LIVERPOOL JOHN MOORES UNIVERSITY

PROGRAMMES LEADING TO AWARD OF

BA Hons, PG Dip & MA
(Social Work)

**Faculty of Education, Health and Community
School of Nursing and Allied Health**

PRACTICE LEARNING HANDBOOK
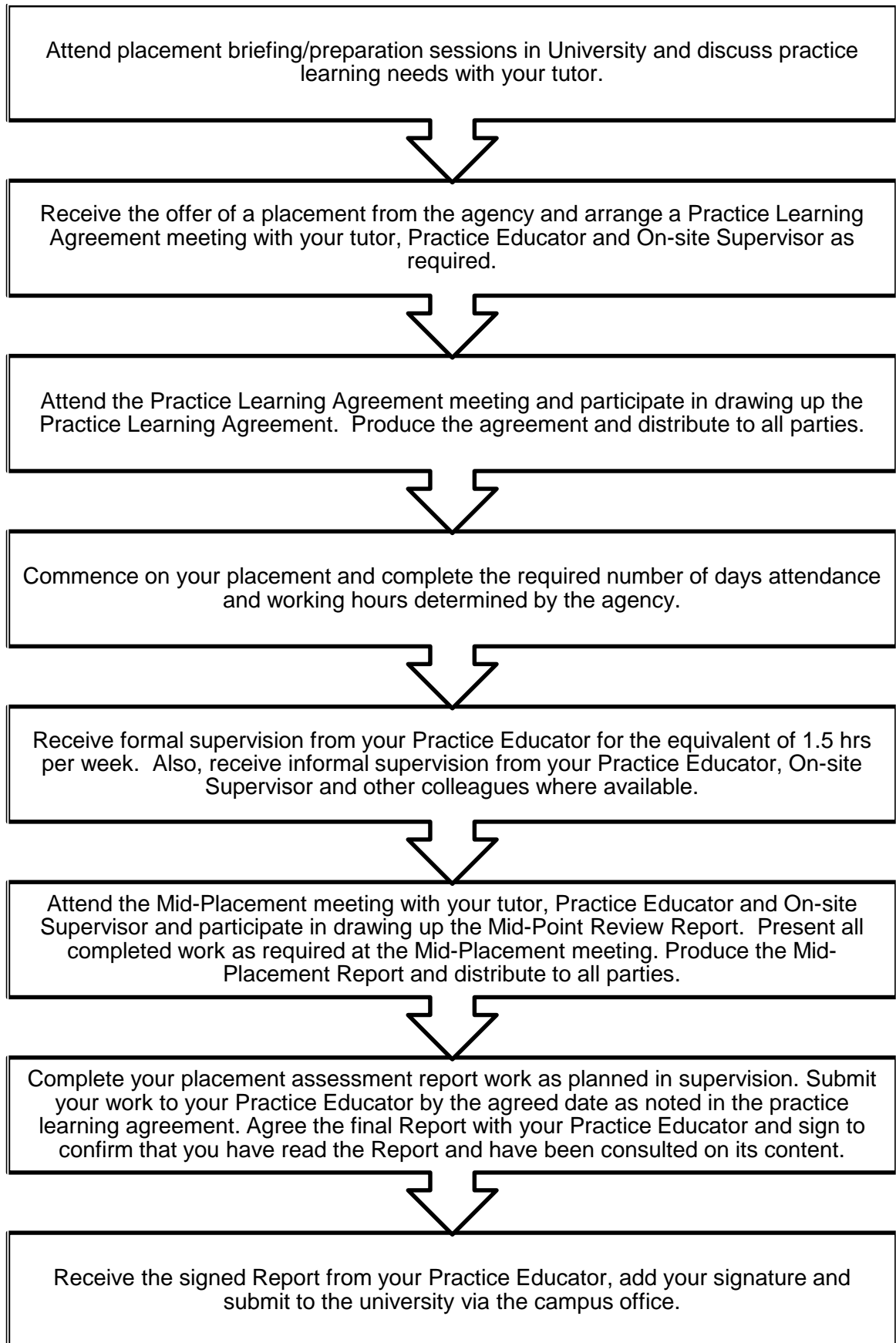# 2016-17

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Introduction

Your placements are where you can apply your theoretical learning to practice. Practice Placements will give you the experience to enable you to meet the learning outcomes set by the Health and Care Professions Council (HCPC). These are necessary to enable registration. All placement areas used by LJMU have been audited to ensure they meet your learning needs.

Practice learning arrangements for Social Work Programmes at LJMU are planned, managed and run in consultation with statutory, voluntary and private agencies. This Practice Learning Handbook informs and guides Practice Educators, students and tutors on requirements of agency-based practice learning. Most information specific to placements at particular levels on the MA, PG Dip and BA (Hons) programmes is set out in separate Practice Learning Assessment Report documents. The placement is where social work students demonstrate the appropriate blend of knowledge, skills and values to demonstrate capability in practice. It is an integral part of the MA, PG Dip and BA (Hons) in Social Work programmes, and practice capability is assessed in its own right via the Boards of Examiners.

In each placement the student should demonstrate progress in understanding, skill development and transferability of knowledge, skills and values in social work. Each placement is expected to provide opportunities for students to develop anti-discriminatory and anti-oppressive practice and enable them to work effectively in a diverse society. Students will adhere to the 'Guidance on conduct and ethics for students' in practice settings (HCPC 2012). The Placement criteria for social work students set out by the College of Social Work and informed by the HCPC are detailed in Appendix 1. The levels for student social workers under the College of Social Work's Professional Capabilities Framework (now being managed by BASW) and informed by the HCPC's Standards of Proficiency for social workers in England are included in Appendix 2.   Appendix 3 provides the table mapping the Professional Capabilities Framework at end of last placement / qualifying level to the HCPC's Standards of Proficiency. Appendix 4 contains the Knowledge and Skills Statements – for Approved Child and Family Practitioners and for Social work with Adults. Social work student placements will enable students to build on existing skills and further develop their social work skills relevant to the specific service user group.

It should be noted that The College of Social Work announced its closure in June 2015. BASW has taken on overall responsibility for the PCF. The PCF will remain in place for social work qualifying programmes.

A Student's Journey through Placement

Attend placement briefing/preparation sessions in University and discuss practice learning needs with your tutor.

Receive the offer of a placement from the agency and arrange a Practice Learning Agreement meeting with your tutor, Practice Educator and On-site Supervisor as required.

Attend the Practice Learning Agreement meeting and participate in drawing up the Practice Learning Agreement. Produce the agreement and distribute to all parties.

Commence on your placement and complete the required number of days attendance and working hours determined by the agency.

Receive formal supervision from your Practice Educator for the equivalent of 1.5 hrs per week. Also, receive informal supervision from your Practice Educator, On-site Supervisor and other colleagues where available.

Attend the Mid-Placement meeting with your tutor, Practice Educator and On-site Supervisor and participate in drawing up the Mid-Point Review Report. Present all completed work as required at the Mid-Placement meeting. Produce the Mid-Placement Report and distribute to all parties.

Complete your placement assessment report work as planned in supervision. Submit your work to your Practice Educator by the agreed date as noted in the practice learning agreement. Agree the final Report with your Practice Educator and sign to confirm that you have read the Report and have been consulted on its content.

Receive the signed Report from your Practice Educator, add your signature and submit to the university via the campus office.

Preparation for Practice

Safety / Readiness for Practice

Safety for practice is also assessed by the University early in the first year. Preparation includes the opportunity to develop a greater understanding of the experience of service users, the completion of a 'Safety to Undertake Practice' declaration, the completion of a University occupational health check and DBS clearance. Successful completion of the Theory, Methods and Skills module is mandatory before a student can be released for placement.

If you have any difficulties it is very important that you contact the Practice Learning Support Unit (PLSU) and let them know you are having problems. They can be contacted by email or telephone: **plsu@ljmu.ac.uk** or 0151 **231 4089**

Any changes to health or DBS clearance during the year must be declared. Each year students will complete a declaration of Good Health and Character. You should discuss any queries about this with your personal tutor.

Placement audits and allocation

Local authority learning opportunities will be audited by the sponsoring agencies, though the university remains responsible to ensure the quality of each placement. Placements in the private, voluntary and independent sector are audited by the social work lecturer team. Public Liability and Employers Insurance are checked and electronically stored on a central database by the university for each agency. Audit forms are stored with placement information on a central data base. Allocation of placements will be done via each agency, having regard to availability and with due regard to each student's learning needs. Placements are allocated on the basis of providing the student with opportunities to meet the HCPC's Standards of Proficiency and the relevant level of the Professional Capabilities Framework. A Quality Assurance for Practice Learning Questionnaire is included in the Placement Assessment Report for each placement which is filled in by the student and Practice Educator. Both documents must be sent electronically to your personal tutor at the end of the placement for storage on the central database.

