such other review processes as may be agreed
- Provide the range of resources and opportunities necessary for newly qualified social workerstocomplete the Assessed and Supported Year in Employment
- Provide the range of resources and opportunities necessary for experienced staff to undertake continuous professional development (CPO)
- Raise any concerns about the operation of the Partnership that have not been resolved informally at the Greater Manchester Stakeholders Group
- Support such appropriately qualified and experienced employees onto programmes as are consistent with agency workforce development need and funding priorities

Higher Education Institutions signatories to this Memorandum of Co-operation agree to work in partnership with each other and with agencies, service users and...
carerstodevelop, deliver, assess, manage and review the social work programmes. In particular, higher education institutions signatories agree to:

- deliver programmes of education and training in accordance with the course approval documentation and, where required, in line with the standards of the Health and Care Professions Council and the College of Social Work

- ensure that students are selected for qualifying training, as appropriate:
  - in accordance with the standards laid down by the HCPC and College of Social Work
  - are medically fit to be trained
  - are subjected to a criminal record check for suitability and subject to appropriate request to assure self-disclosure of any relevant information at regular intervals throughout training.

- have in place appropriate mechanisms to evaluate any positive DBS disclosures before the student enters any practice placement. Such evaluation mechanisms should include practice representation.

- ensure that all staff responsible for the delivery of the taught component of the Social Work award are suitably experienced and qualified

- ensure that all staff have opportunities to maintain an appropriate currency of knowledge and practice

- ensure all staff who have regular and direct contact with people and/or their carers are DBS checked

- provide suitable premises for the delivery of onsite teaching by universities and agency staff

- provide suitably qualified and experienced staff to contribute to the assessment of students’ practice and to attend the meetings of the Practice Assessment Panels

- have in place APL systems for the award of credit to individual students against specific learning outcomes set out in the course documentation

- work with agency partners in the development of Assessed and Supported Year in Employment (ASYE) and Continuous Professional Development (CPO) programmes, as appropriate

**Practice Learning Opportunities**

**Agency Signatories** to this memorandum of cooperation agree to work in partnership to provide quality, suitable practice learning experiences for social work students. In particular, agency signatories agree to:

- provide appropriate practice placements by negotiation with HEIs’ practice learning teams or their equivalent

- share information relating to placements with HEIs
• make appropriate and sufficient staff available to ensure students undertaking practice learning receive an educationally relevant experience through effective supervision and assessment

• make available facilities to support students undertaking practice learning including access to learning resources and information services, where available

• ensure that students undertaking practice learning have, as far as reasonably practical, similar work facilities and amenities as those available to their employees.

• ensure that the students receive an appropriate introduction and induction to the practice area in which the learning will take place

• take steps to ensure the health, safety and welfare of students undertaking practice learning, as they would for their own employees.

• notify the HEI of any accidents sustained by a student undertaking practice learning within a time-scale appropriate to the seriousness of the situation

• recognise the HEI processes regarding Disclosure and Barring Service, POVA and Occupational Health checks and not routinely seek additional checks

• co-operate in any disciplinary proceedings taken in connection with a student in a placement setting

• encourage and support appropriate staff to participate in any disciplinary and appeals processes relating to student performance in practice, at the invitation of the HEI

• work with HEI staff to audit and evaluate the quality of the learning environment in each placement used

• allow HEI off-site practice educators involved in the supervision of students undertaking practice learning in the Placement Provider, and liaison with staff involved in the supervision, and assessment of practice learning, to have access to all placement settings (having first notified the person responsible for the placement setting).

• adhere to the practice educator professional standards in social work

• maintain links between local authority and private, voluntary or independent sector organisations where there is a commissioning agreement

Higher Education Institutions Signatories to this memorandum of cooperation agree to work in partnership to support quality, suitable learning experiences for social work students. In particular, higher education institutions signatories agree to:

• provide information to Placement Provider staff involved in the supervision and assessment of practice learning on the specific requirements of the practice learning in the education Programmes

• inform students of their individual obligations to comply with the policies of the Placement Provider in relation to health and safety.
• ensure that students undertaking practice learning have appropriate preparation, commensurate with the practice learning opportunity being undertaken

• implement agreed procedures and processes for addressing issues related to the student experience whilst on placement

• work with agency staff to audit and evaluate the quality of the learning environment in each placement used

• provide Practice Learning Coordinators or equivalent to liaise with agency Practice Learning Organisers and placement providers

• adhere to the practice educator professional standards in social work

• administer payments for placements at the end of placement periods

Service user and carer involvement

Service users and carers and organisations that represent them aim to have a positive influence on the development of the social workers of the future.

Organisations representing people who house services and carers that are signatories to this Memorandum of Co-operation agree to work in partnership to develop, deliver, assess, manage and review the social work programmes with HEIs and agency partners. It is expected that there will be involvement in:

• Admissions procedures and processes

• Programme design, delivery, review and evaluation

• Assessment of students in a range of settings and by a range of methods

• The development of Assessed and Supported Year in Employment (ASYE) and Continuous Professional Development (CPO) as appropriate

These organisations will also:

• Identify appropriate service users and carers for teaching and other aspects of social work programmes

• Provide guidance and support to service users and carers relating to this involvement

• Assist HEI and agency staff in decisions regarding how best to involve people in the programmes

• Monitor the development of social work education in co-operation with the HEIs and agencies and address any areas of concern

• Arrange training for service users and carers in co-operation with HEIs and agencies
Highereducationinstitutions sign a Memorandum of Co-operation to work in partnership with people who use services and their carers, and organisations that represent them, in the design and delivery of education and training. Indossothey will:

- Value the knowledge of service users and carers, recognising that this is different from, but equal to, professional and academic knowledge

- Strive to develop a genuine partnership with service users and carers based upon mutual respect and equality, involving them in all areas of the programme

- Aim to include a wider range of service users and carers

- Ensure service users and carers receive payment promptly at rates to be agreed between each HEI and service users and carers

- Provide development opportunities for users and carers and ensure that they receive training and support to help them to perform tasks required by the universities

Working in partnership involves clear communication and provision of appropriate support, including:

- Providing service users and carers with accessible information to enable them to participate meaningfully

- Communicating clearly why service users and carers are invited to be involved and what is expected from them

- Making appropriate and reasonable adjustments to ensure that participation at meetings is meaningful

- Accommodate, as far as possible, any specific/individual requirements of service users and carers to facilitate their participation in the programme

- Providing feedback to service users and carers on their involvement in the programme

Agency Signatories to this Memorandum of Co-operation agree to work in partnership with people who use services and their carers, and organisations that represent them, in the design and delivery of education and training. Indossothey will:

- Value the knowledge of service users and carers, recognising that this is different from, but equal to, professional and academic knowledge

- Strive to develop a genuine partnership with service users and carers based upon mutual respect and equality, involving them in all areas of the programme

- Aim to include a wider range of service users and carers
• Ensureserviceusersandcarersreceivepaymentpromptlyatratestobe agreedbetweeneachagencyandserviceusersandcarers

• Providedevelopmentopportunitiesforusersandcarersandensurethatthey receivetrainingandsupporttohelpthemperformtasksrequiredbytheadmencies

Workinginpartnershipinvolvesclearcommunicationandprovisionofappropriatesupport,including:

• Providingusersandcarerswithaccessibleinformationtoenablethem toparticipatemeaningfully

• Communicatingclearlywhyserviceusersandcarersareinvitedtobe involvedandwhatisepectedfromthem

• Makingappropriateandreasonableadjustmentstoensurethatparticipation atmeetingsismeantful

• Accommodate,asfaraspossible,anyspecific/individualrequirementsof serviceusersandcarersfacilitatetheirparticipationinthe provision

• Providingfeedbacktoserviceusersandcarersontheirinvolvementinthe provision
Appendix—Signatories to Memorandum of Co-operation

Agencies
AgeUK Cheshire
Bolton Adults and Children's Services
Bury MBC
Cheshire East
Manchester City Council—Children's Services
Rochdale MBC
Salford City Council—Adults Services and Children's Services
Stockport MBC
Tameside MBC
Trafford MBC—Adults Services and Children's Services

Higher Education Institutes
Manchester University
Manchester Metropolitan University
Salford University
Stockport College

Service Users and Carers
FOCUS-N.W. (Forum of Carers and Users of Services North West)
All signatories agree that:

- The key principles underpinning this memorandum are maintained
- All aspects of the programme should be run within the framework of the GSCC Statement of Equal Opportunities and Anti-Oppressive Practice.
- The operation of the Partnership and the terms of this Memorandum of Co-Operation will be reviewed annually after commencement.

We, the undersigned, endorse and agree to the above Memorandum of Co-operation between (names of partner)

Signed: ...

Director of Agency: A...

Date: J...

2-12-9
All signatories agree that:

- The key principles underpinning this memorandum are maintained.

- All aspects of the programme should be run within the framework of the GCC Statement of Equal Opportunities and Anti-Oppressive Practice.

- The operation of the Partnership and the terms of this Memorandum of Co-operation will be reviewed annually after commencement.

We, the undersigned, endorse and agree to the above Memorandum of Co-operation between the (names of partner).

Signed
Director/Assistant Director

Agency Bolton Council (Adults Services)

Date: May 2012
All signatories agree that:

- The key principles underpinning this memorandum are maintained
- All aspects of the programme should be run within the framework of the GSCC Statement of Equal Opportunities and Anti-Oppressive Practice.
- The operation of the Partnership and the terms of this Memorandum of Co-operation will be reviewed annually after commencement.

We, the undersigned, endorse and agree to the above Memorandum of Co-operation between the (names of partner)

Signed

John Daly
Assistant Director
Agency Bolton Children's Services
Date 13.6.12
All signatories agree that:

- The key principles underpinning this memorandum are maintained.
- All aspects of the programmes should be run within the framework of the GSCC Statement of Equal Opportunities and Anti-Oppressive Practice.
- The operation of the partnership and the terms of this Memorandum of Co-operation will be reviewed annually after commencement.

We, the undersigned, endorse and agree to the above Memorandum of Co-operation between the (names of partner)

Signed... 1: A. r.  
- Director of Assistant Director

Agency... Y Y. (C J. N. \) .................

Date... J.  \) ..........................
All signatories agree that:

- The key principles underpinning this memorandum are maintained.
- All aspects of the programme should be run within the framework of the GCC Statement of Equal Opportunities and Anti-Oppressive Practice.
- The operation of the Partnership and the terms of this Memorandum of Co-operation will be reviewed annually after commencement.

We, the undersigned, endorse and agree to the above Memorandum of Co-operation between the [names of partners].

Signed

Director/Assistant [name]

Agency [name]

Date [date]
All signatories agree that:

- The key principles underpinning this memorandum are maintained
- All aspects of the programme should be run within the framework of the GSCC Statement of Equal Opportunities and Anti-Oppressive Practice.
- The operation of the Partnership and the terms of this Memorandum of Co-operation will be reviewed annually after commencement.

We, the undersigned, endorse and agree to the above Memorandum of Co-operation between the (names of partner)

Signed

B. Kean

Director/Assistant Director

Agency: Children's Services, Manchester City Council

Date: 18th June 2012
All signatories agree that

- The key principles underpinning this memorandum are maintained
- All aspects of the programmes should be run within the framework of the GSCC Statement of Equal Opportunities and Anti-Oppressive Practice.
- The operation of the Partnership and the terms of this Memorandum of Co-operation will be reviewed annually after commencement.

We, the undersigned, endorse and agree to the above Memorandum of Co-operation between the (names of partner)

_5j

Signed..............................................................

Service Director Targeted Services

Agency... Rochdale MBC...........................................

Date.........15/05/12..............................................
**All signatories** agree that:

- The key principles underpinning this memorandum are maintained.
- All aspects of the programme should be run within the framework of the GSCC Statement of Equal Opportunities and Anti-Oppressive Practice.
- The operation of the Partnership and the terms of this Memorandum of Co-operation will be reviewed annually after commencement.

We, the undersigned, endorse and agree to the above Memorandum of Co-operation between the (names of partner).

Signed

Director

Assistant Director

Agency Salford City Council

Date 30.04.12
All signatories agree that:

- The key principles underpinning this memorandum are maintained

- All aspects of the programme should be run within the framework of the GSCC Statement of Equal Opportunities and Anti-Oppressive Practice.

- The operation of the Partnership and the terms of this Memorandum of Co-operation will be reviewed annually after commencement.

We, the undersigned, endorse and agree to the above Memorandum of Co-operation between the (names of partner)

Signed

Assistant Director, Specialist Services

Agency... Salford City Council Children’s Services

Date... 9th May 2012
All signatories agree that:

- the key principles underpinning this memorandum are maintained
- all aspects of the programmes should be run within the framework of the GCC Statement of Equal Opportunities and Anti-Opressive Practice.
- the operation of the Partnership and the terms of this Memorandum of Cooperation will be reviewed annually after commencement.

We, the undersigned, endorse and agree to the above Memorandum of Cooperation between the (names of partner)

Signed...[Signatures]

Director/Assistant Director

Agency...Stockport Metropolitan Borough Council

Date...16.5.12..........................................................


All signatories agree that:

- The key principles underpinning this memorandum are maintained
- All aspects of the programme should be run within the framework of the GSCC Statement of Equal Opportunities and Anti-Oppressive Practice.
- The operation of the Partnership and the terms of this Memorandum of Co-operation will be reviewed annually after commencement.

We, the undersigned, endorse and agree to the above Memorandum of Co-operation between the (names of partner)

Signed Tony Griffin

Acting Assistant Executive Director Specialist Services and Safeguarding
tony.griffin@tameside.gov.uk
01613423345
07536084998

Agency: Tameside MBC

Date: 13\(^{1}\) June 2012
All signatories agree that:

- The key principles underpinning this memorandum are maintained.
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We, the undersigned, endorse and agree to the above Memorandum of Co-operation between the (names of partner)

Signed...

Joanne Willmott
Joint Director of Operations Adult Services

Agency: Trafford Council Adult Services

Date: 29/5/12
All signatories agree that:

- The key principles underpinning this memorandum are maintained.
- All aspects of the programmes should be run within the framework of the GCC Statement of Equal Opportunities and Anti-Oppressive Practice.
- The operation of the Partnership and the terms of this Memorandum of Co-operation will be reviewed annually after commencement.

We, the undersigned, endorse and agree to the above Memorandum of Co-operation between the

(names of partner)

Signed

Charlotte Ramsden
Joint Director Children, Young People and Families

Agency: Trafford Council Children, Young People and Families Service

Date: 29/5/12
All signatories agree that:

- The key principles underpinning this memorandum are maintained.
- All aspects of the programme should be run within the framework of the GSCC Statement of Equal Opportunities and Anti-Opressive Practice.
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We, the undersigned, endorse and agree to the above Memorandum of Co-operation between the (names of partner)

Signed: 

Dean of Faculty

Higher Education Institutions

Date: 

EWMJSH

DIRECTOR OF INNOVATION AND ENTERPRISE
All signatories agree that:

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Signed

Dean of Faculty

Date
All signatories agree that

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We, the undersigned, endorse and agree to the above Memorandum of Co-operation between [names of partner]

Signed...

Dean of Faculty: Professor Tony Wame

Higher Education Institution: University of Salford

Date 12th June 2012
**All signatories** agree that:

- The key principles underpinning this memorandum are maintained.
- All aspects of the programme should be run within the framework of the GCC Statement of Equal Opportunities and Anti-Oppressive Practice.
- The operation of the Partnership and the terms of this Memorandum of Co-operation will be reviewed annually after commencement.

We, the undersigned, endorse and agree to the above Memorandum of Co-operation between the (names of partners):

Signed: ........................................

Dean of Faculty

Higher Education Institution: ....... (name) .........................

Date: 30 May 2012.
All signatories agree that:

- The key principles underpinning this memorandum are maintained
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Service User/Carer Representative Terry WiUi attw

Organisation FOCUS-N.W. (Forum of Carers and Users of Services North West)

Date 14th May 201
Appendix Eight: Mapping of 30 days Practice Learning Skills for all three Programme Areas
BA (Hons) Social Work Skills Development Days

Students will be offered 33 Skills Development Days spread across the programme. The Skills Development days will be linked to the focus of each level of study in the following way:
Level 4 – Understanding skills for social work practice
Level 5 – Developing skills for social work practice
Level 6 – Enhancing Skills for Professional social work practice

This will include 2 individual learning days. Some of the Skills Development Days will be located in core units, others will be provided as Stand Alone days enabling students to benefit from partner agency and service user input and to ensure good links are made between theory and practice. Each Skills Development Day will require students to engage with activities, discussions and tasks and to record and reflect on their learning and development. This information will be collated in their Professional Development Portfolio and will be submitted as part of an academic unit and it will be presented and assessed by a panel including external partners.

The tables below demonstrate how and where the Skills Development days will be integrated into the BA (Hons) Social Work Programme.

BA 1 – Level 5 (Understanding skills for social work practice)
Key to level 5 units—Professional Development (PD), Communication and Engagement (CE), Sociology and Social Policy in Social Work (SSPSW), Social Work and The Life Course (SWLC)

<table>
<thead>
<tr>
<th>Day (Sept – June)</th>
<th>Content title</th>
<th>Module/Stand Alone</th>
<th>PCF level indicator linked to Readiness for Direct Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Supervision</td>
<td>PD</td>
<td>1.2, 1.3, 1.4</td>
</tr>
<tr>
<td>Day 2</td>
<td>Reflective practice</td>
<td>PD &amp; CE</td>
<td>1.7, 1.9, 3, 6.4,</td>
</tr>
<tr>
<td>Day 3</td>
<td>Preparing for placement, professionalism and social work role</td>
<td>PD</td>
<td>1.2, 1.4, 1.7, 1.10, 2.1, 2.3,</td>
</tr>
<tr>
<td>Day 4</td>
<td>Assessment and planning</td>
<td>PD/CE</td>
<td>5.8, 7.3, 7.5</td>
</tr>
<tr>
<td>Day 5</td>
<td>Risk Assessment</td>
<td>Stand Alone</td>
<td>5.2, 6.4, 6.6, 7.8, 7.12,</td>
</tr>
<tr>
<td>Day 6</td>
<td>Critical thinking</td>
<td>PD/CE/SWLC</td>
<td>2.3, 3.1, 6.4,</td>
</tr>
<tr>
<td>Day 7</td>
<td>Group work (presentation)</td>
<td>PD/SWLC</td>
<td>1.2, 5.1, 5.2, 5.8, 7.1</td>
</tr>
<tr>
<td>Day 8</td>
<td>Service user involvements</td>
<td>Stand Alone &amp; PD</td>
<td>3, 7.1, 7.2, 7.3</td>
</tr>
<tr>
<td>Day 9</td>
<td>Communication skills/motivational interviewing</td>
<td>CE/PD</td>
<td>7.1, 7.2, 7.3</td>
</tr>
<tr>
<td>Day 10</td>
<td>Attachment issues</td>
<td>SWLC</td>
<td>3, 5.1, 5.8, 6.5, 6.6</td>
</tr>
<tr>
<td>Day 11</td>
<td>Specialist issues domestic abuse/self-harm</td>
<td>PD</td>
<td>3, 4, 5.1, 5.8, 7.3, 7.12, 8</td>
</tr>
<tr>
<td>Day</td>
<td>Content title</td>
<td>Module/Stand Alone</td>
<td>PCF level indicator linked to End of First placement</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------------</td>
<td>--------------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>Day 12</td>
<td>Shadowing event</td>
<td>Stand Alone</td>
<td>1.2, 1.10, 7.1, 7.8, 8, 9</td>
</tr>
<tr>
<td>Day 13</td>
<td>Introduction to social work Law</td>
<td>Stand Alone</td>
<td>5.2, 7.8, 7.12, 8, 9</td>
</tr>
</tbody>
</table>

**BA2 – Level 6 – Developing skills for social work practice**

Key to level 6 units Contemporary issues in Social Work (CISW); Law, Policy and Social Work Practice (Law); Knowledge and Skills in Social Work (KS)
### BA3 – Level 6 - Enhancing Skills for Social Work practice

Key to level 6 units: Developing Professional Practice (DPP); Social Work Research and Practice (Research); Risk and Inter-professional Skills (Risk)

<table>
<thead>
<tr>
<th>Day Sept - June</th>
<th>Content/Title</th>
<th>Module/Stand</th>
<th>PCF level indicator linked to End of Second placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 24</td>
<td>Enhanced Supervision Skills</td>
<td>Stand Alone</td>
<td>1.2, 1.3, 1.5, 1.6, 1.8, 1.9, 1.10, 1.11, 2.2, 2.3, 5.1, 5.8, 6.1, 6.3, 8.2, 9.1</td>
</tr>
<tr>
<td>Day 25</td>
<td>Presenting evidence in formal settings/court</td>
<td>Stand Alone</td>
<td>1.2, 1.4, 1.7, 1.11, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 4.1, 4.3, 4.4, 5.2, 5.4, 5.5, 5.12, 6.3, 6.4, 6.6, 7.1, 7.2, 7.8, 7.9, 8.3, 9.1</td>
</tr>
<tr>
<td>Day 26</td>
<td>Work with risk</td>
<td>Risk</td>
<td>1.10, 1.11, 4.2, 5.7, 5.10, 6.2, 6.6, 7.4, 7.6, 7.8, 7.9, 7.10, 7.11, 7.12, 7.13, 8.2, 8.3, 8.7, 9.1</td>
</tr>
<tr>
<td>Day 27</td>
<td>Multi-disciplinary working</td>
<td>Risk</td>
<td>2.3, 2.6, 7.3, 7.9, 8.5, 8.6, 8.7, 9.1, 9.2</td>
</tr>
<tr>
<td>Day 28</td>
<td>Research Skills</td>
<td>Research</td>
<td>5.1, 5.3, 5.4, 5.8, 5.10, 5.11, 6.1, 6.3, 6.5</td>
</tr>
<tr>
<td>Day 29</td>
<td>Enhanced Communication Skills (working with resistance)</td>
<td>Stand Alone/DPP</td>
<td>2.3, 3.1, 3.3, 4.4, 5.4, 5.6, 6.1, 7.1, 7.2, 7.3,</td>
</tr>
<tr>
<td>Day 30</td>
<td>Specialist area practitioner presentations</td>
<td>Stand Alone</td>
<td>1.1, 1.2, 8.1, 8.2, 8.7, 9.1, 9.2</td>
</tr>
<tr>
<td>Day 31</td>
<td>Linking to ASYE/employability</td>
<td>Stand Alone</td>
<td>1.1, 1.2, 8.1, 8.2, 8.7, 9.1, 9.2</td>
</tr>
<tr>
<td>Day 32 and 33</td>
<td>Personalised Learning Skills Development Days</td>
<td>Stand Alone</td>
<td>Students have an opportunity to identify and learning needs and design learning opportunities with support from their tutor</td>
</tr>
</tbody>
</table>

Additional resources that may assist in the planning of personalised learning days are:

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USERNAME: groupuserccinform@mmu.ac.uk

PASSWORD: informmanchestermet
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Masters Social Work Skills Development Days

Students will be offered 33 Skills Development Days spread across the programme. The Skills Development days will be linked to the focus of each level of study in the following way:
Prior First placement – Understanding skills for social work practice
During first placement– Developing skills for social work practice
During final academic year – Enhancing Skills for Professional social work practice

This will include 2 individual learning days. Some of the Skills Development Days will be located in core units, others will be provided as Stand Alone days enabling students to benefit from partner agency and service user input and to ensure good links are made between theory and practice. Each Skills Development Day will require students to engage with activities, discussions and tasks and to record and reflect on their learning and development. This information will be collated in their Professional Development Portfolio.

The tables below demonstrate how and where the Skills Development days will be integrated into the Masters Social Work Programme.

**Masters – Understanding skills for social work practice (Sept – Dec, year 1)**
Key to units– Developing Professional Practice (DPP); Critical Perspectives on Society, Families and Individuals (CP); Law, Human Rights and Social Work (Law); Critical social Work Practice (CSWP); Social Work, Safeguarding, Risk and Inter Professional Practice (Safe); Specialist Practice in Social Work (SP); Social Work Research (Research).

<table>
<thead>
<tr>
<th>Day (Sept – June)</th>
<th>Content title</th>
<th>Module/ Stand Alone</th>
<th>PCF level indicator linked to Readiness for Direct Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Supervision</td>
<td>DDP</td>
<td>1.2, 1.3, 1.4</td>
</tr>
<tr>
<td>Day 2</td>
<td>Reflective practice</td>
<td>DDP</td>
<td>1.7, 1.9, 3, 6.4,</td>
</tr>
<tr>
<td>Day 3</td>
<td>Preparing for placement, professionalism and social work role</td>
<td>DDP</td>
<td>1.2, 1.4, 1.7, 1.10, 2.1, 2.3,</td>
</tr>
<tr>
<td>Day 4</td>
<td>Assessment, planning including Risk</td>
<td>CP</td>
<td>5.2, 5.8, 6.4, 6.6, 7.3, 7.5, 7.8, 7.12,</td>
</tr>
<tr>
<td>Day 5</td>
<td>Critical Thinking</td>
<td>Stand Alone</td>
<td>1.9, 2.1, 2.2, 3, 4, 5.1, 6.4, 8, 9,</td>
</tr>
<tr>
<td>Day 6</td>
<td>Group work – using theories and models of intervention in practice (presentation)</td>
<td>CSWP</td>
<td>1.2, 5.1, 5.2, 5.8, 7.1</td>
</tr>
<tr>
<td>Day 7</td>
<td>Introduction to law for practice/ court skills</td>
<td>Law</td>
<td>5.2, 7.8, 7.12, 8, 9,</td>
</tr>
<tr>
<td>Day 8</td>
<td>Service user engagement and perspectives</td>
<td>CSWP</td>
<td>3, 7.1, 7.2, 7.3,</td>
</tr>
<tr>
<td>Day 9</td>
<td>Adult Safeguarding</td>
<td>CSWP</td>
<td>2.2, 5.2, 6.4, 6.6, 7.4, 7.5, 7.6, 7.8, 7.12, 8,</td>
</tr>
<tr>
<td>Day</td>
<td>Content Title</td>
<td>Module/Stand Alone</td>
<td>PCF Level Indicator linked to End of First placement</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------------------------------------</td>
<td>--------------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>Day 10</td>
<td>Communication skills/motivational interviewing</td>
<td>CP/Stand Alone</td>
<td>3, 5.8, 7.1, 7.2, 7.3</td>
</tr>
<tr>
<td>Day 11</td>
<td>Intervention skills – task centred work; crisis intervention</td>
<td>CSWP</td>
<td>1.2, 3, 5.1, 5.2, 5.8, 7.1, 7.4, 7.5, 7.6</td>
</tr>
<tr>
<td>Day 12</td>
<td>Attachment issues</td>
<td>Stand Alone</td>
<td>3, 5.1, 5.8, 6.5, 6.6</td>
</tr>
<tr>
<td>Day 13</td>
<td>Shadowing event</td>
<td>Stand Alone</td>
<td>1.2, 1.4, 1.9, 1.10, 2.1, 2.2, 5.8, 6.6, 8, 9.1, 9.2</td>
</tr>
</tbody>
</table>

**Masters— Developing skills for social work practice (Jan –June)**

<table>
<thead>
<tr>
<th>Day Sept - June</th>
<th>Content Title</th>
<th>Module/Stand Alone</th>
<th>PCF Level Indicator linked to End of First placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 14 &amp; 15</td>
<td>Recording – preparing for formal reports</td>
<td>Stand Alone/Safe</td>
<td>1.4, 1.11, 2.1, 2.4, 2.5, 5.12, 6.2, 6.3, 6.4, 6.5, 6.6, 7.1, 7.2, 7.47, 7.9, 8.1, 8.2, 8.4, 8.7, 9.1</td>
</tr>
<tr>
<td>Day 16</td>
<td>Safeguarding Children</td>
<td>CSWP</td>
<td>1.11, 2.4, 3.3, 4.1, 4.2, 4.3, 4.5, 5.2, 5.7, 6.5, 6.6, 7.3, 7.8, 7.9, 7.11, 7.12, 7.13, 8.3, 8.4, 8.7, 9.1</td>
</tr>
<tr>
<td>Day 17</td>
<td>Child Protection and Case Conference skills</td>
<td>CSWP/Stand Alone</td>
<td>1.11, 2.4, 3.3, 4.1, 4.2, 4.3, 4.5, 5.2, 5.7, 6.5, 6.6, 7.3, 7.8, 7.9, 7.10, 7.11, 7.12, 7.13, 8.3, 8.4, 8.7, 9.1</td>
</tr>
<tr>
<td>Day 18</td>
<td>Research Skills for practice</td>
<td>CP, CSWP</td>
<td>5.1, 5.8, 6.1, 6.6,</td>
</tr>
<tr>
<td>Day 19</td>
<td>Children’s Rights</td>
<td>CP</td>
<td>1.7, 2.1, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 5.12, 7.1, 7.2, 7.3, 7.7, 7.9, 7.11, 8.2, 9.1</td>
</tr>
<tr>
<td>Day 20 &amp; 21</td>
<td>Community profiling presentation</td>
<td>Stand Alone</td>
<td>1.2, 1.9, 4.1, 4.4, 4.5, 5.1, 5.8, 6.1, 6.2, 6.3, 7.7, 7.10, 8.5, 9.1, 9.2</td>
</tr>
<tr>
<td>Day 22</td>
<td>Welfare Rights</td>
<td>Stand Alone</td>
<td>1.11, 2.1, 2.3, 2.4, 2.5, 4.4, 4.5, 7.2, 7.7, 8.1, 8.2,</td>
</tr>
<tr>
<td>Day 23</td>
<td>Reflecting on service user feedback</td>
<td>Stand Alone</td>
<td>1.9, 2.2, 2.4, 2.5, 2.6, 4.1, 4.2, 4.3, 4.5, 5.12, 6.2, 6.3, 6.4, 7.10,</td>
</tr>
<tr>
<td>Day</td>
<td>Course Title</td>
<td>Module/Stand Alone</td>
<td>PCF level indicator linked to End of Second placement</td>
</tr>
<tr>
<td>-----</td>
<td>--------------</td>
<td>--------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>24</td>
<td>Consolidation and preparation for final placement</td>
<td>Stand Alone</td>
<td>1.2, 1.5, 1.8, 1.9, 1.11, 2.1, 5.1, 5.2, 5.8, 6.1, 6.4, 6.5, 8.6, 8.7, 9.1, 9.2</td>
</tr>
<tr>
<td>25</td>
<td>Enhanced Supervision Skills</td>
<td>Stand Alone</td>
<td>1.2, 1.3, 1.5, 1.6, 1.8, 1.9, 1.10, 1.11, 2.2, 2.3, 5.1, 5.8, 6.1, 6.3, 8.2, 9.1</td>
</tr>
<tr>
<td>26</td>
<td>Presenting evidence in formal settings/court</td>
<td>Stand Alone</td>
<td>1.2, 1.4, 1.7, 1.11, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 4.1, 4.3, 4.4, 5.2, 5.4, 5.5, 5.12, 6.3, 6.4, 6.6, 7.1, 7.2, 7.8, 7.9, 8.3, 9.1</td>
</tr>
<tr>
<td>27</td>
<td>Work with risk</td>
<td>Safe</td>
<td>1.10, 1.11, 4.2, 5.7, 5.10, 6.2, 6.6, 7.4, 7.6, 7.8, 7.9, 7.10, 7.11, 7.12, 7.13, 8.2, 8.3, 8.7, 9.1</td>
</tr>
<tr>
<td>28</td>
<td>Specialist area practitioner presentations (Solution Focussed Work)</td>
<td>SP/Stand Alone</td>
<td>1.1, 1.2, 5.1, 5.8, 6.5, 7.7, 8.1, 8.2, 8.7, 9.1, 9.2</td>
</tr>
</tbody>
</table>
| 29  | Enhanced Communication Skills (working with resistance) | Stand Alone/DPP | 2.3, 3.1, 3.3, 4.4, 5.4, 5.6, 6.1, 7.1, 7.2, 7.3,  
| 30  | Critical Reflective and reflexive skills in social work practice | Safe, SP/Stand Alone | 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 4.3, 4.4, 5.1, 5.8, 6.4, 6.5, 7.5, 7.10, 7.11, 8.1, 8.3, 8.6, 9.1, 9.2 |
| 31  | Linking to ASYE/employability | Stand Alone | 1.1, 1.2, 8.1, 8.2, 8.7, 9.1, 9.2 |
| 32  | Personalised Learning Skills Development Days | Stand Alone | Students have an opportunity to identify and learning needs and design learning opportunities with support from their tutor |

