

MA in Social Work, Cardiff University

Student Practice Learning Handbook

2024/25

##### Table of Contents

[Introduction 4](#_Toc188343636)

[Purpose of the Student Handbook 4](#_Toc188343637)

[Roles and Responsibilities 5](#_Toc188343638)

[Part One: Practice Learning Essentials 7](#_Toc188343639)

[Practice Learning Process 7](#_Toc188343640)

[Pre-Placement Meetings, Inductions, and Practice Learning Agreements 9](#_Toc188343641)

[Supervision Requirements 12](#_Toc188343642)

[Direct Observations 13](#_Toc188343643)

[Checklist for completing a direct observation 15](#_Toc188343644)

[Midpoint Reviews 17](#_Toc188343645)

[Practice Educator Final Report 19](#_Toc188343646)

[Completing and Submitting your Portfolio 21](#_Toc188343647)

[Key Roles and National Occupational Standards 23](#_Toc188343648)

[Managing Absences 25](#_Toc188343649)

[Handling Capability and Suitability Concerns 26](#_Toc188343650)

[Steps for Managing Capability or Suitability Concerns 26](#_Toc188343651)

[Practice Assessment Panels 28](#_Toc188343652)

[Role of the Exam Board 30](#_Toc188343653)

[Part Two: Specific placement information 31](#_Toc188343654)

[Stage 1 Appendix (140 hours) 31](#_Toc188343655)

[Key Dates and Placement Calendar 31](#_Toc188343656)

[Aims of the Placement 31](#_Toc188343657)

[Learning Outcomes in relation to the CoPP, Key Roles and NOS 31](#_Toc188343658)

[Community Profile Guidance 32](#_Toc188343659)

[Suggested Timetable 33](#_Toc188343660)

[Portfolio Requirements 33](#_Toc188343661)

[Stage 2 Appendix (560 hours) 34](#_Toc188343662)

[Key Dates and Placement Calendar 34](#_Toc188343663)

[Aims of the Placement 34](#_Toc188343664)

[Learning Outcomes in relation to the CoPP, Key Roles and NOS 34](#_Toc188343665)

[Social Work Theory and Practice assignment 35](#_Toc188343666)

[Suggested Timetable 36](#_Toc188343667)

[Portfolio Requirements 36](#_Toc188343668)

[Stage 3 Appendix (700 hours) 38](#_Toc188343669)

[Key Dates and Placement Calendar 38](#_Toc188343670)

[Aims of the Placement 38](#_Toc188343671)

[Learning Outcomes in relation to the CoPP, Key Roles and NOS 38](#_Toc188343672)

[Suggested Timetable 38](#_Toc188343673)

[Portfolio Requirements 38](#_Toc188343674)

[Appendix 4 – Direct Observation information and consent forms 40](#_Toc188343675)

[Information Sheet for Direct Observations 40](#_Toc188343676)

[Consent Form for Direct Observations 41](#_Toc188343677)

[Appendix 5 – Direct Observation feedback forms 42](#_Toc188343678)

[Individual feedback form 1 43](#_Toc188343679)

[Individual feedback form 2 44](#_Toc188343680)

[Individual feedback form 3 45](#_Toc188343681)

[Individual feedback form 4 46](#_Toc188343682)

[Appendix 6 – Key Roles and National Occupational Standards 48](#_Toc188343683)

# Introduction

Croeso | Welcome to Practice Learning.

## Purpose of the Student Handbook

Welcome to your **Practice Learning Handbook**. This guide is here to support you throughout your practice learning experience, helping you understand what is expected of you during each stage of your placement. It provides essential information on the processes you will go through, including supervision, direct observations, and how to complete and submit your portfolio.

As you progress through your placements, this handbook will be your go-to resource to ensure you stay on track, meet key deadlines, and make the most of your practice learning opportunities.

#### Overview of the Social Work Programme

As part of your social work programme, you’ll undertake three placements during your studies: **Stage 1, Stage 2**, and **Stage 3**. These placements will gradually help you build your knowledge, skills, and confidence as a social worker, giving you the chance to apply the theories and values you've learned in class to real-world practice settings.

