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MA in Social Work, Cardiff University

Practice Educator Practice Learning Handbook

2024/25

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# Introduction

*Croeso | Welcome to Practice Learning.*

## Purpose of the Practice Educator Handbook

As a Practice Educator, your role is crucial in helping students integrate theoretical knowledge with practical skills, providing them with the support they need to develop competence in line with the National Occupational Standards (NOS) for social work in Wales.

This **Practice Educator Handbook** is designed to provide clear guidance for Practice Educators (PEs) who are responsible for supervising and assessing social work students on placement. The handbook outlines the key roles, responsibilities, and expectations of PEs, ensuring that placements are structured to support students’ learning, development, and professional practice.

The handbook is organised into two main parts. The first contains essential information about practice-based learning in general. The second contains specific information about the Stage 1, Stage 2 and Stage 3 placements.

In addition to reading this handbook, PEs are also expected to read and be familiar with the [Practice Education guidance for the social work degree in Wales](https://socialcare.wales/cms-assets/documents/Practice-education-guidance-2019-English.pdf) (published by Social Care Wales).

*Workshops for Practice Educators and On-site Supervisors*

As part of our commitment to working in partnership with you, PEs, and On-Site Supervisors (OSSs) are invited to attend a series of free training workshops each academic year.

You can find the latest workshop timetable at <https://cascadewales.org/masw/>.

If you would like more information or wish to book a place, please contact the Programme Administrator at [MASW@Cardiff.ac.uk](mailto:MASW@Cardiff.ac.uk).

*Diolch | Thank you for your commitment to supporting our social work students as they develop into competent and ethical professionals.*

## Roles and Responsibilities

*Practice Educator (PE)*

The PE is responsible for supervising and assessing the social work student during their placements. Your role involves:

* **Familiarity with educational standards**: Being familiar with the [educational standards](https://socialcare.wales/cms_assets/file-uploads/Practice-education-guidance-2019-English.pdf) for social work students and ensuring that teaching and assessment are aligned with these standards.
* **Familiarity with the Cardiff University social work programme:** Being familiar with the specific programme the student is studying (see below).
* **Sharing knowledge and skills:** Helping the student practice in line with the Code of Professional Practice for Social Care (CoPP) and the relevant National Occupational Standards (NOS) for social work.
* **Ensuring appropriate work allocation**: Ensuring that the work given to students aligns with their learning needs and stage of education. Note, students should not take sole responsibility for child protection work or court reports.
* **Direct observations**: Undertaking direct observations of the student’s practice and providing constructive feedback.
* **Supporting students with additional learning needs:** Where additional learning needs are identified in the Practice Learning Agreement, making sure these are supported during placements.
* **Providing feedback and assessing the student**: Through regular supervision and in other ways, giving the student developmental and evaluative feedback on all aspects of their work; evaluating the student’s progress against the relevant NOS; at the end of each placement, writing a final report for the student’s portfolio, confirming whether they have met the required standards.
* **Collaborating with the On-Site Supervisor (OSS)**: Where applicable, working closely with the OSS to support the student’s day-to-day learning and development.

*On-Site Supervisor (OSS)*

An On-Site Supervisor may be appointed where the PE is not based on-site. The OSS is responsible for the student’s daily management and supporting their integration into the team. The OSS works closely with the Practice Educator to ensure the student meets their learning outcomes. The OSS role involves:

* **Familiarity with the Cardiff University social work programme**: Knowing the content and structure of the social work programme, including the student’s learning objectives and arrangements for assessment (see below).
* **Supporting the student on placement**: Ensuring the student is introduced to other staff members, and is familiar with agency policies, and procedures; making sure the student has a suitable workspace and access to necessary resources.
* **Ensuring appropriate work allocation**: Working with the PE to ensure that the work given to the student aligns with their learning needs and stage of education. Note, students should not take sole responsibility for child protection work or court reports.
* **Responsibility for the day-to-day management of the placement**: Overseeing the student’s work while on placement; attending regular meetings with the PE and student.
* **Contribute to ongoing evaluation:** Working with the PE to help assess the student’s progress.

*University Tutor*

The University Tutor is available to provide support to the Practice Educator and the student during placements. Their role involves:

* **Offering guidance on academic and practice-related issues**: The University Tutor acts as a liaison between the university and the placement setting, ensuring the student’s academic learning is integrated with their practical experience.
* **Monitoring progress**: The tutor monitors the student’s overall development and addresses any concerns raised by the Practice Educator or student.
* **Supporting assessment**: The University Tutor can offer guidance on how to complete portfolio forms and ensure alignment with university and professional standards.

*Local Authority (LA) Training Officer*

The Local Authority Training Officer plays a critical role in coordinating the logistics of the placement, ensuring students are placed in appropriate settings that align with their learning needs. Responsibilities include:

* **Placement coordination**: Ensuring that students are placed in settings where they can meet the necessary learning outcomes.
* **Support for Practice Educators**: Providing guidance and support to Practice Educators and On-Site Supervisors in fulfilling their role.
* **Liaising with the university**: Working closely with the university to resolve any placement-related issues and ensure the placement is compliant with the programme’s requirements.

*Social Work Student*

The student is responsible for taking an active role in their own learning and development during placement. This includes:

* **Professional Conduct**: At all times, students must adhere to the Code of Professional Practice for Social Care, demonstrating appropriate professional standards and behaviour when working with individuals, families, and carers. This includes taking responsibility for their own learning and development.
* **Attendance and engagement**: Students must attend their placement as scheduled and notify the PE and OSS in advance of any absence. Students should fully engage with their PE (and OSS), attending meetings, coming prepared and taking responsibility for their own learning.
* **Communication**: Students should maintain regular contact with their PE (and OSS), responding to communications promptly and keeping both parties informed of their progress.
* **Portfolio completion**: The student is responsible for compiling their own portfolio and submitting it on time.

## Overview of the Cardiff University Social Work Programme

The **Cardiff University Social Work Programme** provides students with a comprehensive education that integrates academic knowledge, practice-based learning, and professional development. The two-year programme is regulated by Social Care Wales and adheres with the [Framework for the Social Work Degree in Wales](https://socialcare.wales/cms-assets/documents/The-Framework-for-the-Degree-in-Social-Work-in-Wales.pdf), and the [supplementary guidance](https://socialcare.wales/cms-assets/documents/Guidance-to-the-rules-Social-work-degree.pdf).

The programme is divided into three stages, each one focusing on progressively developing students' competence and confidence in social work practice.

1. **Stage 1 (Year 1):** Anintroduction to foundational social work skills and practice, with an emphasis on developing a broad understanding of the professional role and the essential concepts needed for effective practice.
2. **Stage 2 (Year 1):** Students focus on applying their knowledge, skills and experience in practice. This stage emphasises critical and analytical thinking, and reflective practice.
3. **Stage 3 (Year 2)**: Students at this level will demonstrate their professional competence, including making professional judgements, delivering interventions and demonstrating critical reflection.

Students must complete one placement per stage. It is common – but not essential – for students to be in the same team or service for their **Stage 1** and **Stage 2** placements. In addition, Social Care Wales regulations require that students complete two periods of practice learning involving social work with “**materially different service user groups”** (Framework for the Degree in Social Work, pages 8 – 9). This means that while a student may work with one group of people during their **Stage 2** placement (e.g., adults), they must undertake their **Stage 3** placement with a different group of people (e.g., children and families).

Throughout the programme, students are expected to demonstrate their adherence with the CoPP and to meet the relevant NOS for social work.

The programme runs for two years from September until June or July. You can find the current programme calendar at <https://cascadewales.org/masw/>.

*Start dates for placements may not always align with the published calendar due to factors beyond the control of the programme, such as a shortage of appropriate learning opportunities. If so, the programme will negotiate a new start date with the individual student and relevant agency. If a student’s placement is delayed due to the programme’s inability to provide a placement by the published start date, we will adjust assessment and submission deadlines accordingly.*

If you have any questions regarding the programme structure or content, please contact the student’s university tutor.

|  |  |  |
| --- | --- | --- |
| Year | By the start of their stage 1 and stage 2 placements, students will have covered the following teaching and learning content: | |
| 1 | Anti-discriminatory practice   * Gender * Sexuality * Age * Disability * Race and ethnicity * Welsh language   Human Development   * Baby and infant brain development * Child development * Attachment theory, including how it is often misunderstood and misused * Adolescence and transitioning to adulthood * Ageing, death and bereavement   Principles and Contexts of Statutory Social Work   * Reflecting on the purpose of social work * The Social Services and Well-being (Wales) Act 2014 * Human rights * Professional values and ethics * Use of power * Mental Capacity Act 2005 * Mental health * Adult safeguarding * Child maltreatment * Assessment and intervention * Children’s rights * Judgement and decision-making * Youth justice * Disabled adults * Supporting unpaid carers * The context of social work in Wales * Substance misuse | Social Work Theory and Practice   * Reflective writing * A history of UK social work * Psychodynamic perspectives * Structural approaches * Systems theory * Cognitive behavioural approaches * Group work * Attentive listening * Being empathic * Working with difference * Asking for clarification * Strengths-based practice * Human rights and social work * Task-centred and crisis intervention practice * Theoretically informed assessment * Gestalt and working with children * Introduction to Motivational Interviewing * Goal setting * Challenging   Social science perspectives   * Resilience and adversity * Gender and social class * Poverty and inequality * Patterns of crime * Race, ethnicity and religion   Understanding evidence   * Ontology and epistemology (what can we know, and how can we know it?) * Research design, sampling, the main differences between qualitative and quantitative research, and research ethics * Asking the right questions * Interviews * Using routine and secondary data * Making sense of qualitative data * Making sense of quantitative data |
| 2 | By the start of their stage 3 placement, students will have covered the following teaching and learning content: | |
| Working with Individuals, Families, Groups and Communities   * Working with Families * Working with Groups * Working with Communities   Social Work Practice   * Having difficult conversations * Using power and authority effectively * Talking about concerns and consequences * Child neglect workshop with Health Visitor students | Working In and Across Organisations   * The bureaucratisation of social work and organisational cultures * Using supervision effectively * How do social work organisations reflect and reinforce inequalities and social oppressions? * Taking a human-rights approach * Family group meetings and co-production * Parental advocacy in statutory social work * Interdisciplinary working * Raising concerns and whistleblowing * Changing policy and practice * Partnership working * Being a social worker in non-social care settings * Interdisciplinary workshop with Occupational Therapy students |

# Part One: Practice Learning Essentials

## Practice Learning Process

The **practice learning process** is intended to help students integrate their academic learning with practice-based experiences under the close supervision of qualified professionals.