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<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
<th>Description</th>
<th>PCF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing Professional Practice unit</td>
<td>6 days</td>
<td>To support Assessment of Readiness for Direct Practice</td>
<td>PCF – Readiness for Direct Practice – all domains</td>
</tr>
<tr>
<td>Tutor review (after Assessment of Readiness for Direct Practice)</td>
<td>1 day</td>
<td>To review learning needs and progress in relation to Assessment of Readiness for Direct Practice – half day preparation time, half day meeting with tutor.</td>
<td>PCF – Readiness for Direct Practice (1-9)</td>
</tr>
<tr>
<td>Communication and Engagement unit</td>
<td>1 day</td>
<td>To provide additional opportunities to focus on communication skills</td>
<td>PCF – End of First Placement – Values and Ethics, Interventions and Skills</td>
</tr>
<tr>
<td>Placement 1 – Developing Skills for Practice Days</td>
<td>8 days</td>
<td>4 days small group work facilitated by MMU and/or practitioners for examination of learning arising out of student experience on placement. 4 days to be arranged by student in negotiation with tutor/practice educator to support practice focused learning needs identified by the student.</td>
<td>PCF – End of First Placement- all domains</td>
</tr>
<tr>
<td>Tutor review - End of First placement</td>
<td>1 day</td>
<td>To review learning needs and progress on placement and academic studies in relation to the PCF– half day preparation time, half day meeting with tutor</td>
<td>PCF – End of First Placement- all domains</td>
</tr>
<tr>
<td>Placement 2 – Developing Skills for Practice Days</td>
<td>7 days</td>
<td>3 days small group work facilitated by MMU and practitioners for examination of learning arising out of student experience on placement. 4 days to be arranged by student in negotiation with tutor/practice educator to support practice focused learning needs identified by the student.</td>
<td>PCF – End of Last Placement- all domains</td>
</tr>
<tr>
<td>Mental Health and Social Work Practice unit</td>
<td>1 day</td>
<td>To visit relevant agencies, skilled professionals in this field and/or meet service users affected by mental health issues</td>
<td>PCF 5 and 7</td>
</tr>
</tbody>
</table>
Assessment of Readiness for Direct Practice
At the start of the programme students must take part in and satisfactorily complete an Assessment of Readiness for Direct Practice. During the ARDP students will focus on and be assessed on the following areas –
This will include
1. What is social work/ organizational context of social work
2. Supervision
3. Reflective practice
4. Assessment and planning
5. Risk/ safeguarding
6. Preparing for placement/ professionalism
7. Written skills
8. Values
9. Diversity/ ADP
10. Rights/ justice
11. Research mindedness/ EBP
12. Models of social work intervention
13. Communication skills
14. HCPC’s Standards of Conduct, Performance and Ethics

A maximum of 6 Developing Skills for Practice Days will be used for this which will be integrated with learning opportunities provided in the Developing Professional Practice unit (at the start of the programme) to discuss, reflect on and learn about the key professional skills and values required of social workers and why these are important. These will typically involve direct teaching, small group discussion, case studies, role play and online learning.
Students will also undertake a shadowing experience with local authorities as part of the Assessment of Readiness for Direct Practice. This may include experience of –

<table>
<thead>
<tr>
<th>Programme</th>
<th>Time</th>
<th>Description</th>
<th>PCF/Qualifying Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addictions and Social Work Practice unit</td>
<td>1 day</td>
<td>To visit relevant agencies, skilled professionals in this field and/or meet service users affected by substance use.</td>
<td>PCF 5 and 7</td>
</tr>
<tr>
<td>Tutor Review – End of last placement</td>
<td>1 day</td>
<td>To review learning needs and progress on placement and academic studies in relation to the PCF – half day preparation, half day meeting with tutor</td>
<td>Qualifying Level Capabilities 1-9</td>
</tr>
<tr>
<td>Developing Professional Practice unit (end of programme)</td>
<td>3 days</td>
<td>Students will reflect on their development over the programme (academic studies and placements) and map this in relation to the PCF End of Second Placement level (all domains) mapping learning needs in readiness for ASYE</td>
<td>Qualifying Level Capabilities 1-9</td>
</tr>
</tbody>
</table>
• Shadowing a social worker in practice
• Discussions with relevant team members about the social work role
• An opportunity to make contact with a service user(s)
• Visits to relevant professionals and teams within a local authority to find out more about how social work is practiced in that area and why
• A brief community audit to better understand who uses social work services in that area and what the major social issues are
• A debriefing and feedback session with the social worker being shadowed

The local authorities in the Regional Partnership will be able to customize the activities in the shadowing days according to their needs, the students’ learning needs and areas of best practice. MMU attends formal meetings with the Regional Partnerships and would have an overview and input into the activities provided by the local authorities, to ensure they are aligned with learning required for Readiness for Direct Practice. These shadowing days will provide learning opportunities, which will contribute to the Assessment of Readiness to Direct Practice. On completion of the ARDP students will complete a brief portfolio, which typically may include –

• A report and appraisal in relation to the PCF – Readiness for Direct Practice Level by the shadowing social worker the student is placed with
• An initial mapping of learning by the student in relation to the PCF at the required level or in relation to the areas of assessment for the ARDP (numbers 1-14 above)
• An identification of student learning needs
• A reflection on and responses to the range of experiences on shadowing
• A reflection on the key professional skills and values required of social workers and why these are important

At the end of the ARDP the student will submit their work to the local authority and this will be considered at a Practice Assessment Panel who will make a decision as to whether ARDP is satisfactory. Representatives of MMU will attend the Practice Assessment Panel and take part in this decision.

**Developing Skills for Practice Days**
Please see the table on the proceeding page outlining where the Developing Skills for Practice Days will be used on the programme.

It is crucial that a sound structure and process holds the Developing Skills for Practice Days together to ensure that the learning is not fragmented. This will be achieved in two ways. Firstly some of the Developing Skills for Practice Days will be used for the purpose of providing a review meeting between students and personal tutors at key points in the programme. This will provide an opportunity of a half day duration, on each occasion, for a discussion and reflection on the student’s learning needs, progress against the PCF and a discussion about the integration of academic learning and that arising from placement. The student and personal tutor will meet after the ARDP to review the student’s learning needs at the start of the programme and this discussion will feed into the initial contract meeting setting up the placement. The student and tutor will then formally meet again at the end of the first placement to review the students’ progress in relation to the PCF, to discuss future learning needs and to review progress and learning on the programme as a whole. This process will be repeated at the end of the programme and the review and discussion will feed into the student’s review of their achievements against the PCF, which forms part of the holistic assessment for the Developing Professional Practice unit (end of programme). These meetings with the tutor form a key element to ensure a personalised and in depth review and discussion of the student’s progress through the programme and as they progress to ASYE.

Secondly Skills development days would be held regularly during the two placements to provide opportunities for small group learning and discussion with academic staff from MMU and /or local
authorities. This might involve use of Problem Based or Action Learning and will ensure that the learning is personalized, relevant and related back to the academic units, placement experiences and the PCF in a coherent and meaningful way. Like the tutor reviews these days will be structured to provide regular opportunities for students to reflect on their learning on the programme in a holistic way. These days will be held once a month, giving 9 Skills Development days in placement 1 and 8 in placement 2 and will include –

- Small group study to discuss issues and learning arising out of placement. This could be facilitated by a combination of academic staff, practice educators, local authority staff or practitioners. The sessions would allow students to work in small groups addressing issues arising out of practice and making connections with academic learning and the PCF. For example it is likely that students will be asked to bring examples of practice they have been involved in to focus on their communication skills and also to discuss their developing understanding of assessment and methods of intervention in work with service users.
- Student self-directed study and preparation of group presentations on a topic or theme, for example analyses of different social work interventions and theories based on a reading of literature, views of skilled practitioners on placement and the students’ experiences of trying these out in practice.
- Student preparation for and engagement in a critical debate on a practice/academic issues.

Students will have 4 Developing Skills for Practice Days available one each placement which can be used to meet any individual learning needs identified by the student or by the practice educator / tutor during the course of the placement. This will support students as autonomous and highly motivated learners by offering opportunities for a personalised curriculum based on individual learning needs. These will enhance learning on placement and could be used in a number of ways –

- To research a specific practice issue
- Attendance at training events within the local authority.
- Bespoke commissioned training using specialist staff available within the local authority (for example on systemic practice).
- Meetings with staff to promote understanding of the roles and functions of different aspects of the work of the local authority- such as team leaders, development posts, learning and development and strategic leadership.
- Contact with service users/ children and service user groups to ensure the voice of the service user is heard.
- Visits to agencies, court or other services to supplement learning on academic units or to provide extra research opportunities in relation to work the student is doing on placement.
- Provide information about ASYE and CPD by the local authorities to prepare students about being a NQSW.
- Briefing days – for example on aspects of current legislation. This is likely to include welfare rights and housing law or court skills, after students have undertaken an exercise or visit to brief themselves on relevant issues.

The nature and focus of these days will be customizable depending on the opportunities available in the local authorities and on the learning needs and experience of the students. The students would keep a brief record of the Skills Development days using a portfolio with reflective observations on their learning from this. Students would be asked to submit a record
of learning from the Developing Skills for Practice days as part of the evidence towards the PCF in the placement portfolio at the end of the First and Last placements. Developing Skills for Practice Days will also be used to enhance learning in the following academic units. Thus days will be used to –

- Provide experiential additional learning in the Communication and Engagement unit
- Visit agencies or provision related to the Addictions or Mental health units.
- Holistically reflect on learning and development in relation to all domains of the PCF (End of Second Placement Level) which will be submitted as part of the assessed component of the Developing Professional Practice unit at the end of the programme.

The new guidance in relation to the PCF indicates that there should be some form of holistic assessment of a student’s ability in relation to the PCF at the point of qualification, which would be broader than whether or not the final placement had been passed. This offers an opportunity to approach this assessment a little differently. The proposal is that students could be given 3 Skills Development days at the end of the programme to reflect on and piece together an assessment of their accomplishment against the PCF at qualifying level using the Assessment of Readiness for Direct Practice portfolio, Developing Skills for Practice Days records, Placement portfolio work and academic work on the programme. Students would then work on a ‘product’ which exemplifies an assessment of learning from all parts of the programme, assessing both capabilities, learning needs and what it means to that student to become a newly qualified social worker. The ‘product’ could be negotiated with the Regional Partnerships and could be for example a podcast, an essay, an interview.
Appendix Nine: PCF Indicators for end of Placement One and end of Final Practice Learning
### PCF Capability Statements: Readiness for Practice – First placement – Qualifying Level

1. Professionalism: Identify and behave as a professional social worker, committed to professional development

<table>
<thead>
<tr>
<th>Readiness for Practice</th>
<th>End of first placement</th>
<th>Qualifying Level demonstrated in the context of the last placement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1.1 Be able to meet the requirements of the professional regulator</td>
</tr>
<tr>
<td>Describe the role of the social worker</td>
<td>Recognise the role of the professional social worker in a range of contexts</td>
<td>1.2 Be able to explain the role of the social worker in a range of contexts, and uphold the reputation of the profession</td>
</tr>
<tr>
<td>Describe mutual roles and responsibilities in supervision</td>
<td>Recognise the important role of supervision, and make an active contribution</td>
<td>1.3 Demonstrate an effective and active use of supervision for accountability, professional reflection and development</td>
</tr>
<tr>
<td>Describe the importance of professional behaviour</td>
<td>Demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness</td>
<td>1.4 Demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness</td>
</tr>
<tr>
<td></td>
<td>With guidance, take responsibility for managing your time and workload effectively</td>
<td>1.5 Take responsibility for managing your time and workload effectively, and begin to prioritise your activity, including supervision time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.6 Recognise the impact of self in interaction with others, making appropriate use of personal experience</td>
</tr>
<tr>
<td>Describe the importance of personal and professional boundaries</td>
<td>Be able to show awareness of personal and professional boundaries</td>
<td>1.7 Be able to recognise and maintain personal and professional boundaries</td>
</tr>
<tr>
<td></td>
<td>With guidance, recognise your limitations, and how to seek advice</td>
<td>1.8 Recognise your professional limitations and how to seek advice</td>
</tr>
<tr>
<td>Demonstrateabilityto learn, usingarangeof approaches</td>
<td>Recogniseandact on own learning needs in response to practice experience</td>
<td>1.9</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>-------------------------------------------------</td>
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</tr>
<tr>
<td>Describe the importance of emotional resilience in social work</td>
<td>Show awareness of own safety, health, wellbeing and emotional resilience and seek advice as necessary</td>
<td>1.10</td>
</tr>
<tr>
<td>Identify concerns about practice and procedures and how they can be questioned</td>
<td></td>
<td>1.11</td>
</tr>
</tbody>
</table>

### 2. Values and Ethics: Apply social work ethical principles and values to guide professional practice

<table>
<thead>
<tr>
<th>Readiness for Practice</th>
<th>End of first placement</th>
<th>Qualifying Level demonstrated in the context of the last placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the profession’s ethical principles and their relevance to practice</td>
<td>Understand and, with support, apply the profession’s ethical principles</td>
<td>2.1</td>
</tr>
<tr>
<td>Demonstrate awareness of own personal values and how these can impact on practice.</td>
<td>Recognise and, with support, manage the impact of own values on professional practice.</td>
<td>2.2</td>
</tr>
<tr>
<td>Identify and, with guidance, manage potentially conflicting values and ethical dilemmas</td>
<td></td>
<td>2.3</td>
</tr>
<tr>
<td>Elicit and respect the needs and views of service users and carers, with support, promoting their participation in decision-making</td>
<td></td>
<td>2.4</td>
</tr>
</tbody>
</table>

Programme Specification:  
Author: A Gardner  
Date: September 2013  
Page 388 of 565
<table>
<thead>
<tr>
<th>Wherever possible</th>
<th>2.5 Recognise and promote individuals' rights to autonomy and self-determination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognise and, with support, promote individuals' rights to autonomy and self-determination</td>
<td>2.6 Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing</td>
</tr>
<tr>
<td>Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing</td>
<td></td>
</tr>
</tbody>
</table>
### 3. Diversity: Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice

<table>
<thead>
<tr>
<th>Readiness for Practice</th>
<th>End of first placement</th>
<th>Qualifying Level demonstrated in the context of the last placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognise the importance of diversity in human identity and experience, and the application of anti-discriminatory and anti-oppressive principles in social work practice.</td>
<td>Understand how an individual's identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics, and take account of these to understand their experiences</td>
<td>3.1 Understand how an individual's identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics, and take account of these to understand their experiences, questioning assumptions where necessary</td>
</tr>
<tr>
<td></td>
<td>With reference to current legislative requirements, recognise personal and organisational discrimination and oppression, and identify ways in which they might be challenged</td>
<td>3.2 With reference to current legislative requirements, recognise personal and organisational discrimination and oppression and with guidance make use of a range of approaches to challenge them.</td>
</tr>
<tr>
<td></td>
<td>Recognise and, with support, manage the impact on people of the power invested in your role</td>
<td>3.3 Recognise and manage the impact on people of the power invested in your role</td>
</tr>
<tr>
<td>Readiness for Practice</td>
<td>End of first placement</td>
<td>Qualifying Level demonstrated in the context of the last placement</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Understand, with support, apply in practice the principles of social justice, inclusion and equality</td>
<td>4.1 Understand, identify and apply in practice the principles of social justice, inclusion and equality</td>
<td></td>
</tr>
<tr>
<td>Understand how legislation and guidance can advance or constrain people’s rights</td>
<td>4.2 Understand how legislation and guidance can advance or constrain people’s rights and recognise how the law may be used to protect advance the rights and entitlement</td>
<td></td>
</tr>
<tr>
<td>Work within the principles of human and civil rights and equalities legislation</td>
<td>4.3 Work within the principles of human and civil rights and equalities legislation, differentiating and beginning to work with absolute, qualified and competing rights and different needs and perspectives</td>
<td></td>
</tr>
<tr>
<td>Recognise the impact of poverty and social exclusion and promote enhanced economic status through access to education, work, housing, health services and welfare benefits</td>
<td>4.4 Recognise the impact of poverty and social exclusion and promote enhanced economic status through access to education, work, housing, health services and welfare benefits</td>
<td></td>
</tr>
<tr>
<td>Recognise the value of independent advocacy</td>
<td>4.5 Recognise the value of, and aid access to independent advocacy</td>
<td></td>
</tr>
<tr>
<td>ReadinessforPractice</td>
<td>Endoffirstplacement</td>
<td>QualifyingLeveldemonstratedinthecontextofthelastplacement</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>Demonstratean initial understandingof the applicationof research, theoryandknowledgefrom sociology, socialpolicy, psychology, healthandhumangrowthanddevelopmenttosocialwork</td>
<td>Withguidanceapplyresearch, theoryandknowledgefrom sociology, socialpolicy, psychology, healthandhumangrowthanddevelopmenttosocialworkpractice</td>
<td>5.1 Demonstrateacriticalunderstandingof the applicationtosocialworkof research, theoryandknowledgefrom sociology, socialpolicy, psychologyandhealth</td>
</tr>
<tr>
<td>Demonstratean initial understandingof the legal andpolicyframeworksand guidancethatinformmandmandatesocialworkpractice</td>
<td>Understandthe legalandpolicyframeworksand guidancethatinformmandmandatesocialworkpractice, relevantto placementsetting</td>
<td>5.2 Demonstrateacriticalunderstandingof the legalandpolicyframeworksand guidancethatinformmandmandatesocialworkpractice, recognising the scope for professional judgement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.3 Demonstrate and applyto practice a working knowledge of human growth and development throughout the life course</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.4 Recognisetheshortand longterm impact of psychological, socio-economic, environmental and physiological factors on people’s lives, taking into account age and development, and how this informs practice.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.5 Recognise how systemic approaches can be used to understand the person-in-the-environment and inform your practice.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.6 Acknowledge the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience</td>
</tr>
<tr>
<td>Programme Specification:</td>
<td>Understand forms of harm, their impact on people, and the implications for practice</td>
<td>5.7</td>
</tr>
<tr>
<td>--------------------------</td>
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</tr>
<tr>
<td>Demonstrate an initial understanding of the range of theories and models for social work intervention</td>
<td>Apply knowledge from a range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them</td>
<td>5.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.10</td>
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<tr>
<td></td>
<td></td>
<td>5.11</td>
</tr>
<tr>
<td>Value and take account of the expertise of service users and carers and professionals</td>
<td>5.12</td>
<td>Value and take account of the expertise of service users, carers and professionals</td>
</tr>
</tbody>
</table>
### 6. Critical Reflection and Analysis: Apply critical reflection and analysis to inform and provide a rationale for professional decision-making

<table>
<thead>
<tr>
<th>Readiness for Practice</th>
<th>End of first placement</th>
<th>Qualifying Level demonstrated in the context of the last placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognise the importance of applying imagination, creativity and curiosity to practice</td>
<td>6.1 Apply imagination, creativity and curiosity to practice</td>
<td></td>
</tr>
<tr>
<td>Inform decision-making through the identification and gathering of information from more than one source and with support, question its reliability and validity</td>
<td>6.2 Inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources</td>
<td></td>
</tr>
<tr>
<td>Understand the role of reflective practice and demonstrate basic skills of reflection</td>
<td>6.3 With support, rigorously question and evaluate the reliability and validity of information from different sources</td>
<td></td>
</tr>
<tr>
<td>Understand the need to construct hypotheses in social work practice</td>
<td>With guidance use reflection and analysis in practice</td>
<td></td>
</tr>
<tr>
<td>Know how to formulate, test, evaluate, and review hypotheses in response to information available at the time and apply in practice with support</td>
<td>6.4 Demonstrate capacity for logical, systematic, critical and reflective reasoning and apply the theories and techniques of reflective practice</td>
<td></td>
</tr>
<tr>
<td>Recognise and describe why evidence is important in social work practice</td>
<td>6.5 Know how to formulate, test, evaluate, and review hypotheses in response to information available at the time and apply in practice</td>
<td></td>
</tr>
<tr>
<td>With guidance use evidence to inform decisions</td>
<td>6.6 Begin to formulate and make explicit, evidence-informed judgements</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>ReadinessforPractice</th>
<th>Endoffirstplacement</th>
<th>QualifyingLeveldemonstratedinthecontextofthelastplacement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstratetheabilityto engagewithpeopleinorder tobuildcompassionateandeffectiverelationships</strong></td>
<td>Withguidanceusearangeofverbal,non-verbal andwrittenmethodsofcommunicationrelevanttotheplacement</td>
<td>7.1 Identifyandapplyarangeofverbal,non-verbalandwritten methodsofcommunicationandadaptthematopeoples’age, comprehensioandculture</td>
</tr>
<tr>
<td></td>
<td>Withguidancecommunicateinformation,advice,instructionandopinionsoasto advocate,influenceandpersuade</td>
<td>7.2 Beabletocommunicateinformation,advice,instructionand professionalopinionsoastoadvocate,influenceandpersuade</td>
</tr>
<tr>
<td><strong>Demonstrateawarenesssofa rangeofframeworksto assessandplanintervention</strong></td>
<td>Demonstratetheabilitytobuildandconcludecompassionateandeffectiverelationshipsappropriatetotheplacementsetting</td>
<td>7.3 Demonstratetheabilitytengagewithpeople,andbuild,manage, sustainandconcludecompassionateandeffectiverelationships</td>
</tr>
<tr>
<td></td>
<td>Withguidancedemonstrateanholisticapproachtothecurrentsituationofneeds,circumstances, rights,strengthsandrisks</td>
<td>7.4 Demonstrateanholisticapproachtothecurrentsituationofneeds, circumstances,rights,strengthsandrisks</td>
</tr>
<tr>
<td></td>
<td>Identifyandausageappropriateframeworksto assess,givemeaningto,plan,implementandrevieweffectiveinterventionsandevaluatetheoutcomes</td>
<td>7.5 Selectandausageappropriateframeworkstoassess,givemeaning to,plan,implementandevieweffectiveinterventionsandevaluatetheoutcomes,inpartnershipwithserviceusers</td>
</tr>
<tr>
<td></td>
<td>Withguidanceuseplannedandstructured approach,informedbyatleasttwosocialwork methodsandmodels</td>
<td>7.6 Useplannedandstructuredapproach,informedbysocialwork methods,modelsandtools,topromotepositivechangeandindependenceandtopreventharm</td>
</tr>
<tr>
<td>Programme Specification:</td>
<td>7.7</td>
<td>Recognise the importance of community resources, groups and networks for individuals</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Demonstrate basic ability to produce written documents relevant for practice</td>
<td>7.8</td>
<td>Maintain accurate, comprehensive, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgement and organisational responsibilities</td>
</tr>
<tr>
<td>With guidance, demonstrate skills in sharing information appropriately and respectfully</td>
<td>7.9</td>
<td>Demonstrates skills in sharing information appropriately and respectfully</td>
</tr>
<tr>
<td>Demonstrate awareness of the impact of multiple factors, changing circumstances and uncertainty in people's lives</td>
<td>7.10</td>
<td>Recognise complexity, multiple factors, changing circumstances and uncertainty in people's lives, to be able to prioritise your intervention</td>
</tr>
<tr>
<td>With guidance understand the authority of the social work role</td>
<td>7.11</td>
<td>Understand the authority of the social work role and begin to use this appropriately as an accountable professional</td>
</tr>
<tr>
<td>Demonstrate initial awareness of risk and safeguarding</td>
<td>7.12</td>
<td>Recognise the factors that create or exacerbate risk to individuals, their families, carers, and key public and professional roles, including your own risk and contribution to assessment and management of risk</td>
</tr>
<tr>
<td>With guidance identify appropriate response to safeguard vulnerable people</td>
<td>7.13</td>
<td>With support, identify appropriate responses to safeguard vulnerable people and promote their wellbeing</td>
</tr>
</tbody>
</table>
### 8. Contexts and Organisations: Engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter-professional settings

<table>
<thead>
<tr>
<th>Readiness for practice</th>
<th>End of first placement</th>
<th>Qualifying Level demonstrated in the context of the last placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate awareness of the impact of organisational contexts in social work practice</td>
<td>With guidance, recognise that social work operates within, and respond to, changing economic, social, political and organisational contexts</td>
<td>8.1 Recognise that social work operates within, and respond to, changing economic, social, political and organisational contexts</td>
</tr>
<tr>
<td></td>
<td>With guidance, understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and practice</td>
<td>8.2 Understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and practice</td>
</tr>
<tr>
<td></td>
<td>With guidance, within the organisational context of your placement setting and understand the lines of accountability</td>
<td>8.3 Be able to work within an organisation’s remit and contribute to its evaluation and development</td>
</tr>
<tr>
<td></td>
<td>Understand and respect the role of others within the organisation and work effectively with them</td>
<td>8.4 Understand and respect the role of others within the organisation and work effectively with them</td>
</tr>
<tr>
<td></td>
<td>Take responsibility for your role and impact with teams and with guidance contribute positively to team working</td>
<td>8.5 Take responsibility for your role and impact with teams and be able to contribute positively to effective team working</td>
</tr>
<tr>
<td></td>
<td>Understand the inter-agency, multi-disciplinary and inter-professional dimension of practice and, with guidance, demonstrate partnership working</td>
<td>8.6 Understand the inter-agency, multi-disciplinary and inter-professional dimension of practice and demonstrate effective partnership working</td>
</tr>
</tbody>
</table>

Programme Specification:
Author: A Gardner
Date: September 2013
Page 397 of 565
9. Professional Leadership: Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management

<table>
<thead>
<tr>
<th>Readiness for practice</th>
<th>End of first placement</th>
<th>Qualifying level demonstrated in the context of the last placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate awareness of the importance of professional leadership in social work</td>
<td>Identify how professional leadership in social work can enhance practice</td>
<td>9.1 Recognise the importance of, and begin to demonstrate, professional leadership as a social worker</td>
</tr>
<tr>
<td></td>
<td>Recognise the value of sharing and supporting the learning and development of others</td>
<td>9.2 Recognise the value of, and contribute to supporting the learning and development of others</td>
</tr>
</tbody>
</table>
Appendix Ten: Practice Learning Handbook
Thank You and Welcome

The MMU Social Work programme is committed to providing rigorous education in social work for all students and developing skilled, knowledgeable and capable social work practitioners. Practice placements are at the heart of this, astheteaching and learning involved insocial work education cannot, and should not, take place purely in the academic domain. Students require wideranging opportunities to work directly with service users and carers and to apply and develop their skills, knowledge and understanding of the social work role. Agencies, supervisors and Practice Educators—through the provision of learning opportunities; reflective supervision and fair assessment—play a huge role in helping students develop their capabilities and thus contributing to the safe and effective practice of futuresocial workers.

We greatly value the contributions made by all top practice learning and thank agencies, supervisors and Practice Educators for their continuing commitment to our students. We welcome this opportunity to continue to work together to ensure and sustain high quality placements.

The MMU Social Work Programme Team
Introduction to the Handbook

The Social Work Placement Handbook provides general guidance and information relating to the placement aspect of the Social Work Degree at undergraduate (BA) and postgraduate (MA) levels.

The Handbook is organised in sections so that students and Practice Educators can easily access relevant information; however, it is useful for all those involved in the placement to read the whole handbook.

Section 1: Introduction to Social Work Placements details the placement process and structure and describes the key events in the placement and the roles of people involved.

Section 2: Information for Students outlines the requirements for students and is divided into sections for first placement students and final placement students. It includes some information on reflecting on practice that is relevant for all students on placement.

Section 3: Direct Observation is aimed at students and Practice Educators (and On-Site Supervisors where applicable) and outlines the requirements and procedures for Direct Observation and includes some information on giving and receiving feedback.

Section 4: Information for Practice Educators includes information on holistic assessment against the Professional Capabilities Framework and the Practice Educator report.

Section 5: Policies and Procedures details policies and procedures relevant to placement.

Section 6: Appendices include the full Professional Capabilities Framework and the level descriptors for each placement, and the HCPC Guidance on Conduct and Ethics for Students.

The contact details for tutors are on page 87.

Website and Placement Forms

All forms relating to placement are available for reference, download and completion on the Practice Learning Website. In addition, there are further resources, including templates for service user feedback, models of reflection – that may be useful on placement.

Abbreviations

Practice Educator PE
Off-Site Practice Educator OSPE
On-Site Supervisor OSS
Professional Capabilities Framework PCF
The College of Social Work TCSW
The Health and Care Professions Council HCPC
Guidance on Conduct and Ethics for Students GC&ES
Practice Assessment Panel PAP
Section 1: An Introduction to Placement

- The Placement Process
- Structure of the Placement
- Practice Learning Requirements
- Roles of People Involved in the Placement
- Key Events in Placement
Process of Placement

The following flowchart gives an outline of the process in which students and Practice Educators will follow prior to and throughout the placement:

1. **Informal Meeting**
   - Informal meeting between student and Practice Educator or On-Site Supervisor (where applicable) after which placement is confirmed.

2. **Learning Agreement Meeting**
   - At which Learning Agreement is drawn up and date for commencement of placement agreed - this must be attended by the student, tutor, Practice Educator and On-Site supervisor (where applicable).

3. **Placement Commences**
   - Induction Period
   - Work allocated to student
   - Regular supervision (formal and informal) Direct Observation of Practice

4. **Interim Assessment Meeting**
   - Midway into placement. This must be attended by student, tutor, Practice Educator and On-Site supervisor (where applicable).

5. **Portfolio of Practice**
   - 10 days before the end of placement, the student gives complete portfolio to the Practice Educator.

6. **Practice Educator Report**
   - Practice Educator Report is written and shown to student before the end of the placement. The report must be signed and dated by the Practice Educator and the student.
The student hands in their portfolio to the University Student and Academic Services Office: this must not be before the last day of placement and should be no later than 5 days after the placement ends.
Practice Learning Requirements

1. Length of Placement

All students must complete 200 days of practice, divided as follows:

- 30 days skills development delivered in the university (across the 2 or 3 years of the programme)
- 70 days first placement (in BA Year 2/MAYear 1)
- 100 days final placement (in BA Year 3/MAYear 2)

2. Placement Day

A placement day should be the equivalent to a working day for a full-time member of staff in the placement setting but should be no less than 7 working hours (plus lunch break).