It is common practice – but not essential – for students to be based in the same team or service for your **Stage 1** and **Stage 2** placements. Social Care Wales regulations also say that you must complete two placements that involve working with “**materially different service user groups”** (Framework for the Degree in Social Work, pages 8 - 9. This means that if you work with one group of people during your **Stage 2** placement (for example, adults), your **Stage 3** placement will need to involve working with a different group of people (for example, children and families). This requirement ensures that by the time you qualify, you have gained experience in working with a diverse range of individuals and groups, which is essential for your development as a well-rounded social worker.

During your placements, you’ll work with experienced social workers and engage directly with individuals, families, carers, and other professionals. You’ll learn to apply core competencies in practice and reflect on your experiences with the support of your **Practice Educator (PE)** and **On-Site Supervisor (OSS)** (if applicable). By the end of your programme, you’ll be equipped with the skills, knowledge, and values needed to become a professional social worker who meets the **National Occupational Standards (NOS)** and adheres to the **Code of Professional Practice for Social Care (CoPP)**.

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, you 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).

## Roles and Responsibilities

During your placement, you will work with a range of people who are there to support, guide, and assess you. It’s important to know who these key individuals are and what role they play in helping you succeed.

#### Local Authority (LA) Training Officer

Your **Training Officer** is based in the Local Authority (LA) where your placement takes place. They are responsible for organising your placement and making sure that everything is set up to support your learning.

#### Practice Educator (PE)

Your **Practice Educator (PE)** will be a qualified social worker who is responsible for your learning and assessment during the placement. They will observe your practice, provide supervision, give you feedback, and assess your progress in relation to the **National Occupational Standards (NOS)** and the **Code of Professional Practice for Social Care (CoPP)**.

Your PE might work directly with you in the same team (on-site) or be based in another team or organisation (off-site). If your PE is off-site, you’ll also have an **On-Site Supervisor (OSS)** who will oversee your day-to-day work.

#### On-Site Supervisor (OSS)

If your PE is off-site, your **On-Site Supervisor (OSS)** will be your main point of contact in your placement team. They will oversee your daily activities, allocate your work, and provide feedback on your performance. Your OSS will work closely with your PE to ensure that you’re meeting your learning objectives, and they may also contribute to your supervision sessions and final assessment.

#### Personal Tutor

Your **Personal Tutor** is part of the university team and is available to provide support during your placement. They will attend key meetings such as your **Community Profile presentation** (Stage 1) and **Mid-Point Review** (Stages 2 and 3). If any issues arise during your placement, your Personal Tutor will work with your PE and OSS to address them and support you in resolving any challenges.

#### You, the Student

As the student, you are responsible for engaging with your placement and ensuring you get the most out of the experience. Your responsibilities include:

* **Attendance**: Attend your placement as scheduled and inform your PE or OSS in advance of any absences.
* **Communication**: Stay in regular contact with your PE and OSS, responding promptly to any communications and keeping them updated on your progress.
* **Supervision**: Be prepared for each supervision session by reflecting on your experiences, discussing your progress, and identifying areas where you need guidance.
* **Professional Conduct**: Follow the **Code of Professional Practice for Social Care**, ensuring that you behave in a professional, respectful, and ethical manner in all your interactions with individuals, families, and colleagues.
* You are also responsible for completing your **Practice Learning Portfolio** and submitting all the required documentation on time.

# Part One: Practice Learning Essentials

## Practice Learning Process

Your practice learning placements are designed to help you progressively develop your skills, knowledge, and confidence as a social worker. Each placement integrates your academic learning with real-world experiences, allowing you to apply the theories and values you’ve studied to professional practice settings.

Placements give you the opportunity to:

* Develop and refine your social work skills in direct practice with individuals, families, carers, and professionals.
* Apply your knowledge of social work theories, legislation, and ethical frameworks.
* Engage in reflective practice, which helps you improve your decision-making and professional judgement.
* Demonstrate your competence in key areas as defined by the National Occupational Standards (NOS) for social work.