Placements provide an opportunity for students to:

* Develop practical skills in social work assessment, care planning and intervention.
* Apply their knowledge of social work theories, legislation, and ethical frameworks.
* Engage in reflective practice to improve their decision-making and professional judgements.
* Demonstrate competence in key areas as defined by the **National Occupational Standards (NOS)** for social work.

*Key Components of the Practice Learning Process*

The practice learning process is underpinned by several key elements to ensure that students meet the required competencies, including:

* **Learning Outcomes**: Each placement aims to help students achieve specific learning outcomes.
* **Reflective Practice**: Students are expected to reflect on their practice and learning experiences, Reflective practice enables students to critically evaluate their work, consider alternative approaches, and make informed decisions about future scenarios.
* **Assessment and Feedback**: Throughout the placement, students will be assessed on their ability to meet the relevant NOS for social work.
* **Supervision**: Formal supervision is a critical component of the practice learning process, providing students with feedback and guidance on their practice (see below).
* **Direct Observations**: Students will undergo regular direct observations of their practice. These observations are vital for assessing students’ ability to apply theory to practice and meet the relevant NOS.

*OSS and PE Collaboration*

The practice learning process is a collaborative effort between the student, the PE, and, if applicable, the OSS. PEs and OSSs must work closely together to support the student:

* **Practice Educator (PE)**: The PE has overall responsibility for the student's learning. This includes assessing the student’s performance against the relevant NOS and completing the final portfolio report.
* **On-Site Supervisor (OSS)**: When the PE is off-site, the OSS plays a crucial role in supporting and overseeing the student’s day-to-day learning, while also contributing to the final assessment in discussion with the PE.

## Pre-Placement Meetings, Inductions, Information Packs, and Practice Learning Agreements

Each placement should begin with a **pre-placement meeting**, a formal period of **induction**, including the provision of an **information pack**, and completing a **practice learning agreement**. These steps help ensure that students, PEs and OSSs understand the expectations, responsibilities, and objectives for the placement.

*Pre-placement meetings*

Before each placement, students will contact their **PE** and **OSS** (if applicable) and organise a **pre-placement meeting**. (Note, this may not be necessary between Stages 1 and 2 if both placements are located within the same team and involve the same **PE** and **OSS**.) This meeting is primarily for the **PE** and **OSS** (if applicable) and **student** to get to know one another, and for you to discuss the student’s previous learning experiences in social care and any individual learning needs they have for the placement. You may also use this meeting to begin providing elements of the student’s **induction** (see below). The student should bring any previous practice learning portfolios to the meeting. In some cases, it may be helpful for the **LA training officer** and / or the **University Tutor** to attend these meetings, at the request of the **student** or **PE**.

*Inductions*

An **induction** will help orient the student within the organisation and prepare them for their role in the team. Inductions are typically organised with the **LA training officer** on the first or second day of the placement. Inductions should cover the following areas:

* **Introduction to the team**: The student should meet key staff members and become familiar with their roles.
* **Overview of Policies and Procedures**: The student should be introduced to the organisation's key policies, including safeguarding, health and safety, data protection, and confidentiality.
* **Work Environment**: Ensuring that the student has access to necessary facilities, such as a workspace, computer systems, and any specific tools required for their work.
* **Introduction to Key Services**: The student should be made aware of the services provided by the organisation, as well as the relevant external agencies they may collaborate with during their placement.
* **Practice Learning Agreement:** During the induction or very soon after, the student and PE (and OSS, if applicable) should complete a Practice Learning Agreement (see below).
* **Agree supervision arrangements**: Finally, the student and PE (and OSS, if applicable) should agree when and where formal supervision will take place throughout the placement (see below).

If they have not already done so, the student will also visit the placement location.

*Information Packs*

Students should be provided with an **information pack** during or before the induction. This pack should contain all the essential information they need to familiarise themselves with the placement environment and their role. The pack should include:

* **Contact Details**: The names and contact information of key personnel, including the PE, OSS (if applicable), LA training officer, and other relevant staff.
* **Organisation Overview**: A brief overview of the organisation, its mission, and the services it provides.
* **Relevant Policies**: Copies of or links to the organisation’s policies and procedures (e.g., confidentiality, safeguarding, health and safety).
* **Local Context**: Information about the local community or context in which the organisation operates, as relevant to the student's role.

The **information pack** ensures that students have easy access to the resources they need to start their placement successfully and understand the setting they are working in.

*Practice Learning Agreements*

The PE and student will complete a **practice learning agreement** at the start of each placement. This document will outline the key expectations and arrangements for the placement, ensuring that both the student and the practice setting are prepared for a successful learning experience. The **Practice Learning Agreement** should cover the following:

* **Individual Learning Needs and Goals**: Identify any specific learning needs or goals that the student has, ensuring that the placement is tailored to help the student meet these needs. This may include areas of development based on previous placements or existing social care experience.
* **An Overview of the Work to Be Undertaken**: Outline the types of tasks and responsibilities the student will be expected to carry out. These should align with the student's stage of development and reflect the learning outcomes for the placement.
* **Frequency and Location of Formal Supervision**: Define how often and where supervision sessions will take place.
* **Hours of Work**: Confirm the student’s working hours for the placement. These should be agreed at the outset and should align with the placement requirements and the student’s needs.
* **Procedures for Handling Absences**: Outline the process for notifying and managing absences, including the expectations for making up lost time if necessary.
* **Procedures for Addressing Complaints**: Ensure the student is aware of the procedures for raising complaints or concerns. The student should have access to the local authority's regular process for raising complaints about the work they undertake within the agency or any issues they encounter during the placement.

*Ethical Practice and Confidentiality*

Maintaining high standards of ethical practice is a core principle of social work. Throughout their placement, students are expected to adhere to the **Code of Professional Practice for Social Care** and other relevant ethical guidelines set by **Social Care Wales**. It is the responsibility of the PE and OSS to ensure that students understand and apply these principles in all aspects of their work.

Confidentiality is a fundamental part of ethical social work practice. Students are required to maintain the confidentiality of all people with care and support needs, carers, and others involved in the placement, in line with legal, organisational, and professional standards. Key aspects of confidentiality include:

* **Safeguarding Personal Information**: Students must ensure that any information shared by people using services is kept confidential and only disclosed in line with organisational policies, legal requirements, and with appropriate consent. This includes information included in the student’s portfolio, which **must** be fully anonymised. We do not accept portfolios containing the real initials of individuals with whom students have contact.
* **Sharing Information Appropriately**: Confidential information should only be shared with relevant professionals when necessary for the safety, welfare, or well-being of people using services or others involved. Disclosure must be proportionate, lawful, and justified in line with safeguarding and child/adult protection procedures.
* **Record-Keeping and Data Protection**: Students should follow the organisation’s policies regarding record-keeping, ensuring that all written and electronic records are secure, accurate, and respectful of confidentiality.
* **Duty to Disclose**: In cases where there is a risk of harm to an individual, the student may be required to break confidentiality to protect the individual’s safety. This should always be done in consultation with the PE and in accordance with the organisation's safeguarding policies.

## Supervision Requirements

Supervision is a crucial component of the practice learning process. It provides students with the opportunity to reflect on their practice, receive feedback, and develop their professional skills. The PE and OSS (if applicable) play a key role in facilitating supervision, ensuring it meets the student’s learning needs and supports their development as a reflective practitioner. Supervision is a two-way process, and students are expected to be active participants, coming prepared to sessions, seeking feedback and being open to reflecting on their practice.

*Frequency and Duration*

During each placement, students must receive **regular formal supervision**. The following guidelines apply:

* Formal supervision should occur at least **every five working days** during the placement.
* Each session should last a minimum of **1.5 hours**.
* Each formal supervision session should have minutes written up, outlining key details of the discussions, any decisions made, and actions to be taken.

Where an OSS is involved in the placement, both the PE and OSS should attend the **first supervision session** to establish the structure and expectations for the placement. Following this, supervision may **alternate** between the PE and OSS, although the PE retains overall responsibility for ensuring the quality and frequency of supervision. In Stages Two and Three, the PE and OSS should attend at least **three joint supervision sessions.**

*Content of Supervision Sessions*

Supervision sessions should cover a range of topics to ensure that the student’s learning and development are supported. Key areas of focus will include:

* **Reflective Practice**: Encouraging students to reflect on their practice, identify strengths and areas for improvement, and think critically about their interactions with people using services, carers, and colleagues.
* **Application of Theory and Research to Practice**: Discussing how the student is applying social work theory and research in their day-to-day work.
* **Feedback**: Providing constructive feedback on the student’s practice, including their ability to meet the relevant NOS for social work.
* **Discussion of Ongoing Work**: Reviewing the student’s work with individuals, families, groups and communities, reflecting on the successes achieved and challenges faced, while making links with foundational social work values and relevant legislation.
* **Professional Development**: Supporting the student in identifying their professional development needs and setting goals for future growth.

*Recording Supervision*

Supervision records must be completed for every formal session to ensure that key discussions and agreed actions are documented. Students are responsible for recording **every other session**, while the PE and OSS (if applicable) will document the remaining sessions.

*Please note, although the student may be offered group and peer supervision, notes of these meetings should not be included in the portfolio for reasons of confidentiality*

## Direct Observations

Direct observations are an integral part of assessing the student’s ability to apply social work skills, values, and knowledge in practice. These observations provide a structured opportunity for the PE and OSS (if applicable) to evaluate how the student engages with people with care and support needs, carers, and other professionals, and how they demonstrate the standards expected of a social worker.

*Number of Observations Required*

Each student must be formally observed in practice as follows:

* **Stage 1**: 1 x direct observation
* **Stage 2**: 4 x direct observations; at least **3** of the Stage 1 and 2 direct observations must be undertaken by the PE.
* **Stage 3**: 5 x direct observations; at least **4** of which must be undertaken by the PE.

Every observation must be conducted by a qualified social worker registered with **Social Care Wales**. This may include the OSS (if applicable). Each direct observation must be recorded and included in the student’s portfolio. It is the usual expectation that the observer will attend the observation in person, unless an online meeting is being observed.

The **student** and **PE** should plan a variety of observed examples of practice to capture the range of work the student is doing over the course of the placement.

*Arranging Observations*

At the beginning of each placement and during on-going discussions, the PE should work with the student to identify appropriate pieces of work for direct observation.

*Seeking Consent for Direct Observations*

In line with the **Code of Professional Practice for Social Care** (section 1.4), you must ensure that informed consent is obtained from individuals or carers involved *before* any direct observation takes place. If the student has not met the individuals and / or carers before the observation, the PE should provide copies of the information sheet and seek consent in advance of the observation.

It is essential that individuals and carers involved are informed of their right to decline the observation without needing to give a reason.

Unannounced visits should **not** be used for direct observations due to the significant power imbalance involved.