Offers of placements and student availability and attendance

Students cannot reject a placement offer. They should ensure that they are available for standard working hours from Monday to Friday during placement periods. It is expected that students allow at least a one hour journey time for travelling to and from the placement. Students should discuss individual needs with their tutor prior to placement. Learning support needs identified by an Individual Student Learning Plan (ISLP) which is completed by the University Disability Advice Team should be reframed in a format that is suitable for the placement so that the placement can indicate if those needs can be met. It is important in relation to the management of the programme and to ensure that students complete the programme within time that students start placement on the date indicated in the programme calendar and continue without interruption where possible, and that time missed is made up appropriately in consultation with the sponsoring agency,

Practice Educator and tutor. The Practice Educator and student will write the Placement Assessment Report but the Practice Educator alone will make a 'Pass'/'Fail' recommendation.

Students should be aware that a late start or an interruption to practice learning may affect the bursary payments. Students are therefore advised not to book holidays when they are due to be in the practice setting. Full attendance is required in placement and expected at university unless agreed with the agency. A late finishing placement might result in delay in programme completion and thereby date of registration as a qualified social worker.

Sickness absence and reporting

It is essential that you let both the placement and your personal tutor at university know if you are unable to attend your placement for any reason. This should be done on the first day of sickness before you are due to start placement. Follow the agency sickness absence reporting procedures. Let them know when they can expect you to return. On your return you will need to discuss with your practice educator / on-site supervisor how you will make up the time.

Second Opinion

A Second Opinion may be called for if the Practice Educator, the student or the tutor identify during a placement that the recommendation on the outcome will be marginal or may be to 'Fail'. If this should be the case the tutor informs the placement module leader who arranges a 'Second Opinion' Practice Educator to advise the student, Practice Educator and tutor on actions. The Board of Examiners will receive a recommendation via the placement module leader and have available reports from the Practice Educator and Second Opinion Practice Educator. The Board will make the final decision on how to proceed. More details on Second Opinion are detailed below.

Practice Learning - Roles and Responsibilities

Responsibilities of the University

- To ensure that any placement offered provides the learning opportunities to meet the requirements of the HCPC SOPs and the College of Social Work's PCF.
- To ensure that students have a different experience in their first and last placements.
- To ensure that the last placement allows for preparation for statutory tasks. Preparation for statutory should be defined by the tasks rather than the setting (e.g. local authority) or the type of placement (e.g. statutory).
- To ensure that students are supervised by a suitably qualified Practice Educator on both placements.
- To organise teaching days for students and events for Practice Educators.

Role/Responsibilities of Module Leader

- To review the Placement Handbook and Placement Assessment Report and ensure they are distributed to students, tutors, placement providers and Practice Educators.
- To ensure that placement preparation takes place.
- To take action when Second Opinion process is requested by a student, tutor or Practice Educator.
- To receive completed Reports and report recommendations to the Board of Examiners.
- To organise teaching days for students and events for Practice Educators.

Role/Responsibilities of Student

- To arrange and carry out the pre placement visit as soon as possible after allocation of their placement.
- To co-ordinate the Practice Learning Agreement meeting.
- To help formulate and record the Practice Learning Agreement with the Practice Educator and tutor.
- To make available a copy of the previous Placement Assessment Report to the Practice Educator in any subsequent placement.
- To dress appropriately as per the requirements of the agency and tasks being undertaken.
- To work anti-oppressively in the agency in the ways listed in the Practice Learning Agreement.
- To attend supervision sessions and any agreed training and make use of the experience on placement.
- To make use of varied opportunities for practice learning in the setting and agency.
- To attend, participate in and record the Mid-Placement Review Meeting with the Practice Educator, tutor and where applicable On-site Supervisor.
- To bring to the attention of the Practice Educator and tutor any issues, difficulties or problems, which need attention.
- To let your personal tutor know if you become pregnant or have any significant changes to your health during placement. This is to allow the appropriate risk assessment to be completed. It is your responsibility to let your placement know so that you can be supported and the local risk assessment be completed.
- To alert in a timely manner relevant staff at placement and the placement module leader of any concerns that arise in relation to the quality of service, professional conduct of staff, safeguarding and risk to service users.
- To complete an evaluation of the placement.
- To contribute to the Placement Assessment Report as outlined in the Handbook.

- To provide the tutor with an opportunity to check the Placement Assessment Report before submission and to ensure that all required signatures are provided in longhand.

If you have concerns about placement, it is always helpful to speak to someone in practice. This should be your practice educator or the manager of the placement. If however this is not possible then please contact the LJMU module leader and your personal tutor.

The HCPC has published guidance and this can be found under http://www.hpc-uk.org/registrants/raisingconcerns/

Additionally you can find further information on raising concerns in appendix 4 of this document.

If you are involved in an accident or incident on placement please report this to your personal tutor as soon as this occurs so that you can be supported and it can be recorded.

If you wish to make a complaint about a placement area then follow the same procedure as above for raising a concern. Liverpool John Moores University also has a complaints procedure and this can be found at the following link **https://www2.ljmu.ac.uk/studyessentials/complaints.htm**

Role/Responsibilities of the Practice Educator

- To attend the Practice Learning Agreement Meeting with student and tutor and where applicable On-site Supervisor, and participate in forming the Practice Learning Agreement.
- To provide, over 1 ½ hours weekly, practice learning supervision and other support, including minutes of sessions and other learning activities within an anti-oppressive framework as described in the agreement.
- To provide written or verbal feedback on any written work which the student is required to do on placement.
- To ensure provision of three direct observations of the student's practice, to carry out at least two and to validate all three.
- To attend and participate in the Mid-Placement Review Meeting, meeting with the student, tutor and where applicable On-site Supervisor.
- To raise with the student, tutor and where relevant On-site Supervisor issues, difficulties or problems needing attention.
- To work with a 'Second Opinion' Practice Educator where one has been appointed, which should be requested as soon as it is considered that there is a likelihood of a 'Fail' or marginal outcome.
- To read, validate and assess evidence, taking formal responsibility for assessment of the student's practice.
- To evaluate the placement and feed information to appropriate persons in the finished *Report*, with a signed front sheet with a recommendation.

- To give feedback to the tutor on any aspect of support provided by the tutor/University.

Role/Responsibilities of Personal Tutor

- To assist the student to meet academic requirements of the programme.
- To identify quality issues within the student's placements which positively or negatively influence practice/acquisition of capability.
- To be available for contact from the Practice Educator on any issues/questions arising during/in relation to the placement.
- To ensure that the student arranges a Practice Learning Agreement Meeting that is held before the placement starts or as early as practicable.
- To attend and participate in forming the Practice Learning Agreement with the student, Practice Educator and where appropriate On-Site Supervisor; ensuring that all aspects of the Practice Learning Agreement are discussed, completed and sent to all parties.
- To retain a copy of the Practice Learning Agreement and ensure that it is made available on the university's database.
- To remind the student to share any previous Practice Assessment Report with the current Practice Educator.
- To attend and participate in the Mid-Placement Review Meeting, meeting with the student, Practice Educator and where applicable On-site Supervisor.
- To co-ordinate appropriate action and support if difficulties or problems are raised in connection with the placement, and work with a 'Second Opinion' Practice Educator if one is involved where it appears the outcome may be marginal or a 'Fail'.
- To ensure that the Practice Assessment Report is complete on submission, to read the Report, complete the section regarding the tutor's comments and to sign the different sections, following submission.
- To ensure that the student has complied with the confidentiality guidance in the Practice Placement Handbook.
- To comment on the QAPLs submitted by the student and PE and sign both.
- To files the QAPL documents electronically on Sharepoint.

The Process of Obtaining a Placement

Placements will only be allocated to students once the following has been done:
- Completion of a satisfactory DBS check covering children and adults,
- Completion of the 'Safety / Readiness for Practice Learning' process, and
- Completion of the Occupational Health Declaration and clearance.
- Completion of a further declaration mid-way through the programme.
- Completion of the Theory, Methods and Skills module.
- There is a procedure thereafter, agreed with agencies, which will be followed for all students.

- A Practice Learning Agreement Meeting should then be co-ordinated by the student and attended by the Practice Educator, student tutor and where applicable On-site Supervisor. The meeting should take place before the placement starts or as soon as is practicable after the start. The Practice Learning Agreement should be drawn up and circulated, with an electronic copy placed on the university's database by the personal tutor.

Additional Information

- On the agreed date the placement should start with a planned induction as noted in the Practice Learning Agreement.
- Students must complete the required days. Any time lost must to be made up irrespective of the reason. In the first instance the Practice Educator and where applicable the On-site Supervisor should be informed of any absences. The tutor should then be informed.
- Students are expected to work hours determined by the agency, this can exceed the minimum of 32.5 hours if required by the agency. Any private study time, for example for other modules, must be taken outside of and in addition to working hours.
- The university does not pay travel expenses for students on placements. Students should refer to the agency's travel and expenses policy and any relevant contractual arrangements. Students must make their own arrangements to travel to and from placement at their own expense.
- If the student is using their car to travel during placement hours as part of their role they have to be insured for business use as referred to in the Practice Learning Agreement. All relevant documents must be produced.
- The student is required to ensure that the Practice Educator has the opportunity to see any Report from the previous placement.

Completing the Report – Step by Step

A pro forma will be emailed for each placement. It should be saved and completed on a computer with a back-up copy at all times. One copy of the completed, signed Practice Assessment Report should be submitted to the University on the required date. Appendices should not be needed. If there is any query the student should seek advice from their tutor and their Practice Educator.