#### Key Components of the Practice Learning Process

Throughout your placement, you will work through several important components to help you meet the required competencies and learning outcomes:

* **Supervision**: You will have regular formal supervision sessions with your **Practice Educator (PE)** and, where relevant, your **On-Site Supervisor (OSS)**. Supervision will provide you with feedback and guidance on your practice, helping you reflect on your development and work towards meeting your learning objectives.
* **Direct Observations**: Your practice will be directly observed by your PE or OSS. These observations are key to assessing how well you are applying social work theory to practice and meeting the **NOS**.
* **Reflective Practice**: Reflecting on your experiences, both during supervision and in your portfolio, is a vital part of your learning. Through reflective practice, you’ll evaluate your work, think critically about your decisions, and consider how to improve in future situations.
* **Assessment and Feedback**: Throughout your placement, you will be assessed on how well you meet the **NOS** for social work. Your PE and OSS will provide you with feedback to help you identify your strengths and areas for improvement.
* **Learning Outcomes**: Your placement is designed to help you achieve specific learning outcomes, such as demonstrating ethical practice, understanding social work values, and applying theoretical knowledge to practice scenarios.
* **Ethical Standards**: At all times during your placement, you are expected to uphold the **Code of Professional Practice for Social Care** and adhere to ethical standards in your work.

#### Working with your PE and OSS

Your placement is a collaborative process, involving you, your PE, and, if applicable, your OSS. Each of you has a role to play in ensuring that you meet the necessary competencies:

* **Practice Educator (PE)**: Your PE oversees your learning, provides formal supervision, and assesses your performance against the **NOS**. They will also complete the final assessment of your portfolio.
* **On-Site Supervisor (OSS)**: If your PE is off-site, your OSS will oversee your day-to-day work. They will supervise your practice, give you feedback, and contribute to your final assessment through a witness testimony.
* **You, the Student**: You are responsible for actively engaging with your placement, attending supervision, participating in reflective discussions, and completing your portfolio. You must also maintain professional standards, seek feedback, and take ownership of your learning.

## Pre-Placement Meetings, Inductions, 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 they are two different people) 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.) This meeting is primarily for the **PE, OSS** (if applicable) and **student** to get to know one another, and for you to discuss your previous learning experiences in social care and any individual learning needs they have for the placement. In some cases, it may be helpful for the **LA training officer** and / or your **University Tutor** to attend these meetings, at the request of the **student** or **PE**.

Some elements of your **induction** may also be covered in this meeting (see below). You should bring any previously completed practice learning portfolios to the meeting (i.e. for your stage 3 pre-placement meeting, have your stage 1 and 2 portfolios available; for your stage 1 pre-placement meeting, you won’t yet have a previous portfolio to bring).

#### Inductions

Your induction will typically take place on the first or second day of your placement. It will help orient you within the organisation and introduce you to the team and the working environment. The induction is usually organised by the **Local Authority Training Officer**, in collaboration with your **Practice Educator (PE)** and **On-Site Supervisor (OSS)** (if applicable).

During your induction, you should expect to cover the following areas:

* **Introduction to the Team**: You will meet key members of the organisation and learn about their roles and responsibilities.
* **Overview of Policies and Procedures**: You’ll be introduced to important organisational policies, such as safeguarding, health and safety, data protection, and confidentiality policies.
* **Work Environment**: You will be shown around the office or service site, ensuring you have access to any necessary facilities (e.g., workspace, IT systems, etc.).
* **Introduction to Key Services**: You will learn about the services provided by the organisation and any external agencies you may be working with during your placement.

If you haven’t already, you’ll also visit the placement site, meet your PE and OSS (if applicable), and agree on supervision arrangements. This is a chance for you to ask any questions and make sure you understand the organisation’s expectations.

#### Information Packs

At the start of your placement, you should receive an information pack. This will contain all the key details you need to know about the placement environment and your role. The pack usually includes:

* **Contact Details**: Names and contact information for your PE, OSS, and any other relevant staff.
* **Organisation Overview**: A summary of the organisation’s mission and services.
* **Relevant Policies**: Copies of or links to essential policies (e.g., confidentiality, safeguarding, health and safety).
* **Local Context**: Information about the community or context in which the organisation operates, if relevant to your role.

The information pack is a valuable resource that will help you get off to a strong start in your placement, so make sure to review it carefully.