Key consent considerations include:

* **Children and Young People**: If a child is involved, both a caregiver and the child (if Gillick competent) must provide consent. If the child cannot provide consent, their assent should be sought using age-appropriate communication.
* **Capacity Issues**: When capacity is unclear, the PE should lead the consent process and make a professional judgment on whether the observation is appropriate. The **Mental Capacity Act (2005)** requires that capacity be decision-specific, considering factors such as communication methods and timing. The decision being made should be clearly explained, and individuals must understand the key points. The observation should not proceed if the individual actively withholds consent.
* **Best Interests**: If a person lacks capacity to give consent, the observation *may* still go ahead if the person is not objecting, and if it can be justified in the person’s best interests, following careful consideration by the PE.
* **Open Access Services**: In rare situations, such as in open access services (e.g., domestic abuse support), the usual consent process may not be feasible. If so, the PE should make a professional judgment about whether the observation should proceed, and the decision documented in the student’s reflective account and PE feedback.
* **Other Professionals**: Consent must also be obtained from other professionals involved in the observed session.
* **Written consent forms:** Written consent must be obtained from each person using a separate consent form. Copies of completed consent forms should be stored securely by the PE and deleted once the outcome of the placement is confirmed by the Examination Board (see below).

See **Appendix 4** for information forms and consent forms to use.

*Preparing for Observations*

The student is required to complete a written preparation for each observation, which must be submitted to the PE within **an agreed timeframe** before the observation. This preparation should outline:

* The student’s aims, objectives, and intended outcomes for the session.
* Relevant legislation, policies, and social work theories the student plans to draw upon.

The observation should only proceed if both the PE and student are satisfied that it is safe and appropriate to do so.

*Conducting the Observation*

During the observation, the person observing the student should:

* Take note of the student’s interactions with people with care and support needs, carers, and other professionals, to assess their communication skills, decision-making, and ability to manage the situation.
* Focus on how the student applies social work theories, values, and ethical principles in practice, including anti-discriminatory, anti-oppressive and anti-racist approaches.
* Ensure that safeguarding, rights, and well-being are prioritised.

*Gathering and Providing Feedback*

After the observation, the observer should:

* Gather anonymous feedback from the individuals and / or carers involved - see **Appendix 5**.
* Provide verbal feedback to the student, including strengths, areas for improvement, and any specific learning points.

*Reflective account*

Within **an agreed timeframe**, the student must submit an ~**800-word reflective account** of the observation. This should include:

* Who was involved in the observation.
* The student’s aims, objectives, and intended outcomes, and to what extent these were achieved.
* The values that guided the student’s work, including anti-discriminatory, anti-oppressive, and anti-racist practices.
* The practice skills demonstrated by the student.
* How the student responded to unexpected events.
* Theories, knowledge, and legislation drawn upon.
* Consideration of the Welsh context, including issues of culture, language, diversity, and difference.
* How the observation relates to the relevant NOS and CoPP.

*Observer Feedback and Supervision*

The PE is responsible for reviewing the student’s reflective account and providing written feedback within **an agreed timeframe** of receiving it. If the PE was not the observer, they should still provide summative comments confirming their understanding of the observation and that the student has demonstrated the claimed NOS and CoPP. Each observation should then be further discussed in supervision.

### Checklist for completing a direct observation

1. Identify a suitable piece of work to be observed:
   1. Student or PE seek consent from the individuals and / or carers involved, and other professionals (if applicable).
2. Prepare for the Observation:
   1. Student completes a written preparation and submits to the PE and / or the observer beforehand.
3. Conduct the observation:
   1. The student is observed by a qualified social worker carrying out the agreed piece of work.
   2. The observer asks the individual and / or carer to provide feedback on the student’s practice.
4. Post-observation discussion:
   1. Observer and student discuss the observation, with verbal feedback given.
   2. Student also receives written feedback from the observer and, if applicable, the PE.
5. Complete reflective account:
   1. Student writes a reflective account of ~800 words and submits to the PE (and the observer, if not the PE) shortly after the observation.
6. Student receives written feedback on their reflective account from the PE.
7. Supervision and further discussion:
   1. Student and PE discuss the observation during their next supervision, identifying any learning needs and start planning for the next direct observation.

## Midpoint Reviews

If the placement lasts longer than **280 hours** (which includes the Stage 2 and Stage 3 placements), a formal **midpoint review** is required to assess the student’s progress. The midpoint review is a crucial checkpoint in the placement, providing the opportunity to reflect on progress and make any necessary adjustments. If any concerns are addressed early, students are better equipped to succeed in their placement and develop the skills and knowledge they need for professional social work practice.

*Midpoint Portfolio Submission*

Before the meeting, the student must submit a **midpoint portfolio**. The midpoint portfolio provides a snapshot of the student’s progress and will be reviewed during the meeting to help identify strengths and areas for development. Details of what to include in the **midpoint portfolio** can be found in the Stage 2 and Stage 3 **appendices**.

*Midpoint Review Meeting*

A midpoint review meeting will then be scheduled, to include:

* The **student**.
* The **Practice Educator (PE)**.
* The **On-Site Supervisor (OSS)** (if applicable).
* The **University Tutor**.
* The **LA training officer** (optional)

The purpose of the meeting is to:

* Discuss the student’s experiences, learning opportunities, and notable successes and challenges achieved and experienced in the placement so far.
* Review the student’s progress in relation to the relevant NOS and in relation to the CoPP.
* Identify areas of strength and areas requiring further development.
* Identify and make plans in relation to any areas of concern.

*Tutor’s Role*

The **University Tutor** will:

* Facilitate the meeting and ensure all parties contribute to the discussion.
* Complete a **midpoint review form**, summarising the key points discussed and any actions agreed.
* This form should be included in the student’s final portfolio.

*Addressing Issues or Concerns*

If there are concerns about the student’s capability or suitability, for which there is negative evidence related to the NOS or CoPP, it is important to address these as soon as possible, and not to wait for the midpoint review. In such circumstances, a formal **concerns meeting** should be called in place of the usual midpoint review (see below)

If specific minor issues or concerns about the student’s progress are identified, or about the nature of the placement arrangements (i.e. the workload and types or learning opportunities offered),a plan may be developed to support the student in the second half of the placement. The plan may include:

* Specific goals for the student to achieve.
* Additional support or supervision to address learning needs.
* Adjustments to the student’s workload or responsibilities to enhance learning opportunities.

The aim of the plan is to ensure that the student is given the opportunity to meet the required standards by the end of the placement. When making such a plan, meeting attendees can decide whether any further meetings are needed to review progress.

## Practice Educator Final Report

As Practice Educator (PE), you will provide a final written report for each placement based on the student’s practice and portfolio. You will make one of the following three recommendations:

1. **Pass**
2. **Fail** (due to capability and/or suitability)
3. **Practice learning incomplete** (used only in exceptional circumstances)

A recommendation of **practice learning incomplete** should only be made when the student is unable to complete the required number of hours due to exceptional circumstances, such as the PE being unable to continue and a replacement not being available. This recommendation is not appropriate if the student has not made sufficient progress in their practice or development. If you recommend **practice learning incomplete**, the student will normally be offered another placement, treated as if for the first time.

All portfolios are moderated by members of the [Practice Assessment Panel](#_Practice_Assessment_Panels) (PAP). A sample of portfolios will also be sent to External Examiners for benchmarking. The PAP may endorse your recommendation or, in some cases, request further information from you or the student. The PAP is responsible for informing both you and the student of its recommendation, which will be presented to the [Exam Board](#_Role_of_the).

## Completing and Submitting the Portfolio

Students are responsible for compiling and submitting their own portfolios, to serve as a comprehensive record of their progress during each placement. The portfolio will provide evidence of how the student has applied their social work knowledge, skills, and values in practice to meet the **National Occupational Standards (NOS)** and the **Code of Professional Practice for Social Care (CoPP)**.

*Key Evidence Requirements*

Throughout the placement, students must collect and compile evidence that demonstrates their development and achievement of the practice standards. This includes:

* **Direct Observations**: Each student must complete the required number of observations for each stage of placement, including preparatory and reflective accounts.
* **Supervision Notes**: Detailed supervision records are required as evidence of reflective practice and alignment with the NOS and CoPP.
* **Feedback**: From people using services, and / or carers.

For a detailed breakdown of the specific portfolio requirements for each stage, including the exact number of direct observations, supervision notes, and other required documents, refer to the **appendices** for each stage.

*Confidentiality*

All evidence included in the portfolio must be **fully anonymised** to protect the privacy of individuals, carers, and professionals. Care must be taken to ensure that all references to individuals are anonymised. Students may use pseudonyms (e.g., Mr J or Mr Jones), so long as these bear no relation to the person’s real name. Other personal details may need to be left out, to ensure that jigsaw identification is not possible. When writing their portfolio, students should ask themselves – is this essential personal information to include? If not, it should be left out. No real person’s initials should be used in the portfolio, other than of people named within it (i.e. the student, PE, OSS or University Tutor).

*Use of Language*

Social work is a **person-centred profession**, and we ask our students to ensure all the language they use reflects this key principle. Students should not refer to people as ‘mum’, ‘dad’, ‘grandma’, ‘grandad’ and so forth. They should use a suitable **anonymised initial** (Mr and Mrs J) or **pseudonym** (Mr and Mrs Jones). Similarly, we ask them not to use the word ‘**case’** in any context. They are not working with ‘cases’ they are working with people, families, groups and communities. They do not have a **caseload**; they are working with a number of people or families. They do not need to discuss ‘**case studies’**, although they might want to refer to examples from your practice or a person or family you have worked with. As part of your role as **PE**, please consider the student’s use of language as you read through their portfolios and provide feedback as needed to ensure they are representing the principle of **person-centred practice** throughout.

*Evidence Summary Chart*

An **Evidence Summary Chart** should be maintained throughout the placement to track the student’s progress in demonstrating the required NOS and CoPP standards. This chart should be updated regularly by both the student and the PE and include evidence such as direct observations, supervision notes, witness testimony, and feedback from people using services and / or carers.

*Personal Development Record and Plan*

At the end of each placement, the student is required to complete a **Personal Development Record**, which documents their achievements in knowledge, practice learning, personal growth, and skills. This record will be reviewed and discussed with the PE to inform the **Personal Development Plan** for future placements or post-qualifying learning. The record should be included in the portfolio as evidence of the student’s reflective practice and ongoing professional development.

*Study Leave*

To support portfolio completion, students are entitled to **half a day per week** of study leave. This should be agreed with the PE and OSS and should not be accumulated over more than two weeks. Study leave counts as part of the placement hours, and students should use this time to focus on compiling and reflecting on their portfolio.

*Gaining Access to the Portfolio*

Before the placement commences, PEs, OSSs, and students will be provided with online access to the student’s portfolio. This access allows all parties to stay updated on the student’s progress and support the completion of the required documents. If access is not provided at least **10 working days** in advance of the placement, the student or PE should contact [MASW@cardiff.ac.uk](mailto:MASW@cardiff.ac.uk).