Any reference made to service users must be anonymised.

To be completed by the Practice Educator:
- Check the accuracy of the Practice Learning Agreement.
- Signature in longhand on the page with the recommendation that student be awarded a 'Pass' or a 'Fail' at front of the Practice Assessment Report.
- Information about attendance and absences in the Practice Assessment Report.
- Signature(s) in longhand on Practice Learning Agreement and Mid-Placement Meeting

- Practice Educator's contributions to the Records of Direct Observation, with signatures in longhand.
- Relevant assessment information to be completed in Section 2 by the Practice Educator.
- Practice placement feedback form to be completed electronically.

To be completed by the student:
- The Practice Learning Agreement and Mid-Placement Meeting minutes.
- Signature in longhand at front of Report
- Signatures in longhand on Practice Learning Agreement, Mid-Placement Meeting, Record of Supervision and three Records of Observation
- Any assignments and relevant sections that are required with the *Report*.
- Electronic completion of student practice placement feedback form.

To be completed by Tutor:
- Signatures in longhand on Practice Learning Agreement, Mid-Placement Review
- Read final *Report* and ensure that it is complete before submission.
- Electronic completion of QAPL – Evaluation of placement.

Evaluation of Students Practice by Service Users

Practice Educators must ensure that feedback is sought from service users for each significant intervention undertaken by students. The form is not prescribed and it will be a matter of judgement on how best this can be achieved. However obtained, evaluative comments could cover the following areas:

- Was the student's work helpful to you as a service user?
- Can you give an example of what was more helpful or less helpful?
- Are there any other comments that you would like to make?
- Student's comments
- Practice Educator's comments

At least two accounts of service user or carer evaluation must be placed with the Report.

Guidance on Observations of student

There have to be at least three direct observations of the student's practice in each placement, which must include the student's evaluative/reflective comments. A Record of Observation should be completed on each of the three occasions.

Practice must be directly and systematically observed and Service Users must be consulted, have consented and must be given the opportunity to provide evaluative feedback. Confidentiality and sensitivity issues must be considered.

- The student's Practice Educator must perform at least two direct observations of the student's direct practice with service users and ensure that a third takes place.

- A person other than the student's Practice Educator who is also a Practice Educator or qualified to be a Practice Educator may carry out one direct observation.
- One direct observation should normally take place before the mid-point of each placement, in order to inform judgements about student progress at that stage.
- If there is an off-site Practice Educator, the placement learning agreement meeting should record, subject to the requirements above, who will carry out and record observations in the agreement.
- The student and observer(s) should agree timing and place of observations and how each will be linked to HCPC SOPs and the appropriate level of the College of Social Work's PCF.
- Methods of observation should be agreed between Practice Educator, any other observer, student and service user.
- The student and observer should plan how and when feedback will be given on the observed practice. Feedback should always be given in such a way to assist the student's learning. Practice Educators as well as students should seek feedback from service users on practice undertaken.

Confidentiality in Assessment

As a social work student you must respect people's right to privacy and confidentiality (HCPC, 2012). This means only sharing information with other professionals and agencies if this in the interest of the service user or if there is a legitimate safeguarding concern. You must not discuss any aspect of your involvement with service users outside of the placement or with friends and family. All written information about the placement or service users such as case notes or assessment information must be treated with due regard to the Data Protection Act 1998.
The HCPC Guidance on Conduct and Ethics for Students can be found here http://www.hpc-uk.org/assets/documents/10002c16guidanceonconductandethicsforstudents.pdf

Some information is required in the Practice Learning Agreement – setting and agency, name of Practice Educator and On-site Supervisor – and that can be retained in the pro forma and the Practice Assessment document. Students must remove names and other identifiers from other parts of the document if they could compromise the confidentiality of any individual; may be associated with negative observations or comments; or might affect the reputation or safety of any individual, setting or agency. If in doubt consult the Placement Co-ordinator or the Module Leader.

Assessed work is considered to mean all written work, essays, case studies, reflective log books, learning diaries, appendices as well as seminars and presentations. Confidentiality can be maintained by ensuring all individual details are anonymised in the student's work. This practice can be achieved by students removing all identifying details from their work, unless the information included is already in the public domain.

Examples of identifying details are:

- names of individuals,
- headed notepaper or documentation containing logos or copies of Trust/agency policies, which are NOT available to the general public e.g. client specific information,
- photographs which could identify a person or a person's place of residence,
- specific circumstances or features unique to an individual, family or organisation which allow the case to be identified either by the public or by the individual (e.g. unusual medical or family details).

In the last example in the list, removal of the identifying information would probably remove the essence of the topic. In such a case, consent from the service user must be sought and secured before using their case. It is not sufficient to presume that this permission has been given by another party – for example if details have been shared as part of a teaching session – as the individual may have given limited permission for the information to be shared in certain circumstances only. Alternatively, an alias can be used. In this case the student should clarify that an alias is being used to protect the service user's anonymity.

If any identifying details that are not available in the public domain are included in any part of your work including appendices, you will be referred for investigation, and this may lead to a fitness to practice hearing.

Advice for staff

Where a sample of student's work is to be sent to an External Examiner for scrutiny, this must not include any scripts which are under investigation due to breaches of confidentiality.

Where a breach of confidentiality is identified by the marker, the module leader must refer to matter to the Head of Department who will invoke an investigation, which could ultimately lead to a fitness to practice hearing. Following the investigation, the decision re fitness to practice will be made by the Director of Academic Delivery, based upon the evidence available. It is envisaged that the majority of cases will be dealt with without a hearing. The finding of the investigation will be forwarded to the Board of Examiners which will decide upon the penalty in each case.

Ownership and Disposal of Placement Assessment Reports

The Practice Assessment Report is the property of the university. Practice Educators usually retain a copy. Another copy must be submitted to the Academic site. At least one copy must be kept by the student. The University does not return the copy it has to the student.

Practice Assessment Reports are covered by University policy on disposal of assessable work. This means the University will retain them for a period of up to 4 months after consideration by the relevant Board of Examiners in order to meet internal academic, statutory and regulatory requirements. After this period and without further notification they will be securely destroyed to meet health and safety,

data protection and business efficiency requirements, unless or there is a particular reason why they are still be needed.

Material Retained

The only part of the Report retained in the University file is the page with the recommendation, which is signed by the student and Practice Educator. The Signed Recommendation, Service User Feedback, Student's Overall Evaluation and Practice Educator's overall 500 word holistic evaluation from each placement should be copied to the PDP Portfolio. They must be anonymised apart from reference to the Practice Educator, Student and agency name.

Social Networking

We accept that many students use social networking as a means of communication and appropriate use can promote positive social and working relationships, the sharing of ideas, learning and good practice. However, this should not be used to discuss any aspect of your placement. Any individual deemed by the University to be using a social networking site in an inappropriate or offensive manner will be investigated and this may lead to Fitness to Practise investigation. The British Association for Social Work (BASW) has issued recent guidance which can be found here
http://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/social-media-guidance-30-march-2015-final.pdf

You should also follow LJMU's guidance on the use of social media, this can be found in appendix 6 of this document.

NB: Students should not use mobile phones on placement for calls, texts or photography.

Quality Assurance Procedures

A proportion of the Practice Assessment Reports from each cohort will be read at a reading day, with assistance from tutors, Practice Educators and agency staff, including any identified by tutors, and a feedback sheet will be completed. The event will be arranged by the placement module leader.

Evaluation questionnaires are also completed by Students and Practice Educators and reviewed by tutors. Data from evaluations is aggregated and reported to the regulatory body in statistical form, along with aggregated data from audits of individual placements. This is in line with the Quality Assurance for Practice Learning (QAPL) Guidance (2012), 2nd Edition published by The College of Social Work and Skills for Care. Forms for this are at the end of the student Practice Placement Report documents.

Support Measures for Students: Vulnerability to Discrimination or Harassment, Complaints, and Whistleblowing

- Students should be encouraged to participate in assessment of their own performance and evaluation of their placement and informed of procedures for dealing with any disagreements over assessment that may arise between themselves and their Practice Educator.
- All students, Practice Educators and On-site Supervisors should be given access to copies of the relevant complaints procedure.
- Any student should be encouraged and enabled to deal with racism, sexism and other forms of oppression by discussing it with their Practice Educator or another identified person.
- Written information about agency equal opportunities policies, together with information about how any racial or other form of harassment at work is dealt with, and complaint and whistleblowing arrangements must be supplied to the student. Guidance on whistleblowing for students is detailed below.
- Whenever possible black students should be given the opportunity to make contact with black workers/black workers groups in the agency.

Appointment of a Second Opinion Practice Educator

Occasionally there may be difficulties and issues when a student is on placement. Generally these are resolved between the Practice Educator and student. However, if problems continue that affect the work, the service provided and the student's performance, this must be dealt with as soon as possible. Either the Practice Educator or student should request a meeting with the tutor if unresolved difficulties continue.

Resolving matters prior to seeking a Second Opinion

The Mid-Placement Meeting would normally provide this opportunity, although if matters arise before or after this point then a meeting should be requested outside the scheduled meeting timetable.