3. The Professional Capabilities Framework

The Social Work Reform Board originally developed the Professional Capabilities Framework (PCF). It is now owned by The College of Social Work and provides a framework for the way in which social workers should think about, and plan their careers and professional development. The PCF is divided into levels, both before and after qualification. The levels relate to the complexity of work that someone with those capabilities would be able to manage. There are 9 levels, from entry to training as a social worker; the level students should be at the point of leaving university all the way through to the strategic social work level. Progression between levels is determined by people’s abilities to manage issues such as complexity, risk and responsibility in arange of professional settings. The PCF level descriptors relating to students are found in Appendix I (End of First Placement) and Appendix II (End of final placement).

4. The Health and Care Professions Council Guidance on Conduct and Ethics for Students

Students are not required to register with the Health and Care Professions Council (HCPC) but they must conduct themselves in accordance with the Council’s Guidance on Conduct and Ethics for Students; these can be seen in Appendix IV. Whilst no supportive evidence is required, Practice Educators must confirm that students have behaved accordingly.

The full guidance can be seen at:

http://www.hpc-uk.org/assets/documents/10002C16Guidanceonconductandethicsforstudents.pdf
5. **Quality Assurance of Practice Learning (QAPL)**

In order to approve and monitor the quality of practice placements, MMU operates a Quality Assurance in Practice Learning System referred to as QAPL. The system consists of 3 elements:

- A audit of the placement (HEIQAPL Audit form) - placements are audited before being used to ensure learning opportunities are suitable. There is a QAPL database of all placement settings used.

- The Student QAPL form which the student completes at the end of the placement. This can be accessed online – [www.hpsc.mmu.ac.uk/ppl](http://www.hpsc.mmu.ac.uk/ppl), click on student feedback. QAPL feedback from students is important and is read thoroughly and acted upon, helping to improve processes. Where it is deemed necessary or desirable, the feedback and contents are shared with agencies in order to improve the placement for future students.

- A Practice Educator QAPL feedback form – required from PE’s when the placement has finished. This can also be accessed online – [www.hpsc.mmu.ac.uk/ppl](http://www.hpsc.mmu.ac.uk/ppl), click on Practice Educator feedback. This gives the PE the opportunity to provide feedback to the university about their experiences during the placement and identify any issues form their perspective. All feedback is warmly welcomed as away of helping improve processes, systems and placements for future students.

6. **Range of Placements**

The Health and Care Professions Council (HCPC) and The College of Social Work (TCSW) require that students should have experience of placement that will allow for abroad and generic experience of practice that includes:

- Experience of different placement settings
- Experience of work with different user groups
- Experience of working with different approaches and methods
- Experience of work that allows for increased complexity and autonomy between the first and final level placements

The SWRB and TCSW recommend that the final placement should prepare students for the statutory aspect of social work and agree that this is defined by the tasks and work involved in the placement rather than the actual setting.
Roles of People Involved in Placement

1. Student

The student is expected to:

- Complete and pass their Assessed Readiness for Direct Practice before restarting their first placement
- Liaise between all those required to attend the Learning Agreement Meeting and make arrangements for the meeting
- Attend and contribute to all placement meetings
- Attend placement punctually and regularly, or follow agreed procedures to notify of lateness or absence
- Be proactive and engage with the range of practice and learning opportunities provided within the placement
- Adhere to the policies and procedures governing the placement setting
- At all times conduct themselves in a professional manner and in accordance with the HPC Guidance on Conduct and Ethics for Students (see Appendix IV)
- Attend supervision with the Practice Educator and on-site supervisor (where applicable) on a regular basis
- Prepare for, participate in and contribute to supervision
- Respond constructively to developmental feedback
- Engage in reflection and reflective discussion on their learning and professional development
- Complete and provide, with the assistance of the Practice Educator, appropriate evidence of capability
- Complete all tasks required for the Placement Portfolio
- Raise any concerns about the placement in a timely and professional way in accordance with Procedures for Problem on Placement (see Handbook)
- Attend recall and skills development days in the University and inform the placement agency of when these are
- Complete the student QAPL form and include proof of completion (receipt) in the Placement Portfolio

2. Practice Educator

A student on placement will need to have a Practice Educator to undertake their support, teaching and assessment. In most cases, this person will be based in the same setting as the student and is known as an ON-SITE PRACTICE EDUCATOR. In some settings, there may be no one who is appropriately qualified to undertake this role in the placement setting. In these instances, the University will supply someone from their pool of Practice Educators to undertake this role. This person will be known as the OFF-SITE PRACTICE EDUCATOR. The roles of both on-site Practice Educators and off-site Practice Educators will be similar but there are some differences.

Practice Educators are responsible for the overall management and assessment of the student on placement. They must arrange for the allocation of work and learning opportunities for the
relevant level of the PCF. Where the Practice Educator is off-site, they will liaise with the on-site supervisor to ensure that appropriate work is allocated.

Practice Educators are expected to:

- Arrange arrangements are made for an induction programme for the student.
- Provide arrangements that are wide in range of work and learning opportunities are offered that are suitable to the development of PCF level of the student.
- Provide the student with safe and supportive learning environment that is free from oppression, harassment, and exploitation in line with the equality.
- Provide regular supervision to the student. Supervision should be for the equivalent of an hour for every five working days but should take place at intervals of no longer than ten working days.
- Act as the observer for at least two Direct Observations during each placement.
- Support the student in developing their theoretical understanding and evaluation of their work.
- Inform the student if their practice is not reaching the required standard and work with them, the student, on-site supervisor (where applicable) and tutor to ensure that the student is given the opportunity to improve and, where necessary, follow the procedures for Problem Placement: Poor Performance and Progress.
- Prepare the Placement Assessment Report: this must include their recommendation of either PASS or FAIL.
- Confirm that all work presented in the portfolio is suitably anonymised.
- Complete the Practice Educator QAPL form.

3. On-Site Supervisor

Where an off-site Practice Educator is appointed, there will also need to be an on-site supervisor. In some settings where the is an off-site Practice Educator, there may also be a designated “supervisor”. This person will be an nominated member of staff based in the placement setting who is responsible for the day-to-day monitoring and supervision of the student and allocation of their work. The On-Site Supervisor will be the student’s main point of contact in the placement setting.

- To offer task-focused supervision and tuition to enable student to develop their social work skills.
- In consultation with the practiceteacher, team manager and student, to identify and develop suitable pieces of work for the student’s practice learning.
- To hold structured contact sessions with students.
- In consultation with the practiceteacher and student, to agree a system for giving feedback to the practiceteacher about the student’s learning.
- To participate in joint supervision sessions with the practiceteacher and student as agreed.
- To carry out direct observations of student practice where it is appropriate.

NOTE: In placements where there is an off-site supervisor and an on-site Practice Educator, the responsibilities of each must be discussed and agreed at the Learning Agreement Meeting. It is
that the site supervisor will have responsibility for the day-to-day allocation of work,
4. Tutor

Each student will have an individual tutor, from the university, who is responsible for supporting the student and liaising with the placement personnel throughout the duration of the placement. They are the link between the placement and the University. Sometimes the academic and placement roles will be split between two tutors. The tutor’s role with regard to placement is outlined below.

The tutor is expected to:

- Attend the Learning Agreement Meeting
- Contribute to the meetings and ensure that an appropriate range of learning opportunities is available
- Complete the Learning Agreement Meeting form and ensure that all parties have signed copy for their records
- Provide copies of required paper work to the Placement Office
- Attend and facilitate the Interim Assessment Meeting, and ensure that appropriate learning opportunities are being offered and the student is making satisfactory progress, agree objectives for the remainder of the placement
- Complete relevant sections of the Interim Assessment Review form and ensure that all parties have signed copy for their records
- Provide telephone/email contact and support to the Practice Educator and student
- Provide feedback/comments for student on written work relating to placement
- Liaise with Practice Educator, on-site supervisor (where applicable) and student regarding any difficulties that arise and ensure that procedures for problems on placement are adhered to
- Inform the Practice Learning Team regarding any difficulties that arise on placement and liaise with them
- Attend any additional meetings that are required in order to address problems that arise on the placement

5. Practice Learning Team

Once the Practice Learning Team have completed the placement finding processes they are not centrally involved in the placement but are available for guidance and support and must be informed and involved if any problems arise during the placement.
Key Events in Placement

1. The Pre-Placement Visit

This meeting takes place in the agency setting before the placement is formally agreed. The nature and content of the meeting may vary depending on the Practice Educator/on-site supervisor. In some cases it may be every informal and in other more formal and not unlike an interview. It is essential that the student makes a good first impression in order to maximise their chances of being offered the placement. The student should prepare for this meeting by finding out what they can about the agency and being up-to-date on current issues relating to the service user group(s) or community the placement organisation works with.

The meeting has several functions:

- It is an opportunity for the student to ask any question(s) they may have about the placement setting and work opportunities
- It is an opportunity for the Practice Educator/on-site supervisor to find out what particular interests, aspirations, needs and concerns the student may have
- It is an opportunity for the student and the Practice Educator/on-site supervisor to identify areas where clarity is needed for further discussion at the Learning Agreement Meeting
- It is an opportunity for the student and the Practice Educator/on-site supervisor to identify learning opportunities that will enable the student to demonstrate capability
- It is an opportunity for the Practice Educator/on-site supervisor to confirm that the placement will go ahead.

At the end of the meeting it should be agreed whether the placement will go ahead and clarified whether the student or the Practice Educator/on-site supervisor will let the member of the Practice Learning Team responsible for finding the student’s placement that the placement is confirmed. It is essential that the Practice Learning Team are informed so that they can inform the Tutor on the placement is confirmed and, where necessary, arrange for the appointment of the Off-Site Practice Educator. The member of the Practice Learning Team will need to know:

- The name of the placement agency
- The address where the placement will be based
- The name, phone number and email address of the person who will be the Practice Educator or where they will be an off-site Practice Educator, the name, phone number and email address of the person who will be the on-site supervisor

2. The Learning Agreement Meeting

The Learning Agreement Meeting must take place before the first day of placement. Students must not start placement without the meeting having taken place. Tutors cannot committo
theLearningAgreementMeetinguntiltheyhavehadconfirmationfromthePracticeLearning
Teamthattheplacementsisconfirmed(seeabove)

The student, PracticeEducator, Tutor and where applicable the On-SiteSupervisormust
attendthemeeting.

The studentsshouldbringtheirRecord of Personal and ProfessionalDevelopmenttothe
meeting

Themeteeningshouldbe chairedbytheTutor and theLearningAgreementForm(SeeSection 5
-Forms)shouldbe completedduringthemeeting.

Thekeypeopleinvolvedintheplacementandtheir contactdetailsmust be recorded.

Whereitis thefirst placement it must be confirmedthatthestudent hassuccessfully
completedtheirAssessedReadinessforDirectPractice. Whereitis thefinal placement, it
should be ensuredthatthePracticeEducatorhashad, or willhave, sightof thePractice
EducatorAssessmentReportfromthepreviousplacement.

It isessential that the student has the opportunity to raise and discuss their learning needs
and their aspirations for the placement. The meetings should then identify and record how
these will be met within the placement setting.

3. Induction and the Learning Environment

It is expectedthat all placements will ensure a learning environment for the student that is safe
and supportive. Placement providers are expected to provide an induction for the
student of no less than 2 weeks duration. Induction must include the following:-

- Introduction to key agency policies and procedures. These must include health and
  safety policies and procedures and equality and diversity policies and should include
  other key policies such as confidentiality; safeguarding; lone working and recording
  policies
- Familiarisation with services and key staff
- Introduction to local communities and agencies and people and groups who use the
  service
- Networking opportunities with allied professionals and other linked service providers
- Working arrangements

Induction may also include

- Information about specific issues relevant to the placement i.e. substance misuse, domestic violence
- Details of legislation relevant to setting
- Issues of oppression and Anti-Discriminatory Practice as they relate to service users
  with these issues
- Methodologies of work in this area—different approaches and theories
• Historical roots / context of the agency
Placementsareresponsibleforthehealthandsafetyofthestudentandforensuringtheir
dignityatwork.Theyarerequiredtoabidebyappropriatehealthandsafetyrequirements
andforthedurationoftheirplacements,studentsaretobetreatedinthethesamemannerastaffin
relationtotheirhealth,safetyandwelfare.PleaseseeSection4,PoliciesandProcedures.

4. InterimAssessmentMeeting

TheInterimAssessmentMeetingshouldtakeplacemid-waythroughtheplacement(i.e.
aroundday35inthefirstplacementandaroundday50ofthefinalplacement):itshouldnotbe
anylaterthan10workingdaysafterorearlierthan10daysbeforethemid-pointoftheplacement.

ThePracticeEducatorandstudentsshouldcompletethepaperwork(Forms-Interim
AssessmentForm)priortothemeeting.

ThemeetingwillbechairedbytheTutor.Thepurposeofthemeetingistoreviewthe
LearningAgreementandensurethat sufficientlearningopportunitieshavebeenmade
availableandthatthestudentismakingtherequiredprogress.

Ifthereareanyconcernsaboutthestudent’sprogresstheseshouldbenotedattheInterim
ReviewMeeting.Iftherehavebeenpersistentconcernstheseshouldhavebeenraisedwith
thestudentandnotedpreviouslyandConcernsProceduresbeenfollowed(seepage49)if
appropriate

Themeetingwillidentifythelearningopportunitiesandobjectivesforthesecondhalfofthe
placement.

5. Payment

Towardstheendoftheplacementtheorganisationcontactwillreceiveapaymentclaimform
fromtheUniversity.Thisshouldbecompletedandreturned.Intheeventthatyouneedto
sendaninvoicepleaseattachittothecompletePaymentClaimForm.Electronictransfervia BACS
willbemade.

6. ReadingDays

StudentPlacementPortfolioswillbereadatPracticeAssessmentPanelReadingDays.These
areattendedbyPracticeEducatorsandacademicstaff.
Section 2: Guidance for Students

Portfolio Contents

First Placement

- The Placement Portfolio
- Reflective Pieces
- Service User Feedback

Final Placement

- The Placement Portfolio
- Reflective Pieces
- Service User Feedback

Reflecting on Practice
Portfolio

Students on placement compile a portfolio, which assists the assessment of capability.

Practice Educators are expected to read and sign this portfolio and verify the authenticity of the work presented by the student.

The content of the portfolio for each level are:

**FIRST PLACEMENT—70 DAYS**

<table>
<thead>
<tr>
<th>Portfolio Frontsheet and Checklist</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 1: Practice Educator Report</strong></td>
<td>• Competed Holistic Assessment of Student with Pass or Fail Recommendation</td>
</tr>
<tr>
<td><strong>Section 2: Direct Observations</strong></td>
<td>• 2 Direct Observations of student undertaken by Practice Educator—completed reports</td>
</tr>
</tbody>
</table>
| **Section 3: Critical Reflections** | • 1 Critical Reflection on Practice (see page 20)  
• 1 Critical Reflection on Professional and Personal Development (see page 21) |
| **Section 4: Service User Feedback** | • 2 pieces of service user/carereference feedback with critical reflection (see page 22) |
| **Section 5: Placement Documentation** | • Learning Agreement Form  
• Interim Placement Assessment Report  
• Statement of Confidentiality  
• Placement Attendance Sheet  
• List of Supervision Dates  
• Receipt for Completion of QAPL Form |

**FINAL PLACEMENT—100 DAYS**

<table>
<thead>
<tr>
<th>Portfolio Frontsheet and Checklist</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 1: Practice Educator Report</strong></td>
<td>• Competed Holistic Assessment of Student with Pass or Fail Recommendation</td>
</tr>
<tr>
<td><strong>Section 2: Direct Observations</strong></td>
<td>• 3 Direct Observations of student (at least 2 of which undertaken by Practice Educator)—completed reports</td>
</tr>
</tbody>
</table>
| **Section 3: Critical Reflections** | • 1 Critical Reflection on Practice (see page 24)  
• 1 Critical Reflection on Professional and Personal Development (see page 25) |
| **Section 4: Service User Feedback** | • 2 pieces of service user/carereference feedback with critical reflection (see page 26) |
## Section 5: Placement Documentation

- Learning Agreement Form
- Interim Placement Assessment Report
- Statement of Confidentiality
- Placement Attendance Sheet
- List of Supervision Dates
- Receipt for Completion of QAPL Form
First Placement Portfolio

1. General Guidance

Students on placement will compile a portfolio that provides evidence of their capability. The complete portfolio must be given to the Practice Educator by day 90 of placement. At the end of the placement (but not before day 70 of first to 100 of final), one copy of the full portfolio including the Practice Educator Assessment Report should be handed into the Student and Academic Services Office no earlier than the last day of placement and no later than 5 days after the end of the placement.

Please ensure that:

- The completed checklist is included and that all required items are in the portfolio.
- You follow the recommended structure for sections in the portfolio and that it is easy to identify where items are.
- You include the Record of Work Undertaken (see form) – this should be appended to the Practice Educator Report.
- That the portfolio has been suitably anonymised including the removal of the names of other organisations and personnel.
- That there is no information that may lead to the identification of the service users you have referred to.
- That all forms or documentation requiring signatures are signed by all relevant parties.
- That your work appears well presented and professional.

Students must complete 2 critical reflections on their practice during the placement. To aid reflection on practice please see the suggestions, tools and models on the Practice Learning Website.
2. First Placement Portfolio – Critical Reflections i.

**Critical Reflection on Practice – 2000 words**

During your first placement year, you should undertake a piece of work with an individual, family or group, which enables you to carry out an assessment of need, to plan and carry out intervention and sand to evaluate your practice.

Briefly describe the background to the piece of work and address the following areas in your analysis of your practice:

- Critically analyse the theoretical perspectives, legislative requirements and values underpinning your practice in this case.
- Provide a reflective evaluation of your practice, and of the skills, methods and approaches that you applied or considered in relation to this case.

The case study should concentrate more on reflection and analysis than on description. There will need to be an overview of the work you have carried out and a brief description of the background to the case, but this should constitute no more than a third of the total word length. There should be concentration in the case study on analysis of, and reflection on, your practice and learning. Analysis should include consideration of the theory, legislation and values underpinning the piece of work. There should also be reflection on skills, methods and approaches used. Key areas to examine in reflecting on practice might be:

- ambiguity/uncertainty
- conflicts
- personal factors, including feelings/emotions, prejudices, fears, inner conflicts, identification, etc.
- political factors
- supports, e.g. supervisor, colleagues, others
- comparisons made with other cases: What’s new/different? What’s the same? How do past experiences impact on you?
- mistakes and successes
- framing and reframing the problem
- learning for the future

**Further Guidance**

- **This assignment is not submitted at University and will not be awarded an academic mark.** It will be assessed by your Practice Educator who will decide whether it meets the assessment criteria and it will form part of your portfolio... The submission date for this piece of work will be negotiated at the Learning Agreement Meeting.

- You should make links to other relevant PCF Domains throughout this assignment, which may provide evidence to inform the Practice Educator’s assessment of your practice.

- You must refer to the assessment criteria and level indicators whilst completing your assignment. The assignment must be academically referenced using the Harvard system for referencing.
• Please note that this assignment must be anonymised work to ensure the confidentiality of service users, carers, practitioners, agencies, aperson’s place of origin and other detailed information from case profiles.

ii. Critical Reflection on Personal and Professional Development—2000 words

You must submit a written piece in the portfolio, which critically reflect on your personal and professional development during the practice placement in relation to:

• Learning and skills development
• Areas of strength
• Developing conceptualisation of values and ethics
• Dilemmas and challenges
• TheroLOE EFFECTIVESUPervision
• Action planning for the future i.e. on-going learning and development needs

Further Guidance

• This assignment is not submitted at University and will not be awarded an academic mark. It will be assessed by your Practice Educator who will decide whether it meets the assessment criteria and it will form part of your portfolio. The submission date for this piece of work will be negotiated at the Learning Agreement Meeting.

• You should make links to the relevant PCF Domains throughout this assignment, which may provide evidence to inform the Practice Educator’s assessment of your practice.

• You must refer to the assessment criteria and level indicators whilst completing your assignment. The assignment must be academically referenced using the Harvard system for referencing.

• Please note that this assignment must be anonymised work to ensure the confidentiality of service users, carers, practitioners, agencies, aperson’s place of origin and other detailed information from case profiles.
3. Service User Feedback

“A primary purpose of social work is for professionals to work alongside individuals, families and those who care for them in order to establish the best outcomes possible for them. Feedback from everyone who uses our services is vital, whether a foster carer or young person coming into ‘the system’, or an adult service user or a carer who cares for a family member. Their feedback can help us to not only learn what works, but also what we could do better.”

The College of Social Work, 2012

You are responsible for obtaining service user/carer feedback during each placement. At least two pieces of service user/feedback must be completed, anonymised and included in the portfolio in each placement. The timing of when this formal feedback should be discussed at the Learning Agreement Meeting and during supervision.

Examples of templates you might use for gathering service user/feedback are available on the Practice Learning Website. Alternatively, you may wish to design your own or, use any that have been developed by the placement agency.

You are required to complete the Critical Reflection on Service User Feedback (download from the website). In this, you should explain why you have approached the particular service user/carer you have asked for feedback. You should explain the method you have used to gather the feedback (including how you sought and gained consent) and why you have chosen it. You should describe how service user anonymity has been protected and how you have taken into account and managed any power issues. This section should be no longer than 500 words.

The anonymised feedback should be included in the portfolio along with your completed planning and reflection.

Once you have received the feedback, you should complete your reflection on it (300 words) and indicate how you will use it to develop your practice (300 words). You should identify the Domain of the PCF demonstrated by the elements of the service user/carer feedback exercise.

For further information on the value of service user/carer feedback and methods of gathering it, please see:


It is important to know that your Practice Educator may also approach service users/carers for feedback on your order to inform their assessment.
Final Placement

1. General Guidance

Studentsonplacementwill compile a portfoliothat provides evidence of their capability. The complete portfolio must be given to the Practice Educator by day 90 of placement. At the end of the placement (but not before day 70 of first or 100 of final), one copy of the full portfolio including the Practice Educator Assessment Report should be handed into the Student and Academic Services Office no earlier than the last day of placement and no later than 5 days after the end of the placement.

Please ensure that:

- The completed checklist is included and that all required items are in the portfolio
- You follow the recommended structure for sections in the portfolio and that it is easy to identify where items are
- You include the Record of Work Undertaken (see form) – this should be appended to the Practice Educator Report
- That the portfolio has been suitably anonymised including the removal of the names of other organisations and personnel
- That there is no information that may lead to the identification of the service users you have referred to
- That all forms or documentation requiring signatures are signed by all relevant parties
- That your work appears well presented and professional

Students must complete 2 critical reflections on their practice during the placement. To aid reflection on practice please see the suggestions, tools and models on the Practice Learning Website.
2. FinalPlacementPortfolio–CriticalReflections

i. CriticalReflectiononPractice–2000words

You should demonstrate the ability to critically reflect on work undertaken on placement in the context of the assessment and management of risk and your developing use and understanding of professional judgement and autonomy.

Briefly describe the background to the piece of work and address the following areas in your analysis of your practice:

- Critically analyse the theoretical perspectives, legislative requirements and values underpinning your practice in this case.
- Provide a reflective evaluation of your developing use and understanding of professional judgement and autonomy.
- Provide a reflective evaluation of your practice, and of the skills, methods and approaches that you applied or considered in relation to this case.

The case study should concentrate more on reflection and analysis than on description. There will need to be an overview of the work you have carried out and a brief description of the background to the case, but this should constitute no more than a third of the total word length. There should be a concentration in the case study on analysis of, and reflection on, your practice and learning. Analysis should include consideration of the theory, legislation and values underpinning the piece of work. There should also be reflection on skills, methods and approaches used.

Key areas to examine in reflecting on practice might include:

- ambiguity/uncertainty
- issues of choice versus control, rights versus responsibilities
- conflicts
- personal factors, including feelings/emotions, prejudices, fears, inner conflicts, identification, etc.
- political factors
- supports, e.g. supervisor, colleagues, others
- comparisons made with other cases: What’s new/different? What’s the same?
  - How do past experiences impact on you?
- mistakes and successes
- framing and reframing the problem
- learning for the future

Further Guidance

- This assignment is not submitted at University and will not be awarded an academic mark. It will be assessed by your Practice Educator who will decide whether it meets the assessment criteria and it will form part of your portfolio. The submission date...
forthispieceof workwillbenegotiatedattheLearningAgreementMeeting.
• You should make links to the relevant PCF Domains throughout this assignment, which may provide evidence to inform the Practice Educator's assessment of your practice.

• You must refer to the assessment criteria and level indicators whilst completing your assignment. The assignment must be academically referenced using the Harvard system for referencing.

• Please note that this assignment must be anonymised work to ensure the confidentiality of service users, carers, practitioners, agencies, a person's place of origin and other detailed information from case profiles.

ii. Critical Reflection on Personal and Professional Development – 2000 words

You must submit a written piece in the portfolio, which critically reflects on your personal and professional development during the practice placement in relation to:

• The learning needs identified in your previous placement
• Learning and skill development
• Areas of strength
• Developing conceptualisation of values and ethics
• Dilemmas and challenges
• The role of effective supervision
• Action planning for the future e.g. on-going learning and development needs

Further Guidance

• This assignment is not submitted at University and will not be awarded an academic mark. It will be assessed by your Practice Educator who will decide whether it meets the assessment criteria and it will form part of your portfolio. The submission date for this piece of work will be negotiated at the Learning Agreement Meeting.

• You should make links to the relevant PCF Domains throughout this assignment, which may provide evidence to inform the Practice Educator's assessment of your practice.

• You must refer to the assessment criteria and level indicators whilst completing your assignment. The assignment must be academically referenced using the Harvard system for referencing.

• Please note that this assignment must be anonymised work to ensure the confidentiality of service users, carers, practitioners, agencies, a person's place of origin and other detailed information from case profiles.
3. Service User Feedback

“A primary purpose of social work is for professionals to work alongside individuals, families and those who care for them in order to establish the best outcomes possible for them. Feedback from everyone who uses our services is vital, be they a foster carer or young person coming into ‘the system’ for the first time, or a carer who cares for a family member. Their feedback can help us to not only learn what works, but also what we could do better.”

The College of Social Work, 2012

You are responsible for obtaining service user/carer feedback during each placement. At least two pieces of service user/feedback must be completed, anonymised and included in the portfolio in each placement. The timings of when this formal feedback should be discussed at the Learning Agreement Meeting and during supervision.

You are required to complete the Critical Reflection on Service User Feedback (download from website). In this you should explain why you have approached the particular service user/carer you have asked for feedback. You should explain the method you have used to gather the feedback (including how you sought and gained consent) and why you have chosen it. You should describe how service user anonymity has been protected and how you have taken into account and managed any power issues. This section should be no longer than 500 words.

The anonymised feedback should be included in the portfolio along with your completed planning and reflection.

Once you have received the feedback you should complete your reflection on it (300 words) and indicate how you will use it to develop your practice (300 words). You should identify the Domain of the PCF demonstrated by the element of the service user/carer feedback exercise.

Examples of templates you might use for gathering service user feedback are available on the Practice Learning Website: alternatively you may wish to design your own.

For further information on the value of service user/carer feedback and method of gathering it please see:


It is important to know that your Practice Educators may also approach service users/carers for feedback on issues of concern to inform their assessment.
Reflection on Practice

Donald Schön (1983) suggested that the capacity to reflect on action so as to engage in a process of continuous learning was one of the defining characteristics of professional practice.

Reflective practice is a way of studying your own experience to improve the way you work. It helps you understand what you are doing and why you are doing it.

Engaging in reflective practice on a continual and ongoing basis should help to improve the quality of your work and close the gap between theory and practice.

Developing your ability to reflect on practice is an important part of your learning on placement and you will be supported to do this by your Practice Educator: support to critically reflect is one of the most important aspects of supervision.

There are a number of tools and models on the Practice Learning Website that promote the development of reflective practice.

Model of Reflective Practice

There is a range of structured models of reflection that offer processes that support deeper and more critical reflection. Information about some of these is available on the Practice Learning Website.

Gibbs' Reflective Cycle

Gibbs' reflective cycle encourages you to think systematically about the phases of an experience or activity, and you should use all the headings to structure your reflection.
Reflective Diaries/Logs

You can use a reflective diary to record and make sense of your experiences, thoughts, feelings, and ideas on placement. Diaries are also good places to think about the links between theory and practice. Looking back over a reflective diary can help you see and understand the progress you have made and help you identify your areas for future development.

Your Practice Educator may suggest that you keep a reflective journal to act as a prompt for deeper reflection in supervision. Whilst your diary should be personal and private, and your Practice Educator does not have the right to see it, you should be willing to share elements of it in supervision.

A possible list of headings you could use in a reflective journal includes:

- Brief details of the piece of work
- Skills I have used
- New skills I have developed
- Capabilities I have demonstrated
- Values identified in my work
- Theories applicable to the work
- Legislation used or that is applicable
- Reflections, issues and dilemmas to discuss with your practice educator
- Feelings and opinions
Section 3: Direct Observations and Feedback

Completing the Direct Observation

- Student Tasks
- Practice Educator Tasks

Giving Feedback
Guidance on Direct Observations of Practice and Feedback

Introduction

Direct observation of a student’s practice is essential within a placement. Direct observations are one of the most useful methods of assessment and are a key learning and development tool. To be most effective, direct observations need to be spaced appropriately within the placement and there need to be dialogue between student and practice educator (and service user) before and after the observed practice.

Requirements of Direct Observations

Students must be formally observed at least two occasions during their first placement and at least three occasions during their final placement. The Practice Educator must be the observer for at least two of the observations in each placement.

Preparation for the direct observation of practice:

- The student and observer will negotiate and plan a suitable interaction to be observed. This discussion will usually take place during supervision and should consider what the student hopes to achieve during the observation; agree objectives and any specific capabilities, perhaps identified as areas for development or concern. The observer will focus on and provide feedback.

- The involvement of service users is essential:
  - Service user agreement for the observation must be sought and the process by which the student will be gaining consent discussed prior to the observation.
  - The observer will obtain service user feedback after the intervention; however, consideration before the meeting should be given as to how this will be managed.

- The student and observer should clarify the role of the observer during the intervention: how they will be introduced, under what circumstances, if any, will they intervene. It can behelpfultodiscuss “…what if…?” scenarios prior to the observation.

- Prior to the observation, the student must consider the formal knowledge, theories and models/approaches that might inform their practice and reflect upon issues of power, values and anti-discriminatory practice that might have an impact on the interaction. Reference to appropriate academic sources and reading must be made.

- The student should complete and share SECTION 1, boxes 1, 2, 3, 4, 5 of the Direct Observation form prior to the observed session. The observation should not proceed if this has not been undertaken and shared with the observer.

- The observation must be planned to allow time for immediate feedback to be given to the student. Arrangement should be made for full verbal feedback and the sharing of
the observer's written comments during a further planned session. Immediate feedback can be enhanced if both student and observer consider the 'Keep/Change Rule'.
al1996) beforehand. The student and the observer agree that, in the immediate discussion after the direct observation, both will refer to a specific element of the observation with a ‘what I would keep’ statement and a ‘what I would change’ statement. This encourages the student and the observer to name and reflect upon positive aspects of the practice observed and consider any element of practice requiring further development.

After the Observation

STUDENT TASKS:-

- The student completes SECTION 1, boxes 6 and 7 of the Direct Observation form

**Box 6: Brief Description of the Intervention** – question the student might want to think about:-
  - What happened, what was achieved?
  - What was my role and the role/action of others?

**Box 7: Critical Reflections on the Observed Practice** – question the student might want to think about:-
  - How effective was my method/approach?
  - How did the theories/knowledge identified work in practice?
  - What went well and how do I know this? Were there any surprises for you in this observation?
  - What outcomes were achieved? Were there any aspects you found difficult?
  - What skills did I use?
  - Did the intervention go as expected?
  - What were my thoughts and feelings at the time and how might they have affected the interaction/intervention?