*Submitting the Portfolio*

Students are responsible for submitting their portfolio by the specified due date. The portfolio must be submitted with all sections completed, including:

* **Student Sections** (marked in yellow).
* **Practice Educator Sections** (marked in green).
* **On-Site Supervisor Sections** (marked in blue).
* **University tutor sections** (marked in red).

If a student is unable to meet the submission deadline, they must apply for an extension via the **Extenuating Circumstances Committee**.

In cases where the **PE**, **OSS** or **university** **tutor** is unable to complete their sections before the deadline, the student must still submit their portfolio with all the student sections completed. Any missing sections will then be followed up by the student’s tutor.

For submission deadlines, please see: <https://cascadewales.org/masw/>.

### Key Roles and National Occupational Standards

“The following standards were revised in 2011. The consultation exercise in Wales included people who use services, carers, employers, practitioners, government officials, representatives from further and higher education and from professional bodies.”

|  |  |
| --- | --- |
| **Key role 1** | **MAINTAIN PROFESSIONAL ACCOUNTABILITY** |
| NOS 1 | *Maintain an up-to-date knowledge and evidence base for social work practice* |
| NOS 2 | *Develop social work practice through supervision and reflection* |
| **Key role 2** | **PRACTICE PROFESSIONAL SOCIAL WORK** |
| NOS 3 | *Manage your role as a professional social worker* |
| NOS 4 | *Exercise professional judgement in social work* |
| NOS 5 | *Manage ethical issues and dilemmas* |
| NOS 6 | *Practice social work in multi-disciplinary contexts* |
| NOS 7 | *Prepare professional reports and records relating to people* |
| **Key role 3** | **PROMOTE ENGAGEMENT AND PARTICIPATION** |
| NOS 8 | *Prepare for social work involvement* |
| NOS 9 | *Engage people in social work practice* |
| NOS 10 | *Support people to participate in decision-making processes* |
| NOS 11 | *Advocate on behalf of people* |
| **Key role 4** | **ASSESS NEEDS, RISKS AND CIRCUMSTANCES** |
| NOS 12 | *Assess needs, risks and circumstances in partnership with those involved* |
| NOS 13 | *Investigate harm or abuse* |
| **Key role 5** | **PLAN FOR PERSON-CENTRED OUTCOMES** |
| NOS 14 | *Plan in partnership to address short- and longer-term issues* |
| NOS 15 | *Agree risk management plans to promote independence and responsibility* |
| NOS 16 | *Agree plans where there is risk of harm or abuse* |
| **Key role 6** | **TAKE ACTIONS TO ACHIEVE CHANGE** |
| NOS 17 | *Apply methods and models of social work intervention to promote change* |
| NOS 18 | *Access resources to support person centred solutions* |
| NOS 19 | *Evaluate outcomes of social work practice* |
| NOS 20 | *Disengage at the end of social work involvement* |

The full standards, including specific performance criteria for each NOS are available in **Appendix 6** and on the Social Care Wales website [here](https://socialcare.wales/resources-guidance/early-years-and-childcare/national-occupational-standards-nos/social-work).

[Practice education guidance for the social work degree in Wales](https://socialcare.wales/cms-assets/documents/Practice-education-guidance-2019-English.pdf) says that to pass the programme, students must:

* provide evidence of **competence** against the six key roles of social work and the twenty **National Occupational Standards for Social Work (NOS)**.
* show a **growing understanding**, **analysis** and **application** of the **Code of Professional Practice for Social Care (CoPP).**

Each National Occupational Standard has performance criteria. These are useful to help the student and **PE** understand the requirements. There is **no expectation** that all the performance criteria will be met. However, **PEs** should consider any evidence of a student not meeting the criteria when they make assessment decisions.

For specific expectations in relation to the Key Roles and NOS, refer to the **appendices** for each stage.

## Managing Absences

It is important to manage absences effectively during the placement to ensure that the student completes the required number of practice learning hours. The PE, OSS (if applicable) and student all have responsibilities to communicate and address any absences that occur.

*Reporting Absences*

* **Student Responsibility**: The student is responsible for attending their placement as scheduled. The student must notify the PE and OSS (if applicable) of any planned or unplanned absences. This includes giving advance notice for planned absences and making contact as soon as possible if unplanned absences occur.
  + Students should also inform the Programme Administrator ([MASW@cardiff.ac.uk](mailto:MASW@cardiff.ac.uk)) as soon as reasonably practicable.
* **PE and OSS Responsibility**: The PE and OSS should ensure they are accessible for communication in case of any absences.

*Documenting Absences*

The PE should keep a record of all absences, including the date, reason for absence, and any adjustments made to the placement calendar and / or plan. These records should be included in the student’s portfolio to ensure transparency and accountability.

*Impact on Placement Hours*

The student is required to complete a minimum number of placement hours, depending on their stage of learning. Any absences that lead to the student falling short of these hours must be made up to ensure the placement remains valid. This may involve extending the placement and / or rearranging placement days as necessary.

*Making Up Lost Time*

* **Planned Absences**: If an absence is planned (e.g., a medical appointment), the student and PE should discuss in advance how the missed time will be made up. This might involve adding extra placement days or adjusting the timetable to ensure that the student can meet their placement requirements.
* **Unplanned Absences**: In case of unplanned absences (e.g., illness or personal emergency), the PE and OSS (if applicable) should work with the student to assess how much time has been lost and agree on how to make it up.

*Handling Prolonged Absences*

In cases where the student’s absence is prolonged and impacts their ability to meet the learning objectives of the placement, the PE and OSS should consult with the **university tutor** and **LA training officer** to explore alternative options. This may include:

* **Extending the placement**: To allow the student to complete the required hours.
* **Suspending the placement**: In cases where the student is unable to return to the placement for an extended period, the placement may need to be suspended, with a plan developed for when and how the student will complete the remaining hours.

## Handling Capability and Suitability Concerns

During any placement, concerns may arise regarding a student’s capability or suitability for social work. It is crucial that these concerns are addressed promptly, fairly, and in a supportive manner. The process should focus on helping the student improve their performance where possible, while maintaining the standards required for social work practice.

It is a normal, expected part of practice learning for students to require developmental feedback over the course of their placement. However, the **PE** become concerned that there is **negative evidence** related to the NOS or CoPP (i.e. that the student is presenting evidence that they are **unable** to meet any of the requirements), a formal process should be followed.

*Identifying Capability or Suitability Concerns*

Capability concerns may relate to a student’s ability to:

* Demonstrate key social work skills and competencies.
* Meet the learning outcomes of the placement.
* Apply social work theory, legislation, and values in practice.
* Engage in reflective practice and accept feedback.
* Manage time effectively and complete tasks.

Suitability concerns may relate to:

* Professional conduct and behaviour, including adherence to the **Code of Professional Practice for Social Care**.
* Ethical decision-making, including respect for the rights and dignity of people with care and support needs.
* Respect for anti-discriminatory, anti-oppressive, and anti-racist practices.
* Professionalism, including punctuality, attendance, and communication.

Where capability or suitability concerns arise (i.e. the **PE** is becoming concerned that the student may not pass the placement due to **negative evidence** related to any of the requirements), the formal process detailed below should be followed. **PE**s are welcome to speak to the **university tutor** and / or **LA** **training officer** to discuss whether their concerns require addressing through this formal process.

*Steps for Managing Capability and Suitability Concerns*

1. **Identify Concerns**  
   The **PE**, **OSS** (if applicable) or any other relevant person may identify concerns regarding the student’s performance or behaviour. These concerns should be linked directly to the practice requirements and student learning outcomes. Specific areas of concern will be linked to **negative evidence** regarding the student’s ability to meet the required standards.
2. **Communicate Concerns**  
   Concerns must be clearly communicated to the student, referencing specific areas of performance and behaviour that do not meet the required standards. The student should be made aware of the practice requirements they are not meeting, and the concerns should be documented.
3. **Consult with the Agency**  
   The **PE** may consult with their agency for additional guidance on managing the situation. This is optional but may be necessary if there are agency-specific policies or concerns that need to be addressed.
4. **Convene a concerns meeting**

The **PE** will contact the **OSS** (if applicable), **university tutor** and **LA** **training officer** to arrange a **concerns meeting.** The student has the right to bring a representative with them (e.g. someone from the student’s union or student advice centre) if they want to. The purpose of the meeting is to ensure that the student understands the nature of the concerns, and to develop and **action plan** to enable them to address the concerns and provide positive evidence that they can meet the requirements in question. The **university tutor** will chair the meeting and write up the action plan.

1. **Monitor Progress**  
   The student’s progress will be closely monitored by the **PE** and **OSS** (if applicable) according to the agreed action plan. Regular supervision sessions will be used to review the student’s performance, discuss any improvements, and highlight any ongoing or new concerns. Feedback will be provided during these sessions to help the student stay on track.
2. **Review Progress**  
   An **action plan review meeting** will occur, usually within four working weeks of the **concerns meeting**. As with the **concerns meeting**, the student is entitled to bring a representative with them if they want to. Possible outcomes from this meeting are that the action plan has been successful and the student can continue practice learning as usual, or that progress is not yet sufficient, meaning that the **action plan** needs to be updated and a further period of monitoring and reviewing may be necessary.
3. **Continuation of Placement (Where Appropriate)**  
   In most cases, even if concerns remain, the student will be allowed to continue in their placement for the full duration. This ensures that they have every opportunity to meet the required standards and address the concerns in line with the agreed action plan. However, in situations where there are significant concerns about their **suitability** for practice, this may not be possible.
4. **Addressing Suitability Issues**  
   If there are significant concerns regarding the student’s suitability to practise social work, the placement may be suspended. In such cases, the **Programme Director** will initiate the **Cardiff University’s Fitness to** Practice procedure. Alongside this process, the **PE** and **OSS** (if applicable) will gather evidence, including the student’s comments, and present this information to the next **Practice Assessment Panel (PAP)**. The **PAP** will review the evidence and make a recommendation on whether the student can continue in the programme.

*Responding to Serious Concerns About Suitability*

If a student’s behaviour raises serious concerns about their suitability for social work, these concerns should be communicated immediately to the agency and the university. The **Programme Director** may initiate the **Cardiff University Fitness to Practice** procedure, and, where necessary, notify **Social Care Wales**.

*Serious concerns could lead to suspension from the placement or the programme, depending on the outcome of the Fitness to Practice process.*

*Failure Outcome and Appeals Process*

A fail outcome for the student’s **portfolio** does not automatically result in exclusion from the programme. The **Practice Assessment Panel (PAP)** will review the portfolio and determine whether the student should be offered an additional placement or if there are concerns about their overall suitability for social work training. Students have the right to appeal decisions made by the Examination Board through the university’s **Academic Appeals Procedure** within 28 days of receiving notification of the outcome. Depending on the reasons for the fail outcome, a referral may be made to the university’s fitness to practice panel, and Social Care Wales will be informed.