The issues should be discussed, a strategy constructed and agreed for dealing with these matters in the form of a work plan and clear targets. This may need to be reviewed at a follow-up meeting if necessary to ensure progress has been made, or to make alternative arrangements should this be required.

In the event of the situation being unresolved then the following procedure should be followed:

Reasons for appointing the Second Opinion

- When issues have not been resolved at an informal level between student, Practice Educator and tutor
- If the difficulties continue to adversely affect the work or the service provided and the performance of the student
- In any case where a Practice Educator feels that a student on placement is either 'failing' or marginal. This relates to the student's performance generally or standards of practice that fall short of the relevant standards and the HCPCs Guidance on conduct and ethics for students.

<u>Making the request for a second opinion</u>

It is expected that the student's personal tutor will be proactive in clarifying the need for a second opinion and advising on process although the student and/or Practice Educator can request that a second opinion be appointed. The request would generally follow a situation when difficulties have not been resolved between the student, Practice Educator and tutor. It should be emphasised that a request for a second opinion should only be made where the support team cannot identify further strategies to resolve the difficulties in the placement.

<u>Qualifications for appointment as a Second Opinion Practice Educator</u>

The Second Opinion Practice Educator should normally be undertaken by an Accredited Practice Educator who is not accountable to the agency, Practice Educator or student concerned. S/he will be social work qualified and registered as a social worker with the HCPC.

<u>Appointment of a Second Opinion</u>

Once the need for a second opinion assessment has been identified the student's tutor should notify the Module Leader and the University Professional Lead for Social Work who will arrange for a second opinion to be appointed insofar as it is likely that it will inform decision making.

<u>Role of the Second Opinion</u>

The role of the second opinion is to provide an independent recommendation about the current placement. This process is not a professional suitability issue and it does not carry more weight than the opinion of the placement Practice Educator. The relevant Board of Examiners will take the final decision as to the outcome of the placement.

<u>Process and Timing</u>

It is important that reports are prepared with the least possible delay and to facilitate this there should be discussions between all parties to fix a timetable for producing the report and for submission to the University. This must be conveyed to the University Professional Lead for Social Work, and the agency Practice Learning Coordinator

The Second Opinion Practice Educator should receive a written request for a report and the following information provided as a 'bundle' of documents.
- Request for the report
- Practice Learning Agreement
- Mid-Point Review (if applicable)

- Existing evidence from the placement – written direct observation (if applicable) and, where consent has been granted by any third parties, supervision notes and documentation produced by the student
- The Second Opinion Practice Educator is expected to:
- Interview the student, tutor, practice educator and on site supervisor individually.
- Interview other relevant parties e.g. Team Manager, although this should be kept to a minimum
- Read supervision notes and other written work arising from the placement
- Produce a report by the date requested for the appropriate panel. The report must be shared with the student, Practice Educator and On-Site Supervisor.
- N.B. Direct Observations of the student's practice should only be done in exceptional circumstances, where a clear and stated rationale exists and with the agreement of the service user.

Content of second opinion report

It is suggested that the report should include the following basic information as a minimum:
- Brief summary of the issues/difficulties relating to the placement
- Documentation seen, read, people spoken to, interviewed, including when and where. List of any other activities, investigations undertaken
- Views of key people
- Learning opportunities in placement/comments on sufficiency/insufficiency of evidence as to competence
- Any other matters considered relevant
- Recommendations – 'Pass' or 'Fail', with evidence and recommendations

Options and recommendations

It is envisaged that the second opinion will consider the following options when making a recommendation
- Different arrangements within the placement and/or
- Extension of placement if feasible
- Further placement in another setting
- Placement 'Fail', with observations about whether or not a further opportunity is appropriate

Students may only be denied a further placement opportunity if there are clear concerns about whether they could be expected to complete a further placement successfully.
Second opinion reports that indicate that the student is professionally unsuitable will be referred to the appropriate University Fitness to Practice procedures.

Second Opinion Practice Educator's Report

Student: _____

Second Opinion Practice Educator: _____

Practice Educator: _____

Work-based Supervisor: _____

Agency and Setting: _____

Tutor and Site: _____

	yes/no	comments
Reports of Previous Placements		
Practice Learning Agreement		
Mid-Placement Meeting Document		
Schedule of Practice Evidence		
Assessment of SOPs/PCF Was student involved in its compilation?		
Records of Direct Observation of Practice		
Notes on Practice Learning Supervision		
Overall Evaluation/Statement by Student		
Overall Evaluation/Report by Practice Educator		
Student's Practice-based Assignments		
Has an Action Plan meeting taken place and an action plan been initiated prior to appointment of the Second Opinion Practice Educator		
Has student had opportunity to respond?		

Second Opinion observation(s) carried out (if applicable)

Date: _____

Context/Situation: _____

Date: _____

Context/Situation: _____

Dates of face-to-face meetings

Individually with Student: Date: _____

Please note if anyone else was present

Name: _____

Role: _____

Individually with Practice Educator   Date: _____

Please note if anyone else was present

Name: _____

Role: _____

Individually with Tutor   Date: _____

Please note if anyone else was present

Name: _____

Role: _____

Student, Practice Educator and Tutor   Date: _____

Please note if anyone else was present

Name: _____

Role: _____

Name: _____

Role: _____

Availability of evidence and reasons if some evidence unavailable or not produced:

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Assessment of sources of evidence produced by student and Practice Educator that identify the extent to which SOPS/PCF have been met:

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Assessment of sources of evidence produced by student and Practice Educator, identifying extent to which social work values and relevant Codes of Practice have been met:

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Any circumstances affecting opportunities to acquire competence or to demonstrate competence:

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Any issues raised in relation to the professional suitability of students who are on professional training programmes and who would be required to register with a professional body. Such concerns could include standards of professional behaviour, character and health:

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Statement by Second Opinion Practice Educator:

I have been provided with copies of the *Practice Learning Handbook* and the pro forma *Practice Learning Report* and carried out an assessment of the evidence of the student's performance in the setting in accordance with guidance provided.

For reasons stated above, the work of the student is recommended for the following

<div align="center">

PASS ☐   **FAIL** ☐

</div>

Recommendation re further placement / additional work to be undertaken by the student (evidence should be provided):

Send to student, Practice Educator, Programme Leader , Personal Tutor, James Evans and

Signed _____

Date _____

Practice Learning Co-ordinator in Agency

University Policy and Procedures for Professional Unsuitability

- Where a person has serious concern about the suitability of a social work student for professional social work practice this person will inform the Programme Leader, who will inform who will inform the Professional Lead and the Head of Department. This should include written details of the alleged unsuitability.
- The Programme Leader should inform the Faculty Director of Academic Delivery, who will if appropriate notify the 'Fitness for Practice Panel' within a reasonable time to consider the student at its next meeting.
- Notice should be given to the student of the decision including a statement suspending the student from their studies with immediate effect together with a summary of the reasons for the procedure being instigated. This does not constitute disciplinary action.
- The Panel will give the student's case due consideration and will arrive at a decision within a reasonable time, although it has the right to defer decisions for the production of further evidence, etc.
- The Panel's recommendation will be put to the student and referred to the relevant Board of Examiners. The student has the right of appeal against the Panel decision and should pursue this in the usual way.
- The outcome may result in a number of possible sanctions up to and including expulsion from the programme. The decision of the Board of Examiner will be final and binding. This will be communicated to the student in writing and a copy placed in the student's personal file.
- A decision to expel can only be made by the Vice-Chancellor. If a student's enrolment on the Programme is terminated, then a copy of all documentation will be placed in the students file and the Health and Care Professions Council will be notified for assessment, investigation and potential inclusion on the Prohibited Record. This means that the individual will be deemed unsuitable to register for social work programmes in the future.
- Any right to appeal will be in accordance with the policy of LJMU and the regulations and procedures of the professional accrediting body.

The HCPC's social work student suitability scheme in England.

At its meeting on 19 June 2012 the HCPC agreed to introduce a new suitability scheme to deal with concerns about social work students in England. This is because the HCPC recognises that the social work community, including education providers, employers and placement providers, may face additional challenges during the transition to the new system of quality assurance by the HCPC. The scheme will provide a mechanism for dealing with concerns about students where this is deemed necessary. Specifically, it will enable the HCPC to:

- Provide an opinion, in exceptional circumstances, to a social work education provider on whether an applicant is of suitable character to be admitted to a programme.
- Investigate where the HCPC consider that the education provider has failed to deal with a credible complaint about a student appropriately.

- Consider the outcomes of an education provider's fitness to practise procedures to determine whether a student should be prohibited from a programme.
- Maintain a record of students who are not permitted to participate in a social work programme in England.

'Whistleblowing' when on Placement

As a student social care worker, you have an obligation to report to an appropriate authority any breaches of the HCPCs Standards of conduct, performance and ethics. It is never easy for anyone to report a concern. However, people need to know that 'Blowing the Whistle' can be done without fear of victimisation, subsequent discrimination or reprisals. People attracted to the caring professions for the right reasons are possibly likely to want to avoid upsetting people and causing pain and conflict by criticising others. However it needs to be remembered that difficult situations must be confronted if they allow abuse of any sort to flourish. The HCPC has developed raising concerns guidance, which can accessed here http://www.hpc-uk.org/registrants/raisingconcerns/whistleblowing/

If your concerns are with an agency other than the University you should use the existing agency systems of complaints or Whistle Blowing in the first instance as well as report the matter to your personal tutor, who will then inform the module leader and programme lead.

