**SOCIAL WORK WITH CHILDREN, YOUNG PEOPLE AND FAMILIES**

**PRACTICE CURRICULUM**

**PLACEMENT 2**

**To be used with Leeds Beckett students only**

**EXPECTATIONS FRAMEWORK**

This provides guidance on expected student and practice educator activity as the placement progresses, indicators of development and actions to be taken at each stage if concerns are raised

| **Timescale** | **Activity** | **Indicator of development** | **Actions to be taken where there are concerns** |
| --- | --- | --- | --- |
| Pre placement activity | * Background reading and research about services relevant to the placement setting
* Student arranges, prepares for and attends informal interview
* Student arranges, prepares for and attends Practice Learning Agreement (PLA) meeting
* Student shares relevant information with placement
* PE sets up induction programme
 | * Preparation evident at pre- placement interview
* Learning needs to be discussed with PE at pre- placement interview
* Student is prepared for PLA meeting
 | * Placement start can be suspended whilst student undertakes preparatory tasks
 |
| Induction, first 10 day | * PE sets up induction programme
* Shadow PE and team members
* Read policies and procedures
* Attend team meeting
* Visit other service provision
* Utilise supervision to reflect on development
* Student to upload fortnightly reflections on PebblePad
 | * Student engages with induction programme
* Student engages in supervision
* Colleague feedback informs initial assessment
 | * Support and feedback given to student by PE
 |
| Expectations from 10 days | * Student has completed the agreed induction tasks
* PE begins to allocate cases to student
* Student is able to start to co-work cases with colleagues
* Able to complete independent tasks as directed by PE
* Student to upload fortnightly reflections on PebblePad
 | * Student is able to progress from the induction programme to start to take on case work
* Student is able to start to work independently
* Student uses supervision to plan work and to reflect on key learning from induction progress
 | * Where a student is not progressing from the induction stage, concerns needed to be raised with the student at this point
* PE and student to agree actions required to support the student to be able to move forward
 |
| Expectations from 30 days | * PE allocates more cases to student
* PE completes one direct observation
* Student to upload fortnightly reflections on PebblePad
* Student now able to work independently and is able to carry out tasks in relation to assessment and intervention as directed by Practice Educator
* Student uploads one piece of evidence per PCF domain
* PE to assess if student is on track to meet each PCF domain
* PE to write interim report
* Interim meeting
 | * Student able to lead co-work and work independently on less complex work
* Able to make phone calls and complete written work in relation to work undertaken
* Able to liaise with other professionals in relation to work undertaken
* Uses supervision to feedback on work and plan further learning and actions
* Seeks appropriate guidance for work
 | * Where a student is not progressing, concerns needed to be raised with the student and university tutor before and at this point
* If necessary, an action plan meeting should be held, chaired and recorded on the action plan template by the tutor. This should include clear criteria that the student needs to address and support that the PE and/or tutor will provide
* A review meeting 4-6 weeks later should be agreed with clear agreement and actions reached
 |
| Expectations from 50 days  | * Student able to take on more complex work as relevant to the placement setting (e.g. managing issues relating to risk, protection and capacity, working with complex case issues)
* Student to upload fortnightly reflections on PebblePad
* Supervision may decrease to fortnightly if both student and PE agree that this is reasonable
* Two further direct observations undertaken
* Student completes PebblePad portfolio
 | * Student able to manage increased case load and more complex work
* This is reflected in verbal and written communication and work with other professionals
* Continues to use supervision to support learning
* Able to manage work with less day to day supervision and support, uses initiative
 | * Where a student is not progressing, concerns needed to be raised with the student and university tutor before and at this point
* If necessary, an action plan meeting should be held, chaired and recorded on the action plan template by the tutor. This should include clear criteria that the student needs to address and support that the PE and/or tutor will provide
* A review meeting 4-6 weeks later should be agreed with clear agreement and actions reached
 |
| Expectations at 100 days  | * Student able to qualify and practice as a newly qualified social worker
* PE makes their recommendation of pass/fail based on practice evidence
* PE provides final report on final day of placement
* PE makes recommendations of learning needs for final placement
 | * Student has progressed continually throughout placement and is now able to work with more complex situations
* Student is clear about future learning needs as a newly qualified social worker
 | * Concerns re students not having made the progression to qualifying capability should have been raised and addressed prior to this final stage
* However, if issues do arise at the end of placement then they need to be discussed promptly preferably prior to the final meeting
 |