- The student completes SECTION 1, boxes 8 and 9 of the Direct Observation form after reading the observer’s report (Section 2)

**Box 8: Critical Reflection and Professional Development** – question the student might want to think about:-
  - Bearing in mind the PCF and the level descriptors, have you identified or confirmed any specific areas for further development? (Cross reference to capability statements if required)
  - How do you intend to address these areas of development?
  - Have you gained any new perspectives from reflecting on your practice?

**Box 9: Comments and Reflections on the Feedback Given by the Observer (in Section 2 of the form)** – question the student might want to think about:-
  - What aspects of my practice were positively commented upon? Why do I feel this was the case?
- What aspects of my practice require further development?
- Did anything in the feedback surprise me? What helped me in reflecting on and considering the feedback given by the observer?

- The student signs and dates the form once Sections 1 and 2 are complete

**OBSERVER TASKS:**

- Arrange for a feedback session with the student as soon as possible—see section below on *Giving Feedback*

- Complete **SECTION 2** of the Direct Observation form. This is the observer’s holistic assessment of the student’s capability demonstrated during the direct observation. Reference can be made to the nine domains where necessary, accounting for the relevant level descriptors (see Appendices I and II). The observer is not required to make a comment against each domain but can identify particular strengths and areas for development/concern (including areas of individual capability statements where there are areas of concern)

- Ensure that service user feedback is recorded on the form, along with any areas of further development/action plan.

- Sign and date the form and share with the student

**Giving Feedback**

Feedback takes place throughout the placement and not just in relation to direct observations—much verbal feedback takes place in formal supervision sessions, for example. It can play a huge role in student learning as it can provide information about strengths and weaknesses. Evans (1999) suggests that students appreciate feedback when it is “frequent, close to the time of the work assessed, individualised, involving dialogue and clearly written” (p. 212). He feels that it is only after the student’s strengths have been acknowledged that many students can accept the practice educator’s identification of their weaknesses and areas for development.

Feedback needs to be constructive and include positive feedback, i.e., feedback that affirms the student’s practice, and is encouraging and motivating. Constructive feedback can also include ‘challenging’ feedback which highlights less successful aspects of the observed practice or the identification of areas for change and further learning. To be helpful, feedback needs to have an appropriate balance between the positive and the challenging and to refer to specifics and offer alternatives.
The following suggestions on giving feedback may assist observers and PE’s in this task:

- Give feedback as soon as after the event as possible to alleviate any anxiety and utilise the opportunity for learning.
- Prepare the feedback and be clear. It is better to make one or two points clearly with specific examples and suggestions for change. These are more likely to be remembered.
- Keep the feedback balanced. The Doelet al (1996) ‘Keep/Change’ format is helpful for giving immediate feedback but can also be used to structure fuller and/or written feedback.
- Refer to specifics, e.g. “It was good when you said/ did...” or “I didn’t find helpful when you... because...” is better than more general comments such as “that was good” or “I didn’t like your general attitude.”
- Approach the feedback as a dialogue and seek the student’s views, particularly if you are pointing out a less successful part of the interaction, e.g., “I wondered what you felt about that?”
- Make suggestions and offer alternatives, e.g., “You handled the grandmother’s presence very well and were skilful in getting her opinion but felt she had more to say and you cut her short at times. Was running on... can you think of how you could have dealt with this in another way?” (then, “perhaps you could have acknowledged that you had another appointment and asked to return to discuss the grandmother’s issues another time?”)
- Own the feedback. Use “I” or “It seemed tome” statements. These are your views about what you have observed and are based on your thoughts, feelings and values.
- Beware that giving and receiving feedback is not always easy and can provoke strong feelings of anxiety on both sides. Perhaps the observer or PE can ‘shy away’ from giving challenging feedback or the student can become ‘defensive’. Doelet al (1996) suggest treating the feedback as a “valuable source of information rather than as a personal criticism (and)... a way of discovering more about yourself” (p. 78).
- Beware of the power issues involved in direct observations and giving feedback. Ensure you (as the observer or PE) are prepared to receive feedback as well as give it.

(References:)
Evans, D (1999) Practice Learning in the Caring Professions, Ashgate Arena, Aldershot
Doel, M; Shardlow, S; Sawdon, C and Sawdon, D (1996) Teaching Social Work Practice, Arena, Hants)
Section 4: Guidance for Practice Educators

- Understanding the PCF
- The Assessment Report
1. Understanding the levels of the PCF

The PCF is the framework for professional development in social work. There are 9 domains within the PCF and understanding what a social worker does is commonly understood by taking into account all 9 capabilities— they are interdependent in practice. The levels relating to student social workers are of particular interest to Practice Educators. These represent the ‘level’ of capability as a social work student should be demonstrating at different points in their social work training:

- **By the end of the first placement** students should demonstrate effective use of knowledge, skills and commitment to core values in social work in a given setting in a predominantly less complex situation, with supervision and support. They will have demonstrated capacity to work with people and situations where the remay not be simple clear cuts solutions.

- **By the end of the last placement/the completion of qualifying programmes** newly qualified social workers should have demonstrated the knowledge, skills and value to work with a range of user groups, and the ability to undertake a range of tasks at a foundation level, the capacity to work with more complex situations; they should be able to work more autonomously, whilst recognising that the final decision will still rest with their supervisor; they will seek appropriate support and supervision.

(Taken from Understanding what the different levels mean v.2 November 2012 © The College of Social Work, http://www.collegeofsocialwork.org/uploadedFiles/PCFNOVUnderstanding-different-PCF-levels.pdf)

**Progression between levels** is characterised by development of the student’s ability to manage complexity, risk, ambiguity and increasingly autonomous decision making across a range of situations. The PCF enables students to demonstrate progression— from the beginning of the first placement and throughout the placement and from the first placement throughout the final placement. The Practice Educator has an important role in assessing the developing professional capabilities of the student and has to assess the student holistically, using the relevant PCF level descriptors (first of the final placement) as guides and an aid in their professional judgement of the student’s capabilities.

2. What is holistic assessment?

The PE’s professional judgement and holistic assessment of the student will be guided by the features associated with holistic assessment:

- Assessment is progressive and acknowledges that student learning and performance is developmental and occurs on a continuum. Assessment is thus ongoing (and will include an interim assessment), rather than a ‘snap shot’ approach that focuses on competences achieved at a particular point in time or at the end of the placement. Ass absence, the holistic approach should relate to the students’ overall learning journey. It should build on previous progression and identify learning and development needs relevant to both the current and next stage of learning.
Holistic assessment involves the interplay between the ‘parts’ of the placement—the particular pieces of work or activity carried out by the student, and the ‘whole’ of the placement, understood in the light of the ‘parts’. The student must be able to critically reflect on and analyse, understand and question practice and relate their practice to underpinning knowledge, theories and research. It is the PE’s role to foster and provide opportunities for the student to develop these elements.

Student should also be enabled to understand and critically reflect upon the social work role in a holistic sense. This will enable them to grasp the interconnectedness of the different tasks involved, as opposed to learning and viewing each task in isolation.

Assessment and the overall judgement of the student made by the PE must be underpinned by fairness, transparency and sufficiency:

- **Fairness**—the assessment process must be based on clear understandings and agreements, which adhere to the guidance and expectations in this handbook and are compatible with the relevant PCF capability levels.

- **Transparency**—the PE must be consistent in assessing the student in line with the appropriate PCF domain level descriptor (first or final placement). In addition, where areas of concern or development are noted (for example, in the interim placement assessment report), these must have been documented in the supervision records. If persistent concerns regarding student learning or performance have been identified, it is essential that concerns procedures have been followed (see?)

- **Sufficiency**—the PE must ensure that there is sufficient evidence of achievement of adequate range and depth of which to base their professional judgement and assessment of the student. The student has role in providing such evidence (via work products, portfolio items, etc.). But the PE will also draw on other types of evidence to inform their assessment.


3. **What can form the PE assessment? Where will the evidence underpinning the PE assessment come from?**

The student is required to understand the PCF capabilities, to demonstrate how their practice is developing and to critically analyse and reflect on their understanding of social work and the professional role, via the completion of a portfolio whilst on placement (see Student Portfolio contents). There should be a range of opportunities during the placement for the student to demonstrate their understanding and development and these opportunities can also inform and provide supporting evidence for the PE’s holistic assessment of the student:

- **Reflective supervision**. The PE is required to provide a pre-arranged period of reflective supervision of not less than the equivalent of one hour per week (usually arranged fortnightly). Written record of each supervision session must be kept and written
supervisionagreementexpected(sampletemplatesareavailableonthePractice
LearningWebsite)Morrison and Wonnacott (2010)havesuggestedthattheprimefocus
of supervision should be exploration and critical analysis of practitioner rather than ‘compliance checking’. PE’s will want to discuss with students their direct work with service users and the development of their assessment, planning and intervention skills, thus also ensuring adherence to agency policy and procedures and the safety of service users. However, there must be expected and encouraged to reflect on their work placement and supervision provides an arena for such discussions. Such reflective supervision and discussions also provides a valuable source of evidence that can inform the PE’s assessment of the student’s progress (inline with their relevant PCF level descriptors for first final placement, at both interim and final assessment stage).

- **Direct observation of practice.** PE’s are required to formally observe students working with service users during the placement (two direct observations during the first placement and three during the final placement). In the first placement, both observations should ideally be with service users or carers (where this is not possible, the second observation maybe with colleagues, for example, at a multi-disciplinary meeting etc.). During the final placement, two of the direct observations should be with service users or carers, the third observation maybe with colleagues (for example, at a multi-disciplinary meeting etc.). The PE may also use supervision to discuss their informal observations of the student and discuss any observations made by service users or carers or other colleagues and professionals and their implications for the student’s development. (See section on Direct Observation Guidance for more information)

- **Critical reflection and analysis.** This is one of the ninedomainsof the PCF and is fundamental to social work. Practice Educators should encourage students to engage in critical reflection and analysis regarding all aspects of the work placement and noted, supervision should be key. Areanafthis. Simple questions (such as what did you do? How did you do it? Why did you do it? How did it go?; why did it go like that? What did you learn from this?) can help students reflect on their practice rather than events, explain, and evaluate their actions and decisions. PE’s should also encourage all students to keep a reflective log and to share elements of their written reflections during supervision. This should reflect the student’s developing understanding of the social work role and willingness of the student’s developing professional capability. There are further suggestions, models and tools to aid reflection on the Practice Learning Website; students may find these helpful when writing their Critical Reflection on Practice and Critical Reflection on Professional and Personal Development as part of their portfolio.

- **Service user/carer feedback.** The process of gathering and using service user feedback to improve is essential to developing practice and students should be encouraged to incorporate regular feedback from service users in their practice. Service user/carer feedback is integral to direct observation and students are required to include two examples of service user/carer feedback in their portfolio. Guidance and discussion of the approach to gathering such feedback; how it was managed and their critical reflections on how the feedback will inform their future practice can help inform the PE’s assessment of the student’s progress. Feedback from colleagues, managers and other
agencies can also be other useful sources of evidence in assessing a student’s capabilities and progress.

(Please see ‘Principles for gathering and using feedback from people, houses, services and those who care for them’, available from The College of Social Work, for further information, available from
http://www.collegeofsocialwork.org/uploadedFiles/TheCollege/Media_centre/SUandCarerFeed-
backPCF20.pdf)

- **Evidence of wider underpinning knowledge, research and theories**: Students are required to understand the knowledge and research that inform social work practice and to demonstrate an understanding/application of wider underpinning knowledge in their work on placement. This will be demonstrated in their written work for the Student Portfolio but also need to be discussed and encouraged during supervision.

- **Evidence generated via work products or agency written records**: Work products and agency-written records can include written work that the student has generated during the placement such as casenotes; assessment documentation; written plans; reports for range of purposes; writeups of special projects; application for service/resources; supervision notes etc. Such work products are not included in the student’s portfolio but can be vital sources of evidence to support the PE’s assessment and the PE is expected to draw on and refer to these in their written Placement Assessment Report.

4. The Placement Assessment Report

As has been noted, assessment should be a continuous process throughout the placement, informed by all of the above and an interim assessment documented half way through the placement. The Final Placement Assessment Report should build on this process to reach an evidence conclusion.

The Placement Assessment Report has three sections:

1. Summary of the outcome of the assessment and supporting evidence referred to

2. The assessment report where PE’s are required to give an overall, narrative judgement of the student’s capability across all 9 domains of the PCF and their future learning needs. This is the ‘heart’ of the assessment.

3. Assessment and comment on each domain. This is used to support the assessment to further highlight particular strengths, areas requiring development or of particular concern. Comments here may be succinct if there are no concerns or more detailed if the student has not demonstrated the required level of efficiency/capability or similar.

Each section provides information at a different level of detail, in order to bring together a coherent holistic assessment. The PE may find it helpful to consider section 3 first – consideration of capability at each domain – in order to clarify their thinking about the overall assessment presented in section 2.

Section 5: Policies and Procedures

- The Programme Practice Assessment Panel
- Procedures for Managing Problems on Placement
- Procedures for Implementing Anti-Discrimination Policy
- Anti-Discriminatory Position Statement
- Health and Safety Requirements
The Programme Practice Assessment Panel

The Practice Assessment Panel (PAP)

The PAP consists of experienced practitioners and tutors who monitor all aspects of practice learning. The PAP will make recommendations to the Programme Assessment Board, which makes final decisions about students’ progression through the Programme.

Composition of the Practice Assessment Panel (PAP)

The Practice Assessment Panel shall comprise:

(a) Representatives of the University Social Work Staff

(b) Representatives nominated by agencies’ member of the Programme Stakeholders

Duties of the Practice Assessment Panel

The PAP shall be responsible to the Programme Assessment Board for:

(a) co-ordinating, monitoring and developing practice assessment standards

(b) collating information on practice learning for the Programme Assessment Board

(c) implementing the procedures for termination of placement and second opinions

(d) receiving written reports in relation to placement terminations and second opinions

(f) making Pass or Fail recommendation to the Programme Assessment Board relating to each student on completion of their placement

(g) identifying the training need of Practice Educator

(h) Identifying areas of development for the Programme in relation to practice learning and practice related matters.
Problemson Placement

Introduction

In some circumstances, events and developments within the placement may require a decision to be made outside of the usual assessment framework and before the final assessment is due to take place.

These may include

situations where, for a variety of practical and/or emergency reasons, the placement cannot continue which make it appropriate to follow the Termination of Placement or Immediate Suspension on Grounds of Unsafe Practice (pages 45-48)

or

- Situations where there are concerns about the student’s progress or performance on placement that make it appropriate to follow the Concerns on Placement Procedures (pages 49-51)

Guiding Principles

The procedures are underpinned by the following guiding principles:

1. All placements should offer students the opportunity to meet their learning needs
2. All students have the right to be informed about concerns about their practice or progress and have opportunity to improve
3. Placement organisations, tutors and students will use the procedures to address problems in placement in a timely and appropriate manner
Problems on Placement

Termination of Placement Procedure

These may be situations where, for example, the placement is disrupted and/or maybe terminated as a result of student personal circumstances or internal agency changes. These are situations where the performance and practice of the student is not a matter for concern and procedures apply as outlined overleaf:-

1. Administrative Termination of Placement

or

2. Disruption/Termination of Placement due to Student's Personal Circumstances

Immediate Suspension on Ground of Unsafe Practice

There may also be situations where there are issues about the student’s practice and performance, which can be of varying degrees of concern and seriousness. If there is a situation where the student’s practice is considered to be unsafe and damaging to service users; is considered to be unethical or creates unacceptable risks for themselves or others and the agency views the behaviour as equivalent to that which would result in suspension of a paid employee, then the agency may instigate immediate suspension of the placement. The procedures will apply as overleaf:-

3. Immediate Suspension on Ground of Unsafe Practice
1. Administrative Termination of Placement

A placement may be terminated for administrative reasons when any of the following apply:

a) There is disagreement from the Practice Learning Team, Practice Educator, student and tutor that the placement does not offer sufficient learning opportunities.

b) The Practice Educator cannot offer a continued placement due to changes in employment or prolonged period of absence from placement.

Procedure:

Whereas student and Practice Educator consider that a placement cannot offer sufficient learning opportunities, the following procedures should be adopted.

i. Student and PE agree there is a problem with learning opportunities or the availability of a suitably qualified Practice Educator. Where an On-Site Supervisor is involved, the concerns should be raised with them at the earliest possible opportunity. An attempt may be made to resolve the issue through the exploration of further learning opportunities.

ii. If further learning opportunities or a replacement Practice Educator cannot be identified, the problem must be quickly materialised. The student’s tutor should be informed of the problem.

iii. The Practice Learning Team should be informed of the problem.

iv. An informal meeting with a member of the Practice Learning Team, the student, Practice Educator, and tutor random sites supervisor (if there is one).

The meeting may agree that:

a) Further learning opportunities can be created, which may include linking with other agencies or teams. Minutes should be taken of this meeting which should clearly identify who is responsible for undertaking tasks to create further opportunities.

A follow-up meeting should be held after 10 further placement days. To consider whether sufficient opportunities now exist and the placement should continue. If all parties conclude that the placement is not viable, it should be terminated.

or

b) The meeting will conclude that the placement is not viable if all parties agree.

In the event that a placement is terminated for administrative reasons, the matter will not be referred to the Practice Assessment Panel.

The Practice Learning Team will identify a new placement opportunity for the student.
2. Disruption/Termination of Placement due to Students' Personal Circumstances

A placement may be determined on the grounds of the student's personal circumstances when ill health, caring responsibilities or other personal circumstances (e.g., bereavement) mean that the student is unable to attend placement for a period of time that leads to significant disruption to the placement.

Procedure:-

I. The student should inform their Practice Educator, Tutor, and where applicable, On-Site Supervisor as soon as they are aware that they will be absent from placement and provide information about anticipated timescale. They must provide supporting evidence (i.e., doctors' note).

II. The MMU Practice Learning team are to be made aware of absence.

III. The PLT will liaise with the agency, on-site supervisor, PE or agency representative and the tutor. Consideration will be given to practicalities and the disruption to the agency and available learning opportunities. Wherever possible, they will plan before the student is to return to placement and negotiate and agree with all parties.

IV. Incircumstances where prolonged absence lead to significant problems for the agency or disruption to the student’s learning, the placement may be determined.

The Practice Learning Team will identify a further placement when it is considered the student is ready to resume; this will be negotiation with the student and the tutor.

3. Immediate Suspension on Grounds of Unsafe Practice

An agency or the University may instigate immediate suspension of a placement in circumstances where the student’s practice is seen as equivalent to that which would result in suspension of a paid employee. This is where their practice is considered damaging or dangerous to service users, is considered unethical or creates unacceptable risks for themselves or others.

The placement agency should inform the student’s tutor as soon as possible.

Procedure:

i. A meeting including the student, Practice Educator, on-site supervisor (where applicable) and tutor will be arranged. This will be chaired by a member of the MMU Practice Learning Team.

ii. The student, Practice Educator, Tutor and On-Site Supervisor will prepare a report that will be circulated and read prior to the meeting, outlining the reasons and circumstances of the immediate suspension of the placement.
Process of the meeting

- The Chair will give all personnel involved the opportunity to discuss the issue(s) raised in the reports and necessitating the suspension.

- The meeting will then decide on one of the following options:
  - The practice is of sufficient seriousness to necessitate a fail recommendation (see Fail Recommendation and appointment of Second Opinion Practice Educator below) or
  - The practice is not of sufficient concern to necessitate a fail recommendation; the issues are resolvable and the student may return to placement and continue in the usual fashion.
  - If it is agreed the student should return to placement any arising issues should be clearly specified and a time-limited action plan devised to resolve these. Learning opportunities; specific pieces of work to be undertaken; the support structures in place and how progress is to be monitored should be specified. The action plan should include a date for review of progress to take place, usually in 4 weeks’ time. This review meeting will discuss progress on the action plan and if progress is being made, then the placement should follow the normal pattern.
Problemson Placement

Concernson Placement: Poor Performance and Progress

If any of the student, PE or tutor identifies concerns about the student’s practice on placement, these should be named and discussed directly with the student in the first instance and the student’s tutor and/or PE. Any concerns should be identified and raised as early as possible in the placement.

These concerns may be issues around the student’s progress, performance or behaviour and may include issues around supervision. If the PE (or tutor) is uncertain about the concerns, these may be discussed with the Agency Practice Co-ordinator (if applicable) and/or the MMU Practice Learning Team for further guidance.

Concerns Procedure

Stage 1 – Informal Concerns Meeting

- An informal concerns meeting should take place between the student, PE (and on-site supervisor if PE is off-site) and tutor. A record of this discussion should be made by the tutor and action planned, decided and noted, with copies for all. The tutor, PE and student must agree a review meeting date in order to review progress on the action agreed no longer than 4 weeks later than the informal concerns meeting. (It must be noted that if substantial progress is not identified by the third week, then this review meeting will become a formal concerns meeting (see below).) The tutor must inform the Practice Learning Team that the informal meeting has taken place and the date of the review meeting.

- The tutor, PE and student must monitor progress during this period and be in telephone contact and decide on one of the following options:

  - If the student’s making substantial progress on the action plan by week 3, then the arranged review meeting date will take place and student action and progress noted and recorded. This may be the end of the matter and the placement can continue to formal assessment and conclusion. If concerns re-emerge or are raised again at a later date, then a formal concerns meeting need not be arranged (see Stage 2 – Formal Concerns Meeting below).

  - If there is no or limited progress by week 3, or if concerns are continuing, then the review meeting arranged will become a formal concerns meeting (see Stage 2 – Formal Concerns Meeting below). The tutor must inform the Practice Learning Team immediately of this as a member of the PLT is required to coordinate and chair the formal concerns meeting.

NB In any exceptional circumstances, following consultation with the Practice Learning Team, this procedure may progress to Stage 2 without having had the Stage 1 Informal Concerns Meeting.
Stage 2 – Formal Concerns Meeting

- A formal concerns meeting is required if the concerns are continuing or if the student is making limited progress on the action plan agreed. A member of the Practice Learning Team (PLT) at MMU will coordinate and chair the meeting.

- The student, tutor, and PE are required to attend the meeting. The member of the PLT will liaise with all parties and agree the date, time, and location for the meeting. Written reports are required from all parties, which will be circulated before the meeting for all to read. Thereports will clearly specify the nature of the concerns and the issues of practice, performance or attitude that have arisen so the concerns will be detailed.

- The Chair of the PAP should be informed that a formal concerns meeting is to take place.

Process of the formal concerns meeting

- The member of the Practice Learning Team who will chair the meeting should ensure that all reports have been circulated previously or are circulated at the meeting and time allocated for this to be read.

- The Chair should then give all those involved the opportunity to discuss the issues raised in the reports, commencing with the student. It is important that issues are raised clearly and openly, with issues around confidentiality raised and discussed.

- When all personnel have had time to respond to the issues raised, the Chair will summarise and ask for one of the following decisions to be reached:

  - The issues are raised may be resolvable – in which case the issues should be clearly specified and a timed action plan devised to resolve these. Learning opportunities; specific pieces of work to be undertaken; the support structures in place and how progress is to be monitored should be specified. The action plan should include a date for review of progress to take place, usually in 4 weeks’ time. This review meeting will discuss progress on the action plan and if progress is being made, the placement should follow within normal pattern. If the situation continues to be concerns or where it is limited or no progress, it may be that the outcome is a fail recommendation (see below) and the process outlined below is followed.

  - The issues are raised are not resolvable – in which case the PE will make a fail recommendation (See below). The student will therefore leave and arrange the appropriate handover of their work and leave the placement forthwith. The Chair will explain next steps (see below) and encourage the student to keep in contact with their tutor.

- The Chair of the meeting will provide written minutes to all those who attended. If a review takes place at a later date this will also be minuted and copies of minutes forwarded to the relevant parties.
FailRecommendationandappointmentofSecondOpinionPracticeEducator

Whereafailrecommendationisdecided, thePEisrequiredtowriteaformalassessmentreport
tothiseffectandtowardthismemberofthePLTwhochairedtheformalconcerns
meetingortotheChairofPAP. Inallcasesoffailrecommendation, theChairofPAPwillbe informed
andwillarrangefora‘secondopinion’andwillinstruct an independentPractice
Educator to undertake this task. Thenominated SecondOpinionPracticeEducator willlookat
both direct and indirect evidence of practice and competence, and will interview all personnel
concerned with the placement.

Thereis guidance on the role of the SecondOpinion PracticeEducator held by the Chair of
PAP and available from the MMU Practice Learning Team if required.

PracticeEducatorSupportStructure

In the event that an individual Practice Educators may feel the need for advice and support, the
following is offered:

- For PE’s working in an agency where there is a placement co-ordinator, the first contact
  should be the agency co-ordinator.

- For PE’s where there is no co-ordinator, PE’s may contact the MMU Practice Learning
  Team for advice and support.

- For PE’s working with students where there are concerns about practice or performance,
ongoing support, if required, can be provided by the Practice Learning Team.

OtherIssuesthatmayAriseonPlacement

i. Suitability to Practice

There is guidance concerning this in the Programme Handbook. Please refer to the MMU
Practice Learning Team if further information is required.

ii. Whistleblowing

In instances where students witness abusive, unprofessional or discriminatory practice, they
should discuss this with their tutor or PE. If unresolved and/or of serious nature, the
University has a policy on ‘whistleblowing’ which can be obtained/discussed with the tutor in
the first instance.

iii. Discriminatoryoroppressivepracticeonplacement.

Discrimination in this document refer to discrimination against students, users, carers, potential
users and staff of the agency and tutors, whether individually or institutionally experienced.
Tutors, PE’s, students, other members of the agency, service users or carers may be responsible
for discriminatory behaviour and attitudes. A position statement relating to all these matters is

Programme Specification: Date: September 2013
Author: A Gardner

Page 455 of 565
located on page 54 of this document.
The Manchester Metropolitan University Procedures For Implementing Anti-Discrimination Policy Within Placements

Opening Statements

Discrimination in this document refers to discrimination against students, users, potential users and staff of the agency and tutors, whether individually or institutionally experienced. Tutors, Practice Educators, students, other members of the agency and service users may be responsible for discriminatory behaviour and attitudes.

Social work agencies in which students will be placed, should be actively working towards change and promoting anti-discriminatory working practices.

Within the context of this document, Practice Educators and tutors will take seriously any concerns the student brings and will not attempt to minimise or avoid taking difficult decisions and actions.

The procedures outlined below are intended to be the final stages of the process of tackling discriminatory behaviour. Students, tutors and Practice Educators are expected to deal with discrimination as soon as possible and within their normal working relationships and to invoke the formal procedures only when they believe that the informal always have not been successful.

Procedures

1. Instances of discrimination where informal interventions have not resulted in an appropriate response should normally be brought to the attention of, and discussed in the first instance, by the student and the Practice Educator. However, students who feel disadvantaged by the power imbalance may wish initially to discuss the situation with their tutor or another person within the agency prior to raising the problem with their Practice Educator.

2. If after discussion between student and Practice Educator, the issue/situation remains unresolved from the student’s or Practice Educator’s point of view, it would be considered appropriate for the tutor to be contacted. In recognising the power imbalance of the placement situation, it is considered appropriate that students may refer the problem to their tutor without feeling obliged to discuss this move with the Practice Educator. Practice Educators should always inform students that they are contacting the tutor. Students should be made aware that Practice Educators may also wish to consult with colleagues within the agency prior to taking further action.

3. The tutor’s role would then be to:

   a) if the students wish, support and advise the student actively engaging in a process of challenging discrimination without at that stage involving the Practice Educator

   and/or
b) arrange a three-way meeting in which the student, the tutor and the Practice Educator try to resolve the issue/situation by developing anti-discriminatory strategies.

4

Where there is disagreement between all parties about the existence and nature of discrimination

All the parties should formulate and carry out a plan of action to address the discrimination, which may involve using the agency’s equal opportunities/anti-discrimination policies. Other appropriate representatives of the agency may need to be involved. It may be appropriate to delay the implementation of this action plan until the student has completed the placement in order not to jeopardise the position of the student within the agency or the evaluation of the placement. Where at all possible, the student will be kept informed of progress if the action occurs after the placement is completed.

5

Where there is disagreement between the parties about the existence and nature of discrimination

a) **Where the Practice Educator and tutor agree that the student is deemed to be behaving in a discriminatory manner** and therefore likely to fail the placement, or the placement is likely to be withdrawn, the matters should be referred to the Chair of the Practice Assessment Panel (PAP) for further action.

b) **When the student and tutor believe that the Practice Educator or agency is behaving in a discriminatory manner.**

   then, either:

   i. the student will be withdrawn from the placement, if possible with her/his consent and termination of placement procedures will be followed (see page 46)

   or:

   ii. if it is deemed appropriate, through the Programme’s formal concerns processes (see page 49), to continue the placement, an anti-discriminatory strategy will be adopted by the student and tutor and/or Practice Educator. In this situation the tutor and/or Practice Educator will offer full support to the student and will hold open the student’s option of changing placement. In all cases the tutor will give a detailed explanation of the difficulties faced by the student to the Chair of the Practice Assessment Panel.

c) **Where the Practice Educator and the student believe that the tutor is behaving in a discriminatory manner** she/he should inform the Head of Department who will then activate the university’s relevant procedures.

d) **Where the student believes that the Practice Educator and the tutor are behaving in a discriminatory manner,** she/he should inform the Head of Department who will
then activate the university's relevant procedures and will inform the agency concerned, which will implement its own internal equal opportunities procedure.
MMUSocialWorkCourseAnti-DiscriminationPositionStatement

1 This society is built on unequal power relations based on race, class and gender, a situation that is unjust. This has implications for people’s lived experience of sexuality, age and disability. Such fundamental issues have to be addressed by this social work training programme.

2 As staff group we are engaged in the maintenance and perpetuation of power relationships and have the ability and responsibility to make a contribution in challenging and changing them.

3 As an institutionalised phenomenon, discrimination will be challenged by us in an individual, institutional and corporate way as an integral part of all training/curriculum programmes irrespective of their substantive concerns. We shall also support students who challenge such discrimination.

4 Our commitment to anti-discriminatory practice will be judged by what we do and by what we say.

5 ‘The truths’ as articulated by oppressed groups are a critical part of the knowledge base that informs social work teaching and practices. Such groups will be afforded support and developmental opportunities to articulate their truths and have them accepted as valid.

6 All students will be afforded structured opportunities to advance their own understanding and contribution to anti-discriminatory practice. These opportunities will not be the expense of other rights of oppressed groups to learn in an environment free of discriminatory rhetoric and actions.

7 It is necessary to critically evaluate all course material/ teaching methods etc. and assess their relevance for a multi-racial and multi-lingual Britain.

8 We will be explicit about the history, values and ideologies, which underpin the course, and will cultivate an environment whereby ‘knowledge’ can be challenged.

9 Within the context of this document, a central perspective of the course must be the protection and articulation of minority interests from assaults by powerful interest groups. Rights are not absolute and have to be matched by the responsibility of us all to strive to create a humane, relevant and anti-discriminatory learning environment and professional base.
Health And Safety Requirements

Extract of information on Placement Provider relating to health and safety expectations

The University and the placement provider have a duty of care towards the student whilst on placement. In order to fulfil this duty of care, the University will:

- Prepare the student for the placement and ensure they are aware of general health and safety aspects. However, this is of a general nature and does not include the specific information needed for any particular job or workplace;
- Give the student an opportunity to feedback to the University on any problems experienced with regard to health and safety whilst on placement and
- Respond to any negative feedback received from students in relation to health and safety practices during placements by informing the placement provider.