Where possible all concerns will be treated in confidence and the identity of the Whistle Blower will not be revealed. However this cannot be a hard and fast rule, as there may need to be a situation in which evidence is given. You may wish to express your concern anonymously, but it is generally held that concerns expressed anonymously do not generally carry the same weight.

The university requires that the agency give an undertaking at the Practice Learning Agreement meeting to supply a copy of its Whistleblowing policy to the student along with other documents relating complaint, bullying, harassment, etc. Additionally, during the PLA you will be given the name of a person within the agency, who you can approach if you feel that you are subject to bullying or harassment.

The student should have due regard to the pathway for the Support for students raising safeguarding or other concerns in social work placements (Appendix 5).

Appendix 1

Placement criteria

From The College of Social Work's 'Practice learning guidance, Placement criteria'.

1 Different experience in first and last placements

1.1 The HCPC's 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 (although of course, not all). This means that if programmes do not offer broad practice experience, their students will be unable to meet the standards of proficiency.

1.2 The SWRB endorsed the view that students should develop generic practice skills at qualifying level, which could be later developed through specialist experience and training after qualification.

1.3 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. This should contribute to all students developing a 'think family' perspective, and form the foundation for developing specialist skills once qualified.

1.4 Offering flexibility in the range of different placement experiences will mean that matching with learner needs can be considered, although it will continue to be difficult to allocate placements on the basis of student choice alone.

2 Statutory interventions/last placement.

2.1 The SWRB and The College of Social Work agree 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) This maximises the availability of placements across statutory and non-statutory sectors, to include all settings where formal assessment of risk and safeguarding takes place.

2.2 The HCPC's 'Guidance on conduct and ethics for students'2 places expectations on students to act within the limits of their knowledge and skills, recognising that they are not yet autonomous practitioners but should work with the appropriate level of supervision.

2.3 The SWRB agreed the following criteria for the last placement to ensure that students' experience of statutory duties is appropriate to their level of development and properly supported.

Appendix 2

Professional Capability Framework Level descriptors for Social work student placements

Readiness for Practice Capabilities

By the point of assessment of readiness for direct practice (prior to first placement), students should demonstrate basic 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.

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.

- Describe the role of the social worker
- Describe the mutual roles and responsibilities in supervision
- Describe the importance of professional behaviour
- Describe the importance of personal and professional boundaries
- Demonstrate ability to learn, using a range of approaches
- Describe the importance of emotional resilience in social work

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 the profession's ethical principles and their relevance to practice
- Demonstrate awareness of own personal values and how these can impact on practice.

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.

- Recognise the importance of diversity in human identity and experience, and the application of anti-discriminatory and anti-oppressive principles in social work practice.

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.

- Understand the principles of rights, justice and economic wellbeing, and their significance for social work practice.

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.

- 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
- Demonstrate an initial understanding of the legal and policy frameworks and guidance that inform and mandate social work practice
- Demonstrate an initial understanding of the range of theories and models for social work intervention

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.

- Understand the role of reflective practice and demonstrate basic skills of reflection
- Understand the need to construct hypotheses in social work practice
- Recognise and describe why evidence is important in social work practice

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.

- Demonstrate core communication skills and the capacity to develop them
- Demonstrate the ability to engage with people in order to build compassionate and effective relationships
- Demonstrate awareness of a range of frameworks to assess and plan intervention
- Demonstrate basic ability to produce written documents relevant for practice
- Demonstrate initial awareness of risk and safeguarding

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.

- Demonstrate awareness of the impact of organisational context on social work practice

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.

- Demonstrate awareness of the importance of professional leadership in social work

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 a given setting 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 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.

- Recognise the role of the professional social worker in a range of contexts
- Recognise the important role 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 value base of their profession, its ethical standards and relevant law.

- Understand and, with support, apply the profession's ethical principles
- Recognise and with support manage the impact of own values on professional practice.
- Identify and, with guidance, manage potentially conflicting values and ethical dilemmas
- Elicit and respect the needs and views of service users and carers and, with support, promote their participation in decision-making wherever possible
- 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 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
- 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

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.

- 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 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.

- 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 experience 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 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.
- 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 appropriate frameworks 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 report 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 to 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 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.
- 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 on 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 team working
- 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.
- Identify how professional leadership in social work can enhance practice

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

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.

The Health Professions Council (the regulator of qualified social workers) and The College 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. Whilst there are some differences in the way the standards and PCF are expressed, the overall expectations are the same.

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.
- 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

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.

- 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 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.

- 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 concepts of attachment, separation, loss, change and resilience
- 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
- 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: 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.

- 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
- 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 frameworks 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
- Recognise how the development of 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
- Demonstrate 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 to professionals, including yourself, and contribute to the assessment and management of risk
- With support, identify appropriate responses to safeguard vulnerable people and promote their well being

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.
- 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 a range 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 team working
- 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.

- 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

Appendix 3

Detailed Matrix to Map PCF Domains with HCPC Standards of Proficiency

The College's Professional capabilities Framework (PCF)	HCPC Standards of Proficiency (SOP)	Knowledge and Skills Statement for Approved Child and Family Practitioners	Knowledge and Skills Statement for Social Workers in Adult Services
PCF Domain 1: Professionalism: Identify and behave as a professional social worker, committed to professional development			
1.1	2.10; 8.8	1, 2, 5, 9, 10	2, 8, 9, 10
1.2	**3**; 3.1; 3.4		
1.3	11.2: 12.1		
1.4	3.1		
1.5	1.2		
1.6	2.9; 9.1; 9.10		
1.7	3.4		
1.8	**1**; 1.1		
1.9	3.3		
1.10	**3**; 3.2; 3.5		
1.11	**2**; 2.3; 2.4; 15.2		
PCF Domain 2: Values and Ethics: Apply social work ethical principles and values to guide professional practice			
2.1	**1**; **2**; 2.1; 7.1; 7.2; 13.4	1, 2, 6, 7, 8, 9, 10	8, 9, 10, 7
2.2	2.5; 5.3		
2.3	2.4; 2.5; 2.7; 5.3		
2.4	2.7; 2.8; 8.3; 9.2; 9.6		
2.5	2.7; **7**; 8.3; 9.3; 9.4		
2.6	7.1; 7.2		
PCF Domain 3 Diversity: Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice			
3.1	**5**; 5.1; 5.2; 5.4	6, 8, 9, 10	2, 3, 5, 7, 10
3.2	2.6; 5.4; **6**; 6.2		

3.3	2.8; 2.9		
PCF Domain 4: Rights, Justice and Economic Wellbeing: Advance human rights and promote social justice and economic well-being			
4.1	**5**; 6.1; 13.4	6, 8, 9, 10	2, 6,7,9,10
4.2	2.1; 2.2; 13.4		
4.3	2.1; 2.2; 2.7		
4.4	**5**; 5.1		
4.5	8.7; 9.4; 13.4		
PCF Domain 5: Knowledge: Apply knowledge of social sciences, law and social work practice theory			
5.1	**12**; 12.2; 12.3; **13**; 13.4; 14.6	3, 4, 5, 6, 7, 8, 10	1, 4, 5, 9,10
5.2	**12**; 12.3; **13**; 13.4		
5.3	13.4		
5.4	13.4		
5.5	5.4; 13.4		
5.6	9.10; 13.4		
5.7	1.5; 9.9; 9.8; 13.4		
5.8	**13**; 13.4		
5.9	13.4		
5.10	**12**; 14.6		
5.11	14.5		
5.12	1.1; 2.7; 8.10; 9.4; 9.8; 13.4		
PCF Domain 6: Critical reflection and Analysis: Apply critical reflection and analysis to inform and provide a rationale for professional decision-making			
6.1	**4**; 4.2; **11**	6, 7, 9	8, 10
6.2	4.2; 4.4; **14**; 14.1		
6.3	14.1		
6.4	**11**; 11.1		
6.5	1.4; 11.2		
6.6	4.1; 4.3		
PCF Domain 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			
7.1	**8**; 8.1; 8.4; 8.5; 8.6	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	2, 3, 4, 5, 6, 7, 8
7.2	4.5; **8**; 8.2; 8.5; 14.7		
7.3	2.8; 8.4; 8.5; 8.6; 8.10; 9; 9.1		

7.4	1.3; 4.1; 4.5		
7.5	4.1; 9.3; 12.2; **14**; 14.2		
7.6	4.1; 4.2; **14**; 14.3; 14.4		
7.7	9.5		
7.8	8.11; **10**; 10.1; 10.2		
7.9	**7**		
7.10	1.4; 4.1; 4.2		
7.11	2.6		
7.12	9.9; **15**; 15.1; 15.3		
7.13	1.5; 2.3; 2.4		
PCF Domain 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			
8.1	13.2; 13.3; 14.8	2, 4, 5, 6, 7, 8, 9, 10	8, 9
8.2	2.6; **4;** 13.2; 15.2		
8.3	13.2; 15.2		
8.4	8.9; 9.6; 12.1; 12.2; 12.3; 13.2		
8.5	**9;** 9.1; 9.6; 13.1		
8.6	9.7		
8.7	8.9; **9;** 9.1; 9.6; 13.1; 13.2		
PCF Domain 9: Professional Leadership: Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management			
9.1	**4**	10	10
9.2	9.6		

Appendix 4

Knowledge and Skills Statement for Approved Child and Family Practitioners

1) Relationships and effective direct work
2) Communication
3) Child development
4) Adult mental ill health, substance misuse, domestic abuse, physical ill health and disability
5) Abuse and neglect of children
6) Child and family assessment
7) Analysis, decision-making, planning and review
8) The law and the family and youth justice systems
9) The role of supervision
10) Organisational context

A child and family social worker should be able to do the following:

1) Relationships and effective direct work

Build effective relationships with children, young people and families, which form the bedrock of all support and child protection responses. Be both authoritative and empathic and work in partnership with children, families and professionals, enabling full participation in assessment, planning, review and decision making. Ensure child protection is always privileged.