#### Practice Learning Agreements

At the beginning of each placement, you will work with your PE and OSS (if applicable) to complete a **Practice Learning Agreement**. This agreement sets out the expectations for your placement and ensures that everyone involved understands their roles and responsibilities. The agreement will cover:

* **Details of the Placement Setting**: Information about the organisation and its services, as well as the key personnel involved in supervising and supporting you.
* **Your Learning Needs and Goals**: You’ll identify any specific learning needs or goals, and your placement will be tailored to help you meet these. This may include areas you want to develop based on previous placements or work experience.
* **Overview of Your Work**: This section will outline the tasks and responsibilities you are expected to undertake during your placement, which will align with your stage of learning and the placement’s objectives.
* **Supervision Arrangements**: You will agree on how often you’ll have supervision and where these sessions will take place. Regular supervision is essential to support your development, so this is an important part of the agreement.
* **Working Hours**: You will confirm your working hours, which should align with the placement’s requirements and your needs.
* **Absence Procedures**: The agreement will outline the process for handling absences, including who to notify if you need to miss a day of placement and how to make up lost time.
* **Complaints Procedures**: You’ll be made aware of the process for raising any complaints or concerns about the placement. If needed, you should have access to the Local Authority’s complaints system to raise issues related to your placement experience.

Your **Practice Learning Agreement** will ensure clarity and structure throughout your placement. It’s a document that will guide your progress and can be reviewed and updated as needed during your placement.

#### Ethical Practice and Confidentiality

Maintaining high standards of ethical practice is a core principle of social work. Throughout your placement, you are expected to adhere to the **Code of Professional Practice for Social Care** and follow the ethical guidelines set by **Social Care Wales**. These principles should guide all your work with people, families, carers, and professionals.

You will need to apply social work values and professional standards in all aspects of your practice. This includes:

* **Respect for Human Rights**: Ensuring that the dignity, privacy, and rights of the people you work with are upheld.
* **Anti-Discriminatory, Anti-Oppressive, and Anti-Racist Practice**: Social work requires you to actively challenge oppression, inequality, and discrimination, and to work towards inclusion and social justice.
* **Integrity and Professional Conduct**: You are expected to behave professionally, with honesty and transparency in all interactions with people, carers, colleagues, and other professionals.
* **Responsibility and Accountability**: Take responsibility for your actions and decisions. Reflect on your practice regularly, learn from feedback, and continually aim to improve your skills and knowledge.
* **Informed Consent and Participation**: Always ensure that the people you work with are fully informed about decisions that affect them and that you seek their consent in a clear and respectful way. Encourage their participation in the decision-making process.

Confidentiality is a vital part of ethical social work practice. As a student, you must protect the privacy of the people you work with by following legal, organisational, and professional standards, including the General Data Protection Regulation (GDPR). Key aspects to remember include:

* **Safeguarding Personal Information**: You must keep all information shared by individuals, families, and professionals confidential. Only share information when absolutely necessary, in line with organisational policies, legal requirements, and with the appropriate consent. When compiling your portfolio, all personal information must be fully anonymised. We do not accept portfolios containing the real initials of individuals with whom you have contact.
* **Sharing Information Appropriately**: Confidential information should only be shared with relevant professionals when it’s necessary for the safety, welfare, or well-being of individuals. Any sharing of information must be proportionate, lawful, and in line with safeguarding and child/adult protection procedures.
* **Record-Keeping and Data Protection**: Follow your placement organisation’s record-keeping policies. Ensure that all written and electronic records are kept securely, are accurate, and respect confidentiality.
* **Duty to Disclose**: In some cases, if there is a risk of harm to an individual, you may need to break confidentiality to protect them. Always consult with your Practice Educator (PE) before doing so, and follow the organisation’s safeguarding policies.

## Supervision Requirements

Supervision is an essential part of your learning and development during your placement. It provides an opportunity for you to receive feedback, reflect on your practice, and plan your professional growth. Throughout your placement, you will receive supervision from your **Practice Educator (PE)** and, where relevant, your **On-Site Supervisor (OSS)**.

#### Frequency and Duration

You will have regular formal supervision sessions. These should take place for at least **1.5 hours every five working days** of your placement. Formal supervision will focus on:

* **Reviewing Your Practice**: You will discuss the work you’ve been doing, reflect on your experiences, and evaluate how well you are meeting your learning outcomes and **National Occupational Standards (NOS)**.
* **Developing Skills and Knowledge**: Supervision will help you identify areas where you need further development and give you guidance on how to improve your skills, knowledge, and confidence in practice.
* **Personal and Professional Reflection**: You are encouraged to reflect on both the successes and challenges in your placement. Use these sessions to explore your personal responses to difficult situations, ethical dilemmas, and complex cases.
* **Planning for Progress**: Together with your PE (and OSS, if applicable), you will set goals and action plans for how to address areas for improvement and build on your strengths.