**PROFESSIONAL CAPABILITIES FRAMEWORK:**

The indicators provide examples of how students can evidence their capability against each PCF domain, and where concerns can be raised. Please note that this list is not exhaustive

Where domains are also relevant to the Knowledge and Skills statement for Child and Family social work this is also indicated

**DOMAIN 1 - PROFESSIONALISM**

| **Indicator** | **Indicators of demonstrating capability against PCF domain** | **Indicators of not demonstrating capability against PCF domain** |
| --- | --- | --- |
| To develop professional identity | * Understand the role of the social worker
* Be able to challenge perceptions of social workers
* Demonstrate professionalism in terms of reliability, character and respectfulness
* Be able to recognise and maintain personal and professional boundaries
* Able to understand the role of the professional regulator
* Student aware of Knowledge and Skills Statement for Children’s Social Work and can relate to practice (KSS 9 re professional ethics)
 | * Not able to challenge other professionals and/or colleagues
* Poor professional and personal boundaries
* Student not clear about professional regulation
 |
| Able to be an effective decision maker | * Able to make decisions based on assessment
* Able to make timely decisions within relevant timeframe of law, policy and agency procedures
* Able to seek advice about decisions appropriately from colleagues/managers
* Communicate decisions effectively and promptly to relevant parties
* Provide appropriate evidence for decision making (e.g. electronic records/supervision records/assessments)
* Student aware of Knowledge and Skills Statement for Children’s Social Work and can relate to practice (KSS 11 re Organisational context and KSS 7 re Analysis, Decision-making, Planning and Review)
 | * Decisions involving risk made in isolation
* Lack of relevant consultation within decision making
* Putting others at risk by decisions made (e.g. service users/colleagues)
* Not aware of limitations to own decision making powers
* Unable to make decisions without considerable support from PE/peers
 |
| Student able to develop as an independent learner | * Student actively seeks opportunities for learning and development
* Student responsible for own learning through effective use of placement, study time, training and use of relevant resources
* Able to develop core understanding of professional development necessary for the practice setting and for qualifying practice
* Evidence of applying learning from independent research in the practice setting (e.g. in case work, supervision)
* Has identified and acted on own learning needs
* Ability to present information learnt e.g. presentation to team from training
 | * No or little evidence of having recognised learning needs
* No or little evidence of acting on independent research
* No or little evidence of pro-actively using training or resource opportunities
* Unable to disseminate information from learning clearly and confidently
 |
| To be accountable for own practice  | * Uphold SWE professional standards within complex situations in the practice environment
* Clear understanding of professional accountability
* Able to represent the SW profession positively
* Able to explain professional role – including limitations and constraints
* Able to prioritise work thus ensuring accountability
* Ability to be honest, open and reliable in contact with service users and carers
* Clear about professional limitations e.g. not making unrealistic commitments to service users
* Aware of impact of self
* Ability to meet deadlines
* Developed professional authority
* Understanding of professional role and responsibilities in relation to legal and policy guidelines
 | * Little evidence of being able to prioritise work
* Not clear about professional role with service users or colleagues
* Not reliable in terms of deadlines, completion of written work, case recordings etc
* Lack of self awareness raises concerns about ability to be accountable professionally
 |
| To develop understanding of supervision | * Student is prepared for supervision sessions
* Has completed tasks from previous supervision
* Evidence of learning in response to identified actions within supervision
* Awareness of importance of supervision for continued professional development
* Student aware of Knowledge and Skills Statement for Children’s Social Work and can relate to practice (KSS 10 re supervision and research)
 | * Not prepared for supervision
* Does not complete tasks between supervision
* Does not apply actions from supervision to practice setting
* Unable to see importance and relevance of supervision
 |