## Practice Assessment Panels

All social work programmes in Wales must have a **Practice Assessment Panel** (PAP). The PAP is made up of staff from the degree programme, representatives of social work employers, and people with care and support needs and carers. Its primary purpose is to manage the process of practice assessment at each level, moderate recommendations made by Practice Educators and make recommendations on each student to the Examination Board. This ensures consistency and fairness in the assessment process across all placements.

***Role and Purpose***

The role and purpose of the Practice Assessment Panel is to:

* Manage the process of practice learning and assessment and contribute to the development of best practice
* Moderate learning recommendations made by Practice Educators to ensure consistency of outcomes for students and employers
* Make recommendations to the Exam Board on student progression
* Report to the Board of Studies and the Programme Management Committee

**Responsibilities of the PAP**

* To **monitor** the portfolios of individual students to ensure they meet academic standards and professional requirements outlined in the relevant [Practice Education Guidance](https://socialcare.wales/cms_assets/file-uploads/Practice-education-guidance-2019-English.pdf).
* To **consider** the PE recommendation and assess whether it is appropriately and adequately evidenced within the portfolio
* To **seek** further evidence from a designated agency representative or student where necessary. This may include additional supervision notes etc.
* To **report** to the Exam Board, having considered and confirmed pass, fail or practice learning incomplete recommendations.
* To **prepare** feedback to practice educators based on the reports submitted.
* To **prepare** feedback to the students based on the portfolio submitted.
* To **comment** on the quality of the practice learning placements, the practice educator’s assessment and their training and support needs, together with any other matters relevant to practice learning, by means of reports to the Board of Studies and the Programme Management Committee. To respond to guidance from these bodies.
* To **address** any other relevant practice-based learning and assessment related issues where appropriate.

**Frequency of meetings**

The PAP will usually meet on three occasions per annum (at the end of Stage One, at the end of Stage Two, and at the end of Stage Three). Between PAP meetings, the Chair is responsible for consulting with other members to discuss difficulties that have arisen between meetings of the PAP. There may be a need for occasional extraordinary meetings of PAP, where students have fallen out of the scheduled practice learning timetable.

**Membership:** Panel membership will include representatives from a range of practice agencies in the programme partnership, people who use services including carers, and programme staff.

**Quoracy** For the Panel to be quorate there should be a Chair, two representatives from an employer agency, a person who uses services or carer representative, and a representative from the programme staff. The minimum of members at any PAP is five.

**Chair** The PAP will be co-chaired by a member of the university responsible for co-ordinating practice learning and an appointed representative from an employer agency responsible for practice learning.

## Role of the Exam Board

All final assessment decisions on the programme are made and ratified by the Examination Board. In very rare cases, the PE may attend the Exam Board if they have a different recommendation to that of the PAP.

## 

# Part Two: Specific placement information

## Stage 1 Appendix (140 hours)

### Key Dates and Placement Calendar

The Stage 1 placement consists of **140 hours (usually completed within 20 working days of practice learning)**. Key dates, including the placement start and end dates, and submission deadlines for the portfolio, should be outlined in the placement calendar. Students and Practice Educators should ensure they are familiar with these dates to support timely progress and portfolio completion. You can view the current year calendar and submission dates at <https://cascadewales.org/masw/>.

### Aims of the Placement

The primary aim of the Stage 1 placement is to introduce students to the fundamentals of social work practice, focusing on developing core skills, applying theoretical knowledge, and building an understanding of social work values and ethics. The placement is designed to allow students to gain an understanding of:

* The broad legislative and policy framework for social services and well-being in Wales.
* The key skills needed by social work professionals.
* The impact of social work practice on people in need of care and support, and their carers.
* The organisation and structure of social work and social care services.
* Research that is relevant to their practice learning opportunity.

### Learning Outcomes in relation to the CoPP, Key Roles and NOS

By the end of the Stage 1 placement, students will be assessed on their **potential for future development**. Specifically, students are expected to demonstrate:

1. An **emerging competence** in and **understanding** of the six **key roles** as defined by the **National Occupational Standards (NOS)** for social work, and the knowledge and skills they require
   1. The interpersonal skills and values required to be suitable and safe to work with people with care and support needs, and their carers.
   2. An understanding of the impact of social work practice upon people with care and support needs, and their carers.
2. That they have **understood** and **applied** the **Code of Professional Practice for Social Care** in their practice, conduct and academic work.

### Suggested Timetable

To help structure the placement, the following timetable is suggested:

|  |  |
| --- | --- |
| **Week** | **Activities** |
| **1** | Orientation, induction, introduction to the team, familiarisation with organisational policies and procedures, and initial supervision sessions. Plan for direct observation. |
| **2** | Engagement with the work of the team, observations of experienced social workers, participation in multi-disciplinary meetings (where applicable). Direct observation takes place. |
| **3** | Engagement with the work of the team, observations of experienced social workers, participation in multi-disciplinary meetings (where applicable). Complete Community Profile presentation. |
| **4** | Completion of portfolio requirements, and preparation for the portfolio submission. |

*NB.* ***Practice Educators*** *may formulate a different timetable. What matters most is that the portfolio is fully completed and submitted on time with all the required components completed.*

### Portfolio Requirements

The Stage 1 portfolio **must** include the following evidence:

* **1 x Direct Observation**.
* **1 x Set of Supervision Notes**: Annotated to the NOS and CoPP.
* **1 x Witness Testimony**: From the OSS, agency team manager, or other suitable person.
* **Community Profile Feedback**: Provided by the university tutor, in relation to the student’s Community Profile presentation.
* **Equality, Diversity, and Inclusion Course Certificate**: Confirmation of the student’s completion of this course.
* **Welsh Language Awareness Course Certificate**: Confirmation of the student’s completion of this course.
* **PE Final Report**: The final report written by the PE, summarizing the student’s progress and confirming whether they have met the required standards.

### Community Profile Guidance

As part of the Stage 1 placement, students need to complete a Community Profile, the details of which are set out below.

Aims:

* Understand the wider social, political, and legislative context of social work (e.g., employment, housing, transport).
* Learn about living conditions, community life, and available services in the local authority.
* Explore the roles and contexts in which social workers and social care operate.
* Understand how individuals experience their community and social work support.

Objectives:

* Familiarise yourself with the host agency’s geographical area.
* Demonstrate teamwork skills.
* Explore the concept of community and identify local strengths and needs.
* Understand the services available and how social work reaches the community.
* Present your findings to university and agency staff.

Format:

* Working in small groups (2-6 students), examine community needs and resources within the host agency area.
* Start with historical and socio-economic context and gather data from reports, local authority well-being assessments, and population-needs assessments.
* Use publicly accessible sources like social media, blogs, local media, and field research (e.g., discussions with local community centres and carer organisations).
* Include your own photographs of local areas (while making sure to respect people’s privacy).
* Focus on the community as a whole and zoom in on a specific group or area to explore resources and experiences.
* Plan, gather, and present your findings, with each group member contributing to the 20-minute presentation.

Suggested Steps:

1. Meet with your group to discuss the concept of community, identify a focus for your investigation and plan your approach.
2. Conduct your investigation of the community (visit the area, talk to locals, explore resources).
3. Plan and create a presentation that incorporates visuals, personal reflections, and team input.
4. Present your findings to university and agency staff and receive feedback.
5. After the presentation, debrief as a group to review what went well and what could be improved.

Practical Considerations:

* You have been allocated four days of independent study for preparation; presentations will take place usually in the third week of your placement, either in person or remotely.
* If you’re ill or unable to attend, another presentation date will be arranged.
* Written feedback will be provided by your personal tutor, and a copy of this (and your presentation slides) should be included in your Stage One Portfolio.

## Stage 2 Appendix (560 hours)

### Key Dates and Placement Calendar

The Stage 2 placement consists of **560 hours (usually completed within 80 working days of practice learning)**. Key dates, including the placement start and end dates, midpoint review meeting, and submission deadlines for the midpoint and final portfolio, should be outlined in the placement calendar. Students and Practice Educators should ensure they are familiar with these dates to support timely progress and portfolio completion. You can view the current year calendar and submission dates at <https://cascadewales.org/masw/>.

### Aims of the Placement

The primary aim of the Stage 2 placement is to ensure students can develop and apply their knowledge, skills and experience in practice. The placement is designed to allow students to gain a deeper understanding of:

* Social work theory
* Values and ethics
* People with care and support needs, and their carers
* The nature of social work practice
* The leadership, organisation and provision of social work and social care services

### Learning Outcomes in relation to the CoPP, Key Roles and NOS

By the end of the Stage 2 placement, students will be assessed on their **potential for future development**. Specifically, students are expected to demonstrate:

1. An **understanding** of the six **key roles** of social work as defined by the **National Occupational Standards (NOS)** and the knowledge and skills they require
   1. The performance criteria describe ways in which the **National Occupational Standard** is evidenced, and these can be used to inform the assessment.
2. Their own analysis and evaluation of how they have **applied** the **Code of Professional Practice for Social Care** through their professional and academic development, their conduct, their practice learning and their assessed work.

### Suggested Timetable

To structure the placement effectively, the following timetable is suggested:

|  |  |
| --- | --- |
| **Week(s)** | **Activities** |
| **1, 2** | Induction, planning of work, complete practice learning agreement, start thinking about possible direct observations; discuss Stage 2 assignment; arrange date with tutor and PE for the midpoint review. |
| **3 to 10** | Work with individuals with care and support needs, and carers; complete two direct observations; submit midpoint portfolio; hold mid-point review. |
| **11 onwards** | Work with individuals with care and support needs, and carers; complete two direct observations; submit final portfolio. |

*NB.* ***Practice Educators*** *may formulate a different timetable. What matters most is that the portfolio is fully completed and submitted on time with all the required components completed.*

### Portfolio Requirements

The **midpoint Stage 2 portfolio** must include the following evidence:

* **2 x Direct Observations**: Preparatory accounts, reflective accounts, and feedback from the observer. At least 1 of these should be observed by the PE.
* **2 x Sets of Supervision Notes**: Supervision records from formal supervision sessions, annotated to the NOS and CoPP.

The **final Stage 2 portfolio** must include the following evidence:

* **4 x Direct Observations**.
* **4 x Sets of Supervision Notes**: Annotated to the NOS and CoPP. At least 2 of the supervision records must be completed by the PE, or 1 by the PE and 1 by the OSS (if applicable).
* **4 x Pieces of Feedback**: At least 3 related to a direct observation, and 1 piece of feedback, which can be unrelated to an observation.
* **Midpoint Review Notes**: A record of the midpoint review meeting between the student, university tutor, PE, and OSS (if applicable).
* **PE Final Report**: The final report written by the PE, summarizing the student’s progress and confirming whether they have met the required standards.