#### Recording Supervision

Formal supervision sessions should be recorded in writing and included in your portfolio. The responsibility for writing up the supervision notes should alternate between you and your PE and / or OSS (if applicable). Each set of notes should:

* Clearly document the discussions that took place during supervision.
* Include feedback from your PE and any action points or areas for further development.
* Be linked to the relevant NOS and the Code of Professional Practice for Social Care.

Please note, while you may also participate in group or peer supervision during your placement, these sessions should not be included in your portfolio due to confidentiality concerns. Only formal supervision sessions with your PE or OSS should be documented and submitted.

#### Supervision with Your On-Site Supervisor (OSS)

If your PE is off-site, your OSS will also play an important role in your supervision. Formal supervision will alternate between the PE and OSS, and both should provide you with feedback on your progress. It’s important that you have at least **three joint supervision sessions** with your PE and OSS together during your Stage 2 and 3 placements.

#### Confidentiality in Supervision

During supervision, you will discuss sensitive information related to the people you are working with. It is important to respect confidentiality at all times, both during the sessions and in any written records. Always ensure that personal details are anonymised in supervision notes, and that discussions follow legal, ethical, and organisational guidelines on confidentiality.

## Direct Observations

During your placement, you will be observed in practice by your **Practice Educator (PE)** or, in some cases, by another qualified social worker. These **Direct Observations** are a key part of assessing your ability to apply theoretical knowledge in practice and meet the **National Occupational Standards (NOS)** for social work.

#### How Direct Observations Work

The number of observations required depends on the stage of your placement:

* **Stage 1**: You will be observed on at least one occasion.
* **Stage 2**: You will be observed on at least four occasions.
* **Stage 3**: You will be observed on at least five occasions.

These observations give your PE (or another qualified social worker) the opportunity to assess your practice in real-time and provide feedback on your performance. It is important to take these opportunities seriously, as they are central to demonstrating your competence. It is the usual expectation that the observer will attend the observation in person, unless an online meeting is being observed.

#### Planning Observations

At the start of each placement and during your supervision sessions, you and your PE will discuss potential pieces of work that could be suitable for observation. 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.

Once you’ve agreed on a suitable piece of work for the observation, you will:

1. **Complete a Preparatory Account**: Before the observation, you will prepare a written account outlining the situation, your aims, objectives, and any challenges you anticipate.
2. **Submit Your Preparation**: This preparatory account should be submitted to your PE at least **two placement days** before the observation takes place.
3. **Discuss with Your PE**: You will review your preparation with your PE and discuss how to approach the observation, including any feedback methods from individuals or carers involved.

#### Seeking Consent

In line with the **Code of Professional Practice for Social Care** (section 1.4), you must ensure that informed consent is obtained from all individuals or carers involved *before* any direct observation takes place. It is your responsibility to ensure that people understand they have the right to decline being observed, without giving a reason. This must be done in a respectful and anti-oppressive manner. If you have not met the individuals and / or carers before the observation, your PE should provide copies of the information sheet and seek consent in advance of the observation.

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, your 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 it can be justified in the person’s best interests, following careful consideration by your **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, your 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 your 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.

#### Conducting the Observation

The observation will take place during a live interaction with individuals, carers, or professionals. Your PE will be present (or another qualified social worker, if applicable) and will assess how you manage the situation, your communication skills, your ability to apply theory to practice, and your overall competence.

#### Feedback from People using Services

After the observation, the people involved (e.g., individuals with care and support needs, carers) should be asked for feedback. This feedback will be gathered by the observer and should be voluntary and anonymous. You should use this feedback to help reflect on your performance and identify areas for improvement.