During the placement, we would expect our student to prove to be an effective, safe and reliable individual. However, you will appreciate that during this period the student is under your control and therefore the statutory duty of care and consequential liabilities rest with yourself.

As the students' placement provider, the University expects you to treat them in the same ways as your employees with regard to their health, safety and welfare. It is therefore the University's expectation that as Placement Provider you will:

- Provide the student with an induction in the workplace health and safety arrangements, including fire precautions, specific hazards and health and safety precautions.
- Include the student in health and safety assessments and the activities undertaken by them.
- Provide appropriate instruction and training in working practices and in the particular control measures identified in the assessments.
- Provide ongoing supervision and training for the student in the performance of their duties.
- Have a system of recording and investigating accidents and incidents. We would ask that you notify the University of accidents and incidents involving the student that you are made aware of.

Insurance

The University assumes that you will have Employer Liability and Public Liability insurance in place for the period of the placement and that these will apply to placement student as they would to any other member of your staff. If this is not the case, or if this creates any questions or problems, please let us know at the earliest possible date on 01612472099 and ask to speak to the social workplace administrator.

For further information see the full health and safety requirements on the faculty's website
Section6: Appendices

AppendixI: PCF Levels for End of First Placement
AppendixII: PCF Levels for End of Final Placement
AppendixIII: PCF – An Overview
AppendixIV: HCPC Guidance on Conduct and Ethics for Students
Professional Capability Framework - End of First Placement Level Capabilities:

By the end of the first placement students should demonstrate effective use of knowledge, skills and commitment to core values in SW in given settings in predominantly less complex situations, with supervision and support. They will have demonstrated capacity to work with people and situations where there may not be simple clear-cut solutions.

1. Professionalism: Identify and Behave as a Professional Social Worker, Committed to Professional Development

Social workers are members of a nationally recognised profession, at a title protected in UK law. Social workers demonstrate professional commitment by taking responsibility for their conduct, practice and learning, with support through supervision. As representatives of the social work profession, they safeguard its reputation and are accountable to the professional regulator.

- Recognise the role of the professional social worker in a range of contexts
- Recognise the importance of supervision and make an active contribution
- Demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness
- With guidance, take responsibility for managing your time and workload effectively
- Be able to show awareness of personal and professional boundaries
- With guidance, recognise your limitations, and how to seek advice
- Recognise and act on own learning needs in response to practice experience
- Show awareness of own safety, health, wellbeing and emotional resilience and seek advice as necessary
- Identify concerns about practice and procedures and how they can be questioned

2. Values and Ethics: Apply Social Work Ethical Principles and Values to Guide Professional Practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making, including through partnership with people who use their services. Social workers are knowledgeable about the values base of their profession, its ethical standards and relevant law.

- Understand, with support, apply the profession’s ethical principles
- Understand, with support, apply the profession’s ethical principles
- Recognise and with support manage the impact of own values on professional practice
- Identify, with guidance, manage potentially conflicting values and ethical dilemmas
- Elicit and respect the needs and views of service users and carers, and with support,
promotetheirparticipationindecision-making whereverpossible
• Recognise and, with support, promote individuals’ rights to autonomy and self-determination
• Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirement of professional accountability and information sharing

3. Diversity: Recognise Diversity and Apply Anti-Discriminatory and Anti-Oppressive Principles in Practice

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

• Understand how an individual’s identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics, and take account of these to understand their experiences
• With reference to current legislative requirements, recognise personal and organisational discrimination and oppression, and identify ways in which they might be challenged
• Recognise and, with support, manage the impact on people of the power invested in your role


Social workers recognise the fundamental principles of human rights and equality, and that these are protected in national and international law, conventions and policies. They ensure these principles underpin their practice. Social workers understand the importance of using and contributing to case law and applying these rights in their own practice. They understand the effects of oppression, discrimination and poverty.

• Understand and, with support, apply in practice the principles of social justice, inclusion and equality
• Understand how legislation and guidance can advance or constrain people’s rights
• Work within the principles of human and civil rights and equalities legislation
• Recognise the impact of poverty and social exclusion and promote enhanced economic status through access to education, work, housing, health services and welfare benefits
• Recognise the value of independent advocacy
5. **Knowledge: Apply Knowledge of Social Sciences, Law and Social Work Practice Theory**

Social workers understand psychological, social, cultural, spiritual and physical influences on people; human development throughout the lifespan and the legal framework for practice. They apply this knowledge in their work with individuals, families and communities. They know and use theories and methods of social work practice.

- With guidance apply research, theory and knowledge from sociology, social policy, psychology, health and human growth and development to social work practice
- Understand the legal and policy frameworks and guidance that inform and mandate social work practice, relevant to placement setting
- Understand forms of harm, their impact on people, and the implications for practice
- Apply knowledge from a range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them
- Value and take account of the expertise of service users and carers and professionals

6. **Critical Reflection and Analysis - Apply Critical Reflection and Analysis to Inform and Provide a Rationale for Professional Decision-Making**

Social workers are knowledgeable about and apply the principles of critical thinking and reasoned discernment. They identify, distinguish, evaluate and integrate multiple sources of knowledge and evidence. These include practice evidence, their own practice experience, service user and carer experiences together with research-based, organisational, policy and legal knowledge. They use critical thinking augmented by creativity and curiosity.

- Recognise the importance of applying imagination, creativity and curiosity to practice
- Inform decision-making through the identification and gathering of information from more than one source and, with support, question its reliability and validity
- With guidance use reflection and analysis in practice
- With guidance understand how to evaluate and review hypotheses in response to information available at the time and apply in practice with support
- With guidance use evidence to inform decisions

7. **Intervention and Skills: Use Judgement and Authority to Intervene with Individuals, Families and Communities to Promote Independence, Provide Support and Prevent Harm, Neglect and Abuse**

Social workers engage with individuals, families, groups and communities, working alongside people to assess and intervene. They enable effective relationships and are effective communicators, using appropriate skills. Using their professional judgement, they employ a range of interventions: promoting independence, providing support and protection, taking preventive action and ensuring safety whilst balancing rights and risks. They understand and take account of differentials in power, and are able to...
use authority appropriately. They evaluate their own practice and the outcomes for those they work with.
• With guidance use a range of verbal, non-verbal and written methods of communication relevant to the placement
• With guidance communicate information, advice, instruction and opinion so as to advocate, influence and persuade
• Demonstrate the ability to build and conclude compassionate and effective relationships appropriate to the placement setting
• With guidance demonstrate an holistic approach to the identification of needs, circumstances, rights, strengths and risks
• Identify and use an appropriate framework to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes
• With guidance use a planned and structured approach, informed by at least two social work methods and models
• Recognise the importance of community resources, groups and networks for individuals
• Demonstrate skills in recording and reporting writing appropriate to the setting
• With guidance, demonstrate skills in sharing information appropriately and respectfully
• Demonstrate awareness of the impact of multiple factors, changing circumstances and uncertainty in people’s lives
• With guidance understand the authority of the social work role
• With guidance identify the factors that may create or exacerbate risk to individuals, their families or carers, to the public or professionals, including yourself
• With guidance identify appropriate responses to safeguard vulnerable people

8. **Contexts and organisations: Engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter-professional partnerships and settings**

Social workers are informed about and pro-actively responsive to the challenges and opportunities that come with changing social contexts and constructs. They fulfil their responsibility in accordance with their professional values and ethics, both as individual professionals and as members of the organisation in which they work. They collaborate, inform and are informed by their work with others, inter-professionally and with communities.

• With guidance, recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts
• With guidance understand legal obligations, structures and behaviours within organisations and how these impact policy, procedure and practice
• With guidance work within the organisational context of your placement setting and understand the lines of accountability
• Understand and respect the role of others within the organisation and work effectively with them
• Take responsibility for your role and impact within teams and with guidance contribute positively to teamworking
• Understand the inter-agency, multi-disciplinary and inter-professional dimension to practice and, with guidance, demonstrate partnership working

9. **Professional Leadership:** Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management

The social work profession evolves through the contribution of its members in activities such as practice, research, supervision, assessment of practice, teaching and management. An individual’s contribution will gain influence when undertaken as part of a learning, practice-focused organisation. Learning may be facilitated with a wider range of people including social work colleagues, service users, volunteers, foster carers and other professionals.

• Identify how professional leadership in social work can enhance practice
• Recognise the value of sharing and supporting the learning and development of others
Professional Capability Framework - Qualifying Social Worker Level Capabilities

By the end of last placement/the completion of qualifying programmes newly qualified social workers should have demonstrated the knowledge, skills and values to work with a range of user groups, and the ability to undertake a range of tasks at foundation level, the capacity to work with more complex situations; they should be able to work more autonomously, whilst recognising that the final decision will still rest with their supervisor; they will seek appropriate support and supervision.

1. Professionalism:

   Social workers are members of an internationally recognised profession, a title protected by UK law. Social workers demonstrate professional commitment by taking responsibility for their conduct, practice and learning, with support through supervision. As representatives of the social work profession, they safeguard its reputation and are accountable to the professional regulator.

   - Be able to meet the requirements of the professional regulator
   - Be able to explain the role of the social worker in a range of contexts, and uphold the reputation of the profession
   - Demonstrate an effective and active use of supervision for accountability, professional reflection and development
   - Demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness
   - Take responsibility for managing your time and workload effectively, and begin to prioritise your activity including supervision time
   - Recognise the impact of self-in interaction with others, making appropriate use of personal experience
   - Be able to recognise and maintain personal and professional boundaries
   - Recognise your professional limitations and how to seek advice
   - Demonstrate a commitment to your continuing learning and development
   - With support, take steps to manage and promote own safety, health, wellbeing and emotional resilience
   - Identify concerns about practice and procedures and, with support, begin to find appropriate means of challenge

2. Values and Ethics: Apply Social Work Ethical Principles and Values to Guide Professional Practice

   Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making, including through partnership with people who use their services. Social workers are knowledgeable about the value base of their profession, its ethical standards and relevant law.
• Understand and apply the profession’s ethical principles and legislation, taking account of these in reaching decisions.
• Recognise and, with support, manage the impact of own values on professional practice
• Manage potentially conflicting or competing values, and, with guidance, recognise, reflect on, and work with ethical dilemmas
• Demonstrate respectful partnership work with service users and carers, eliciting and respecting their needs and views, and promoting their participation in decision-making wherever possible
• Recognise and promote individuals’ rights to autonomy and self-determination
• Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing

3. **Diversity: Recognise Diversity and Apply Anti-Discriminatory and Anti-Oppressive Principles in Practice**

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

• Understand how an individual’s identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics, and take account of these to understand their experiences, questioning assumptions where necessary
• With reference to current legislative requirements, recognise personal and organisational discrimination and oppression and with guidance make use of a range of approaches to challenge them
• Recognise and manage the impact on people of the power invested in your role


Social workers recognise the fundamental principles of human rights and equality, and that these are protected in national and international law, conventions and policies. They ensure these principles underpin their practice. Social workers understand the importance of using and contributing to case law and applying these rights in their own practice. They understand the effects of oppression, discrimination and poverty.

• Understand, identify and apply in practice the principles of social justice, inclusion and equality
• Understand how legislation and guidance can advance or constrain people’s rights and recognise how the law may be used to protect or advance their rights and entitlements
Work within the principles of human and civil rights and equalities legislation, differentiating and beginning to work with absolute, qualified and competing rights and differing needs and perspectives

Recognise the impact of poverty and social exclusion and promote enhanced economic status through access to education, work, housing, health services and welfare benefits

Recognise the value of, and access to, independent advocacy

5. Knowledge: Apply Knowledge of Social Sciences, Law and Social Work Practice Theory

Social workers understand psychological, social, cultural, spiritual and physical influences on people; human development throughout the lifespan and the legal framework for practice. They apply this knowledge in their work with individuals, families and communities. They know and use theories and methods of social work practice.

- Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health
- Demonstrate a critical understanding of the legal and policy frameworks and guidance that inform and mandate social work practice, recognising the scope for professional judgement
- Demonstrate and apply to practice a working knowledge of human growth and development throughout the life course
- Recognise the short and long-term impact of psychological, socio-economic, environmental and physiological factors on people’s lives, taking into account age and development, and how this informs practice
- Recognise how systemic approaches can be used to understand the person-in-the-environment and inform your practice
- Acknowledge the centrality of relationships for people and the key concept of attachment, separation, loss, change and resilience
- Understand forms of harm and their impact on people, and the implications for practice, drawing on concept of strength, resilience, vulnerability, risk and resistance, and applying practice
- Demonstrate a critical knowledge of the range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them
- Demonstrate a critical understanding of social welfare policy, its evolution, implementation and impact on people, social work, other professions, and inter-agency working
- Recognise the contribution, and begin to make use, of research to inform practice
- Demonstrate a critical understanding of research methods
- Value and take account of the expertise of service users, carers and professionals
6. Critical Reflection and Analysis- Apply Critical Reflection and Analysis to Inform and Provide a Rationale for Professional Decision-Making

Social workers are knowledgeable about and apply the principles of critical thinking and reasoned discernment. They identify, distinguish, evaluate and integrate multiple sources of knowledge and evidence. These include practice evidence, their own practice experience, service user and carer experience together with research-based, organisational, policy and legal knowledge. They use critical thinking augmented by creativity and curiosity.

- Apply imagination, creativity and curiosity to practice
- Inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources
- With support, rigorously question and evaluate the reliability and validity of information from different sources
- Demonstrate a capacity for logical, systematic, critical and reflective reasoning and apply the theories and techniques of reflective practice
- Know how to formulate, test, evaluate, and review hypotheses in response to information available at the time and apply in practice
- Begin to formulate and make explicit, evidence-informed judgements and justifiable decisions.

7. Intervention and Skills: Use Judgement and Authority to Intervene with Individuals, Families and Communities to Promote Independence, Provide Support and Prevent Harm, Neglect and Abuse

Social workers engage with individuals, families, groups and communities, working alongside people to assess and intervene. They enable effective relationships and are effective communicators, using appropriate skills. Using their professional judgement, they employ a range of interventions to promote independence, providing support and protection, taking preventative action and ensuring safety whilst balancing rights and risks. They understand and take account of differences in power, and are able to use authority appropriately. They evaluate their own practice and the outcomes for those they work with.

- Identify and apply a range of verbal, non-verbal and written method of communication and adapt them in line with people’s age, comprehension and culture
- Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade
- Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships
- Demonstrate an holistic approach to the identification of needs, circumstances, rights, strengths and risks
- Select and use appropriate framework to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with service users
- Use a planned and structured approach, informed by social work methods, models and
tools, to promote positive change and independence and to prevent harm
• Recognisethedevelopmentof community resources, groups, and networks enhance outcomes for individuals
• Maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols, and guidelines, to support professional judgement and organisational responsibilities
• Demonstrates skills in sharing information appropriately and respectfully
• Recognise complexity, multiple factors, changing circumstances and uncertainty in people’s lives, to be able to prioritise your intervention
• Understand the authority of the social work role and begin to use this appropriately as an accountable professional
• Recognise the factors that create or exacerbate risk to individuals, their families, or carers, to the public or professional, including yourself, and contribute to the assessment and management of risk
• With support, identify appropriate responses to safeguard vulnerable people and promote their wellbeing

8. Contexts and Organisations: Engage with, Inform, and Adapt to Changing Contexts that Shape Practice. Operate Effectively Within Own Organisational Frameworks and Contribute to the Development of Services and Organisations. Operate Effectively Within Multi-Agency and Inter-Professional Partnerships and Settings

Social workers are informed about and pro-actively responsive to the challenges and opportunities that come with changing social contexts and constructs. They fulfil their responsibility in accordance with their professional values and ethics, both as individual professionals and as members of the organisation in which they work. They collaborate, inform and are informed by their work with others, inter-professionally and within communities.

• Recognise that social work operates within, and responds to, changing economic, social, political, and organisational contexts
• Understand the roles and responsibilities of social workers in an age of organisations, lines of accountability and the boundaries of professional autonomy and discretion
• Understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure, and practice
• Be able to work within an organisation’s remit and contribute to its evaluation and development
• Understand and respect the role of others within the organisation and work effectively with them
• Take responsibility for your role and impact within teams and be able to contribute positively to effective teamworking
• Understand the inter-agency, multi-disciplinary, and inter-professional dimension to practice and demonstrate effective partnership working
9. **ProfessionalLeadership**: Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management

The social work profession evolves through the contribution of its members in activities such as practice, research, supervision, assessment of practice, teaching and management. An individual’s contribution will gain influence when undertaken as part of a learning, practice-focused organisation. Learning may be facilitated with a wider range of people including social work colleagues, service users and carers, volunteers, foster carers and other professionals.

- Recognise the importance of and begin to demonstrate professional leadership as a social worker
- Recognise the value of and contribute to supporting the learning and development of others
StudentSocialWorkerLevelProfessionalCapabilities

This document presents the Entry to Last Placement/Qualifying Level Professional Capabilities for social workers in table format—so that it is easier to see the progression from one level to the next. This is intended to help people to think about their learning and development.

The capabilities should be read in conjunction with the level descriptors—the details of the capability statement at each level are intended to be used diagnostically to help identify strengths and areas for development, rather than a list of areas for which evidence must be produced.

The nine domains are interactive— they work together to describe the knowledge, skills and values that social workers need to practise effectively. As a student, they demonstrate how your knowledge, values, and skills should develop during initial training.
### PCF Capability: Readiness for Practice – First Placement – Qualifying Level

<table>
<thead>
<tr>
<th>Readiness for Practice</th>
<th>End of First Placement</th>
<th>Qualifying Level demonstrated in the context of the last placement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Professionalism:</strong> Identify and behave as a professional social worker, committed to professional development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe the role of the social worker</td>
<td>Recognise the role of the professional social worker in a range of contexts</td>
<td>1.1 Be able to meet the requirements of the professional regulator</td>
</tr>
<tr>
<td>Describe the mutual roles and responsibilities insupervision</td>
<td>Recognise the importance of supervision, and make an active contribution</td>
<td>1.2 Be able to explain the role of the social worker in a range of contexts, and uphold the reputation of the profession</td>
</tr>
<tr>
<td>Describe the importance of professional behaviour</td>
<td>Demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness</td>
<td>1.3 Demonstrate an effective and active use of supervision for accountability, professional reflection and development</td>
</tr>
<tr>
<td>With guidance, take responsibility for managing your time and workload effectively</td>
<td>1.4 Demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness</td>
<td></td>
</tr>
<tr>
<td>1.5 Take responsibility for managing your time and workload effectively, and begin to prioritise your activity including supervision time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6 Recognise the impact of self interaction with others, making appropriate use of personal experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe the importance of personal and professional boundaries</td>
<td>Be able to show awareness of personal and professional boundaries</td>
<td>1.7 Be able to recognise and maintain personal and professional boundaries</td>
</tr>
<tr>
<td>With guidance, recognise your limitations, and how to seek advice</td>
<td>1.8 Recognise your professional limitations and how to seek advice</td>
<td></td>
</tr>
</tbody>
</table>
## 2. Values and Ethics: Apply social work ethical principles and values to guide professional practice

<table>
<thead>
<tr>
<th>Readiness for practice</th>
<th>Endoffirstplacement</th>
<th>Qualifying level demonstrated in the context of the last placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the profession's ethical principles and their relevance to practice</td>
<td>Understand and, with support, apply the profession's ethical principles</td>
<td>2.1 Understand and apply the profession's ethical principles and legislation, taking account of these in reaching decisions</td>
</tr>
<tr>
<td>Demonstrate awareness of own personal values and how these can impact on practice</td>
<td>Recognise and with support manage the impact of own values on professional practice</td>
<td>2.2 Recognise and, with support, manage the impact of own values on professional practice</td>
</tr>
<tr>
<td></td>
<td>Identify and, with guidance, manage potentially conflicting values and ethical dilemmas</td>
<td>2.3 Manage potentially conflicting or competing values, and, with guidance, recognise, reflect on and work with ethical dilemmas</td>
</tr>
<tr>
<td></td>
<td>Elicit and, respect the needs and views of service users and carers, with support, promote their participation in decision-making wherever possible</td>
<td>2.4 Demonstrate respect for partnership work with service users and carers, elicit and respect their needs and views, and promoting their participation in decision-making wherever possible</td>
</tr>
<tr>
<td>2.5</td>
<td>Recognise and promote individuals’ rights to autonomy and self-determination</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.6</td>
<td>Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Diversity: Recognised diversity and apply anti-discriminatory and anti-oppressive principles in practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readiness for practice</td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td>Recognise the importance of diversity in human identity and experience, and the application of anti-discriminatory and anti-</td>
</tr>
<tr>
<td>Oppressive principles in social work practice</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>3.2</td>
</tr>
</tbody>
</table>

Programme Specification:
Author: A Gardner
Date: September 2013
Page 482 of 565
Recognise and support, manage the impact on people of the power invested in your role

<table>
<thead>
<tr>
<th>4. Rights, Justice and Economic Wellbeing: Advance human rights, and promote social justice and economic wellbeing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Readiness for practice</strong></td>
</tr>
<tr>
<td>Understand and support, applying the principles of social justice, inclusion and equality</td>
</tr>
<tr>
<td>Understand how legislation and guidance can advance or constrain people’s rights</td>
</tr>
<tr>
<td>Work within the principles of human and civil rights and equalities legislation</td>
</tr>
<tr>
<td>Recognise the impact of poverty and social exclusion and promote enhanced economic status through access to education, work, housing, health services and welfare benefits</td>
</tr>
<tr>
<td>Recognise the value of independent advocacy</td>
</tr>
</tbody>
</table>

Programme Specification:
Author: A Gardner

Date: September 2013
### 5. Knowledge: Apply Knowledge of Human Growth and Development, Psychological, Social Sciences, Law and Social Work Practice Theory

<table>
<thead>
<tr>
<th>Readiness for Practice</th>
<th>End of First Placement</th>
<th>Qualifying Level Demonstrated in the Context of the Last Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate an initial understanding of the application of research, theory and knowledge from sociology, social policy, psychology, health and human growth and development to social work practice</td>
<td>With guidance, apply research, theory and knowledge from sociology, social policy, psychology, health and human growth and development to social work practice</td>
<td>5.1 Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health</td>
</tr>
<tr>
<td>Demonstrate an initial understanding of the legal and policy frameworks and guidance that inform and mandate social work practice, relevant placement setting</td>
<td>Understand the legal and policy frameworks and guidance that inform and mandate social work practice, relevant placement setting</td>
<td>5.2 Demonstrate a critical understanding of the legal and policy frameworks and guidance that inform and mandate social work practice, recognizing the scope for professional judgment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.3 Demonstrate and apply to practice a working knowledge of human growth and development throughout the life course</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.4 Recognise the short and long term impact of psychological, socioeconomic, environmental and physiological factors on people’s lives, taking into account age and development, and how this informs practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.5 Recognise how systemic approaches can be used to understand the person-in-the-environment and inform your practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.6 Acknowledge the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience</td>
</tr>
<tr>
<td>Demonstrate an initial understanding of the range of theories and models for social work intervention</td>
<td>Apply knowledge from a range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them</td>
<td>5.7</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>5.8</td>
<td>Demonstrate critical knowledge of the range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them</td>
<td></td>
</tr>
<tr>
<td>5.9</td>
<td>Demonstrate a critical understanding of social welfare policy, its evolution, implementation and impact on people, social work, other professions, and inter-agency working</td>
<td></td>
</tr>
<tr>
<td>5.10</td>
<td>Recognise the contribution, and begin to make use of research to inform practice</td>
<td></td>
</tr>
<tr>
<td>5.11</td>
<td>Demonstrate a critical understanding of research methods</td>
<td></td>
</tr>
<tr>
<td>Value and take account of the expertise of service users and carers and professionals</td>
<td>Value and take account of the expertise of service users and carers and professionals</td>
<td>5.12</td>
</tr>
</tbody>
</table>
## 6. Critical Reflection and Analysis: Apply critical reflection and analysis to inform and provide a rationale for professional decision-making

<table>
<thead>
<tr>
<th>Readiness for practice</th>
<th>End of first placement</th>
<th>Qualifying level demonstrated in the context of the last placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognise the importance of applying imagination, creativity and curiosity to practice</td>
<td>6.1 Apply imagination, creativity and curiosity to practice</td>
<td></td>
</tr>
<tr>
<td>Inform decision-making through the identification and gathering of information from more than one source and with support, questioning reliability and validity</td>
<td>6.2 Inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources</td>
<td></td>
</tr>
<tr>
<td>With support, rigorously question and evaluate the reliability and validity of information from different sources</td>
<td>6.3 With support, rigorously question and evaluate the reliability and validity of information from different sources</td>
<td></td>
</tr>
<tr>
<td>Understand the role of reflective practice and demonstrate basic skills of reflection</td>
<td>With guidance, use reflection and analysis in practice</td>
<td>6.4 Demonstrate a capacity for logical, systematic, critical and reflective reasoning and apply the theories and techniques of reflective practice</td>
</tr>
<tr>
<td>Understand the need to construct hypotheses in social work practice</td>
<td>With guidance, understand how to evaluate and review hypotheses in response to information available at the time and apply in practice with support</td>
<td>6.5 Know how to formulate, test, evaluate, and review hypotheses in response to information available at the time and apply in practice</td>
</tr>
<tr>
<td>Recognise and describe why evidence is important in social work practice</td>
<td>With guidance, use evidence to inform decisions</td>
<td>6.6 Begin to formulate and make explicit, evidence-informed judgments</td>
</tr>
</tbody>
</table>
7. **InterventionandSkills:** Use judgment and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse

<table>
<thead>
<tr>
<th>Readinessforpractice</th>
<th>Endoffirstplacement</th>
<th>Qualifyingleveldemonstratedinthecontextofthelast placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate core communications skills and the capacity to develop them</td>
<td>With guidance, use a range of verbal, non-verbal and written methods of communication relevant to the placement</td>
<td>7.1 Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with people’s age, comprehension and culture</td>
</tr>
<tr>
<td></td>
<td>With guidance, communicate information, advice, instruction and opinion so as to advocate, influence and persuade</td>
<td>7.2 Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade</td>
</tr>
<tr>
<td>Demonstrate the ability to engage with people in order to build compassionate and effective relationships</td>
<td>Demonstrate the ability to build and conclude compassionate and effective relationships appropriate to the placement setting</td>
<td>7.3 Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships</td>
</tr>
<tr>
<td></td>
<td>With guidance, demonstrate an holistic approach to the identification of needs, circumstances, rights, strengths and risks</td>
<td>7.4 Demonstrate an holistic approach to the identification of needs, circumstances, rights, strengths and risks</td>
</tr>
<tr>
<td></td>
<td>Identify and use appropriate framework to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes</td>
<td>7.5 Select and use appropriate framework to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with service users</td>
</tr>
<tr>
<td></td>
<td>With guidance, use a planned and structured approach, informed by at least two social work methods and models</td>
<td>7.6 Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence and prevent harm</td>
</tr>
<tr>
<td>Programme Specification:</td>
<td>Professional Capabilities Framework – An Overview</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Recognise the importance of community resources, groups and networks for individuals</td>
<td>Recognise how the development of community resources, groups and networks enhance outcomes for individuals</td>
<td></td>
</tr>
<tr>
<td>Demonstrate basic ability to produce written documents relevant for practice</td>
<td>Demonstrate skills in recording and report writing appropriated to the setting</td>
<td></td>
</tr>
<tr>
<td>With guidance, demonstrate skills in sharing information appropriately and respectfully</td>
<td>Demonstrate skills in sharing information appropriately and respectfully</td>
<td></td>
</tr>
<tr>
<td>Demonstrate awareness of the impact of multiple factors, changing circumstances and uncertainty in people’s lives</td>
<td>Recognise complexity, multiple factors, changing circumstances and uncertainty in people’s lives, to be able to prioritise your intervention</td>
<td></td>
</tr>
<tr>
<td>With guidance, understand the authority of the social work role</td>
<td>Understand the authority of the social work role and begin to use this appropriately and confidently as an accountable professional</td>
<td></td>
</tr>
<tr>
<td>Demonstrate initial awareness of risk and safeguarding</td>
<td>With guidance, identify the factors that may create or exacerbate risk to individuals, their families or carers, to the public and professionals, including yourself</td>
<td></td>
</tr>
<tr>
<td>With guidance, identify appropriate responses to safeguard vulnerable people</td>
<td>Recognise the factors that create or exacerbate risk to individuals, their families or carers, to the public and professionals, including yourself, and contribute to the assessment and management of risk</td>
<td></td>
</tr>
<tr>
<td>With guidance, identify appropriate responses to safeguard vulnerable people</td>
<td>With support, identify appropriate responses to safeguard vulnerable people and promote their wellbeing</td>
<td></td>
</tr>
</tbody>
</table>
effectivelywithinownorganisationalframeworksandcontributetothe developmentofservicesand
organisations.Operateeffectivelywithinmulti-agencyandinter-professionalpartnershipsandsettings

<table>
<thead>
<tr>
<th>Readinessforpractice</th>
<th>Endoffirstplacement</th>
<th>Qualifyingleveldemonstratedinthecontextofthelastplacement</th>
</tr>
</thead>
</table>
| Demonstrateawarenessoftheimpactoforganisationalcontextsonsocialworkpractice | Withguidance, recognisethatsocialwork operateswithin, and respondsto, changing economic, social, political and organisational contexts | 8.1 Recognisethatsocialworkoperateswithin,andrespondsto,
changingeconomic,social,politicalandorganisationalcontexts |
|                                                           | Withguidance, understand legal obligations, structures and behaviours within organisations and how these impact policy, procedure and practice | 8.2 Understand legal obligations, structures and behaviours within organisations and how these impact policy, procedure and practice |
|                                                           | Withguidance, work within the organisational context of your placement setting and understand the lines of accountability | 8.3 Understand legal obligations, structures and behaviours within organisations and how these impact policy, procedure and practice |
|                                                           | Understand and respect the role of others within the organisation and work effectively with them | 8.4 Be able to work within an organisation's remit and contribute to its evaluation and development |
|                                                           | Take responsibility for your role and impact within teams and, with guidance, contribute positively to teamwork | 8.5 Understand and respect the role of others within the organisation and work effectively with them |
|                                                           | Understand the inter-agency, multi-disciplinary and inter-professional dimension stopractice and, with guidance, demonstrate partnership working | 8.6 Take responsibility for your role and impact within teams and be able to contribute positively to effective team working |
|                                                           | Understand the inter-agency, multi-disciplinary and inter-professional dimension stopractice and, with guidance, demonstrate partnership working | 8.7 Understand the inter-agency, multi-disciplinary and inter-professional dimension stopractice and, demonstrate partnership working |
APPENDIX XIII: Professional Capabilities Framework – Progression Between Levels

<table>
<thead>
<tr>
<th>Readiness for Practice</th>
<th>End of First Placement</th>
<th>Qualifying Level Demonstrated in the Context of the Last Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate awareness of the importance of professional leadership in social work</td>
<td>Identify how professional leadership in social work can enhance practice</td>
<td>9.1 Recognise the importance of, and begin to demonstrate, professional leadership as a social worker</td>
</tr>
<tr>
<td>Recognise the value of sharing and supporting the learning and development of others</td>
<td>9.2 Recognise the value of, and contribute to, supporting the learning and development of others</td>
<td></td>
</tr>
</tbody>
</table>
Health and Care Professions Council Guidance on Conduct and Ethics for Students