### Social Work Theory and Practice assignment

As part of their academic work, students are required to complete an assignment in relation to their Stage 2 placement, based on a direct observation. The assignment is jointly marked by the student’s Practice Educator.

*Details of the assignment*

Students will write an essay applying a theoretical perspective to one of their direct observations. The essay begins with a summary of the observation, ensuring the anonymity of those involved. The student will then explain their chosen theory, discuss its application (or potential application) to the work, reflect on their use (or possible use) of related practice skills used, and provide a critical evaluation of the theory.

The essay should be informed by a range of literature and research evidence, with accurate and clear referencing. The overall word-count is 1,500 words, not including the 300-word summary of the direct observation.

Students will submit a copy of their assignment to the University via Turnitin and email a copy to their PE by 2nd May (unless they have been given an extension).

**Please could the PE email a copy of their feedback using the format below to the Programme Administrator (**[**MASW@cardiff.ac.uk**](mailto:MASW@cardiff.ac.uk)**) by 9th May.**

|  |  |
| --- | --- |
| In your view, should this assignment pass? | Yes / no |
| Has the student presented an accurate description of the intervention/interaction from the direct observation used? | Yes / no |
| Does the theory outline fit with the practice of the service? | Yes / no |
| If you feel this is not a pass, can you please outline your concern. |  |

## Stage 3 Appendix (700 hours)

### Key Dates and Placement Calendar

The Stage 2 placement consists of **700 hours (usually completed within 100 working days of practice learning)**. Key dates, including the placement start and end dates, midpoint review meeting, and submission deadlines for the midpoint and final portfolio, should be outlined in the placement calendar. Students and Practice Educators should ensure they are familiar with these dates to support timely progress and portfolio completion. You can view the current year calendar and submission dates at <https://cascadewales.org/masw/>.

### Aims of the Placement

The primary aim of the Stage 3 placement is to confirm the student’s competence for social work practice. The placement will allow students to demonstrate:

* Professional judgement, intervention and critical reflection.
* The ability to apply the principles of Welsh social policy and the legislative framework in their practice.
* The ability to make appropriate use of research in their decision-making and professional judgement.

### Learning Outcomes in relation to the CoPP, Key Roles and NOS

By the end of the Stage 3 placement, students will be assessed on their **competence** in social work practice. Specifically, students are expected to demonstrate:

1. The evidence required for each of the twenty **National Occupational Standards (NOS)**.
   1. For each one, the PE will need to take account of any contra-evidence.
   2. The performance criteria describe ways in which the National Occupational Standard is evidenced, and this can be used to inform the assessment.
2. The ability to fully integrate and critically analyse their own application of the **Code of Professional Practice for Social Care** through their approach to professional and academic development, their conduct, assessed work and practice learning.

### Suggested Timetable

|  |  |
| --- | --- |
| **Week(s)** | **Activities** |
| **1, 2** | Induction, planning of work, complete practice learning agreement, start thinking about possible direct observations; arrange date with tutor and PE for the midpoint review. |
| **3 to 10** | Work with individuals with care and support needs, and carers; complete at least two direct observations; submit midpoint portfolio; hold mid-point review. |
| **11 onwards** | Work with individuals with care and support needs, and carers; complete remaining direct observations; submit final portfolio. |

*NB.* ***Practice Educators*** *may formulate a different timetable. What matters most is that the portfolio is fully completed and submitted on time with all the required components completed.*

### Portfolio Requirements

The **midpoint Stage 3 portfolio** must include the following evidence:

* **2 x Direct Observations**: At least 1 of the direct observations should be completed by the PE.
* **2 x Sets of Supervision Notes**: Supervision records from formal supervision sessions, annotated to the NOS and CoPP.

The **final Stage 3 portfolio** must include the following evidence:

* **5 x Direct Observations**.
* **5 x Sets of Supervision Notes**: Annotated to the NOS and CoPP. At least 2 of the supervision records must be completed by the PE, or 1 by the PE and 1 by the OSS (if applicable).
* **5 x Pieces of Feedback**: At least 4 related to a direct observation, and 1 piece of feedback which can be unrelated to an observation.
* **Midpoint Review Notes**: A record of the midpoint review meeting between the student, university tutor, PE, and OSS (if applicable).
* **PE Final Report**: The final report written by the PE, summarizing the student’s progress and confirming whether they have met the required standards.

## Appendix 4 – Direct Observation information and consent forms

### Information Sheet for Direct Observations

My Name:

Today’s date:

I am a social work student at Cardiff University.

As part of my course, I must complete three work placements. To pass these placements, I need to produce a portfolio of evidence demonstrating how I have met the National Occupational Standards for Social Work and upheld the Code of Professional Practice for Social Care.

Direct observations are an important part of this portfolio. This means that a qualified social worker will observe me while I am working directly with people. Being observed helps me receive feedback on my practice and improve my skills.

I am giving you this information because I would like to be observed when I meet with you.

It’s important to know that this is completely your choice. You do not have to agree to the observation, and your decision will not affect the service you receive from the Local Authority in any way.

If you do agree, you can change your mind at any time - even during the meeting - without needing to give a reason.

If you agree to the observation, your identity and personal information will remain completely anonymous. No sensitive or identifiable details about you will be included in my portfolio.

After the meeting, the social worker who observed me will ask for your feedback about me and my practice. Your thoughts are important, as they help us understand the meeting from your perspective.

Thank you for taking the time to read this information.

If you have any questions, please feel free to ask me, my Practice Educator, or contact the lead for Practice Learning at Cardiff University (details below).

Dr Dan Burrows

Practice Learning Lead,

Cardiff University

[BurrowsDR1@cardiff.ac.uk](mailto:BurrowsDR1@cardiff.ac.uk)

Telephone: 029 2087 5501

### Consent Form for Direct Observations

You should only sign this form if you agree to be observed. If you do not want to be observed, please do not complete this form.

|  |  |
| --- | --- |
|  | **Yes** |
| I have been given an opportunity to ask any questions and my questions have been answered in full |  |
| I understand that I do not have to agree to being observed |  |
| I know that I can stop the observation at any time, without having to give a reason |  |
| I understand that my identity and personal information will remain anonymous and specific information about me will not be included in the student's portfolio. |  |
| I understand that this consent applies only to *this* specific observation |  |
| I understand that I will be asked for feedback on the student’s practice after the observation, but I am not required to give feedback if I choose not to. |  |
| **I agree to my meeting with the student social worker being observed** |  |

Your name (please print):

Signature:

Date:

Student’s name:

Practice Educator’s name:

## Appendix 5 – Direct Observation feedback forms

*You can use the templates below to help you collect direct observation feedback from individuals and carers (or you may devise your own forms or other ways of obtaining feedback, depending on the needs and preferences of those involved).*

*Note. Feedback form number 4 is based on a standardised measure, known as the ‘Client Satisfaction Questionnaire-8’. It has been used in many different studies and services around the world. You can use it to collect feedback and then reflect on any differences with other groups of people. In Wales, we do not use the ‘word’ client to describe a person with care and support needs, or a carer, but the measure itself can still be helpful.*

### Individual feedback form 1

Thank you for completing this form. We ask for feedback about our social work students so that the student can learn about what they did well and what areas they need to develop further.

**Please mark the appropriate box for each statement, using the five-point scale - 1 = strongly disagree, 5 = strongly agree**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 |
| The student understood me and my situation |  |  |  |  |  |
| I had the opportunity to share my views |  |  |  |  |  |
| The student was clear in how they discussed what support could be offered to me |  |  |  |  |  |
| The student listened to me |  |  |  |  |  |
| The student was professional in their behaviour |  |  |  |  |  |
| The student was open and honest with me |  |  |  |  |  |
| The student gave me helpful information about services and what support might be available for me |  |  |  |  |  |
| Overall, the student handled the meeting well |  |  |  |  |  |
| *Please note any other comments you have about the student and their practice here:* | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Student’s name: |  | Date of direct observation: |  |
| Name of person collecting the feedback: |  | Date feedback collected (if different from above): |  |

### Individual feedback form 2

*Thank you for completing this form. We ask for feedback about our social work students so that the student can learn about what they did well and what areas they need to develop further.*

|  |
| --- |
| 1. How would you describe the student’s attitude and approach toward you? |
|  |
| 1. How well did the student explain their role and the purpose of the meeting? |
|  |
| 1. How well did the student communicate with you, and did they give you enough opportunity to ask questions? |
|  |
| 1. Did the student follow through on what they said they would do? |
|  |
| 1. What could the student do to improve their practice? |
|  |
| 1. *Please note any other comments you have about the student and their practice here:* |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| Student’s name: |  | Date of direct observation: |  |
| Name of person collecting the feedback: |  | Date feedback collected (if different from above): |  |

### Individual feedback form 3

*Thank you for completing this form. We ask you to tell us about the student, and how they are working with you, so that the student can learn about things they are doing well, and areas they need to work on.*

**Please mark the emoji that best captures how you feel.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Do you know who the student is (their name and what they do for a job)? | **A yellow smiley face with black outline  Description automatically generated**  **Yes** | | A yellow face with black lines  Description automatically generated  **No** | |
| Do you know why the student came to see you? | **A yellow smiley face with black outline  Description automatically generated**  **Yes** | | A yellow face with black lines  Description automatically generated  **No** | |
| Did the student listen to you? | **A yellow smiley face with black outline  Description automatically generated**  **Yes** | | A yellow face with black lines  Description automatically generated  **No** | |
| How easy was it to understand what the student was saying to you? | **A yellow smiley face with black outline  Description automatically generated**  **Easy** | A yellow face with black lines  Description automatically generated  **OK** | | A yellow face with black outline  Description automatically generated  **Hard** |
| How easy was it to talk with the student? | **A yellow smiley face with black outline  Description automatically generated**  **Easy** | A yellow face with black lines  Description automatically generated  **OK** | | A yellow face with black outline  Description automatically generated  **Hard** |
| Is there anything you want the student to know about you or about the meeting you had with them? |  | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Student’s name: |  | Date of direct observation: |  |
| Name of person collecting the feedback: |  | Date feedback collected (if different from above): |  |