**DOMAIN 2 – VALUES AND ETHICS**

| **Indicator** | **Indicators of demonstrating capability against PCF domain** | **Indicators of not demonstrating capability against PCF domain** |
| --- | --- | --- |
| Manage competing values and ethical dilemmas in the practice context | * Able to promote SW values within a resource- constrained environment
* Awareness of and able to balance differing views in relations to complex decisions within the practice context
* Able to present a reasoned and well-argued case for funding/resources
 | * Unable to present a clear case to support funding/resources
* Does not have awareness of conflicting and competing demands in relation to practice
 |
| Partnerships with service users and carers | * The importance of partnership working is promoted and the participation of service users is promoted wherever possible
* Able to maintain a child centred focus whilst engaging with parents and carers
* Student develops skills in relation to practice where participation may be difficult
 | * Student is not able to build partnerships with service users
* Does not develop skills to involve service users and carers, particularly where participation may be difficult
 |
| To develop awareness of promoting service users rights | * Student respects and understands individual’s rights
* Evidence of understanding the relationship between accountability, information sharing and confidentiality in complex situations
 | * Evidence of promoting the rights of service users is not evident in practice
* Student does not understand importance of information sharing
* Student does not demonstrate understanding of confidentiality
 |

**DOMAIN 3 – DIVERSITY**

| **Indicator**  | **Indicators of demonstrating capability against PCF domain** | **Indicators of not demonstrating capability against PCF domain** |
| --- | --- | --- |
| Awareness of the political, economic and social context of social work practice | * Student aware of a range of factors shaping the context of individual’s life e.g. culture, class
* Student can see how the broader context impacts on individuals, families and communities
* Student clear about how assumptions have shaped practice
* Student is motivated and able to learn about diversity where needed
* Student able to question their own assumptions
* Student able to learn about the wider context where needed
 | * Limited understanding of the wider context of people’s lives
* Student lacks self awareness about own assumptions
* Student is unable or unwilling to learn about diversity
 |
| Awareness of national and local law, policy and procedures relating to diversity and equality | * Student shows knowledge of both local and national issues relating to diversity and equality
* Is able to recognise and implement approaches relating to diversity and equality
* Is able to question and challenge oppressive or discriminatory practice
 | * Does not show knowledge of either national or local equality law, policy or guidance
* Is not able to implement guidance into direct practice
* Does not see or is unable to challenge oppressive or discriminatory practice
 |
| Ability to recognise impact of power on the social work role | * Student able to combine awareness of diversity with understanding of professional power and authority
* Ability to use professional power and authority appropriately
 | * Student does not show awareness of how inequality and lack of power impacts on the lives of individuals
* Student not able to balance competing demands in relation to power, rights and partnerships with service users
 |

**DOMAIN 4 – RIGHTS, JUSTICE AND ECONOMIC WELL BEING**

| **Indicator**  | **Indicators of demonstrating capability against PCF domain** | **Indicators of not demonstrating capability against PCF domain** |
| --- | --- | --- |
| To develop an advanced understanding of social justice and human rights in social work practice | * Ability to apply understanding of social justice to the practice context
* Able to understand how ideas of social justice relate to social policy and welfare
* Can balance competing demands relating to risk, power and rights
* Able to apply a rights based approach to practice
 | * Student unclear on social justice and how to apply to the final year practice context
* Unable to see or balance competing demands in this area e.g. legal constraints relating to rights
 |
| To be able to recognise the impact of social exclusion | * Recognise factors relating to social exclusion for individuals, groups and communities
* Is able to see how these factors relate to how individuals access and experience a range of services
* Able to understand how social exclusion impacts upon access to a range of services
 | * Student does not develop awareness of social exclusion in practice
* Does not see the relationship between rights, social exclusion and access to a range of services
 |
| Understand the role and remit of independent advocacy | * Student can apply an understanding of different types of advocacy to practice
* Student able to see when independent advocacy needed, particular where social work role conflicts with law and policy
 | * Limited awareness of advocacy
* Unable to see the relevance and importance of independent advocacy to practice situations
 |

