**PRACTICE CURRICULUM**

**FIRST PLACEMENT (PP1)**

**BA 2 & MA 1**

**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 days | * 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 induction tasks * Student to upload fortnightly reflections on PebblePad * Student begins to co work cases with colleagues or PE * Student is able to undertake independent tasks as directed by PE * PE may begin to allocate work if feels appropriate * PE has undertaken first direct observation | * Evidence of completed induction tasks * Able to present self and use phone and e mail in a professional manner * Student is able to start to complete delegated tasks with guidance from the PE * 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 day 30 | * Student to upload one piece of evidence per PCF domain on PebblePad * PE to assess if student is on track to meet each PCF domain * PE to write interim report * Interim meeting * Student to upload fortnightly reflections on PebblePad * PE allocates more complex work * Student able to increase role and work load in relation to cases with colleagues – should by now hold their own caseload of delegated work * Student able to carry out tasks as directed by Practice Educator * PE undertakes two further direct observations | * Student able to undertake less complex work independently * Able to complete written work relevant to caseload * Able to actively participate in joint working * 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 at 70 days | * Student able to demonstrate capability at every PCF domain End Of First Placement level * Student completes PebblePad evidence grid * PE makes their recommendation of pass/fail based on practice evidence * PE makes recommendations of learning needs for final placement * PE writes final report | * Student has progressed continually throughout placement and is now able to work with more complex situations * Student is clear about future learning needs for final placement | * Concerns re students not having made the progression to qualifying capability should have been raised and addressed prior to this final stage * If progression to BASW (2018) End of First Placement PCF Domains have not been evidenced with support of the action plan progress, the placement would be deemed a fail. |

**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

**DOMAIN 1 - PROFESSIONALISM**

| **Indicator** | **Indicators of demonstrating capability against PCF domain** | **Indicators of not demonstrating capability against PCF domain** |
| --- | --- | --- |
| Professional Identity | * Professionalism and boundaries evident through working practice * Understand the role of professionals working in community and/or statutory services * 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 * Awareness of resources relevant to the placement setting. Ability to present a professional argument on behalf of or with a service user | * Not able to begin to challenge other professionals and/or colleagues * Not aware of the importance of professional and personal boundaries |
| Decision making | * Able to make decisions based on assessment * Able to make timely decisions within the context of agency procedures * Able to seek advice about decisions appropriately from colleagues/managers * Communicate decisions effectively and promptly to relevant parties * Able to identify relevant evidence from an interview/assessment | * 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 |
| Professional development | * 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 * Evidence of applying learning from independent research * 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 * Lacks ability to research and identify resources appropriate to the placement setting |
| Professional accountability | * Uphold HCPC standards within the practice environment * Understanding of professional role and responsibilities and professional accountability * Awareness of professional role in the practice setting – including professional boundaries * 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 * Understands importance of communication | * Not clear about professional role with service users or colleagues * Does not meet deadlines (e.g. in relation to written work) * Lack of self-awareness raises concerns about professionalism * Does not understand professionalism in relation to communication (e.g. Facebook) |
| Supervision | * Student is prepared for supervision and completed tasks from previous supervision * Evidence of learning in response to identified actions within supervision * Completes tasks from supervision | * Not prepared for supervision * Does not complete tasks between supervision * Does not apply actions from supervision to practice setting * Does not use supervision to action plan |

**DOMAIN 2 – VALUES AND ETHICS**

| **Indicator** | **Indicators of demonstrating capability against PCF domain** | **Indicators of not demonstrating capability against PCF domain** |
| --- | --- | --- |
| Values in practice | * Able to promote SW values within the practice context * Able to balance differing views in relations to making decisions within the practice context * Awareness of different and conflicting perspectives within work with service users | * No ability to present information or advocate on behalf of services users * Does not have awareness of conflicting and competing demands in relation to practice |
| Participation and partnerships | * Able to recognise the importance of the participation of service users and promoting user involvement * Begin to develop skills in managing relationships with service users, carers and others * Student begins to develop develops skills in relation to practice where participation may be difficult | * Student is not able to build partnerships with service users or understand the value of participation * Does not develop skills to involve service users and carers |
| Promoting rights | * Student respects and understands individual’s rights * Evidence of understanding the relationship between information sharing and confidentiality in the practice context * Commitment to promoting rights is evident in practice | * 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** |
| --- | --- | --- |
| Diversity Context | * Student aware of a range of factors shaping the context of individual’s life e.g. culture, class * Student able to question their own assumptions * Student can see how the broader context impacts on individuals, families and communities * Student is motivated and able to learn about working with diverse groups and communities relevant to the practice context | * 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 |
| Equality and Diversity Frameworks | * Able to understand and challenge discrimination and oppression * 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 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 question oppressive or discriminatory practice |
| Diversity and Power | * Begins to understand professional authority * Ability to use professional power appropriately * Student is clear about how inequality and oppression relates to professional role, power and authority * Able to use power while respecting individual’s rights | * Student does not show awareness of how inequality and lack of power impacts on the lives of individuals * Student not able to begin 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** |
| --- | --- | --- |
| Social justice and human rights | * Have an awareness of relationship between social policy and social justice * Able to apply a rights-based approach to practice * Student can apply the principles of social justice to practice * Can balance competing demands relating to risk, power and rights | * Student unclear on social justice and how to apply to the practice context * Unable to see or balance competing demands in this area e.g. legal constraints relating to rights |
| Social exclusion | * Recognise factors relating to social exclusion for individuals, groups and communities * 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 |
| Advocacy | * Apply advocacy principles to practice * Recognise the different roles of advocacy | * 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** |
| --- | --- | --- |
| Law and Policy | * Student demonstrates developing awareness of law and policy * Able to understand dilemmas in relation to law and policy * Able to self-direct learning in this area relevant to the practice context | * Poor or inaccurate knowledge of law and policy * Student not able to apply law/policy to the practice setting * Student not able to see difficulties with applying law and policy to the practice setting |
| Current context of practice setting | * Student aware of key drivers within the practice context * Student able to build on this knowledge throughout the placement * Able to understand what is ‘best’ practice in the relevant setting | * Student not able to apply preparatory reading to the practice setting * Student does not continue to keep knowledge base up to date * Student not able to learn about ‘best’ practice in the practice context |
| Theories and methods | * Student researches and applies a range of relevant theories and methods to the practice setting * Student recognises the importance of research and research methods to the practice context | * 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 | * Student able to apply an understanding of human development to the practice context e.g. understanding of how attachment theory informs practice Student clear about how different stages of the life span apply to the practice context | * Student does not demonstrate an awareness of human development and application to first placement practice |