Provide support based on best evidence, which is tailored to meet individual child and family needs, and which addresses relevant and significant risks. Secure access to services, negotiating and challenging other professionals and organisations to provide the help required. Ensure children and families, including children in public care, receive the support to which they are entitled.

Support children and families in transition, including children and young people moving to and between placements, those returning home, those being adopted or moving through to independence. Help children to separate from, and sustain, multiple relationships recognising the impact of loss and change.

2) Communication

Communicate clearly and sensitively with children of different ages and abilities, their families and in a range of settings and circumstances. Use methods based on best evidence. Create immediate rapport with people not previously known which facilitates engagement and motivation to participate in child protection enquiries, assessments and services.

Act respectfully even when people are angry, hostile and resistant to change. Manage tensions between parents, carers and family members, in ways that show persistence, determination and professional confidence.

Listen to the views, wishes and feelings of children and families and help parents and carers understand the ways in which their children communicate through their

behaviour. Help them to understand how they might communicate more effectively with their children.

Promote speech, language and communication support, identifying those children and adults who are experiencing difficulties expressing themselves. Produce written case notes and reports, which are well argued, focused, and jargon free. Present a clear analysis and a sound rationale for actions as well as any conclusions reached, so that all parties are well informed.

3) Child development

Observe and talk to children in their environment including at home, at school, with parents, carers, friends and peers to help understand the physical and emotional world in which the child lives, including the quality of child and parent/carer interaction and other key relationships. Establish the pattern of development for the child, promote optimal child development and be alert to signs that may indicate that the child is not meeting key developmental milestones, has been harmed or is at risk of harm.

Take account of typical age-related physical, cognitive, social, emotional and behavioural development over time, accepting that normative developmental tasks are different for each child depending on the interaction for that child between health, environmental and genetic factors. Assess the influence of cultural and social factors on child development, the effect of different parenting styles, and the effect of loss, change and uncertainty in the development of resilience.

Explore the extent to which behavioural and emotional development may also be a result of communication difficulties, ill health or disability, adjusting practice to take account of these differences. Seek further advice from relevant professionals to fully understand a child's development and behaviour.

4) Adult mental ill health, substance misuse, domestic abuse, physical ill health and disability

Identify the impact of adult mental ill health, substance misuse, domestic abuse, physical ill health and disability on family functioning and social circumstances and in particular the effect on children, including those who are young carers. Access the help and assistance of other professionals in the identification and prevention of adult social need and risk, including mental health and learning disability assessment. Coordinate emergency and routine services and synthesise multi-disciplinary judgements as part of ongoing social work assessment. Use a range of strategies to help families facing these difficulties.

Identify concerning adult behaviours that may indicate risk or increasing risk to children. Assess the likely impact on, and inter-relationship between, parenting and child development. Recognise and act upon escalating social needs and risks, helping to ensure that vulnerable adults are safeguarded and that a child is protected and their best interests always prioritised.

5) Abuse and neglect of children

Exchange information with partner agencies about children and adults where there is concern about the safety and welfare of children. Triangulate evidence to ensure robust conclusions are drawn. Recognise harm and the risk indicators of different

forms of harm to children relating to sexual, physical, emotional abuse and neglect. Take into account the long-term effects of cumulative harm, particularly in relation to early indicators of neglect.

Consider the possibility of child sexual exploitation, grooming (on and offline), female genital mutilation and enforced marriage and the range of adult behaviours which pose a risk to children, recognising too the potential for children to be perpetrators of abuse.

Lead the investigation of allegations of significant harm to children in consultation with other professionals and practice supervisors. Draw one's own conclusions about the likelihood of, for example, sexual abuse or non-accidental injury having occurred and the extent to which any injury is consistent with the explanation offered. Commission a second professional opinion and take legal advice where necessary.

6) Child and family assessment

Carry out in-depth and ongoing family assessment of social need and risk to children, with particular emphasis on parental capacity and capability to change. Use professional curiosity and authority while maintaining a position of partnership, involving all key family members, including fathers. Acknowledge any conflict between parental and children's interests, prioritising the protection of children as set out in legislation.

Use child observation skills, genograms, ecomaps, chronologies and other evidence based tools ensuring active child and family participation in the process. Incorporate the contributions that other professional disciplines make to social work assessments.

Hold an empathic position about difficult social circumstances experienced by children and families, taking account of the relationship between poverty and social deprivation, and the effect of stress on family functioning, providing help and support. Take into account individual child and family history and how this might affect the ability of adults and children to engage with services.

Recognise and address behaviour that may indicate resistance to change, ambivalent or selective cooperation with services, and recognise when there is a need for immediate action, and what other steps can be taken to protect children.

7) Analysis, decision-making, planning and review

Establish the seriousness that different risks present and any harm already suffered by a child, balanced with family strengths and potential solutions. Set out the best options for resolving difficulties facing the family and each child, considering the risk of future harm and its consequences and the likelihood of successful change.

Prioritise children's need for emotional warmth, stability and sense of belonging, particularly those in public care, as well as identity development, health and education, ensuring active participation and positive engagement of the child and family. Test multiple hypotheses about what is happening in families and to children, using evidence and professional judgement to reach timely conclusions. Challenge any prevailing professional conclusions in the light of new evidence or practice reflection.

Make realistic, child centred, plans within a review timeline, which will manage and reduce identified risks and meet the needs of the child. Ensure sufficient multi-

disciplinary input into the process at all stages. Apply twin and triple track planning to minimise chances of drift or delay, being alert to the effectiveness or otherwise of current support plans.

8) The law and the family and youth justice systems

Navigate the family and youth justice systems in England using legal powers and duties to support families, to protect children and to look after children in the public care system, including the regulatory frameworks that support the full range of permanence options. Participate in decisions about whether to make an application to the family court, the order to be applied for, and the preparation and presentation of evidence.

Seek advice and second opinion as required in relation to the wide range of legal issues which frequently face children and families involved with statutory services including immigration, housing, welfare benefits, mental health and learning disability assessment, education and support for children with learning difficulties. Use the law, regulatory and statutory guidance to inform practice decisions. Take into account the complex relationship between professional ethics, the application of the law and the impact of social policy on both.

9) The role of supervision

Recognise one's own professional limitations and how and when to seek advice from a range of sources, including practice supervisors, senior practice leaders and other clinical practitioners from a range of disciplines such as psychiatry, paediatrics and psychology. Discuss, debate, reflect upon and test hypotheses about what is happening within families, and with children.

Explore the potential for bias in decision-making and resolve tensions emerging from, for example, ethical dilemmas, conflicting information or differing professional positions. Identify which methods will be of help for a specific child or family and the limitations of different approaches. Make use of the best evidence from research to inform the complex judgements and decisions needed to support families and protect children.

Reflect on the emotional experience of working relationships with parents, carers and children, and consciously identify where personal triggers are affecting the quality of analysis or help. Identify strategies to build professional resilience and management of self.

10) Organisational context

Operate successfully in a wide range of organisational contexts complying with the checks and balances within local and national systems which are a condition of employment. Maintain personal and professional credibility through effective working relationships with peers, managers and leaders both within the profession, throughout multi-agency partnerships and public bodies, including the family courts. Act in ways that protect the reputation of the employer organisation and the social work profession, whilst always privileging the best interests of children. Manage the specific set of organisational tasks relating to lead responsibility for children with the support of an appropriately qualified supervisor and use of the multi-agency support network.

Contribute to the organisation's role as corporate parent to children in public care, encouraging and advocating for organisational focus, resource and support so that children and young people can thrive and enjoy their childhood and move into independence with confidence in and ambition for their futures.