1. You should always act in the best interest of your service users
2. You should respect the confidentiality of your service users
3. You should keep high standards of personal conduct
4. You should provide any important information about your conduct, competence or health to your education provider
5. You should limit your study or stop studying if your performance or judgement is affected by your health
6. You should keep your professional knowledge and skills up to date
7. You should act within the limits of your knowledge and skills
8. You should communicate effectively with service users and your education provider and placement providers
9. You should get informed consent to provide care or services (so far as possible)
10. You should keep accurate records on service users
11. You should deal fairly and safely with the risk of infection
12. You should behave honestly
13. You should make sure that your behaviour does not damage public confidence in your profession

Full information oneach of the standards can be found at

http://www.hpc-uk.org/assets/documents/10002C16Guidanceonconductandethicsforstudents.pdf
APPENDIXV: Tutor Contact Details

MANCHESTER METROPOLITAN UNIVERSITY FACULTY OF HEALTH, PSYCHOLOGY AND SOCIAL CARE

**Social Work Tutors**

<table>
<thead>
<tr>
<th>Name</th>
<th>PhoneNumber</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concetta Banks</td>
<td>01612472112</td>
<td><a href="mailto:c.i.banks@mmu.ac.uk">c.i.banks@mmu.ac.uk</a></td>
</tr>
<tr>
<td>Sam Baron</td>
<td>01612472103</td>
<td><a href="mailto:s.baron@mmu.ac.uk">s.baron@mmu.ac.uk</a></td>
</tr>
<tr>
<td>Claire Bellamy</td>
<td>01612472140</td>
<td><a href="mailto:c.bellamy@mmu.ac.uk">c.bellamy@mmu.ac.uk</a></td>
</tr>
<tr>
<td>Alison Domakin</td>
<td>01612472035</td>
<td><a href="mailto:a.domakin@mmu.ac.uk">a.domakin@mmu.ac.uk</a></td>
</tr>
<tr>
<td>David Edmondson</td>
<td>01612472107</td>
<td><a href="mailto:d.edmondson@mmu.ac.uk">d.edmondson@mmu.ac.uk</a></td>
</tr>
<tr>
<td>Ali Gardner</td>
<td>01612472106</td>
<td><a href="mailto:a.gardner@mmu.ac.uk">a.gardner@mmu.ac.uk</a></td>
</tr>
<tr>
<td>Debra Hayes</td>
<td>01612472109</td>
<td><a href="mailto:d.hayes@mmu.ac.uk">d.hayes@mmu.ac.uk</a></td>
</tr>
<tr>
<td>Mandy Hagan</td>
<td>01612472110</td>
<td><a href="mailto:m.hagan@mmu.ac.uk">m.hagan@mmu.ac.uk</a></td>
</tr>
<tr>
<td>Helen Mayall</td>
<td>01612472204</td>
<td><a href="mailto:h.mayall@mmu.ac.uk">h.mayall@mmu.ac.uk</a></td>
</tr>
<tr>
<td>Ken McLaughlin</td>
<td>01612472105</td>
<td><a href="mailto:k.mclaughlin@mmu.ac.uk">k.mclaughlin@mmu.ac.uk</a></td>
</tr>
<tr>
<td>Teresa O’Neill</td>
<td>01612474654</td>
<td><a href="mailto:t.oneill@mmu.ac.uk">t.oneill@mmu.ac.uk</a></td>
</tr>
<tr>
<td>Ann Potter</td>
<td>01612472101</td>
<td><a href="mailto:a.potter@mmu.ac.uk">a.potter@mmu.ac.uk</a></td>
</tr>
<tr>
<td>Rachel Robbins</td>
<td>01612472006</td>
<td><a href="mailto:r.robbins@mmu.ac.uk">r.robbins@mmu.ac.uk</a></td>
</tr>
<tr>
<td>Debbie Thackray</td>
<td>01612472700</td>
<td><a href="mailto:d.thackray@mmu.ac.uk">d.thackray@mmu.ac.uk</a></td>
</tr>
<tr>
<td>Barbara Tisdall</td>
<td>01612472034</td>
<td><a href="mailto:b.tisdall@mmu.ac.uk">b.tisdall@mmu.ac.uk</a></td>
</tr>
<tr>
<td>Chris Yianni</td>
<td>01612472353</td>
<td><a href="mailto:c.yianni@mmu.ac.uk">c.yianni@mmu.ac.uk</a></td>
</tr>
</tbody>
</table>

**Practice Learning Team**

<table>
<thead>
<tr>
<th>Name</th>
<th>PhoneNumber</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claire Bellamy</td>
<td>01612472140</td>
<td><a href="mailto:C.Bellamy@mmu.ac.uk">C.Bellamy@mmu.ac.uk</a></td>
</tr>
<tr>
<td>Pauline Black</td>
<td>01612472048</td>
<td><a href="mailto:P.Black@mmu.ac.uk">P.Black@mmu.ac.uk</a></td>
</tr>
<tr>
<td>Cathie Jasper</td>
<td>01612472143</td>
<td><a href="mailto:C.Jasper@mmu.ac.uk">C.Jasper@mmu.ac.uk</a></td>
</tr>
</tbody>
</table>

**Placement Administration**

<table>
<thead>
<tr>
<th>Name</th>
<th>PhoneNumber</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rachel Radcliffe</td>
<td>01612472099</td>
<td><a href="mailto:R.Radcliffe@mmu.ac.uk">R.Radcliffe@mmu.ac.uk</a></td>
</tr>
<tr>
<td>General Email</td>
<td></td>
<td><a href="mailto:Socialworkplacements@mmu.ac.uk">Socialworkplacements@mmu.ac.uk</a></td>
</tr>
</tbody>
</table>
Appendix Eleven: Placement Collaboration Agreement
Dear Colleague,

**Re: Social Work Placements Collaboration Agreement**

Thank you for providing placement opportunities for our students on the Social Work Degree programme.

We are now required by the Health and Care Professions Council (HCPC) to have a written agreement contract in place with all of our placement providers. We would therefore ask that you or the appropriate person in your agency signs and returns the attached agreement.

Please note that this is not an exclusive agreement and you may be asked to undertake a similar agreement with the other Higher Education Institutions (HEIs) to whom you offer placements.

If you require any further information please do not hesitate to contact a member of the Placement Team.

Yours faithfully,

---

Agreed by Manchester Metropolitan University, the University of Manchester and Stockport College.
Manchester Metropolitan University

&

.........Name of agency........

COLLABORATION AGREEMENT

SOCIAL WORK PLACEMENTS
Social Work Placements Collaboration Agreement

**The Placement Provider**

..................................................................................................................................................

*(name of agency)*

We agree to provide appropriate learning opportunities to facilitate a holistic assessment of the student against the Professional Capability Framework (PCF) domains as outlined below with reference to the Standards of Proficiency, HCPC Guidance on Conduct and Ethics for Students and relevant level indicators for first and second placements.

**Professional Capability Framework Domains:**

1. **PROFESSIONALISM**: Identify and behave as a professional social worker, committed to professional development

2. **VALUES AND ETHICS**: Apply social work ethical principles and values to guide professional practice

3. **DIVERSITY**: Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice

4. **RIGHTS, JUSTICE AND ECONOMIC WELLBEING**: Advance human rights and promote social justice and economic wellbeing

5. **KNOWLEDGE**: Apply knowledge of social sciences, law and social work practice theory

6. **CRITICAL REFLECTION AND ANALYSIS**: Apply critical reflection and analysis to inform and provide a rationale for professional decision-making.

7. **INTERVENTION AND SKILLS**: Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse

8. **CONTEXTS AND ORGANISATIONS**: Engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter-professional settings
9. PROFESSIONAL LEADERSHIP: Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management

**Practice Educator Arrangements** **Please delete as appropriate**

- We will provide our own on-site Practice Educators for these placements (or have our own arrangements that meet with the requirements)

OR

- We will require Manchester Metropolitan University to provide us with off-site Practice Educators for the duration of these placements

OR

- We have our own specific arrangements that meet requirements – PLEASE STATE

**Payment**

We understand and agree that the amount payable per placement day will be the sum of £18 (statutory agencies) or £28 (non-statutory agencies). However, if Manchester Metropolitan University provides an off-site Practice Educator we understand that the amount of £11 per placement day will be deducted from the total amount payable. If a placement is terminated early for any reason, the appropriate proportion of the placement fee will be paid minus the appropriate proportion of the off-site fee where applicable. This fee will be made payable on the completion and return of the required payment claim form at the end of the student’s placement. All payments to agencies are inclusive of VAT.

**Health and Safety**

We understand that we are required to abide by appropriate health and safety requirements and that, for the duration of their placements; students will be treated in the same manner as staff in relation to their health, safety and welfare.

**Supervision**

We understand that we are required to meet the requirements for supervision and general student support as outlined in the relevant Placement Handbook.

**Equality and Diversity**

We confirm that the agency has equality and diversity policies that will be applicable to student placements. Students will not be subject to discrimination whilst on placement and where appropriate reasonable adjustments will be negotiated.
Service users and Carers

Service users and carers will be able to make appropriate choices in respect of their involvement with social work students and social work student placements.

Obligations of Manchester Metropolitan University

Manchester Metropolitan University will:

- ensure that each student has successfully completed Assessed Readiness for Direct Practice.
- ensure that the student has undertaken a DBS check.
- be responsible for the appropriate selection of students for placements
- ensure that you are provided with a relevant and up to date Practice Learning Handbook
- inform you of any forthcoming Practice Educator/On site supervisor training events
- provide and inform you of the dates for a series of practice educator workshops
- issue an appropriate payment to the agency on completion and return of the required payment claim form.

Managing Problems

Procedures for managing problems on placement are outlined in the Practice Learning Handbook and all parties are signatories to these arrangements.

Signatures

<table>
<thead>
<tr>
<th>Signed for and on behalf of Manchester Metropolitan University</th>
<th>Signed for and on behalf of Placement Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Name</td>
</tr>
<tr>
<td>Title</td>
<td>Title</td>
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<tr>
<td>Date</td>
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</tbody>
</table>
Appendix Twelve: Social Work Consent Form
Pre-Qualifying Social Work Programmes Consent Form

In line with general custom and practice throughout social work education students take part, both as practitioner and as service user, in professional skills and practice, which take place during the university based academic components of the BA and MA Social Work (pre-qualifying) programmes. Students who choose not to participate in these activities are likely to penalise themselves by compromising their ability to achieve the learning outcomes.

Informed consent is a pre-requisite to participation in all instances. Students acting as practitioners or service users for practice skills should be able to agree with the following:

1. Apart from any health issues that I have disclosed I am at present in good health

2. I understand that should any information regarding my health status be discovered during a practice skills session, it is my responsibility to seek appropriate advice. This may include referral to my General Practitioner or other appropriate health professional. Such information will remain confidential unless I have given explicit permission for the information to be divulged to another party.

3. I shall not at any time (whether during the term of this consent form or thereafter) disclose any details relating to any information learnt during the course about another student’s health status to any third party unless I am required to do so by law or with the express written consent of the student.

4. I understand that whilst I am a student on the BA or MA Social Work (pre-qualifying) programme it is my responsibility to inform the Manchester Metropolitan University of any change(s) in my health status that occur during my studies. The Manchester Metropolitan University shall not be liable where there has been incomplete or non-disclosure on any change in health status.

5. I understand that it is my responsibility to inform the Department of Social Work and Social Change of any disability (Equality Act 2010) to allow my education provider to make reasonable adjustments. The University or the Department shall not be liable where there has been inaccurate/incomplete or non-declaration of any disability.

6. I understand that it is my responsibility to ensure that I have undertaken any directed self-study prior to undertaking any practice skills session.

7. I undertake to query any aspects of the knowledge base or process if I am in any way uncertain.

8. Although protocols/risk assessments will be referred to during practice skills sessions, I understand that it is my responsibility to ensure that I have read the relevant protocol/risk assessment prior to undertaking the professional and practice skills process (copies of protocols are available on Moodle).

9. I understand that it is my responsibility, if I am participating in a practice skills session to inform the tutor of any condition that would require precaution or constitute a contraindication risk.

10. It is my responsibility if I am the practitioner to stop the practice skills session immediately should a subject indicate untoward symptoms or request that a skills session should be stopped. I undertake to report this to a member of the academic staff so that appropriate action can be taken.

11. I understand that I have the right to discuss any concerns about participation in practical skills and seek advice from my personal tutor, the year tutor, the programme leader or the person taking the relevant practical class for advice and that I can be assured that any such discussions will be treated confidentially.
12. I understand that if I choose to refrain from participation in practical skills I must discuss
my decision with my personal tutor, year tutor, programme leader or the person taking the
practical class. I understand that, if appropriate, a learning agreement will be constructed to
guide my future participation and professional skills development.

13. I understand that, should I require additional consideration or support to develop my
professional skills I am required to negotiate a learning contract with an appropriate member
of staff who will document the adjustments required.

14. I understand that I have the right, at any time, to withdraw from the practice skills
sessions, or a part thereof, without prejudice except where it constitutes part of the required
30 days practice skills. In these circumstances, I accept, that I will still have to complete the
full 30 days practice skills to complete my programme of study.

15. I understand that practical skills covered by this generic consent form will be introduced in
a formal teaching environment by an experienced academic tutor holding a recognised
qualification, which is deemed appropriate by Manchester Metropolitan University.

Health and safety
16. I will adhere to Manchester Metropolitan Health and Safety policies and procedures
relating to the use of equipment.

Specifically practitioner/service user responsibilities are defined as:

Subject/Service User
☐ Should be able to declare that they know of no contraindication or caution nor of any
reason why the procedure should not continue
☐ Should decline to consent until they are aware of what the practice skill entails
☐ Should provide feedback regarding practice skills, for example:
  o Discomfort or pain
  o Alteration of sensation
  o Onset of visual disturbance
  o Onset of dizziness
  o Any other changes

Practitioner
☐ Should adhere to guidelines of good practice i.e.
  o Appropriate assessment of subject and environment.
  o Explanation of the practice skill, any risks that are associated with that skill in order
to gain consent to proceed
  o Application of skill appropriate to student experience
  o Maintenance of a healthy and safe working environment
☐ Assessment of outcome from both subject and practitioner
I have read and understood the above and declare that I am willing and able to take part in
professional skills development in the BA or MA Social Work (pre-qualifying) Programme.

Declaration

In signing this consent I am in agreeing with all of the above terms. Further, I am giving my
consent to the above terms on each occasion that a practice skills session is undertaken
during the course that runs from September 201X to 201X

Full name of student (print) MA/BA
Signature of Student (sign) (Please circle as appropriate)
Date

Name of personal tutor (print)
Appendix Thirteen: Departmental Research Strategy
Introduction
This report is the second annual report of the Department of Social Work and Social Change. The report is divided into sections reporting on the outputs of departmental staff in relation to publications, research bidding, PhD activity, research presence and other research activity within the department. The report contains a number of recommendations to help promote and develop research within the department.

Summary of Recommendations
1. To increase peer reviewed journal publications by 20% in 2013 by building opportunities and mechanisms for supporting staff e.g. publishing workshops or writing retreats.
2. To increase research bidding and income by 50% during 2012-13.
3. Senior research staff to continue to lead on research bidding and include early career research staff in their research teams.
4. To encourage and develop, national and international (academic and non-academic,) links for the purpose of joint bidding and publications.
5. To continue to increase the number of PhD students by 20% next year.
6. To continue to encourage departmental staff to undertake the University PhD supervisor’s course and to increase departmental staff supervising PhD students by 20%.
7. To continue to develop the departmental website and ensure it showcases research activity and success across the department.
8. To maintain the department’s research presence and to ensure annual PDR’s contain at least one objective identifying a conference presentation (to be later developed into an article) or submission of a peer-reviewed article.

Publications
This report includes the research outputs of 28 members of staff including 19 staff who had contributed to 79 publications, or had work accepted which is in press accepted for publication. These consisted of 22 books, 20 book chapters and 26 peer reviewed journals, 2 professional online articles, 6 book reviews and 3 research reports (see appendix A for the evidence for this report). This is double the publications since last year (2011-34 in total) and whilst there has been a general increase the appointment of Prof Jason Powell has significantly boosted the numbers even though Dr Sue Baines (Reader), a major contributor to last year’s report is currently on attachment to the Management School and is thus not included in this report.

Of the books 22 were 14 were single authored, 4 multiple authored and 4 edited collections. The books, book chapters and peer reviewed journal articles cover a broad spectrum of publications that include empirically based work, theoretical analysis, critical commentaries and student texts. From these publications there are a number of key themes beginning to emerge; Social Work, Safeguarding, Risk and Inter Professional Practice, ageing and welfare, culture, critical theory, practice learning, and pedagogical reflection.
Research Bidding
During 2012 11 staff were involved in 17 bids, involving 3 internal research bids and 14 external. Of the external bids 4 have been successful and 4 are currently under review. This is a major increase in activity and success from the position of 2011. The last information on bid success rates suggested that nationally this was now 6:1. Of the successful bids two are from the NIHR School for Social Care Research (to a departmental research team) concerning social care and domestic violence, a successful bid for evaluating the position of social work academics (with support from the Universities of Sussex and Bristol) and a successful European bid in relation to sexual identity and gender in adolescence. There are also a number of research bids currently in development and this bodes well for the future development of research within the department.

PhD Activity
In 2012 12 staff were involved in PhD supervisory teams including 6 acting as Director of Studies. This is more than double the activity of 2011. The 12 staff were involved with 27 PhD and 3 Prof Doc students (a number of PhD teams contain 2 members from Social Work and Social Change on the supervisory team). There were also 4 PhD completions and 3 staff involved in external and internal examining in 2012. This represents a major increase in PhD activity since 2011-12. The transfer of Dr Chris Wibberley has contributed significantly to these numbers, but even after removing his contribution there is a very welcome increase in PhD activity.

Research Presence
In 2012, 23 staff presented 46 conference papers including local, national and international conferences this represents nearly double (12 staff -24 conferences in 2011) the number of departmental staff presenting number of presentations.

Currently the journal, Illness, Crisis and Loss is located within the department with the editor Prof Jason Powell whist staff are members of 19 journal boards and 13 staff review for 19 different journals.

Staff members are also represented on national and international research committees.

Research Analysis
2012 has shown a considerable improvement in the research outputs from the Department, but this increase needs to be tempered by the contributions of Prof Jason Powell to our publications and to Dr Chris Wibberley to our PhD supervisions. Even removing both of these staff from these respective figures there remains a healthy increase in research outputs across publications, research bidding, PhDs and research presence accompanied by a larger number of staff engaging in research activity.

In terms of publications there is still a need to rebalance work towards less books and less book chapters towards more peer-reviewed journal articles and more articles of greater quality and suitable for REF+1. 2012’s report demonstrates that staff members are generally keen to engage in research activity, but that we have a small number of research active staff but an increasing number of early career researchers whom we need to continue to nurture, support and challenge. Like last year a number of staff have had their first article accepted this year and this is likely to continue into next year as I am aware of a number of staff with articles awaiting decisions or others currently composing new articles.

Recommendation 1
To increase peer reviewed journal publications by 20% in 2013 by building opportunities and mechanisms for supporting staff e.g. publishing workshops or writing retreats.

Research bidding and bidding success has increased this year but remains an area where significant development is possible and desirable. The number of staff with experience of successful external research bids remains small and the senior research members in the department have a responsibility to continue to bid include early career researchers as part of their learning opportunities on research teams.

It is also important for research bidding success that we continue to develop links across the university, nationally and internationally to develop partnerships like CARPE as potential bidding partners.
Recommendation 2
To increase research bidding and income by 50% during 2012-13.

Recommendation 3
Senior research staff to continue to lead on research bidding and include early career research staff in their research teams.

Recommendation 4
To encourage and develop, national and international (academic and non-academic), links for the purpose of joint bidding and publications.

There has been more than a doubling of staff involved in PhD activity and a similar increase in PhD students. Next year the postgraduate market is likely to be difficult but given the current position the department is well placed to increase its PhD student numbers and staff involved in PhD supervision. It is also noted that currently there are 12 departmental staff undertaking PhD studies, which it is hoped, will soon result in an increasing number of staff who can act as Director of Studies.

Following on from last year’s recommendation the department now has a new website and it needs to remain up to date, showcase research activity and include all staff member’s research interests.

Recommendation 5
To continue to increase the number of PhD students by 20% next year.

Recommendation 6
To continue to encourage departmental staff to undertake the University PhD supervisor’s course and to increase departmental staff supervising PhD students by 20%.

Recommendation 7
To continue to develop the departmental website and ensure it showcases research activity and success across the department.

Staff presence has significantly increased since 2011 with many more staff presenting at conferences, involved in reviewing journal articles and potential books. This progress is to be welcomed and needs to be continued alongside an increase in staff engaged in external research committees and journal boards.

Recommendation 8
To maintain the department’s research presence and to ensure annual PDR’s contain at least one objective identifying a conference presentation (to be later developed into an article) or submission of a peer-reviewed article.
Research Report 2012 Appendix A

Publications

Books


Book Chapters

Peer reviewed journal articles

**Domakin, A.** (in press) 'Can online discussions help student social workers learn; studying communication', *Social Work Education*


DOI: 10.1017/S1474746412000218


doi:10.1016/j.yndt.2012.08.013


**Jasper, C., Munro, L., Black, P.** and **McLaughlin, H.** (in press) Is there a future for the use of non-traditional placement settings for final year social work students, *Journal of Practice Teaching and Learning*

**McLaughlin, H.** (in press) ‘Motherhood, apple pie and interprofessional practice’, *Social Work Education*(advance access)


**McLaughlin, K.** (2012) "La psicologizacion y la construccion del sujeto politico como un objeto vulnerable", Teoría y critica de la psicología, Vol. 2, 3-18

ISSN: 2116-3480 Spanish translation of ‘Psychologisation and the Construction of the Political Subject as Vulnerable Object’, *Annual Review of Critical Psychology*, vol.8, pp.63-79.

http://www.teocripsi.com/documents/2MCLAUGHLIN.pdf

**Powell, JL** (2012) "‘Personalization and Community Care: A Case Study of the British System”, *Aging International* (US Refereed Article)

**Powell, JL** (2012) ‘De l’etat a la person de la politiquesociale’, *VlaamsMarxistischTijdschrift (Flemish Marxist Review)* (European Refereed Article)


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Programme Specification: Date: September 2013
Author: A Gardner
Page 514 of 565

Book Reviews

Professional publications
McLaughlin, K. Two articles for the online current affairs website spiked: ‘When red tape is a good thing’
http://www.spiked-online.com/site/article/12466/
McLaughlin, K. ‘We don’t want to be “empowered”, thanks’
http://www.spiked-online.com/site/article/12398/
Research Reports

Research Grants
McLaughlin, H., Banks, C. Bellamy, C. and Robbins, R. To identify and assess the effectiveness of social care’s contribution to the development of Multi-Agency Risk Assessment Conferences (MARAC) and the protection of adults facing domestic violence (2012) NIHR School for Social Care Research £74,000
McLaughlin, H., Banks, C. Bellamy, C. Robbins, R. and Thackeray, D. Supplementary bid: To identify and assess the effectiveness of social care’s contribution to the development of Multi-Agency Risk Assessment Conferences (MARAC) and the protection of adults facing domestic violence (2012) NIHR School for Social Care Research £29,000 (additional funding bid accepted by NIHR School for Social Care Research)
McLaughlin, H. Lefevre, M. and Teater, B. The state of social work academics, Joint University Councils-Social Work Education Committee, £4,500
McLaughlin, H., Potter, A. and Newton, K. Evaluation of the gatekeeping and allocation Project –Care Proceedings, Greater Manchester Family Court, Ministry of justice
Fisher, J. Lawthom, R. McLaughlin, H. and Powell, J., Evaluating the effectiveness of Homestart, Research Development Fund, RIHSC £5,880

Conferences
Keynote speaker
McLaughlin, H. Why is this not social work? Non-traditional placements and their place in preparing students for the profession, Research for Practice, Warrington, University of Chester, May, 2012
McLaughlin, H. Child protection, ethics and the involvement of children in research, Safeguarding Consultation, Chelmsford, Anglia Ruskin University, March 2012.
Powell, J. “Singing from same Hymn sheet?” Health Visiting and Inter-Professionalism, Health Visiting 150 Years Conference, Manchester Metropolitan University

Conference presentation


Carey N (2012) Sex/uality: a place in social care. Invited paper, presented at: Faculty of Well-being Services, Turku University of Applied Sciences, Finland. 18th – 20th April

Clennon, O. & Fisher, J. ”Engagement through ‘performative social science’”, Research Institute for Health and Social Change 8th Annual Conference, Manchester, UK, 2-3 July


2012 ESCRC Conference (Stockholm) - Poster Presentation - Social work, child protection and risk in UK Film & TV.

Domakin A. 2012 "Daring to think outside the box: Using the principles of Collaborative Inquiry to consider different ways of ‘teaching’ social work following the recommendations of the Social Work Reform Board" at: 14th UK Joint Social Work Education Conference with the 6th UK Social Work Research Conference 21st Century Solutions: Evolving or Revolvin.

Manchester, UK. Domakin A 2012 "’Putting on my top hat, tying up my white tie, brushing off my tails’: the 21st century academic as performer, entertainer and expert. Are there alternatives to this? Insights from a social work educator’s personal learning experience of using Collaborative Inquiry to study.” at: Research Institute for Health and Social Change 8th Annual Conference, Manchester, UK


Edmondson, D. 2012 RIHSC Conference (Manchester) – Poster Presentation - Social Work, child protection and risk in UK Film & TV

Edmondson, D. King, M. &Pr Dr Emilio Jose Gomez Ciriano (ULCM, Spain)2012 SWSD Conference (Basel) - Workshop Social Work in Film & TV – perspectives and comparisons from UK and Spain


Gardner, A. Personalisation calls for changing values and practice, World Social Work Conference, Stockholm

Mayall, H. and O'Neill, T., 2012. Conference presentation with young people from MMU Social Work Total Respect Group and young people and staff from 42nd Street, "Young people speak from experience", at Choice, Care and Control: Mental Health, Mental Capacity and Social Care Futures, Manchester Metropolitan University
Moran, W. MMUBS Symposium March 2012
McLaughlin, H. Safeguarding, child protection and ethical issues in research, *RiHSC Conference*, MMUI, June 29


Murphy N & Wibberley C 2012 “The Influence of the media on practice in mental health” *Qualitative Research on Mental Health, Nottingham UK*

O’Neill, T. and Hagan, M. and Hawkins, R. Assessment by group role play, friend or foe?, Learning and Teaching Conference, Manchester metropolitan University


Potter, A 2012; “Social Work Assessment with Vulnerable Parents” at *Derbyshire Family Justice Council Annual Conference, Derby, UK*

Potter, A&Jones, L 2012; “Parental mental health, children & families – working effectively, working together” at: *Choice, Care & Control Conference, Manchester Metropolitan University, UK*


Robbins, R. *Whatever happened to anti-racist social work? Whatever happened to "race"?* Delivered at SWAN (Social Work Action Network) March 2012

Tisdall, B. *Decisions, Decisions. Implementation of the Mental capacity Act, 2005, Choice care and Control: Mental health, MMU*


Other research esteem factors e.g. member of university research committee, professional research body, reviewer of research funding bids, peer reviewed journal reviewer, book proposals etc.

International/National Consultancy

McLaughlin, H. Northwest People in Research, Executive Board Member

McLaughlin, H.INVOLVE (NIHR) Advisory Group

McLaughlin, H. JUC SWEC Research Committee

Powell J.L. International Consultant, Canadian Foundation for Innovation, Ottawa, Canada

Powell J.L. International Consultant Editor, Nova Science, USA

Powell J.L. External advisor to Romanian Sociological Society

Powell J.L. Member of ESRC College

Editorships: Journals

Powell J.L. Editor *Illness, Crisis and Loss*

Powell J.L. International Editor, *Hong Kong Journal of Social Work*

Powell J.L. Associate Editor, *International Journal of Criminology and Sociological Theory*

Powell J.L. Associate Editor, *American Journal of Social Issues and Humanities*
Staff editorial board memberships

Voluntas
International Journal of Knowledge Based Development
Social Work Education
Children and Society
Qualitative Social Work
China Journal of Social Work
Journal of Globalization Studies
Journal of Administration and Governance
American Journal of Social and Management Sciences
Journal of Social Welfare and Management
Journal of Governance and Public Policy
International Review of Humanities and Social Sciences
International Journal of Applied Science and Technology
Romanian Journal of Sociology
Sociological Inquiry
American Journal of Social Science
Work and family Researcher’s network
International Journal of Innovative Interdisciplinary Research
American Journal of Social Issues and Humanities

Staff Peer Reviewing of Journals 2012

British Journal of Social Work
British Journal of Sociology;
Theory and Society;
American Journal of Sociology;
American Sociological Review;
Sociology;
Qualitative Social Work
European Journal of Social Theory;
The Gerontologist;
Health Expectations;
Journal of Gerontology: Social Sciences;
Ageing and Society;
Social Work Education
Social Policy and Society;
Scandinavian Journal of Caring Sciences;
Current Sociology
International Journal of Innovative and Interdisciplinary Research
Feminism and Psychology
Community, Work and the Family
Appendix Fourteen: Professional Unsuitability Policy

See http://www.mmu.ac.uk/academic/casqe/regulations/assessment/docs/withdrawal-suspension.pdf
Appendix 15 – Placement Handbook Step Up to Social Work – PGDip Employment Based Programme
Placement handbook
Cohort 3

Draft Five 21st June 2013
Step up to Social Work.  
Placement Handbook

Table of Contents
1  Introduction – about Step up to Social Work ................................................................. 6
2  Practice Learning Requirements ......................................................................................... 6
3  Arrangements for placements ............................................................................................ 8
   3.1  The role of the HEI ....................................................................................................... 8
   3.2  The role of the local authority ..................................................................................... 8
   3.3  The student .................................................................................................................. 9
   3.4  The tutor ...................................................................................................................... 10
   3.5  The practice educator ................................................................................................. 11
      3.5.1  Practice Educator Professional Standards .............................................................. 11
      3.5.2  The role of the practice educator ......................................................................... 11
   3.6  The onsite supervisor ................................................................................................. 13
      3.6.1  Requirements for onsite supervisors .................................................................... 13
      3.6.2  The role of the onsite supervisor ......................................................................... 13
4  The placement process ...................................................................................................... 14
   4.1  30 Developing Skills for Practice days ........................................................................ 14
   4.2  Assessment of Readiness for Direct Practice ............................................................... 14
   4.3  Placement learning agreement meeting ...................................................................... 15
   4.4  Placement Induction ................................................................................................... 16
   4.5  Supervision ................................................................................................................ 16
   4.6  Interim review ............................................................................................................ 17
   4.7  Final Placement Meeting ........................................................................................... 17
5  Assessing the placement ................................................................................................. 18
   5.1  Learning opportunities ............................................................................................... 18
   5.2  The academic programme ......................................................................................... 19
   5.3  Sources of evidence ................................................................................................... 20
   5.4  The placement description and outline of work undertaken ...................................... 21
   5.5  Observed practice ...................................................................................................... 21
   5.6  Service user feedback ............................................................................................... 22
Introduction – about Step up to Social Work

Step up to Social Work is a new route into social work. It is a practice based post-graduate programme. It is commissioned and funded by the Department for Education. It is being delivered through regional partnerships.