### Individual feedback form 4

*Thank you for completing this form. We ask for feedback about our social work students so that the student can learn about what they did well and what areas they need to develop further.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |
| 1. How would you rate the quality of service you received? | *Very poor* | *Poor* | *Good* | *Excellent* |
| 1. Did you get the kind of service you wanted? | *No, definitely not.* | *Not really* | *To some extent* | *Yes, definitely.* |
| 1. To what extent has the student met your needs? | *None of my needs have been met* | *Some of my needs have been met* | *Most of my needs have been met* | *Almost all of my needs have been met* |
| 1. If a friend were in need of similar help, would you recommend they contact this service? | *No, definitely not.* | *Probably not* | *Maybe* | *Yes, definitely.* |
| 1. How satisfied are you with the amount of help you received? | *Very dissatisfied* | *Quite dissatisfied* | *Quite satisfied* | *Very satisfied* |
| 1. Have the services you received helped you to deal more effectively with your problems? | *No, they made things worse.* | *Not really* | *To some extent* | *Yes, definitely.* |
| 1. In an overall, general sense, how satisfied are you with the service you received? | *Very dissatisfied* | *Quite dissatisfied* | *Quite satisfied* | *Very satisfied* |
| 1. I would contact social services again in the future if I needed help again | *Strongly disagree* | *Disagree* | *Agree* | *Strongly agree* |
| *Please note any other comments you have about the student and their practice here:* | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Student’s name: |  | Date of direct observation: |  |
| Name of person collecting the feedback: |  | Date feedback collected (if different from above): |  |

*Note: A version of this form has been widely used to gather feedback from people around the world across various services. For comparison, the table below shows the average scores for different types of services, calculated by averaging the responses across all items.*

|  |  |  |  |
| --- | --- | --- | --- |
| Type of service | Number of people giving feedback | Average score | Source |
| Community mental health | 62 | 3.02 | Attkisson and Zwick, 1982 |
| Psychiatric counselling | 24 | 2.7 | Bishop et al, 2002 |
| Child and adolescent mental health services | 15 | 3.49 | Byalin, 1993 |
| Substance misuse services | 262 | 3.03 | De Brey, 1983 |
| Alcohol misuse services | 208 | 3.46 | Dearing et al, 2005 |
| Mental health crisis intervention | 260 | 2.85 | Johnson et al, 2005 |
| Child and family social work services | 500 | 2.43 | Wilkins and Forrester, 2022 |