**DOMAIN 5 – KNOWLEDGE**

| **Indicator**  | **Indicators of demonstrating capability against PCF domain** | **Indicators of not demonstrating capability against PCF domain** |
| --- | --- | --- |
| Awareness of key legal and policy imperatives within CYP Social Care | * Good knowledge of law and policy relevant to the placement setting
* Able to apply legal and policy imperatives to the practice setting
* Able to understand complex dilemmas in relation to law and policy
* Student aware of Knowledge and Skills Statement for Children’s Social Work and can relate to practice (KSS 8 re the law and family justice system)
 | * Poor or inaccurate knowledge of law and policy
* Student not able to apply law/policy to the practice setting
* Student not able to see complexities/difficulties with applying law and policy to the practice setting
 |
| Have an understanding of current legal and policy drivers in CYP Social Care | * Student keeps up to date with contemporary legal and policy drivers prior to and during placement
* Able to understand the complexities of applying ‘best’ practice drivers to practice settings
* Student aware of Knowledge and Skills Statement for Children’s Social Work and can relate to practice (KSS 1 re role of child and family social work)
 | * Student not able to apply preparatory reading to the practice setting
* Student does not continue to keep knowledge base up to date
* Student either not able to see complexities in practice or is able to only see one perspective
 |
| Have an understanding of theories and methods relevant to social work practice with children and young people | * Student able to research and apply an advanced understanding of theories and methods to practice
* Student recognises the importance of research and research methods to social work practice
* Student aware of Knowledge and Skills Statement for Children’s Social Work and can relate to practice (KSS 5 Effective direct work and KSS 6 Child and Family assessment)
 | * Student shows a limited understanding of theories and methods and does not take steps to develop this understanding
* Student is not aware of or informed by research and evidence in the practice context
 |
| Human development through the life span | * Student able to apply an advanced understanding of human development to the practice context e.g. understanding of how attachment theory informs practice
* Student aware of Knowledge and Skills Statement for Children’s Social Work and can relate to practice (KSS 2 re child development)
 | * Student does not demonstrate an awareness of human development and application to final year practice
 |

**DOMAIN 6 – CRITICAL REFLECTION AND ANALYSIS**

| **Indicator**  | **Indicators of demonstrating capability against PCF domain** | **Indicators of not demonstrating capability against PCF domain** |
| --- | --- | --- |
| Awareness of critical reflection and how it relates to analysing professional practice | * Student is able to apply critical reflection to the practice context
* Critical reflection is used to de construct incidents in practice
* The reflective process informs overall analysis and learning
 | * Student’s reflection is descriptive not critical or analytical
* The student is unable to use reflective frameworks to deconstruct incidents in practice
* Overall learning does not develop in this area
 |
| Reflection informs decision making in the practice context | * Student actively identifies and gathers information relevant to decision making
* With support, able to reflect on the validity of information
* Uses this knowledge to inform evidence based practice and decision making
* Able to use reflection to evaluate information to inform reason and decision making
 | * Student does not actively source or review relevant information
* Does not seem able to reflect on differing sources of information
* Does not use this knowledge to support evidence based practice and decision making
 |
| Reflection and analysis informs critical practice | * Student develops the ability to be creative and curious about practice
* Critical reflection and analysis informs this process
 | * Student does not develop an imaginative and creative approach to practice
* Does not apply a critical sense of self to analysing practice
 |