Knowledge and Skills Statement for Social Workers in Adult Services

1. Statement overview
2. The role of social workers working with adults
3. Person-centred practice
4. Safeguarding
5. Mental capacity
6. Effective assessments and outcome based support planning
7. Direct work with individuals and families
8. Supervision, critical reflection and analysis
9. Organisational context
10. Professional ethics and leadership

1. Statement overview

This statement sets out what a social worker working with adults should know and be able to do by the end of their Assessed and Supported Year in Employment (ASYE). The statement incorporates the experiences and perspectives of front line social workers, their managers, organisations and educators. It has been developed by the Chief Social Worker for Adults in partnership with key stakeholders, including the College of Social Work, the British Association of Social Workers, Skills for Care, Social Care Institute for Excellence, educators and Principal Social Workers. The statement relates to all social workers working with adults who contribute to delivering statutory health and wellbeing outcomes for people and their carers, regardless of the sector in which they are employed and provides a national benchmark for social workers, employers and the public.

It sets out a national framework for the assessment of newly qualified social workers at the end of their first year in practice, including provision for independent validation and quality assurance of the assessment process. It should be used by social workers and their employers to build a wider framework for induction, supervision and the continuing professional development of social workers and the social work profession.

Social work is an international profession and is practiced in many different settings and specialisms. This statement builds on the global definition for social work, the Health and Care Professions Council (HCPC) Standards of Proficiency for social workers and the generic Professional Capabilities Framework, which sets the professional standards for social workers in England. It also builds on key policy documents developed by the College of Social Work, namely:

- The Role and Functions of Social Workers in England
- The Business Case for Social Work with Adults; and
- The Role of Social Workers in Adult Mental Health Services

This statement is designed to strengthen and enhance the Professional Capabilities Framework by setting out what we expect of newly qualified social workers working in adult social care and importantly, reinforcing the support and arrangements employers need to provide as set out in the Standards for Employers. Although not mandatory, all social workers should be able to demonstrate knowledge of all aspects of the statement and development in those aspects which are relevant to the service setting.

The statement represents the first step on a social worker's career pathway, starting from the end of their final placement in their social work degree, to the end of their first year in practice and through the PCF levels thereafter.

The Department will work with the College of Social Work and the sector to map in more detail the relationship between the requirements set out in this Statement, the Knowledge and Skills Statement for Approved Child and Family and the relevant capabilities in the Professional Capabilities Framework.

2. The role of social workers working with adults

The Care Act 2014 puts the principle of individual wellbeing and professional practice of the individual social worker at the heart of adult social care and signals a move away from care management as the overriding approach to working with adults.

Social workers need to apply a wide range of knowledge and skills to understand and build relationships, and work directly with individuals, their families and carers to enable and empower them to achieve best outcomes. This should include undertaking assessments, planning care and support and making the best use of available resources to enable people to have better lives. Social workers should enable people to experience personalised, integrated care and support them to maintain their independence and wellbeing, cope with change, attain the outcomes they want and need, understand and manage risk, and participate in the life of their communities. Social work should focus on the links between the individual, their health and well-being and their need for relationships and connection with their families, community and wider society. Social workers in adult social care must understand and be able to explain the role of social work as part of the system of health and welfare support to individuals and families. They must understand the impact of poverty, inequality and diversity on social and economic opportunities and how these relate to people's health and wellbeing as well as the functioning of their families, particularly in connection with child protection, adult safeguarding and also empowering individuals who may lack mental capacity.

3. Person-centred practice

Social workers should enable people to access the advice, support and services to which they are entitled. They should coordinate and facilitate a wide range of practical and emotional support, and discharge legal duties to complement people's own resources and networks, so that all individuals (no matter their background, health status or mental capacity), carers and families can exercise choice and control, (supporting individuals to make their own decisions, especially where they may lack capacity) and meet their needs and aspirations in personalised, creative and often novel ways. They should work co-productively and innovatively with people, local communities, other professionals, agencies and services to promote self-determination, community capacity, personal and family reliance, cohesion, earlier intervention and active citizenship. Social workers should also engage with and enable access to advocacy for people who may require help to secure the support and care they need

due to physical or mental ill-health, sensory or communication impairment, learning disability, mental incapacity, frailty or a combination of these conditions and their physical, psychological and social consequences.

4. Safeguarding

Social workers must be able to recognise the risk indicators of different forms of abuse and neglect and their impact on individuals, their families or their support networks and should prioritise the protection of children and adults in vulnerable situations whenever necessary. This includes working with those who self-neglect.

Social workers who work with adults must take an outcomes-focused, person-centred approach to safeguarding practice, recognising that people are experts in their own lives and working alongside them to identify person centred solutions to risk and harm. In situations where there is abuse or neglect or clear risk of those, social workers must work in a way that enhances involvement, choice and control as part of improving quality of life, wellbeing and safety. Social workers should take the lead in managing positive interventions that prevent deterioration in health and wellbeing; safeguard people (who may or may not be socially excluded) at risk of abuse or neglect, or who are subject to discrimination, and to take necessary action where someone poses a risk to themselves, their children or other people. Social workers who work with adults must be able to recognise and take appropriate action where they come across situations where a child or young person may be at risk.

Social workers should understand and apply in practice personalised approaches to safeguarding adults that maximise the adult's opportunity to determine and realise their desired outcomes and to safeguard themselves effectively, with support where necessary.

5. Mental capacity

Social workers must have a thorough knowledge and understanding of the Mental Capacity Act (MCA) and Code of Practice and be able to apply these in practice. They should always begin from the presumption that individuals have capacity to make the decision in question. Social workers should understand how to make a capacity assessment, the decision and time specific nature of capacity and hence the need to reassess capacity appropriately. They should know when and how to refer to a Best Interest Assessor. Social workers must understand their responsibilities for people who are assessed as **lacking capacity at a particular time** and must ensure that they are supported to be involved in decisions about themselves and their care as far as is possible. Where they are unable to be involved in the decision-making process decisions should be taken in their best interests following consultation with all appropriate parties, including families and carers. Social workers must seek to ensure that an individual's care plan is the least restrictive possible to achieve the intended outcomes.

Social workers have a key leadership role in modelling to other professionals the proper application of the MCA. Key to this is the understanding that the MCA exists to empower those who lack capacity as much as it exists to protect them. Social workers must model and lead a change of approach, away from that where the default setting is "safety first", towards a person-centred culture where individual choice is encouraged and where the right of all individuals to express their own lifestyle choices is recognised and valued.

In working with those where there is no concern over capacity, social workers should take all practicable steps to empower people to make their own decisions, recognising that people are experts in their own lives and working alongside them to identify person-centred solutions to risk and harm, recognising the individual's right to make "unwise" decisions.

6. Effective assessments and outcome based support planning

In undertaking assessments, social workers must be able to recognise the expertise of the diverse people with whom they work and their carers and apply this to develop personalised assessment and care plans that enable the individual to determine and achieve the outcomes they want for themselves. The social worker must ensure the individual's views, wishes and feelings (including those who may lack mental capacity) are included as part of their full participation in decision making, balancing this with the wellbeing of their carers. Social workers should demonstrate a good understanding of personalisation, the social model of disability and of human development throughout life and demonstrate a holistic approach to the identification of needs, circumstances, rights, strengths and risks. In particular, social workers need to understand the impact of trauma, loss and abuse, physical disability, physical ill health, learning disability, mental ill health, mental capacity, substance misuse, domestic abuse, aging and end of life issues on physical, cognitive, emotional and social development both for the individual and for the functioning of the family. They should recognise the roles and needs of informal or family carers and use holistic, systemic approaches to supporting individuals and carers. They should develop and maintain knowledge and good partnerships with local community resources in order to work effectively with individuals in connecting them with appropriate resources and support.

7. Direct work with individuals and families

Social workers need to be able to work directly with individuals and their families through the professional use of self, using interpersonal skills and emotional intelligence to create relationships based on openness, transparency and empathy. They should know how to build purposeful, effective relationships underpinned by reciprocity. They should be able to communicate clearly, sensitively and effectively, applying a range of best evidence-based methods of written, oral and non-verbal communication and adapt these methods to match the person's age, comprehension and culture. Social workers should be capable of communicating effectively with people with specific communication needs, including those with learning disabilities, dementia, people who lack mental capacity and people with sensory impairment. They should do this in ways that are engaging, respectful, motivating and effective, even when dealing with conflict - whether perceived or actual - anger and resistance to change. Social workers should have a high level of skill in applying evidence-based, effective social work approaches to help service users and families handle change, especially where individuals and families are in transition, including young people moving to adulthood, supporting them to move to different living arrangements and understanding the impact of loss and change.

8. Supervision, critical reflection and analysis

Social workers must have access to regular, good quality supervision and understand its importance in providing advice and support. They should know how and when to seek advice from a range of sources including named supervisors, senior social

workers and other professionals. They should be able to make effective use of opportunities to discuss, reflect upon and test multiple hypotheses, the role of intuition and logic in decision making, the difference between opinion and fact, the role of evidence, how to address common bias in situations of uncertainty and the reasoning of any conclusions reached and recommendations made, particularly in relation to mental capacity, mental health and safeguarding situations.

Social workers should have a critical understanding of the difference between theory, research, evidence and expertise and the role of professional judgement. They should use practice evidence and research to inform the complex judgements and decisions needed to support, empower and protect their service users. They should apply imagination, creativity and curiosity to working in partnership with individuals and their carers, acknowledging the centrality of people's own expertise about their experience and needs.