## Appendix 6 – Key Roles and National Occupational Standards

*Note, the performance indicators do not have to be evidenced in full, but they provide illustrative examples of the types of evidence appropriate at each stage and in relation to each Key Role and NOS.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key Role 1: Maintain Professional Accountability** | | Stage 1 | Stage 2 | Stage 3 |
| **NOS 1: Maintain an up-to-date knowledge and evidence base for social work practice** | | | | |
| P1 | Establish your own strategy for maintaining an up to date knowledge and evidence base for social work practice |  | 🞹 | 🞹 |
| P2 | Research statutory, legal and procedural requirements and academic literature relating to social work practice |  | 🞹 | 🞹 |
| P3 | Analyse the statutory and non-statutory powers exercised by social workers and organisations |  | 🞹 | 🞹 |
| P4 | Review the outcomes of previous social work practice for individuals, families, groups and communities locally |  |  | 🞹 |
| P5 | Review your own knowledge about issues of equality, fairness, access and anti-discriminatory practice and provision |  |  | 🞹 |
| P6 | Synthesise information to understand how evidence-based practice applies in your own role |  |  | 🞹 |
| P7 | Plan, with support, how to integrate current and emerging research into your own practice |  | 🞹 | 🞹 |
| **NOS 2: Develop social work practice through supervision and reflection** | | | | |
| P1 | Seek professional supervision to develop accountable social work practice | 🞹 | 🞹 | 🞹 |
| P2 | Prepare for formal professional supervision in ways that will maximise its effectiveness | 🞹 | 🞹 | 🞹 |
| P3 | Access additional sources of support compatible with professional social work principles |  | 🞹 | 🞹 |
| P4 | Use feedback from supervision and other sources to inform reflection on and evaluation of your social work practice |  | 🞹 | 🞹 |
| P5 | Reflect on the cultural context in which you practice and how this impacts upon your work |  | 🞹 | 🞹 |
| P6 | Reflect on your own values, beliefs and assumptions and how they impact on your social work practice |  | 🞹 | 🞹 |
| P7 | Integrate learning within practice |  | 🞹 | 🞹 |
| P8 | Contribute your own knowledge of best practice to the continuing development of the profession |  |  | 🞹 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key Role 2: Practice Professional Social Work** | | Stage 1 | Stage 2 | Stage 3 |
| **NOS 3: Manage your role as a professional social worker** | | | | |
| P1 | Work within the context of your own organisation |  | 🞹 | 🞹 |
| P2 | Establish the parameters of your own work role and how the responsibilities of others link with these |  | 🞹 | 🞹 |
| P3 | Ensure your understanding of processes in which you may be involved |  | 🞹 | 🞹 |
| P4 | Plan, with support, how to prioritise work in order to use your time effectively |  | 🞹 | 🞹 |
| P5 | Take steps to ensure your safety in situations where there is risk of harm to you |  | 🞹 | 🞹 |
| P6 | Recognise the effect that work situations may have on your well-being and your practice |  | 🞹 | 🞹 |
| P7 | Implement strategies to develop your personal and professional resilience |  |  | 🞹 |
| P8 | Challenge your own assumptions that could lead to discrimination in your practice |  |  | 🞹 |
| P9 | Reflect on the way you manage your role, to ensure continual development and continued professional registration |  |  | 🞹 |
| **NOS 4: Exercise professional judgement in social work** | | | | |
| P1 | Analyse a range of information that will inform professional decisions about specific complex situations |  | 🞹 | 🞹 |
| P2 | Develop a range of options for addressing the situation |  | 🞹 | 🞹 |
| P3 | Evaluate the implications of different options for the people involved |  | 🞹 | 🞹 |
| P4 | Exercise professional judgement to make evidence-based decisions |  | 🞹 | 🞹 |
| P5 | Present both verbally and in writing the rationale for your professional judgements |  |  | 🞹 |
| P6 | Justify your professional judgements where others disagree or challenge them |  |  | 🞹 |
| P7 | Challenge judgements of others that appear to conflict with the evidence or to work against people’s best interests |  |  | 🞹 |
| P8 | Consider the need to modify your own judgement where new evidence is presented |  | 🞹 | 🞹 |
| **NOS 5: Manage ethical issues, dilemmas and conflicts** | | | | |
| P1 | Recognise ethical issues, dilemmas and conflicts that arise in the course of social work practice | 🞹 | 🞹 | 🞹 |
| P2 | Review sources of information and knowledge that can inform professional judgements about ethical issues, dilemmas and conflicts |  | 🞹 | 🞹 |
| P3 | Reflect on how your own values and experiences may impact on managing ethical issues, dilemmas and conflicts |  | 🞹 | 🞹 |
| P4 | Make professional judgements taking account of ethical issues, dilemmas and conflicts |  |  | 🞹 |
| P5 | Support others to understand how ethical considerations may have affected decisions made |  |  | 🞹 |
| P6 | Evaluate outcomes of how you have managed ethical issues, dilemmas and conflicts to inform your future practice |  |  | 🞹 |
| **NOS 6: Practice social work in multi-disciplinary contexts** | | | |  |
| P1 | Develop collaborative working relationships with professionals from other disciplines |  | 🞹 | 🞹 |
| P2 | Uphold the role and function of social work when working in a multi-disciplinary context |  | 🞹 | 🞹 |
| P3 | Develop your understanding of the roles and responsibilities of others involved in multi-disciplinary work |  | 🞹 | 🞹 |
| P4 | Ensure that social work principles, code of practice and values are applied when working with others |  | 🞹 | 🞹 |
| P5 | Contribute to identifying and agreeing the goals and objectives of the multi-disciplinary work |  | 🞹 | 🞹 |
| P6 | Negotiate responsibilities that respect legal, ethical, organisational and professional boundaries in a multi-disciplinary context |  |  | 🞹 |
| P7 | Negotiate agreements on systems for the exchange of information which contribute to the safeguarding and wellbeing of individuals and the wider community |  |  | 🞹 |
| P8 | Apply social work knowledge and skills to deal constructively with disagreements and conflict within multi-disciplinary relationships |  |  | 🞹 |
| P9 | Contribute to evaluating the effectiveness of the multi-disciplinary work |  | 🞹 | 🞹 |
| **NOS 7: Prepare professional reports and records relating to people** | | | | |
| P1 | Use language appropriate to the intended audience to construct professional reports that are analytical and coherent |  |  | 🞹 |
| P2 | Maintain accurate, complete, retrievable, and up-to-date records |  | 🞹 | 🞹 |
| P3 | Ensure reports and records can be understood by those who have a right to see them |  | 🞹 | 🞹 |
| P4 | Make use of information communication technology that supports information exchange within and across disciplines and organisations |  | 🞹 | 🞹 |
| P5 | Ensure that records and reports comply with legal and organisational requirements, balancing the tension between safeguarding, confidentiality and data protection |  | 🞹 | 🞹 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key Role 3: Promote engagement and participation** | | Stage 1 | Stage 2 | Stage 3 |
| **NOS 8: Prepare for social work involvement** | | | | |
| P1 | Clarify details of the referral and any associated risks |  | 🞹 | 🞹 |
| P2 | Engage appropriately with others to access additional information | 🞹 | 🞹 | 🞹 |
| P3 | Investigate legal requirements and organisational procedures with a bearing on the proposed involvement |  | 🞹 | 🞹 |
| P4 | Research further information that may inform your initial involvement | 🞹 | 🞹 | 🞹 |
| P5 | Reflect on aspects of self that may have an impact on the social work relationship | 🞹 | 🞹 | 🞹 |
| P6 | Synthesise all information gathered |  | 🞹 | 🞹 |
| P7 | Make a professional judgement with support from others about the best form of initial involvement |  | 🞹 | 🞹 |
| **NOS 9: Engage people in social work practice** | | | | |
| P1 | Plan how to use communication to secure initial engagement | 🞹 | 🞹 | 🞹 |
| P2 | Use communication skills to establish the social work relationship | 🞹 | 🞹 | 🞹 |
| P3 | Support people to find effective ways to communicate their views, needs and preferences |  | 🞹 | 🞹 |
| P4 | Develop understanding in others of your own and the organisation’s duties and responsibilities |  | 🞹 | 🞹 |
| P5 | Support people to explore their own circumstances, their existing networks and other resources available to them |  | 🞹 | 🞹 |
| P6 | Engage people to participate in finding creative ways to achieve change |  | 🞹 | 🞹 |
| P7 | Work with others to address any hostility or resistance encountered |  |  | 🞹 |
| P8 | Appraise the impact of self in sustaining engagement and partnership working |  |  | 🞹 |
| P9 | Seek feedback from people on how effective your engagement with them has been |  | 🞹 | 🞹 |
| P10 | Adjust the way you develop and sustain engagement in the light of reflection and feedback |  | 🞹 | 🞹 |
| **NOS 10: Support people to participate in decision-making processes** | | | | |
| P1 | Assess people’s capacity to navigate systems and make their voices heard |  | 🞹 | 🞹 |
| P2 | Agree the level and nature of your own contribution in supporting people to participate in decision-making processes |  | 🞹 | 🞹 |
| P3 | Ensure literature and documentation is made available to people in their preferred language and format |  | 🞹 | 🞹 |
| P4 | Support people to understand the concepts of power and empowerment in different situations |  | 🞹 | 🞹 |
| P5 | Explain processes and procedures to enable people to participate as fully as possible |  | 🞹 | 🞹 |
| P6 | Work with people to build their capacity to advocate for themselves |  | 🞹 | 🞹 |
| P7 | Carry out your agreed role to support participation in decision-making processes |  | 🞹 | 🞹 |
| P8 | Confirm people’s understanding of the outcomes of their participation and any decisions made |  | 🞹 | 🞹 |
| P9 | Identify any prejudice and discrimination encountered |  | 🞹 | 🞹 |
| P10 | Promote social justice by challenging systems or processes that present barriers to people’s participation |  | 🞹 | 🞹 |
| P11 | Review the effectiveness of support provided |  | 🞹 | 🞹 |
| **NOS 11: Advocate on behalf of people** | | | |  |
| P1 | Establish if people require you to advocate for them in specific situations |  | 🞹 | 🞹 |
| P2 | Clarify with people the desired outcomes of the advocacy and other possible outcomes |  | 🞹 | 🞹 |
| P3 | Support people to participate to the extent that they are able |  | 🞹 | 🞹 |
| P4 | Make professional judgements about any potential conflicts of interest that may arise if you act as advocate |  | 🞹 | 🞹 |
| P5 | Collaborate with people to prepare a case that represents their best interests |  | 🞹 | 🞹 |
| P6 | Make representation to achieve desired outcomes |  | 🞹 | 🞹 |
| P7 | Communicate outcomes of the advocacy in ways that can be understood |  | 🞹 | 🞹 |
| P8 | Review the effectiveness of advocacy |  | 🞹 | 🞹 |
| **Key Role 4: Assess needs, risks and circumstances** | | Stage 1 | Stage 2 | Stage 3 |
| **NOS 12: Assess needs, risks and circumstances in partnership with those involved** | | | | |
| P1 | Listen to people’s own accounts of their situation |  | 🞹 | 🞹 |
| P2 | Work holistically with people to enable them to identify, clarify and express their strengths, needs and expectations |  | 🞹 | 🞹 |
| P3 | Identify obstacles that create limitations for people |  | 🞹 | 🞹 |
| P4 | Assist people to identify what would help them build on their own strengths, abilities and achievements |  | 🞹 | 🞹 |
| P5 | Work with others to gather further information relevant to the assessment |  | 🞹 | 🞹 |
| P6 | Work with people to identify any risks associated with their situation |  |  | 🞹 |
| P7 | Analyse the nature, level, urgency and implications of any risks identified, in compliance with legal and other requirements |  |  | 🞹 |
| P8 | Assess the balance of people’s rights and responsibilities in relation to any risks identified |  |  | 🞹 |
| P9 | Make professional judgements about needs, risks and protective factors to inform planning |  |  | 🞹 |
| P10 | Record assessment information accurately and in accordance with organisational requirements |  | 🞹 | 🞹 |
| **NOS 13: Investigate harm or abuse** | | | | |
| P1 | Identify behaviours and environments that present potential risk of harm or abuse |  | 🞹 | 🞹 |
| P2 | Work within organisational procedures and in partnership with others to plan an investigation into suspected harm or abuse |  | 🞹 | 🞹 |
| P3 | Maintain a focus on safeguarding the person at risk throughout the investigation process |  | 🞹 | 🞹 |
| P4 | Use persistence and assertiveness to gather direct evidence about the harm or abuse |  | 🞹 | 🞹 |
| P5 | Co-ordinate other evidence from a variety of sources and disciplines to assess the level of risk |  |  | 🞹 |
| P6 | Make a professional judgement in partnership with others on the level and nature of intervention required |  |  | 🞹 |
| P7 | Develop options for achieving immediate and longer term outcomes |  |  | 🞹 |
| P8 | Make recommendations in partnership with others about the intervention required |  |  | 🞹 |
| P9 | Record information relating to the investigation accurately and in accordance with organisational and other requirements |  | 🞹 | 🞹 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key Role 5: Plan for person centred outcomes** | | Stage 1 | Stage 2 | Stage 3 |
| **NOS 14: Plan in partnership to address short and longer term issues** | | | | |
| P1 | Support people to understand the planning process and their rights and responsibilities within it |  | 🞹 | 🞹 |
| P2 | Work with people to agree the overall outcome that the plan should achieve |  | 🞹 | 🞹 |
| P3 | Establish agreement on short, medium and long term objectives |  | 🞹 | 🞹 |
| P4 | Support people to recognise resources within themselves, their personal networks and the community |  | 🞹 | 🞹 |
| P5 | Explore with the people involved a range of possible solutions and their feasibility |  | 🞹 | 🞹 |
| P6 | Formulate a plan based on collated information |  | 🞹 | 🞹 |
| P7 | Establish agreement to the plan with those involved in it or affected by it |  | 🞹 | 🞹 |
| P8 | Agree how the plan will be monitored and reviewed |  | 🞹 | 🞹 |
| P9 | Record the plan and any issues or needs that the plan does not seek to address |  | 🞹 | 🞹 |
| **NOS 15: Agree risk management plans to promote independence and responsibility** | | | | |
| P1 | Review your own and the organisation’s legal and professional duties when supporting people to balance risks, rights and responsibilities |  | 🞹 | 🞹 |
| P2 | Assess the individual’s capacity to make decisions regarding risk |  | 🞹 | 🞹 |
| P3 | Assess risk according to legal and organisational requirements |  | 🞹 | 🞹 |
| P4 | Use assertiveness to ensure that the actions of others work in the best interests of the individual and take account of the wider community |  | 🞹 | 🞹 |
| P5 | With the individual, develop a plan to minimise risks while maximising independence and the responsibility for taking positive risks |  | 🞹 | 🞹 |
| P6 | Work with the individual and others to ensure they understand the reasons why specific safeguards need to be put in place |  |  | 🞹 |
| P7 | Establish agreement to the plan with all those who will share the management of risk |  |  | 🞹 |
| P8 | Agree a strategy for monitoring and reviewing the risk management plan |  |  | 🞹 |
| P9 | Complete records of the risk management plan |  |  | 🞹 |
| **NOS 16: Agree plans where there is risk of harm or abuse** | | | | |
| P1 | Analyse from the outcome of an investigation the degree of risk to a person, to their immediate or extended network, or to the community |  |  | 🞹 |
| P2 | Collaborate with the person, those close to them, colleagues and professionals from other disciplines to develop a plan that will protect the person, those in their networks and the community |  | 🞹 | 🞹 |
| P3 | Support the person to be as fully involved as possible in the planning process |  | 🞹 | 🞹 |
| P4 | Negotiate agreement on the least restrictive and least damaging plan of action that will offer short term safety in respect of the risks evidenced |  |  | 🞹 |
| P5 | Develop a long-term therapeutic plan to restore or continue to provide protection |  |  | 🞹 |
| P6 | Review plans with others at agreed times |  |  | 🞹 |
| P7 | Make changes to the plan in response to the trajectory of the intervention in consultation with others |  |  | 🞹 |
| P8 | Produce professional records and reports to document plans, progress, changes to plans and outcomes |  | 🞹 | 🞹 |
| **Key role 6: Take actions to achieve change** | | Stage 1 | Stage 2 | Stage 3 |
| **NOS 17: Apply methods and models of social work intervention to promote change** | | | | |
| P1. | Research a range of **methods and models of social work intervention** that may promote change in specific situations |  | 🞹 | 🞹 |
| P2. | Analyse how your own professional and interpersonal skills can be demonstrated within methods and models of social work intervention |  | 🞹 | 🞹 |
| P3. | Articulate your rationale for choosing particular interventions in specific situations |  | 🞹 | 🞹 |
| P4. | Use your own professional and interpersonal skills to apply social work interventions |  | 🞹 | 🞹 |
| P5 | Monitor through reflection in practice the effectiveness of the interventions in achieving change |  |  | 🞹 |
| P6 | Revise interventions to take account of reflective monitoring |  |  | 🞹 |
| **NOS 18: Access resources to support person centred solutions** | | | | |
| P1 | Confirm with the people involved the outcomes that resources are required to achieve |  | 🞹 | 🞹 |
| P2 | Carry out actions needed to secure agreed resources |  | 🞹 | 🞹 |
| P3 | Keep people informed of progress in securing resources |  | 🞹 | 🞹 |
| P4 | Support people to deal with any unexpected or unwelcome news that may arise when securing resources |  | 🞹 | 🞹 |
| P5. | Agree a way of monitoring and reviewing the use of resources, to meet the needs of both the people involved and the organisation |  | 🞹 | 🞹 |
| P6. | Provide monitoring information on resources to meet organisational requirements and to inform service planning, commissioning strategies and capacity building |  | 🞹 | 🞹 |
| P7 | Evaluate the effectiveness of resources in achieving outcomes for people over time |  | 🞹 | 🞹 |
| **NOS 19: Evaluate outcomes of social work practice** | | | | |
| P1 | Review the intended outcomes of social work practice in specific situations |  | 🞹 | 🞹 |
| P2 | Analyse information from a range of perspectives on progress towards outcomes |  | 🞹 | 🞹 |
| P3 | In partnership with others, evaluate outcomes for individuals, their families or communities |  | 🞹 | 🞹 |
| P4 | Analyse the outcomes for your own organisation |  |  | 🞹 |
| P5 | Reflect on your own role and use of self in specific social work interventions |  |  | 🞹 |
| P6 | In partnership with others, revise plans for practice and interventions to take account of evaluations |  |  | 🞹 |
| P7 | Identify lessons learned that should inform your future practice and the work of your organisation |  | 🞹 | 🞹 |
| P8 | Articulate how your own evaluations may contribute to the development of social work as a profession |  |  | 🞹 |
| **NOS 20: Disengage at the end of social work involvement** | | | | |
| P1 | Agree a plan for disengagement when the end of your involvement is approaching |  | 🞹 | 🞹 |
| P2 | Explain to people the reasons for your forthcoming disengagement |  | 🞹 | 🞹 |
| P3 | Provide people with information on the closure or continuity of support for them |  | 🞹 | 🞹 |
| P4 | Arrange for the transfer or closure of information relating to social work involvement |  | 🞹 | 🞹 |
| P5 | Complete required documentation to close your involvement |  | 🞹 | 🞹 |

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