**DOMAIN 7 – INTERVENTION AND SKILLS**

| **Indicator**  | **Indicators of demonstrating capability against PCF domain** | **Indicators of not demonstrating capability against PCF domain** |
| --- | --- | --- |
| To develop a range of communication and engagement skills | * Student is able to develop advanced communication skills
* Student is able to build relationships with service users
* Is able to adapt communication skills according to individual needs and the placement setting
* Develops a range of verbal and non- verbal communication skills as specified/required by the placement setting
* Is able to communicate with children and young people through creative or age appropriate approaches
* Service user feedback indicates students have good communication skills and have built effective relationships
* Able to deal with difficult and challenging situations with both service users and professionals
* Able to use appropriate language in communication that is professional but not jargonistic
* Aware of and able to communicate about resources and services
 | * Not able to adapt communication skills to particular settings
* Not able to manage emotional issues
* Not able to follow advice/guidance
* Negative feedback received from service users
* Avoiding or not dealing with conflictual situations
* Use of jargon
* Not able to discuss and signpost service users to sources of support/awareness of resources
 |
| Be able to prepare for and carry out assessments and plan subsequent intervention (s), reviews and evaluation | * Use a planned and holistic approach to the assessment process
* Use assessment and/or planning framework (s) in line with relevant policies and procedures
* Assessment and planning is person centred and promotes positive change and independence and prevents harm
* Awareness of the context of assessment and planning e.g. resource allocation and eligibility criteria
* Involve service users in assessment and planning process using appropriate methods
* Maximise empowerment and independence of service user within resource constraints
* Able to identify need for referral to specialist or other services as needed
* Awareness of own and other roles in the process (e.g. health colleagues)
* Able to provide a robust argument and evidence base to support resource allocation within assessment and planning
* Student aware of Knowledge and Skills Statement for Children’s Social Work and can relate to practice (KSS 6 re Child and family assessment)
 | * Student does not gather information clearly or screen information
* Assessment and planning not informed by relevant methods/approaches
* Assessment and planning is service led not needs led
* Not able to respond flexibly to service users e.g. reading through assessment forms rather than discussing the issues
* Not able to develop advocacy skills to support service users
* Not aware of referral processes to other services
* Lack of awareness and clear communication with others re assessment and planning
 |
| Able to identify factors that create or exacerbate risk to individuals, self and others | * Demonstrate a holistic approach to risk management
* Able to identify risk factors – both positive and negative risk
* Understand risk models and methods and how to intervene
* Understand the appropriate use of authority within the risk and safeguarding process
* Able to adhere to Safeguarding procedures concerning risk management
* Able to prepare for ‘risky’ situations by identifying issues/hazards
* Understand risk management and assessment processes
* Able to recognise risk and act accordingly
* Use supervision to look at supervision issues
* Student aware of Knowledge and Skills Statement for Children’s Social Work and can relate to practice (KSS 3 re Adult mental health etc and KSS 4 re Abuse and neglect of children )
 | * Not clearly able to identify risk
* Does not follow procedures
* Lack of awareness re health and safety issues for service user, self or others
* Exerting unnecessary control concerning risk issues
* Not able to take charge of or manage risk issues
 |
| To be able to maintain records and reports following relevant guidelines and procedures  | * Record keeping and report writing should support professional judgements and organisational responsibilities
* Able to share information while adhering to Data protection legislation and confidentiality procedures
* Record actions and responsibility taken
* Able to meet deadlines and to work under pressure
* Accountable for own work and decisions
* Presentation of work is of a good standard
* Able to keep up to date with administrative work
 | * Actions are not clearly recorded
* Not able to meet deadlines or able to work under pressure
* Does not show accountability for own work
* Work is poorly presented – grammar, spelling or expression
* Not able to keep up to date with work as caseload develops
 |

**DOMAIN 8 – CONTEXTS AND ORGANISATIONS**

| **Indicator**  | **Indicators of demonstrating capability against PCF domain** | **Indicators of not demonstrating capability against PCF domain** |
| --- | --- | --- |
| Have an understanding of the social work role within organisations | * Student understands how the organisational context is affected by wider political and economic factors
* Student is able to understand own role and responsibilities within an organisational structure
* Is able to work within the remit of the organisation and apply relevant policies and procedures to practice
 | * Little awareness of the wider context and how it shapes the practice setting
* Student is not clear about the structure of the organisation within which they are placed
* Student lacks awareness of how own role relates to colleagues and managers within the organisation
* Student is not clear about applying procedures to practice
 |
| Has an awareness of team working within social work organisations | * Student is able to be accountable both individually and collectively within a team
* Able to contribute positively to the team
* Able to support team practice in complex situations where ethical dilemmas apply
 | * Student does not demonstrate accountability
* Student does not contribute to the overall team
* Student supports team work in complex situations
 |
| Awareness of working with a range of professionals | * Student applies knowledge of inter professional learning (IPL) to the practice context
* Is able to build effective partnerships with professionals from different disciplines and teams
* Is able to see differing perspectives in terms of working with service users in complex practice situations
 | * Student is unclear about how IPL learning applies to the practice context
* Limited ability to build effective partnerships with other professionals
* Lack of awareness of different perspectives which contribute to inter and multi disciplinary working
 |

**DOMAIN 9 – PROFESSIONAL LEADERSHIP**

| **Indicator**  | **Indicators of demonstrating capability against PCF domain99999** | **Indicators of not demonstrating capability against PCF domain** |
| --- | --- | --- |
| Awareness of professional leadership in social work | * Student understands and is able to recognise good leadership within social work practice
* Begins to develop skills necessary for leadership (e.g. professional assertiveness, contribute to change)
 | * Lack of awareness of leadership in social work
* Student shows little awareness or beginning development of skills necessary for leadership
 |
| Contribute to the learning and development of others | * Student contributes to team learning and development e.g. presentation to the team re an area of practice
* Student able to contribute to team policies, processes and procedures aiding overall team development e.g. implementing a new procedure
 | * Student not able to proactively contribute individually or collectively to the overall learning and development of the team within their practice setting
 |

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