The programme has been designed by Manchester Metropolitan University (MMU) and degrees will be conferred by that University. *The programme is registered with the Health and Care Professions Council and endorsed by the College of Social Work (subject to confirmation)*

Students will be attached to individual local authorities either as employees or through bursaries. They have been selected though a rigorous process and have first degrees at upper second class honours level or higher. The programme is very intensive and demanding, but offers the reward of a fast and thorough route to becoming a qualified social worker.

Although employing/sponsoring local authorities are responsible for finding placements, key aspects of practice learning are common with other social work courses. Students are required to complete 200 days of practice learning including 30 Developing Skills for Practice Days and practice based placements of 70 and 100 days. At the end of each placement they are assessed against the domains of the Professional Capabilities Framework at the required level and must pass each placement to progress and be awarded the degree.

This handbook is written to assist students, practice educators, tutors and others contributing to the delivery and assessment of practice placements.

Practice Learning Requirements

Each student must complete 170 days of practice learning in addition to 30 Developing Skills for Practice days. The first placement is for 70 days and the second for 100 days. The practice learning day is equivalent to a normal working day for a full-time member of staff in the placement setting. However, in settings which operate a shift system or weekend working the inclusion of the student in that system must have regard to their learning needs. It is not possible to reduce the number of placement days by working longer hours although local arrangements should be made to enable students to take time back if they occasionally work additional hours.

Placements must satisfy the requirements of the Health and Care Professions Council for Practice Placements and must also meet the endorsement requirements of the College of Social Work.

Placements must provide students with experiences which enable them to

- practice safely within the scope of their practice, and
  - manage complex work with competing risks and where issues of resistance and control will need to be considered (in one of the placements)
  - Work in a non-discriminatory manner
  - build relationships with service users
The practice learning experience must provide the student with a broad experience and understanding of the profession. Students should have different experience in their first and last placements. This is likely to mean different settings, service user groups, ages or methods. This should contribute to all students developing a ‘think family’ perspective, and form the foundation for developing specialist skills once qualified. Offering flexibility in the range of different placement experiences will mean that matching with learner needs can be considered.

Each placement must be in an appropriate setting. The setting for the first placement should not be a children and families social work team. Ideally it will be a setting which involves the students working with adults on issues which can affect the lives of children (for example, mental health, domestic abuse, teenage pregnancy). Other possibilities could include a residential home or a Children’s Centre where the focus of work could be organised to be with adults.

The setting selected for the last placement (100 days) must prepare students for the statutory aspects of a social worker’s role by offering them opportunities to demonstrate engagement with:

- Formal assessment processes (observation, gathering of information, analysis, reporting, use of evidence base, development of clear recommendations) to include:
  - formal processes considering risk and/or safeguarding for child protection, for practice in mental health or with vulnerable adults (PCF 7, 8)
  - opportunities to reflect on, discuss and analyse appropriate use of authority (PCF 7, 6)
- Application and understanding of legal frameworks relevant for social work practice (PCF 5, 8)
- Organisational policies and decisions and their impact on service delivery to service users (PCF 8)
- The demands of a high pressured environment, where time and competing interests have to be managed effectively (PCF 1)
- Multiagency working, including planning interventions with other agencies, and analysing and managing tensions (PCF 7, 8)
- Presentation of outcomes of formal assessment processes, including analysis of risk/recommendations in line with organisational policy/procedure at, e.g. panels/meetings/courts. (PCF 6, 7, 8)
- Use of formal agency recording for assessment/risk. (PCF 1)

In the case of Step Up to Social Work final placements will usually be in teams dealing with statutory assessments under the Children Act 1989.

Local Authorities with concerns about the suitability of a setting for first or last placements should consult MMU.

Each placement must be supervised and assessed by a suitably qualified practice educator (see 0 below) who provides the student with appropriate levels of support, taking into account the challenging nature of the work, and the individual needs of the student. Students should be expected to learn from their experiences on placement, including any early set-backs. If the practice educator is offsite the student must have an onsite supervisor (see 0 below)

Students will not hold case responsibility for formal assessment processes that include risk/safeguarding/child protection. The last placement should incorporate a blend of activity to reflect the fact that the students are still learning. Students will be able to participate in a range of opportunities through co-working with their practice educator or on-site social worker/supervisor:

- undertaking specific pieces of work in a case under supervision
- observing/shadowing work carried out by other social workers and/or professionals in the team or through spending time in other agencies
• accompanying team members to panels/meetings/court relating to their cases
• sharing responsibility with social workers for presentation of recommendations to panels or formal recording

In any placement arrangements must be made to ensure that service users know they are receiving services from a student and that they are entitled to opt not to if that is their preference.

At the end of the placement the practice educator must determine whether the student has achieved a sufficient standard of work to pass the placement and recommend accordingly to the Assessment Board. The Practice Assessment Panel (see 0 below) will arrange for the moderation of placement assessments.

Before commencing placement one the student must successfully complete the Assessment of Readiness for Direct Practice. Before commencing the final placement they must show proficiency in the Professional Capabilities Framework at the End of Last Placement level.

Arrangements for placements

The role of the HEI

Manchester Metropolitan University is responsible for establishing the framework for practice placements, for quality assurance and for leading the assessment of placements. It is also responsible for providing tutor support to students during the placement (and for the rest of the programme).

A collaboration agreement will be established between Manchester Metropolitan University and the Local Authorities in the Regional Partnership.

A Practice Assessment Panel, with representatives of the regional partners, and Manchester Metropolitan University will oversee the practice placements and offer guidance on the suitability of individual placements. (More information about these arrangements is provided in the Practice Assessment Panel handbook).

The role of the local authority

The employing/sponsoring local authority is responsible for arranging appropriate placements for the student (see 0 above) and for providing a suitable practice educator (see 0 below). It is important for local authorities to ensure that the student is able to balance their placement and academic commitments.

A suitable practice educator is one qualified/trained in the role in accordance with the requirements of the College of Social Work. For the final placement the practice educator must be a qualified, registered and experienced social worker who has achieved stage 2 of the Practice Educator Framework or equivalent (eg Practice Teacher Award).
The responsibilities of Local Authorities set out in “Standards for Employers of Social Workers in England and Supervision Framework”¹ are relevant to students and their practice educators.

The local authority is also responsible for ensuring that the student has current clearance from the Disclosure and Barring Service and can meet any other requirements of the placement it selects.

The local authority is responsible for the health and safety of the student and for ensuring their dignity at work. The employing/sponsoring authority is also responsible for any arrangements for a student to use a car as part of their duties whilst on placement.

The student

The student must complete:

- 30 Developing Skills for Practice days
- One 70 day practice placement
- One 100 day practice placement

During practice placements the student must contribute to the placement learning agreement, the interim review and the final placement meeting.

The placement enables the student to engage in the range of practice learning opportunities which will form the basis of practice assessment. Students will not hold case responsibility for formal assessment processes that include risk/safeguarding/child protection.

It is essential that the student prepares for, attends, participates in and contributes to supervision and engages in reflective discussions regarding learning opportunities. The student should maintain a reflective log to discuss during supervision. A specimen pro forma is included in the Placement Resources Pack but the student may choose a different format in conjunction with the practice educator. Supervision should also be used to discuss issues identified in academic work and the 30 Developing Skills for Practice days and to plan how to explore key issues with other experienced practitioners.

Students must maintain a reflective record of the 30 Developing Skills for Practice days and share this with their tutor and their practice educator. This must also be included in the portfolio.

The student should agree with the practice educator how supervision sessions are to be recorded and participate in that process. All supervision minutes must be signed by the student and the practice educator.

If there is an offsite practice educator the student should also attend and contribute to three way meetings with the supervisor and the practice educator.

It is the responsibility of the student to construct a portfolio in accordance with the guidance included in this handbook (see 0 below). They should seek the advice and guidance of the practice educators.

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¹ Local Govt Association and Social Work Reform Board
educator in doing this. The practice educator may wish the student to focus on specific issues in some of the work they undertake to ensure identified learning needs are met.

The student must bear in mind that all their work during placement will be subject to observation and may be discussed with them and used by the practice educator as part of their assessment.

It is also the student’s responsibility to arrange to gather feedback from service users and carers and include the feedback in their portfolio (see 0 below).

The student must maintain the confidentiality of service users and carers and organisations they work with by ensuring all references to them in academic work and placement evidence are suitably anonymised.

At all times during the placement the student must conduct themself in accordance with the Health and Care Professions Council Guidance on Conduct and Ethics for Students (see 0 below) and all relevant policies and procedures of the employing/sponsoring authority. This includes ensuring that service users know they are students and have the option not to receive a service from a student in training.

The student should submit their portfolio to the practice educator two weeks before the end of the placement. At the end of the placement the student must provide online feedback and insert the receipt they obtain in their portfolio. The student must then submit their portfolio, with the Practice Educator’s report for moderation in accordance with instructions issued by the Practice Assessment Panel.

The tutor

The tutor is primarily concerned to assist the student in meeting the academic requirements of the programme and supporting the student in applying academic learning to practice settings so that the student is able to constructively and critically apply academic learning to practice. The tutor will help the student to chart and reflect critically on the development of their skills against the Professional Capabilities Framework. The tutor will be concerned to ensure that practice learning arrangements are meeting the student’s learning needs.

The tutor should attend and normally chair:

- The Placement Learning Agreement meeting
- The interim review
- The final placement meeting

The Tutor will also have three separate meetings with the student to discuss and review their work on the 30 days Developing Skills for Practice module (see 0 below)

Tutors should ensure that students have prepared for Placement Learning Agreement meetings and interim reviews, and have completed and circulated the completed placement learning agreement.

There is space for the tutor to comment on the final assessment report and tutors are asked to ensure that they do add their comments.
If a tutor has concerns about the progress of a placement they may call stage one or stage two concerns meeting (0 below). If the concerns process is begun for a student the tutor is responsible for ensuring that the stages of the process are correctly followed (see 0 below)

The practice educator

Practice Educator Professional Standards

For the purposes of Step up to Social Work, for the first placement the practice educator, if on-site, must be a registered social worker qualified to stage two of the PEPS. (Registered social workers qualified to stage one and actively working towards stage 2 may be considered as onsite practice educators for placement one subject to good support being available). If offsite the practice educator must be a registered social worker qualified to stage 2 of the PEPS.

For the final placement all practice educators must be registered social workers qualified to stage 2 of the PEPS.

The role of the practice educator

Practice educators are expected to arrange work and learning opportunities for their student, suitable to successful practice and assessment of the required areas of competence in an environment free from oppression, harassment and exploitation. If the practice educator is offsite the arrangements must be made in conjunction with the onsite supervisor.

Before the Placement Learning Agreement meeting and before the placement begins the practice educator must complete the HEI placement audit form and provide the student with a copy to include in the portfolio. If the Practice Educator is offsite they should do this in conjunction with the onsite supervisor. (The form has been modified to ensure it collects information about onsite supervisors and offsite practice educators where necessary). The completed form should also be emailed to Manchester Metropolitan University (Contact details to be inserted). (The form is available on the Practice Learning Website).

The practice educator must contribute to the pre-placement agreement; the interim review and the final placement meeting (see 0 below).

The practice educator must arrange an induction programme for the student of no less than 2 weeks duration. This should be focused on the specific team or setting of the placement and should take account of the general induction programme at the beginning of the programme. (See 0 below) If the practice educator is offsite this should be arranged by the onsite supervisor and agreed with the practice educator, involving input from the practice educator.

The frequency of supervision should be agreed by the practice educator and the student and may change as the placement progresses. Normally approximately 1 hour of formal supervision should be provided for each working week of placement (or equivalent). If there is an onsite supervisor the timing of supervision should also take account of supervision provided by that person. Supervision should be recorded. A specimen pro forma for recording supervision is included in the Placement Resources Pack but a different format may be used. The practice educator should agree with the student how that should be done. Both parties should sign supervision minutes. Both parties should
also maintain a record of when supervision has occurred. Supervision should deal with both operational activities (and work completed if the practice educator is offsite) and reflection and linking practice to underpinning knowledge. Practice educators should expect students to use reflective logs.

If the practice educator is offsite they should also ensure that three way meetings with the student and onsite supervisor take place to review the student’s progress in addressing the Domains of the PCF and maintaining the requirements of the Health and Care Professions Council Guidance on Conduct and Ethics for Students. There should be at least 3 three way meetings during each placement.

The assessment of academic work is not linked to the production of placement portfolios in this programme. However, practice educators should be aware of what students are covering in each unit. Students will be encouraged to discuss some issues in supervision with practice educators. As part of the academic learning students will be asked to complete exercises which ask them to reflect on their experiences from placement and find out the views and knowledge of skilled practitioners in the team on various issues. (An outline of the academic programme is included at 0 below)

The written work the student is required to provide for the portfolio will not be academically marked and students may discuss drafts with practice educators, although the final work must be the student’s. Students are required to design and organise arrangements for getting feedback from at least 2 service users. Practice educators may assist in all aspects of this procedure (including interviewing service users) but the responsibility to ensure feedback is provided rests with the student.

The student’s practice must be directly observed and considered against the Professional Capabilities Framework (see 0 below). Direct observations of practice must be undertaken on at least two occasions in the first placement and three in the second. (See 0 below)

If the practice educator is offsite one of the observations may be undertaken by the onsite supervisor but the work observed must be agreed with the practice educator and the student (see 0 below).

The practice educator must read the student’s portfolio at the end of the placement and confirm that the work described in it has been undertaken and that it has been anonymised in accordance with guidance (see 0 below).

The practice educator must confirm that the student has completed the required number of days of practice learning using the pro forma provided. (If the practice educator is offsite this should be verified by the onsite supervisor)

The practice educator must prepare an assessment report on the student (see0 below). It is the responsibility of the Practice Educator to make a recommendation of pass or fail. If a practice educator intends to recommend that the student fail the placement they must advise their agency representative on the Step Up to Social Work Practice Assessment Panel and the designated contact from MMU and indicate whether the basis of their recommendation is written work, practice, or both. The agency representative will ensure that Practice Assessment Panel procedures are followed.
Practice educators are, at all times, required to follow the requirements of the Standards of Proficiency for social workers in England.

NB: Off-site practice educators are bound by the confidentiality requirements of the placement agency and the university and of Standard Seven of the Standards of Proficiency and as such should be allowed access to agency records written by their student.

The onsite supervisor

Requirements for onsite supervisors

For first placements onsite supervisors do not have to be registered social workers. However, they should still use stage one of the PEPS as a developmental framework.

For the final placement an onsite supervisors must be a registered social worker who has achieved or is working towards stage one of the PEPS.

The role of the onsite supervisor

In some placements an offsite practice educator will be appointed to support the student. That is, someone who meets the qualifying requirements to be a practice educator (see 0 above) but who does not work as a member of staff at the placement. In such cases an onsite supervisor will also be appointed.

Before the Placement Learning Agreement meeting and before the placement begins the onsite supervisor must assist the practice educator to complete the HEI placement audit form and provide the student with a copy to include in the portfolio.

The onsite supervisor should work with the offsite practice educator to arrange work and learning opportunities suitable to successful practice and assessment of the required areas of competence in an environment free from oppression, harassment and exploitation. They should also work with the practice educator to arrange an induction programme focused on the specific team of the placement and should take account of the general induction programme at the beginning of the programme. The onsite supervisor should make themselves familiar with this handbook, and in particular the Professional Capabilities Framework at the appropriate level for the student.

The onsite supervisor is responsible for day-to-day support for the student and for the operational supervision of their work. This should include formal supervision at least monthly and more frequently as required. The onsite supervisor should also contribute to three way meetings with the student and the practice educator.

Onsite supervisors must contribute to the pre-placement agreement and the interim review. They may also be invited to contribute to the final placement meeting.

The onsite supervisor may observe one of the three sessions of observed practice. This should be agreed with the offsite practice educator and the content agreed with the offsite practice educator and the student. Copies of the record should be given to the student and the offsite practice educator no later than two weeks after the observation.
The onsite supervisor must verify that the student has completed the required number of days at the placement. The onsite supervisor should also assist the practice educator in verifying that all work described by the student in their portfolio is accurately described.

Assessment of the student’s work and a recommendation to pass or fail is the responsibility of the practice educator but the onsite supervisor should contribute their observations at three-way meetings with the student and practice educator (see 0 above) and at the midpoint and final meetings. The onsite supervisor may provide a report on the student to assist the practice educator in their assessment. This should be discussed with the student.

The placement process

30 Developing Skills for Practice days

The 30 Developing Skills for Practice days will be organised to take place before and during placements.

These days will be used in a combination of ways. Some will support learning on academic units and the Assessment of Readiness for Direct Practice. However the majority of days will be used to provide small group learning opportunities to enhance learning on placement. These will be organised by MMU / University of Central Lancashire.

Students will provide a record of the Developing Skills for Practice Days as part of the portfolio for each placement by including the log that they have maintained in the portfolio.

Some of the Developing Skills for Practice days are left free allowing the student to choose how best they can be used to suit individual learning needs, in conjunction with the advice of the practice educator and tutor. This should be discussed at placement meetings between practice educator, student and tutor.

More detailed information will be provided separately.

Assessment of Readiness for Direct Practice

Prior to commencing the first placement students must complete an assessment of readiness for direct practice. This will take up six days of the Developing Skills for Practice days.

Three days of this will be taken up with academic teaching and three with shadowing a qualified and registered social worker.

Students will be expected to be able to demonstrate readiness to practice in:

- Communication skills with service users, carers and children, and other professionals
- Awareness of social work values and own value base
- Awareness of own biases and impact on working with diverse groups
• Professional behaviour, basic knowledge of social work role and context of social work practice

• Skills in reflective practice

• Awareness of the legislative framework of social work, including human rights

• Awareness of the knowledge base and models of intervention used in social work

They will be asked to engage in a range of activities including:

• Three days of academic learning

• Shadow a qualified social worker in the process of working with and assessing the needs of service users for 3 days and
  o Meet other staff in the agency setting to discuss their roles
  o Meet a social work manager to gain understanding of organisational issues relating to operational delivery
  o Engage in a supervision session of 1.5 hours duration with the shadowing social worker to discuss the work of a social worker and the shadowing experience
  o Visit any multi-disciplinary teams, settings or other professionals working with social workers, as appropriate to the work of the agency and the shadowing experience.
  o Meet service user representatives

The student will be required to complete a reflective summary. The shadowed social worker will be asked to add a commentary and confirm that the Professional Capabilities Framework has been addressed at the Readiness for Direct Practice level.

The Practice Assessment will consider whether students are ready to proceed to direct practice.

Placement learning agreement meeting

The placement learning agreement meeting should include the student, the practice educator and the tutor. If the practice educator is off-site the on-site supervisor should also be involved. The meeting should be chaired by the Tutor. Its main purpose is to produce the placement learning agreement. The placement learning agreement should be completed before or within 10 days of the start of the placement.

The meeting will confirm that the student is eligible to proceed to the placement having satisfied the Assessment of Readiness for Direct Practice or End of Placement One capability of the Professional Capabilities Framework.

The student should prepare for the meeting by considering their learning needs. For placement one this should include the needs identified by the Assessment of Readiness for Direct Practice and discussed at the first Tutor Review. For placement two it should include items identified in the assessment at the end of placement one and items identified at the second Tutor Review.

Practice Educators and Onsite Supervisors should consider the learning opportunities which can be provided for the student. If there are learning needs which the placement itself will be unlikely to be able to meet plan should be made as to how those needs will be met.
The key people in the placement and their contact details should be identified. Health and safety arrangements should be confirmed. Support arrangements should be set out (this may include arrangements the local authority has in place for all social work students). Whistleblowing arrangements should be confirmed. Supervision arrangements should also be agreed and described.

The start and finish dates for the placement and the date for the interim review should be identified. The timetable for placements is prescribed but any features specific to the placement (e.g., evening or weekend working) should be included.

A timetable for completing portfolio items is included and should be used to assist students and practice educators in planning the work required during the placement.

At the meeting the Domains of the Professional Capabilities Framework should be considered and agreement reached as to how the student will be able to demonstrate competence.

The tutor should record the meeting using the pro forma provided and ensure it is agreed and signed by all participants, and that all participants receive a copy. This is the placement learning agreement.

**Placement Induction**

The placement should commence with an induction period of no less than 2 weeks duration. This should be focused on the specific team or setting of the placement. It should introduce the student to the profile of the community they are serving and significant social issues in the area and help them to understand the social needs of the area and the service users of the setting.

The student should also be familiarised with agency policies and procedures, with services and key staff and with networking opportunities with allied professionals and other linked service providers.

**Supervision**

Practice Educators should provide approximately 1 hour of formal supervision to students for each working week of placement (or equivalent). Supervision must be recorded and copies kept by both Student and Practice Educator. A pro forma is available in the Placement Resources Pack).

Supervision by the practice educator should promote critical reflection on research, theories and models of social work intervention. It should enable the student to develop the skills and confidence to analyse and critique own practice and their professional development. It should help the student to establish an understanding of the importance of personal and professional boundaries. It should help students explore and understand the complexities of managing uncertainty.

Supervision should also be used to help the student develop recognise the personal stresses and emotional challenges social work can raise and how to maintain their own wellbeing in the workplace.
Supervision should be used to plan and review work and to assist the student in developing the capacity for critical reflection. It should draw on the work undertaken in the placement, the formal observations, service user feedback and feedback from others, the student’s written work for the portfolio and the Developing Skills for Practice days.

If the practice educator is offsite the onsite supervisor should also provide formal supervision at least monthly and more frequently as required. This should be structured and recorded in accordance with agency requirements but the content of this supervision must be shared with the practice educator.

Interim review

The Interim Review should have the same membership as the Placement Learning Agreement meeting and, again, should normally be chaired by the tutor.

At the Interim Review meeting the tutor will ensure that the placement learning agreement is reviewed to identify progress towards the provision of learning opportunities and the collection of evidence for the Domains of the Professional Capabilities Framework. The Interim Review Report (see Step Up to Social Work placement materials) should be prepared in advance by the practice educator in conjunction with the student and will form the basis of this meeting.

The number of direct observations undertaken at this stage should be confirmed and the student’s progress towards obtaining service-user feedback and other portfolio items should be reviewed.

The practice educator’s assessment of the student’s performance to date should be discussed and consideration given to how to address any areas in which the student needs to make more progress.

Any difficulty experienced in providing learning opportunities should also be discussed and remedies agreed.

The tutor should record the meeting using the pro forma provided and ensure it is agreed and signed by all participants, and that all participants receive a copy.

Final Placement Meeting

At the end of the placement the student should ensure the portfolio is complete including all signatures and the practice educator’s report.

The Student, Tutor and Practice Educator should meet (the onsite supervisor should be invited if they are likely to be able to make an additional contribution).

The Tutor should lead the meeting in reviewing the student’s learning, their development of practice skills including critical reflection and their ability to build practice on academic learning as well as experience. Placement experiences and the portfolio should be used to inform this discussion.

The tutor should help the student to identify their learning needs for placement two or in preparation for their Assessed and Supported Year in Employment.
The tutor will make a record of this meeting.

The student should then add the record of the final placement meeting to the portfolio and submit it to their nominated Local Authority link person according to a timescale and arrangements which will be indicated to them during the placement.

Students are only required to submit one copy of the portfolio but should retain a second full copy themselves.

Assessing the placement

Learning opportunities

The following list is not exhaustive, nor are any of the items on it suggested as compulsory, but is a guide to assist practice educators and onsite supervisors in considering the learning opportunities which can be provided to a student during a placement.

Customised Developing Skills for Practice days
Direct work with service users and carers; Interviews; group work; meetings; care tasks in residential/day care settings
Opportunities to support the development of groups and to understand communities
Range of cases to incorporate diversity (gender, culture, race, disability, age, etc)
Office duty
Written work:
  Agency records
  Assessments
  Formal reports
  Project reports
  Log books
  Incident reports
  Agency IT systems
Questionnaires
Key worker reviews
Visits of observation
Observation of experienced practitioners
Study of policy and practice guidelines
Practice in staff meetings
Case conferences or multi-disciplinary meetings
Public meetings
Working with administrative and secretarial staff
Keeping a reflective diary
Supervision discussion
Analysis of direct evidence: tapes, videos, live supervision
Role plays/simulations
Analysis of written work by the student
**Reading**

Direct teaching and discussion of subjects arising from academic work

**The academic programme**

Students will be encouraged and expected to draw on their practice experience in their academic work and will be expected to discuss the underpinning knowledge with the practice educator and other experienced professionals. It is important that practice educators are aware of the areas students are studying.

The outline academic programme is included here.

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<thead>
<tr>
<th>Introduction</th>
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<tbody>
<tr>
<td>Induction</td>
</tr>
<tr>
<td>Developing Skills for Practice days</td>
</tr>
<tr>
<td>Assessment of Readiness for Direct Practice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Placement activity</th>
<th>Academic programme</th>
</tr>
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<tbody>
<tr>
<td><strong>Placement One</strong></td>
<td></td>
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<tr>
<td>Starts week</td>
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<td>Developing Professional Practice (linked to Developing Skills for Practice days)</td>
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<tr>
<td>Communication and Engagement</td>
<td></td>
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<tr>
<td>Assessment, planning, intervention and review</td>
<td></td>
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<tr>
<td>Human Growth and Development</td>
<td></td>
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<tr>
<td>Law, Human Rights and Social Work</td>
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<td>Social Work Research Methods</td>
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<th>Self-directed study/leave</th>
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</thead>
<tbody>
<tr>
<td>Addictions and Social Work Practice</td>
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<tr>
<td>Mental Health and Social Work Practice</td>
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<th><strong>Placement two</strong></th>
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<tr>
<td>Working with Children, Young People and their Families</td>
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<tr>
<td>Assessment, Complexity and Risk</td>
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<tr>
<td>Developing Professional Practice</td>
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NB This table is to give an overview of the areas of academic study during each placement and is not a detailed timetable.

**Sources of evidence**

Formal direct observations (see 0 below)

Other observations of the student’s work: by the practice educator or made by other professionals and shared with the practice educator. These should be shared with the student during supervision.

Written records. Case notes; reports for a range of purposes; write ups of special projects; application for services/resources, supervision notes. Practice educators will be expected to check that a student is recording to the required standard of the placement agency and the university. (Practice Educators are asked to complete an assessment of the student’s operational recording which should be included in the portfolio.).

Supervision. Discussion of ongoing work at regular supervision sessions. How well is the student understanding and responding to the requirements of the setting? The practice educator may test out through discussion the student’s understanding of underpinning knowledge; anti-racist and anti-discriminatory strategies; working with service users and carers (eg how does the student plan to communicate with a young child?); working with colleagues and other professionals.

The practice educator will also be able to assess how the student makes use of the underpinning knowledge provided in the academic modules of the programme.

Supervision notes should not be included in the portfolio but the practice educator may draw on them for the report.

Feedback from service users and carers; colleagues; managers and other agencies. The student is responsible for collecting feedback from service users and carers and must share this with the practice educator in supervision sessions. The practice educator may also decide to approach colleagues, other agencies and service users and carers. In particular, onsite supervisors, when they are involved, are a source of evidence.

The student’s reflective log, which should be discussed at every supervision session and which should reflect the student’s developing understanding of social work practice. Additionally the student’s reflections on the Developing Skills for Practice days may be used.

The written material prepared by the student for the portfolio:

- The placement description and work undertaken
- The methodology for the service user feedback
- The reflection on service user feedback
- The case study
• The significant incident analysis
• The critical reflection on learning

The placement description and outline of work undertaken

The student should provide an overview of the placement setting - its role, its relationship to other services, the legal basis of the operation, the characteristics of the area being served, any features of particular interest. We suggest 300/400 words for this.

The table provided in the pro forma should then be used to summarise work undertaken at the placement. This should include the more significant pieces of work or learning opportunities.

For both the student should consider the contribution the exercise has made to their developing professional capability (PCF Domains).

Observed practice

The student must complete at least two direct observations on the first placement and three on the second. At least one (placement one) or two (placement two) must involve service users and/or carers. Reflecting the Children & Families focus of the programme one direct observation on placement two should be of direct work with a child unless this is impracticable. At least one direct observation on each placement should take place before the interim review.

Direct observation will normally be by the practice educator. One on each placement may be by another person, perhaps the onsite supervisor if the practice educator is offsite. In all cases the practice educator is responsible for ensuring that the proposed observation is appropriate and is properly recorded to be used as evidence of competence. In all cases the observer must be a qualified and registered social worker familiar with the requirements of the student.

The student must agree the topic for an observation with the practice educator (and observer if different from the practice educator). The student must then prepare the service users / carers or other participants. The student is responsible for securing the agreement of service users / carers or other participants to the observation and arranging a time and place for it to occur. If a child is involved in a direct observation their capacity to give informed agreement should be considered. The agreement of a person with parental responsibility may also be needed.

Certain formal meetings, such as looked after child reviews or case conferences, have formal processes for agreement to being observed which must be followed.

It may be that a direct observation is organised to cover a sequence of work activities, for example a morning on the Duty Desk. However, observation of telephone work can be difficult because of the limit to what can be observed. Telephone work should only be used as a basis for direct observation in exceptional circumstances and then no more than once in the total of direct observations to be completed.

The student must also complete the sections of the direct observation report which explain the purpose of the event to be observed (including the student’s operational objectives) and the Domains of the PCF which they think will be addressed. After the observation the student should complete the self-assessment section of the pro-forma.
The observer should then complete their assessment of the observed work (section 3 of the pro forma), identifying Domains of the PCF which have been addressed. The practice educator should then complete a final evaluation section 4 of the pro forma).

The practice educator should return the completed report of the direct observation to the student within 2 weeks of the observation.

Service user feedback

The student is responsible for obtaining service user/carer feedback during each placement. On each placement at least two pieces of service user feedback must be completed and included, anonymised, in the portfolio. The timetable for this exercise should be agreed in the placement learning agreement.

Students and Practice Educators may find it useful to refer to the College of Social Work paper “Principles for gathering and using feedback from people who use services and those who care for them” in planning this work.

Students are required to include a written piece to explain how they have obtained service user feedback. In particular this should include an explanation of how service user consent was obtained, how service user anonymity has been protected and how power relationships were managed. We suggest 500 words for this piece of work.

Suggested pro formas for gathering service user feedback are included in the Placement Resource Pack. Students, in discussion with practice educators may choose to use these or select a different method.

Students should then complete a Reflection on Service User Feedback, considering their learning from the exercise. The process of gathering service user feedback is to help students to understand better the nature of service user resilience and strengths and how this can be promoted by social work intervention.

Students should identify the Domains of the PCF demonstrated by the elements of the service user feedback exercise.

All three parts of this exercise (planning, the feedback itself, and the reflection) are important in the assessment of students.

Practice educators may obtain service user feedback directly. This should be shared with the student and may then be used by the practice educator as evidence.

The case study

On each placement the student must prepare a case study based on a piece of work undertaken during the placement with an individual, family, group or community. We suggest approximately 1,500 words for this piece of work.

The Practice educator and student may agree a particular focus for this piece of work based on the student’s specific learning needs.

Students should identify Domains of the PCF illustrated in this exercise.
The significant incident analysis

On each placement the student must prepare a significant incident analysis to analyse an incident which has occurred in the course of the practice placement which has been significant in terms of learning. We suggest approximately 1,000 words for this piece of work.
The Practice educator and student may agree a particular focus for this piece of work based on the student’s specific learning needs.
Students should identify Domains of the PCF illustrated in this exercise.