**DOMAIN 6 – CRITICAL REFLECTION AND ANALYSIS**

| **Indicator** | **Indicators of demonstrating capability against PCF domain** | **Indicators of not demonstrating capability against PCF domain** |
| --- | --- | --- |
| Critical Reflection and Analysis | * Student begins to use critical reflection to de construct incidents in practice * The reflective process informs their overall learning | * Student’s reflection is descriptive and does not develop critically or analytically in a way appropriate to the level * The student is unable to use reflective frameworks to deconstruct incidents in practice * Overall learning does not develop in this area |
| Reflection, reasoning and decision making | * Student able to use reflection to explore information to inform reason and decision making * Student actively identifies and gathers information relevant to decision making and uses this knowledge to inform evidence based practice 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 |
| Critical practice | * Student begins to develop understanding of ‘best’ practice * Student develops the ability to be creative and curious about practice | * Student does not develop an imaginative and creative approach to practice * Little or no evidence of developing reflection and analysis * Does not apply a 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** |
| --- | --- | --- |
| Communication and Engagement | * Student is able to further develop communication skills whilst on placement * 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 * Service user feedback indicates students have good communication skills * Able to use appropriate language in communication that is professional but not jargonistic * Shows development in relation to using challenging skills within communication * Shows awareness of issues such as culture, stigma and social exclusion in relation to communication with diverse groups | * Student does not use feedback from communication skills module * 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 * Has not developed abilities to appropriately challenge * Awareness of difference is not seen within communication |
| Intervention - Assessment | * Use a planned and holistic approach to the assessment process * 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. service thresholds, resources * Use assessment and/or planning framework (s) in line with relevant policies and procedures * Involve service users in assessment and planning process using appropriate methods * Maximise empowerment and independence of service users * Able to identify need for referral to other services as needed * Awareness of own and other roles in the process * Able to provide a clear argument and evidence base to support assessment and planning | * Student does not gather information clearly * 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 * 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 |
| Intervention - Risk and Safeguarding | * 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 * With guidance, begin to understand the appropriate use of authority relating to risk and safeguarding * Able to adhere to relevant Safeguarding procedures concerning risk management * Able to recognise risk and act accordingly * Use supervision to look at supervision issues | * Not clearly able to identify risk * Does not follow procedures * Lack of awareness re health and safety issues for service user, self or others * Not able to take charge of or manage risk issues |
| Skill -  Record Keeping and Report Writing | * Record keeping and report writing should support professional judgements and organisational responsibilities * Able to share information while adhering to relevant data protection legislation and confidentiality procedure * Record actions and responsibility taken * Able to work to 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** |
| --- | --- | --- |
| Social work and organisations | * Student has awareness of roles and responsibilities within a range of 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 |
| Team working | * 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 and begin to understand the demands of complex work | * Student does not demonstrate accountability * Student does not contribute to the overall team * Student begins to support team work in complex situations |
| Working with other professionals | * Student is able to work in partnership with a range of professionals in a range of ways * Student applies knowledge of inter professional learning to the practice context * Is able to begin 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 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 domain** | **Indicators of not demonstrating capability against PCF domain** |
| --- | --- | --- |
| Professional Leadership | * To be aware of the importance of leadership within social work and the wider care context * To begin to develop skills relating to leadership | * Lack of awareness of leadership in social work * Student shows little awareness or beginning development of skills necessary for leadership |
| Professional Learning and Development | * Able to support the learning of others * Student contributes to team learning and development e.g. presentation to the team re an area of practice | * 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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