9. Organisational context

Social workers working with adults should be able confidently to fulfil their statutory responsibilities, work within their organisation's remit and contribute to its development. They must be understand and work effectively within financial and legal frameworks, obligations, structures and culture, in particular Human Rights and Equalities legislation, the Care Act, Mental Capacity Act, Mental Health Act and accompanying guidance and codes of practice. They must be able to operate successfully in their organisational context, demonstrating effective time management, caseload management and be capable of reconciling competing demands and embrace information, data and technology appropriate to their role. They should have access to regular quality supervision to support their professional resilience and emotional and physical wellbeing. Social workers should work effectively and confidently with fellow professionals in inter-agency, multi-disciplinary and inter-professional groups and demonstrate effective partnership working particularly in the context of health and social care integration and at the interface between health, children and adult social care and the third sector.

10. Professional ethics and leadership

Social workers should be able to explain their role to stakeholders, particularly health and community partners, and challenge partners constructively to effect multi-agency working. They should contribute to developing awareness of personalisation and outcome-based approaches to improving people's lives. Social workers should be able to demonstrate the principles of social work through professional judgement, decision making and actions within a framework of professional accountability. They should be able to work collaboratively to manage effectively the sometimes competing interests of service users, their families and their carers ensuring that the needs of all parties are appropriately balanced, but that where children are involved, the children's interests are always paramount. They should be able to acknowledge the inherent tensions where there is a dual role of care and control; be able to meet eligible needs within limited resources and manage the emotions and expectations of service users and carers. They should be able to identify potential deprivations of liberty and understand the process for assessing and authorising these in individuals' best interests. They should feedback the views and experiences of clients and their colleagues to contribute to the continued improvement of services, policies and procedures within the organisation. They must be able to recognise and address poor practice and systemic failings which put people at risk, whether in their own organisation or the organisations and

institutions with which they are working, making appropriate use of whistle-blowing procedures.

Appendix 5

Support for students raising safeguarding or conduct concerns in social work placements

Students on social work programmes are bound by the HCPC's Guidance on Conduct and Ethics for Students , which states "If you are worried about a situation which might put someone at risk, you should speak to a member of the placement team or your education provider." (HCPC, 2012, p 9)

The Professional Capabilities Framework requires students
- to be able to identify concerns about practice and procedures and to be able to recognise own limitations and seek advice (domain 1);
- understand forms of harm, their impact on people and the implications for practice (domain 2);
- with guidance to identify appropriate responses to safeguard vulnerable people (domain 7).

This pathway document gives a basic outline on the role of the academic tutor and the module leader in providing pastoral support for students raising safeguarding or conduct concerns relating to placement.

Below are some examples that students will need to report following the pathway:
- concerns about the safety and well-being of service users;
- any concern relating to physical, emotional and sexual abuse, sexual exploitation or neglect of children;
- any concern relating to the physical, sexual, psychological/emotional, financial, institutional and discriminatory abuse or neglect and acts of omission of adults;
- concerns about
  - a professional behaving in a way that has harmed or may harm a child or adult;
  - a professional comitting a criminal offence against, or related to a child or adult;
  - a professional behaving in a way that indiates they are unsuitable to work with children or vulnerable adults.

You should always follow your placement agency's procedures in the first instance.

Students should follow the pathway outlined on the next page.

In the first instance student should inform their practice educator (PE), line manager (LM) and /or safeguarding lead (SL) in the organisation of any safeguarding / conduct concern, e.g. behaviour of other professionals. (A record should be made by the student.)

Yes, student has informed PE, LM and / or SL

Concerns have been addressed in placement following specific policy and guidance

There is no evidence of concerns being addressed. Student is still concerned

Student feels unable to raise concerns, e.g. concern directly related to PE or LM

No further action required

Student approaches personal tutor (PT) with safeguarding / conduct concerns relating to practice in their current placement.

The responsibility to raise any concerns with authorities is that of the student. PT and module leader will provide support for the student:

- PT to support the student through making contact with the relevant authority as appropriate;
- PT to inform module leader of the contact with authority;
- PT to liaise with PE (if indicated) and call (if required) a meeting between student, PE and PT to discuss the impact of the ongoing concerns on student placement;
- PT to inform module leader of outcome of the meeting and discuss (if necessary) placement options;
- If required, module leader to identify alternative placement;
- Module leader undertakes audit of the placement following the outcome of any investigation and decision on continued use of the placement recorded on audit document.

It is the student's responsibility to raise any concerns and inform the PT. It is recognised that the student is likely to require support throughout this process and PT should provide support, as required by phone, e-mail or directly.

LIVERPOOL JOHN MOORES UNIVERSITY

Student Social Networking Statement

Responsibility for Policy:	**Deputy Chief Executive, Finance Director and University Secretary**
Relevant to:	**LJMU Staff and Students**
Approved by:	**September 2015**
Responsibility for Document Review:	**Head of Student Governance**
Date introduced:	**September 2015**
Next Review Date:	**July 2016**

Relevant Documents

List her any documents that relate to the creation of this policy

Related Policies and Documents

Computing Facilities Conditions of Use (including procedures for misuse)
Bullying and Harassment Policy
Student Code of Behaviour & Disciplinary Procedures.
LJMU Data Protection Policy
Public Interest Disclosure (Whistleblowing) Policy
Student Complaints Procedure

LJMU Student Governance - Social Networking Statement

1. Introduction

1.1   This statement on social networking sites should be read in conjunction with the University's current Computing Facilities Conditions of Use, the Student Code of Behaviour and Disciplinary Procedures and is intended to promote the use of safe, professional and appropriate online behaviour.

1.2 Social networking refers to a broad range of websites and services that allow people to connect with friends, family and colleagues online, as well as meeting people with similar interests or hobbies. Examples include Facebook and Twitter.

1.3 The purpose of this statement is to clarify the expectations of the University and advise students of their responsibilities regarding the use of LJMU facilities and systems to access and post comments on social networking sites.

1.4 The University respects an individual's right to use social networking sites but must also ensure that its facilities are not used to break the law, damage its reputation or to support activities which could be considered as bullying, harassment or discrimination.

2. Scope

2.1 This statement applies to students where their use of the internet is linked to the University. Examples of ways in which students are linked to LJMU are:

- accessing social networking sites from University computers;
- using a University email address as their contact email;
- stating in their profile that they are students at LJMU;
- stating in an online discussion that they are students at LJMU;
- posting comments/information about the University, its staff and students on social networking sites.

3. Principles

3.1 The Internet is provided by the University for bona fide University business use only but recognises that students also use the internet for personal and recreational purposes, including social networking.

3.2 The University reserves the right to restrict or withdraw student access to LJMU IT systems and services.

3.3 Students should not send abusive, derogatory, defamatory or distasteful messages or post any offensive photographs, videos or similar on the internet. Students who do so and their use of the internet is linked to the University will be subject to Disciplinary procedures. This may incur a range of penalties, up to and

including expulsion from the University.

3.4 Serious breaches of internet use may be reported to the Police.

3.5 Students should ensure that no information is made available that could provide unauthorised access to LJMU, its systems and / or any confidential information regarding the University, it's staff, students or any third party on any social networking site. Disclosure of confidential information may breach the Freedom of Information Act 2000 and the Data Protection Act 1998 which may result in a substantial fine.

3.6 Any student or member of staff who has concerns about the inappropriate use, by students, of social networking sites should contact the Student Governance Office.

4. Monitoring Internet access at LJMU

4.1 In accordance with the Regulation of Investigatory Powers Act 2000, the Director of IT Services has the power to require any LJMU computer usage to be monitored. Please refer to the University's Computing Facilities conditions of Use for further information.

5. Disciplinary action

5.1 In the event of alleged internet misuse, an investigation will be carried out and disciplinary action may be taken in line with the University's Student Code of Behaviour & Disciplinary Procedures.

6. Security and identity theft

6.1 Students should be aware that social networking websites are a public forum, particularly if the student is part of a network. Don't assume that entries on any website will remain private and use the appropriate privacy settings.

6.2 Students should also be security conscious and take steps to protect themselves and others from identity theft, for example by restricting the amount of personal information that they give out. Social networking websites allow people to post detailed personal information such as date of birth, place of birth and favourite football team, which can form the basis of security questions and passwords.

Related Documents

Computing Facilities Conditions of Use (including procedures for misuse)
http://www2.ljmu.ac.uk/pln/regulations/65847.htm

Bullying and Harassment Policy
http://search.ljmu.ac.uk:81/query.html?qt=bullying+and+harrassment+policy&iso-8859-1=iso-8859-1&col=internal&x=12&y=11

Student Code of Behaviour & Disciplinary Procedures.

https://www2.ljmu.ac.uk/about-us/public-information/student-regulations/guidance-policy-and-process

LJMU Data Protection Policy
http://www2.ljmu.ac.uk/secretariat/120571.htm

Public Interest Disclosure (Whistleblowing) Policy
http://search.ljmu.ac.uk:81/query.html?qt=Public+Interest+Disclosure+%28Whistleblowing%29+Policy&ljmusearchbutton_img.x=8&ljmusearchbutton_img.y=33

Student Complaints Procedure
https://www2.ljmu.ac.uk/about-us/public-information/student-regulations/appeals-and-complaints