Critical reflection on learning

On each placement the student must produce a written critical reflection on their learning during the placement drawing on both learning from the practice placement and the academic work undertaken. This is an opportunity to for the student to consider their learning and development, personally and professionally throughout the length of the placement and to discuss how they have used supervision to support their development. We suggest approximately 1,500 words for this piece of work.
The practice educator may advise the student to focus on particular themes in this piece of work based on the student’s specific learning needs.
Students should identify Domains of the PCF illustrated in this exercise.
All three exercises are intended to test the student’s ability to use critical reflection. Students may find it helpful to read the College of Social Work paper “Integrated Critical analysis and reflective practice” in preparing to complete these pieces of work.

Assessment of Operational Recording

Practice Educators should examine examples of the student operational recording and record their assessment of it against the nine domains using the “Assessment of Operational Recording” pro forma.

The Professional Capabilities Framework

The Professional Capabilities Framework, originally developed by the Social Work Reform Board and owned by The College of Social Work, provides a framework for the way in which social workers should think about and plan their careers and professional development. The nine Domains of the Framework each include a set of capability statements which vary according to the level of the student/social worker.
Thus before commencing practice learning the student must satisfy the

- Entry requirements for social work education and
- Readiness for direct practice

By the end of the first placement they must satisfy the End of first placement level and by the end of the programme and final placement they must satisfy the End of last Placement/qualification level.
Achieving this level indicates that a student has achieved the HCPC’s Standards of proficiency for social workers in England.
The PCF underpins the assessment of social work students but the process is intended to be holistic. Practice Educators and Students should use the Framework as an overall measure of the developing competence of the student but not as a set of tick boxes.
The Domains of the PCF are:
1. PROFESSIONALISM - Identify and behave as a professional social worker, committed to professional development
2. VALUES AND ETHICS - Apply social work ethical principles and values to guide professional practice
3. DIVERSITY - Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice
4. RIGHTS, JUSTICE AND ECONOMIC WELLBEING - Advance human rights and promote social justice and economic wellbeing
5. KNOWLEDGE - Apply knowledge of social sciences, law and social work practice theory
6. CRITICAL REFLECTION AND ANALYSIS - Apply critical reflection and analysis to inform and provide a rationale for professional decision-making
7. INTERVENTION AND SKILLS - Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse
8. CONTEXTS AND ORGANISATIONS - Engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter-professional settings

9. PROFESSIONAL LEADERSHIP - Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management

The Placement Learning Agreement document for each placement includes the level specific statements for each domain. In addition the College of Social Work had produced a table “the PCF Grid” setting out the relationship between End of first placement level and qualification level requirements of the PCF. This will be made available to students and practice educators.

The Health and Care Professions Council Guidance on Conduct and Ethics for Students

Students are not required to register with the Health and Care Professions Council but they must conduct themselves in accordance with the Council’s Guidance on Conduct and Ethics for Students. Whilst no specific supportive evidence is required, practice educators must confirm that students have behaved accordingly.

1. You should always act in the best interests of your service users.
2. You should respect the confidentiality of your service users.
3. You should keep high standards of personal conduct.
4. You should provide any important information about your conduct, competence or health to your education provider.
5. You should limit your study or stop studying if your performance or judgement is affected by your health.
6. You should keep your professional knowledge and skills up to date.
7. You should act within the limits of your knowledge and skills.
8. You should communicate effectively with service users and your education provider and placement providers.
9. You should get informed consent to provide care or services (so far as possible).
10. You should keep accurate records on service users.
11. You should deal fairly and safely with the risks of infection.
12. You should behave honestly.
13. You should make sure that your behaviour does not damage public confidence in your profession.

The full guidance is available on the HCPC, College of Social Work and MMU SUSW websites.

The Practice Educator’s assessment

The assessment of the placement should be holistic and should enable the integration of academic and practice learning. Students should be assessed at the “End of first placement” level of the PCF at the end of placement one and at the “End of last placement / initial qualification “ level for the final placement. Whilst giving due consideration to a student’s progression in relation to the nine domains in the PCF, practice educators must be able assess a student’s overall capability to work at the level required for the placement concerned based on clear evidence.

The College of Social Work has set out principles and conditions for holistic assessment in its paper “Understanding what is meant by Holistic Assessment”:

1. Assessment is progressive over a period of time (e.g. initial qualifying placement, ASYE), leading to effective summative assessment.
2. Assessment must be consistent with the appropriate PCF level descriptor, and include sufficiency and depth of evidence across all nine domains.

3. Individual capability statements will be important in terms of providing detail of expectations for each domain, and particularly significant to identify gaps, areas of development or concerns.

4. The assessment process and judgement must be trustworthy, reliable and transparent (e.g. include clear guidance in handbooks, assessment panels, triangulated evidence, audit trails)

5. Evidence must include the ability to reflect critically, including reference to different sources of knowledge and research.

6. The learner will contribute evidence for assessment but the professional judgement of sufficiency must be made by a registered social worker.

The practice educator should use the pro forma provided which is based on the College of Social Work exemplar to construct their assessment report

Assessment should be a continuous process throughout the placement, using supervision, three-way meetings (if the practice educator is offsite) and the interim review to discuss and test the student’s understanding and developing professional capability. The practice educator should also use supervision to discuss with the student observations made by other professionals or service users and carers and consider their implications for the student’s development.

Work produced by the student for the portfolio should also be discussed and considered.

The final assessment report should build on this process to reach and evidence final conclusions.

The recommended format has three sections:

Section 1: A summary of the outcome of the assessment and supporting evidence/other documents.

Section 2: The assessment report, where practice educators record their overarching judgment of students, and students have an opportunity to respond.

Section 3: Assessment of each domain, where practice educators provide additional information against the nine domains to support their overall assessment.

Section 1 is a high level summary but may have been written last. Section 3 refers to capability in each domain separately, but may have been considered first, in order to clarify the practice educator’s thinking about the assessment presented in Section 2.

The heart of the assessment is Section 2, where the practice educator’s overarching judgment is recorded, making reference to the student’s capability across all nine domains.
In Section 3, the practice educator’s summary of the strengths and/or difficulties of the student in relation to each domain is recorded. This may be succinct if there are no concerns or more detailed if the student has not demonstrated the required level of proficiency/capability or similar.

Each section provides information at a different level of detail, in order to bring together a coherent holistic assessment, but the section numbers do not necessarily represent the chronological stages of the assessment.

The practice educator’s report must be signed by both the practice educator and the student.

The Practice Educator is required to indicate whether they consider the student to have passed the placement or not. This should take account of the student’s overall performance and the work they have produced for the portfolio together with a consideration of the interim review and the final placement meeting.

The placement portfolio

The placement portfolio should reflect the work undertaken by the student on the placement. It is the responsibility of the student to ensure that all required contents are in the portfolio, signed when necessary and anonymised.

The practice educator should verify that the work described in the portfolio accurately describes work undertaken by the student, that the portfolio is complete, signed and anonymised and that their own report is included.

Students must take every care to ensure that the portfolio is anonymised (see The Health and Care Professions Council Guidance on Conduct and Ethics for Students item 2). (Whilst students will probably be given opportunity to correct minor errors, significant failure could raise a concern about suitability to practice (see 0 below for guidance on anonymising the portfolio).

Before finally submitting the portfolio for reading the student must complete the online placement feedback and insert the receipt in the portfolio.

Portfolio content:

1. Front sheet/Checklist
2. HEI audit
3. Placement one only: Record of assessment of readiness for direct practice
4. Pre-placement agreement
5. Interim report
6. Statement of Confidentiality
7. Outline of the placement agency and work undertaken
8. Methodology/reflection for feedback from service users
9. Feedback from service users
10. Reflective piece on feedback from service users
11. Direct observations
12. Case study
13. Significant incident analysis
14. Critical reflection on learning
15. Assessment of Operational Recording
16. Material from Developing Skills for Practice days
17. Practice teacher’s report (including pass/fail recommendation)
18. Record of supervision sessions
19. Timesheet of days spent in placement
20. Receipt/acknowledgement for placement evaluation form

Guidance on anonymising the portfolio

All portfolio evidence MUST be anonymised to respect the confidentiality of service users and carers and other parties. Individuals, services and organisations (including the placement agency) should all be disguised either by the use of pseudonyms or initials. For services, instead of a name a description should be used, for example, use “the local CAMHS service” instead of the actual name of that service.

Agency records must not be submitted as evidence in the portfolio.

Where, exceptionally, evidence is included in the portfolio which identifies third parties, individuals or organisations, the student must obtain and include in the portfolio written permission from the individual or organisation concerned for their identity to be revealed.

The practice educator must state in their supporting report that they are satisfied that the portfolio has been anonymised satisfactorily, and that it may be viewed for assessment. Where a PT is off-site, then they must validate that the on-site supervisor has agreed that the portfolio has been anonymised satisfactorily.

Students should note that breaches of confidentiality may result in their portfolio being deemed not to have met the requirements. Where a breach is considered to be minor and this is the only area of the portfolio deemed unsatisfactory the candidate will be asked to amend the portfolio immediately. Where there are major breaches of confidentiality which would involve, for example, a service user's identity or residence being revealed, the portfolio may be referred back for further work and may need to be resubmitted at a future panel. This may also give rise to consideration of the student’s suitability to practice social work.
The Practice Assessment Panel

Introduction to the Practice Assessment Panel

Each regional partnership will establish a Practice Assessment Panel (PAP) to oversee the delivery of practice placements for the Step up programme and do deal with issues arising in placements which cannot be resolved by the practice educator and tutor with the student.

Membership of the Panel will include representatives of the regional partnership, of Manchester Metropolitan University and of a local delivery University if one has been appointed. The Regional Partnership will arrange with MMU for service user involvement in the work of the Panel to follow the guidance of the College of Social Work and local arrangements.

The Practice Assessment Panel must also arrange for the assessment of students’ readiness for direct practice and for the moderation of portfolios and practice educator assessments.

A separate guidance handbook deals with the role of the Practice Assessment Panel in more detail.

Supporting practice learning

Practice educators and onsite supervisors will be offered briefings prior to placements. Periodic workshops will also be offered by MMU and the Regional Partnership.

Local authorities will provide support to practice educators through their normal support arrangements.

If a practice educator or tutor has a specific query they should approach their agency representative on the PAP. If the agency representative cannot deal with the query they will raise it with other members of the PAP. MMU members of the PAP will coordinate responses and clarify a final response.

Practice educators should refer to section 0 “Dealing with concerns” if they have concerns about the performance of a student.

Assessment of practice learning

The PAP will organise a reading day at the end of first and second placements to consider portfolios and practice educator assessments. Readers will be drawn from PAP members and nominees of local authority and HEI members of PAP. (Nominees must be qualified and registered social workers who are also experienced practice educators, ideally with experience of the SUSW programme).

The PAP will nominate an organiser to lead the reading day.

The Reading Day is to apply a moderating process to the assessment of practice learning. If there is disagreement with the assessment of the practice educator this will be noted in detail for discussion with the practice educator with a view to reaching agreement. In such an event a meeting will be arranged between the Practice Educator, a representative of the PAP (and the student if appropriate) to explore differences and seek a way forward.
Recommendations for each student’s portfolio from the reading day will be submitted to the Practice Assessment Panel to confirm recommendations to the Assessment Board.

Dealing with concerns

If either the student or practice educator has concerns about the progress of the placement which cannot be resolved through normal supervision, they should discuss the matters with the student’s tutor. If the practice educator wishes to seek advice on how to gauge their concern they should approach their agency representative on the PAP. The agency PAP representative will alert the designated MMU link to the concerns.

Any concerns should be identified as early as possible in the placement. Concerns may be about the student’s progress or performance, issues to do with supervision or the provision of learning opportunities.

These procedures are underpinned by the following guiding principles:

- All placements should offer students the opportunity to meet their learning needs
- All students have the right to be informed about concerns about their practice or progress and have opportunity to improve
- Placement organisations, tutors and students will use the procedures to address problems in placement in a timely and appropriate manner

Stage one concerns meeting

A stage one concerns meeting should take place between the student, practice educator (and onsite supervisor if the practice educator is offsite) and tutor. The tutor should chair the meeting and ensure that a record of the discussion is made and agreed and distributed to all participants. A review of progress on the action plan agreed should take place at a specified date, no later than 6 weeks after the informal concerns meeting.

A copy of the record of discussion and action plan should be sent to the designated MMU link as soon as possible after the meeting.

Stage two concerns meeting

If the concerns continue, a Stage two concerns meeting should be arranged involving:

- the student,
- practice educator
- onsite supervisor, if the practice educator is offsite
- Tutor
- HEI delivery representative if this is not MMU
- agency PAP representative who will chair the meeting,
• MMU PAP representative,
• Head of Step up to Social Work or Head of Social Work from MMU.

Procedural details relating to the formal concerns process are set out in the Practice Assessment Panel handbook.

The possible outcomes of a formal concerns meeting are

• That clear action can be taken to address the concerns within the time still available on the placement.
• A recommendation that the placement is terminated. This should only be done if it is impossible for the present placement to continue but there is not evidence to indicate that the student should be failed.
• A recommendation that the placement is failed.

Failing a placement

Only in very exceptional circumstances should a practice educator recommend that a student has failed a placement without following the Concerns process (see 0 above). If they intend to do so they should seek advice from their agency PAP representative and the designated MMU link who will alert the Head of Step up to Social Work. MMU may require a Formal Concerns Meeting to take place at that point.

If, following the Concerns processes, a student is deemed to have failed a placement they will fail the programme. Procedures for verifying a fail recommendation are set out in the Practice Assessment Panel handbook. If a fail recommendation is confirmed the student will have access to the MMU Appeals process.

Suspending a placement

A Local Authority may suspend a placement in circumstances where a student’s practice is seen as equivalent to that which would result in suspension of a paid employee. This is where their practice is considered damaging or dangerous to service users, is considered unethical or creates unacceptable risks for themselves or others.

A stage two concerns meeting should then take place (see 0 above)

Placements may not be changed without following the Concerns Process.

Ill health and annual leave

Students will have conditions of service with their employing/sponsoring local authority which cover annual leave and absence through sickness.

Students should note the timetable for placements in arranging annual leave and should ensure that they have time to complete 70/100 days of practice learning within the allocated period.
The procedure for dealing with sickness absence is set out in the Placement Handbook:

In the event of any placement absence the practice educator should be notified. For all absences the Local Authority representative should also be notified. Ensure that you provide written confirmation of periods of non-attendance (e.g. due to illness, jury service, etc). A self-certification form must be completed if you are ill for up to seven days. Please obtain and send a doctor’s certificate if you are ill for more than seven consecutive days.

This is important at all times but, if illness occurs at a critical time (e.g. when assignments are due in) a doctor's certificate will be needed to enable the Assessment Board to make decisions about failure or non-submission of written work.

If it appears that an extended absence from placement is likely to occur the Practice Educator should discuss this with the tutor, their agency Step up PAP representative and the designated MMU link.

Other issues that may arise on placement

Suitability to Practice

There is guidance concerning this in the Programme Handbook. Please refer to the MMU PAP representative if further information is required.

Whistleblowing

In instances where students witness abusive, unprofessional or discriminatory practice, they should discuss this matter with their tutor or Practice Educator. If the issue remains unresolved or is of a serious nature the Whistleblowing / Public Interest Disclosure of MMU or the relevant Local Authority should be followed. All Regional Partners have confirmed that Students on placement are covered by their Whistleblowing arrangements.

Discriminatory or oppressive practice on placement.

Discrimination in this document refers to discrimination against students, users, carers, potential users and staff of the agency and tutors, whether individually or institutionally experienced. Tutors, Practice Educators, students, other members of the agency, service users or carers may be responsible for discriminatory behaviour and attitudes.

A position statement relating to all these matters is located on page 33 of this document.

Social work agencies in which students will be placed, should be actively working towards change and promoting anti-discriminatory working practices.

Within the context of this document, Practice Educators and tutors will take seriously any concerns the student brings and will not attempt to minimise or avoid taking difficult decisions and actions.

The procedures outlined below are intended to be the final stages of the process of tackling discriminatory behaviour. Students, tutors and Practice Educators are expected to deal with
discrimination as soon as possible and within their normal working relationships and to invoke the formal procedures only when they believe that the informal ways have not been successful.

**Procedures**

Instances of discrimination where informal interventions have not resulted in appropriate responses should normally be brought to the attention of, and discussed in the first instance, by the student and the Practice Educator. However, students who feel disadvantaged by the power imbalance may wish initially to discuss the situation with their tutor or another person within the agency prior to raising the problem with their Practice Educator.

If after discussion between student and Practice Educator, the issue/situation remains unresolved from the student's or Practice Educator's point of view, it would be considered appropriate for the tutor to be contacted. In recognising the power imbalance of the placement situation it is considered appropriate that students may refer the problem to their tutor without feeling obliged to discuss this move with the Practice Educator.

Practice Educators should always inform students that they are contacting the tutor. Students should be made aware that Practice Educators may also wish to consult with colleagues within the agency prior to taking further action.

The Tutor's role would then be to:

- if the student so wishes, support and advise the student actively engaging in a process of challenging discrimination without at that stage involving the Practice Educator and/or

- arrange a three way meeting in which the student, the Tutor and the Practice Educator try to resolve the issue/situation by developing anti-discriminatory strategies.

When there is agreement between Student, Tutor and Practice Educator about the existence and nature of discrimination

- They should together formulate and implement a plan of action to address the discrimination, which may involve using the agency's equal opportunities/anti-discrimination policies. Other appropriate representatives of the agency may need to be involved. It may be appropriate to delay the implementation of this action plan until the student has completed the placement in order not to jeopardise the position of the student within the agency or the evaluation of the placement. Where at all possible, the student will be kept informed of progress if the action occurs after the placement is completed.

Where there is disagreement between the Student, Tutor and Practice Educator about the existence and nature of discrimination:
• If the Practice Educator and Tutor agree that the student is deemed to be behaving in a discriminatory manner and therefore likely to fail the placement a Stage Two Concerns Meeting should be requested (see 0 above)

• If the Student and Tutor believe that the Practice Educator or agency is behaving in a discriminatory manner the matter should be referred to the agency and MMU PAP representatives who will seek to assist in resolving the matter using following relevant Anti-Discrimination policies.

• If the Practice Educator and the Student believe that the tutor is behaving in a discriminatory manner they should inform their Agency PAP representative who will in turn inform the Head of Step up to Social Work at MMU who will then activate the university’s relevant procedures.

• If the student believes that the Practice Educator and the tutor are behaving in a discriminatory manner, she/he should inform the their Agency PAP representative who will in turn inform the Head of Step up to Social Work at MMU. Each will follow their relevant procedures to deal with the matter.

The anti-discriminatory position statement of the Step up to Social Work programme

This society is built on unequal power relations based on race, class and gender - a situation which is unjust. This has implications for peoples' lived experience of sexuality, age and disability. Such fundamental issues have to be addressed by this social work training programme.

As a staff group, we are engaged in the maintenance and perpetuation of power relationships and have the ability and responsibility to make a contribution in challenging and changing them.

As an institutionalised phenomenon, discrimination will be challenged by us in an individual, institutional and corporate way as an integral part of all training/curriculum programmes irrespective of their substantive concerns. We shall also support students who challenge such discrimination.

Our commitment to anti-discriminatory practice will be judged by what we do and by what we say.

"The truths” as articulated by oppressed groups are a critical part of the knowledge base which informs social work teaching and practices. Such groups will be afforded support and developmental opportunities to articulate their truths and have them accepted as valid.

All students will be afforded structured opportunities to advance their own understanding and contribution to anti-discriminatory practice. These opportunities will not be at the expense of the rights of oppressed groups to learn in an environment free of discriminatory rhetoric and actions.

It is necessary to critically evaluate all course material/teaching methods etc and assess their relevance for a multi-racial and multi-lingual Britain.

We will be explicit about the history, values and ideologies which underpin the course, and will cultivate an environment whereby 'knowledge' can be challenged.
Within the context of this document, a central perspective of the course must be the protection and articulation of minority interests from assaults by powerful interest groups. Rights are not absolute and have to be matched by the responsibility of us all to strive to create a humane, relevant and anti-discriminatory learning environment and professional base.

Health and safety
During placements students will be covered by the health and safety arrangements of their employing/sponsoring local authority.

The employing/sponsoring local authority will:

- Provide the student with an induction in the workplace health and safety arrangements, including fire precautions, specific hazards and health and safety precautions.
- Include the student in the risk assessment programme as it affects activities undertaken by them.
- Provide appropriate instruction and training in working practices and in the particular control measures identified in the risk assessments.
- Provide ongoing supervision and training for the student in the performance of their duties.
- Have a system of recording and investigating accidents and incidents. Local Authorities are asked to notify MMU PAP representatives of accidents and incidents involving the student that they are made aware of.

The employing/sponsoring authority will be responsible for any arrangements for a student to use a car as part of their duties.

The employing/sponsoring local authority will also be responsible for employer liability and public liability insurance.
Diagrammatic representation of processes

The placement process

Student completes Readiness for Direct Practice Assessment

Placement identified by local authority with student

Practice educator identified and completes HEI audit

Placement Learning Agreement meeting

Placement starts

At least one direct observation undertaken

Interim review

Further direct observation(s) completed

Student gathers service user feedback and provides to practice educator

Student gives portfolio to practice educator 2 weeks before the end of placement

Practice educator completes assessment – signed by practice educator and student

Student completes online placement feedback and puts receipt in portfolio

Practice educator completes online placement feedback

Final placement meeting with Tutor

Student submits portfolio on or before designated submission date
Appendix 16 – Minutes of East Midlands Regional Partnership meeting
Step Up to Social Work regional Partnership Meeting
(5th March 2013)

Attendees:
Larissa Barker  Independent Chair
Katie Hill  Nottingham City Council
Louise Flowers-Coburn  Northamptonshire County Council
Katy Elliott  Derby City Council
Jeanette Philbin  Lincolnshire County Council
Suzanna Springthorpe  Leicestershire County Council
Bev Matthews  Leicester City Council (mins)
Alison Rawlins  Nottinghamshire County Council
Alison Domakin  MMU
Sam Barron  MMU

Apologies:
Linda Clowes  Derbyshire County Council
Bev Wilson  Department for Education

Minutes from previous meeting

LB attended a support meeting for tutors- on-going work to be undertaken re clarification of tutor roles. Further date to be offered for cohort 3. AD clarified tutors to have a pivotal role in practice assessment days with ½ day sessions to be offered. KE raised that understanding of roles has improved but need for clear boundary between PE and tutor roles and clearer communication.

Evaluation of cohort 1: MMU reported that the evaluation is complete but not yet published. East midlands students reported highly and felt well prepared. MMU rated most positively of all HEI’s Report to be forwarded to LB.

Agenda Items:
Cohort 2 delivery and Planning:
“Focus on children who sexually harm” unit reviewed positively by students.

Students are to deliver presentations at first face to face session. Unit worked well. Lesson from cohort 1 is that students who failed to read the study materials had a high failure rate. AD to email to SS to review and present at meeting on 13th May. KE asked if possible for PE’s to attend student’s presentations- this was agreed and suggestion is that four attend. 26th July at Loxley House. Attendees to be agreed at next meeting. All Local Authorities to ask for volunteer Practice Educators to be involved in this.

AD reported that cohort 2 going well but that recently there has been a high number of requests for exceptional circumstances and students are needing support. Academic profiles are good.

Dissertations: AR highlighted the need for students to keep the momentum going once they are on placement. All dissertation supervisors now allocated.

Individual student progress

Nottinghamshire: Student discussed at previous meeting has now passed first re-submission of assignment
Derby: Student on placement 2 days a week following hospitalization but is catching up on academic work. Re-submit research methods in early March
Leicester: student has passed portfolio and can now proceed to placement. Date agreed for re-submission of law assignment.
Derbyshire: Student has not submitted law assignment, revised date agreed.
Leicestershire: Student passed portfolio through chair’s action and started placement

Court skills exercise: SS asked for clarification as to where it sits in terms of the modules. KH clarified that child observation is part of the current module and students have a task to inform the unit. Court skills is an additional exercised agreed by the regional partnership. The purpose is for the student to reflect on the activity with the PE and use the reflective analysis within the portfolio. It can be done via a third party if no other opportunity is available.

PAP items:
AR to cover as deputy chair while KH on maternity leave

DFE Feedback:
No representative present

Planning for cohort 3
Derby have agreed to be lead providing an independent project lead is in place. LA’s in region to support total of 31 candidates.

Outcome of application will be known on 8th March
LB has received expression of interest form Nottingham University.
Discussion took place regarding the level of involvement that would be appropriate. MMU keen to consider what Nottingham able to offer but highlighted issues around contractual arrangements and intellectual property rights. Agreed that further discussion is appropriate with Nottingham University to identify what they can offer. LB to co-ordinate a meeting, to be attended by SB,AD,KE,LB who will report back to partnership.

Finance- less than previous cohorts. £4000 is left over from cohort 2, agreed a proportionate amount (one eighth) to be returned to Derbyshire as they are not involved in cohort 3. The rest of the underspend will be brought forward to cohort 3.
LB to attend meeting on 15th March. KE thanked Larissa for completing the application form.

Discussion re independent project lead- LB left the meeting while this discussion took place. Time constraints are against re-interviewing and the arrangements for cohort 2 are working well. The group unanimously agreed to Derby’s proposal to extend Larissa’s independent contract.

Larissa rejoined the meeting and agreed to the proposal.

MMU Revalidation
PG dip qualification now approved
HCPC visit 1st May

Frontline
JP attended briefing re proposal for Frontline. Information from session distributed. Programme to be financed by Frontline in first year and by LA’s in second year (ASYE).

Next Dates
Time 10.30-1.00
Monday 8th April, A12 NWC, Leicester
Monday 13th May, A12 NWC, Leicester
Monday 10th June, A12 NWC, Leicester

AOB
Advertising of cohort 3 internally- agreed to wait until application is agreed

Agenda for next meeting
Discussion re tender process for “Developing skills for practice” days - AD
Appendix 17 – Minutes of Practice Assessment Panel – East Midlands Regional Partnership - Step Up to Social Work Programme
Practice Assessment Panel  
16th January 2013

Present: Katie Hill (chair)  Nottingham City Council  
Paul Woltman  MMU  
Geraldine Stanford Beale  MMU  
June Harrison  Derby City Council  
Alison Rawlins  Nottinghamshire County Council  
Suzanna Springthorpe  Leicestershire County Council  
Chris Laycock  Derbyshire County Council  
Eddie Bermingham  Lincolnshire County Council  
Beverley Matthews  Leicester City Council

1. Apologies: Louise Flowers- Coburn  Northampton County Council

2. Student Issues

AL, Lincolnshire, had informal and formal concerns processes undertake during placement 1 and an action plan was agreed as part of this. It appears that this has been successfully completed, as the recommendation for the placement and portfolio of this student is a pass.

RM, Derby, has complete 95 days on first placement. It was agreed that due to ill health and a bereavement, that she shall complete a 105 day on final placement.

DO, Derby, is currently unable to work for 4 weeks and has received a Doctors note in respect of this, due to illness. There is some concern that he may not be able to start his final placement on time, Derby City will raised this at Regional partnership meeting re support financially if placement ends later than planned. Alison Domakin is aware of situation.

MC, Nottinghamshire, Academic process is a concern as has outstanding assignments and is on final attempts due to non-submission. A new tutor has been allocated to try to increase support to the candidate, who is managing personal issues/circumstances. This may become an issue on final placement due to hand in dates/amount of work etc. Alison will discuss with regional partnership re financial support.

3. Recommendation to MMU assessment board

All candidates with the exceptions below were recommended a PASS for placement and portfolio. The below require additional actions to be undertaken before a pass can be recommended by Chairs action.

DM, Leicester – Portfolio to be 2nd Read by Katie Hill. Geraldine and Paul to take advice on what process to undertake due to portfolio being of a poor quality and significant rewrites potentially being required. Once second read and if agreed further work needs to be completed in respect of the portfolio, Katie to contact Bev who will discuss with D the work required to evidence his practice and to pass the portfolio/placement.

MC, Leicestershire – Suzanna has met and discussed with M the further evidence that is required re Unit 8. M is due to go on leave, however will submit additional information on 29/1/2013. Bev will mark and email Katie with outcome and chairs action can be undertaken.

GS, Northamptonshire – outstanding signature on portfolio. Katie to contact Louise for feedback of completion.

M U-S, Northamptonshire – additional signatures required and service user name to be removed from Direct Observation 2. Katie will contact Louise for feedback of completion.
HS, Nottinghamshire – Additional piece of service user feedback required. Alison will inform Katie of progress of this.

It was agreed that Student portfolios could be returned with mark sheets, however that they should be made aware that a pass will not be confirmed until MMU Assessment board.

4. QAPL student and practice educator feedback

Student, Practice Educator and onsite supervisor forms given to Local authorities.

One student feedback form is missing on the system, however candidate has a receipt for completion.

Many Onsite supervisor’s have completed the QAPL’s and there has been a high return from Practice Educators also.

Paul gave an overview of some of the points raised and statistics on the forms.

Some longhand comments were cut off the forms. Paul asked that if this had occurred for the agency representative to contact Paul who would make this information available.

5. Feedback to Practice Educators

Geraldine will collate the forms and inform Katie of any missing feedback sheets, so that these can be chased.

It was agreed that the Practice educator feedback should be distributed by MMU to the Practice educators via email. Local Authorities will be copied into these emails.

6. Report from Reading day

It was felt that the Christmas break, had an impact on the portfolio’s being marked and delays in getting the information back to the reading day, however the majority of portfolios were marked and read and the system appears to be working well.

Fewer portfolio’s required amendments from students/practice educators, which again is positive.

Comments were made in respect of the marking forms being very detailed which is time consuming, particularly in reference to portfolios that are not of an adequate standard. It was also agreed that Geraldine and Paul would look at the order of the marking sheets to ensure it meets with the portfolio order and feedback at the midway PAP.

It was agreed the current process should continue as planned and for all portfolios to be read in their entirety, rather than a sample of portfolios being read and marked.

7. Evidence Pack for Placement 2
8. Mapping of Key Roles and Codes of Practice onto Professional Competence Framework and Standards of proficiency
9. Guidance on Conduct and Ethics for Students (HCPC)

Main change within portfolio for Placement 2 is the evidence required for Key Roles – Key Roles 1-3 require one piece of evidence for each unit
Key Roles 4-6 require 3 pieces of evidence for each unit
C of P – as before requires 2 pieces for evidence for each.

Although the Key Roles and Code of Practice are no longer in force, social work degrees are able to continue to use them until they are re-validated. Therefore for Step Up Cohort 2 PCF and SOP’s will not
be used directly. Within the portfolio on p34 some information in respect of this area has been added, for information for the students.

On p51 an additional statement has also been added to the portfolio for the Practice educator to sign, confirming the student has complied with HCPC Guidance on conduct and ethics for students. This will be discussed with Practice educators on the briefing day.

Geraldine has mapped the current Key roles and units and C of P to the Professional Capabilities Framework and HCPC Standards of Proficiency in order to illustrate to students and practice educators how placement work is addressing the new requirements so that students will still be equipped to qualify as social workers.

Guidance on conduct and ethics for students will be uploaded onto the Practice Learning website for both students and Practice educators to access.

10. Arrangements for Placements – Placement 2

No major concerns were raised by authorities re finding placements, although it was acknowledged that it has not always been straightforward.

Some students on the cohort may be delayed in starting/finishing their placements due to a variety of reasons e.g. additional days, Practice educator leave, illness etc.

11. Dates for future meetings

Midpoint Review PAP meeting – 5th June 2013, 11am -2pm, Loxley House, Nottingham. Alison to chair due to Katie’s maternity leave.

Reading Day – 17th September 2013, 10am -5pm, Loxley House, Nottingham.