#### Reflective account

After each observation, you will need to write a **Reflective Account** of the experience, which is typically around **800 words**. This reflection should be submitted to your PE within **two placement days** of the observation and should cover the following points:

1. Who was involved, what were your aims and objectives, and how effective was your planning?
2. Were your intended outcomes achieved?
3. What practice skills did you demonstrate, and how did you handle any unexpected events?
4. What developmental needs did you identify?
5. How did you apply relevant theories, knowledge, and legislation to the situation?
6. How did you consider Welsh culture, language, diversity, and difference?
7. How does this observation relate to the **NOS** and the **Code of Professional Practice for Social Care**?

Your reflection will be reviewed by your PE, who will provide feedback and written comments on your reflective account.

Ensure that all personal details are fully anonymised in your reflective account.

#### Observer Feedback

Your PE will give you feedback on each observation, focusing on your performance and your ability to demonstrate the **NOS** and **Code of Professional Practice for Social Care**. If another qualified social worker conducted the observation, your PE will still provide a summative comment based on the observer’s report. You will receive feedback within **two placement days** of submitting your reflective account.

### Checklist for completing a direct observation

#### Before the Observation:

* **Agree on a Suitable Piece of Work**: Discuss with your Practice Educator (PE) or On-Site Supervisor (OSS) which piece of work will be observed.
* **Obtain Consent**: Ensure you have obtained informed consent from all individuals, carers, and professionals involved. Make sure they understand their right to decline.
* **Complete a Preparatory Account**: Write your preparatory account, outlining your aims, objectives, and anticipated challenges.
* **Submit Preparatory Account**: Submit your preparatory account to your PE within **an agreed timeframe** before the observation.
* **Review with Your PE**: Discuss your preparation and how to approach the observation.

#### During the Observation:

* **Conduct the Work**: Carry out the work while being observed by your PE or another qualified social worker.
* **Communicate Clearly**: Apply your communication skills, demonstrating professionalism and consideration of the individual’s needs.
* **Maintain Ethical Standards**: Ensure that you adhere to the **Code of Professional Practice for Social Care** and respect confidentiality throughout.

#### After the Observation:

* **Feedback**: Your observer will gather voluntary and anonymous feedback from the individuals or carers involved and discuss the observation with you**.** You will also be given written feedback from the observer.
* **Write a Reflective Account**: Complete your reflective account (around 800 words) and submit to your PE shortly after the observation and within **an agreed timeframe.**
* **Link to NOS and CoPP**: Make sure your reflective account highlights how the observation demonstrates the relevant **National Occupational Standards (NOS)** and elements of the **Code of Professional Practice for Social Care (CoPP)**.
* Receive Feedback from Your PE: Your PE will review your reflection and provide feedback within **an agreed timeframe**.
* Supervision and further discussion: In your next formal supervision, you and your PE will discuss the observation, to identify any learning needs and start planning for your next direct observation.

## Midpoint Reviews

If your placement lasts longer than **280 hours** (which includes Stage 2 and Stage 3 placements), a **Midpoint Review** will take place. This review is an essential part of monitoring your progress and ensuring you are on track to meet the required learning outcomes and **National Occupational Standards (NOS)** by the end of the placement.

#### Purpose of the Midpoint Review

The Midpoint Review is designed to:

* **Evaluate Your Progress**: This is an opportunity to reflect on your development, assess how well you are meeting the learning outcomes, and identify any areas where improvement is needed.
* **Provide Feedback**: You will receive feedback from your **Practice Educator (PE)**, **On-Site Supervisor (OSS)** (if applicable), and your **University Tutor** on your strengths and areas for development. In some cases, the **LA training officer** may also attend this meeting (optional).
* **Develop a plan**: If necessary, a plan will be created to support you in improving any areas that need further development during the second half of your placement, or to address any issues with the nature of the placement arrangements (i.e. your workload or the types of learning opportunities offered). This is not the same as an **action plan**, which is created if there are concerns that you might not pass the placement (see below section on handling capability and suitability concerns).

#### How the Midpoint Review Works

1. **Midpoint Portfolio Submission**: Before the review meeting, you will need to submit a **midpoint portfolio**. This should include evidence of your progress so far, such as direct observations, supervision notes, and any other relevant documentation that demonstrates your learning and development.
2. **Midpoint Review Meeting**: A meeting will be scheduled with your **PE**, **OSS** (if applicable), and university tutor. During this meeting, you will discuss:
	* Your progress toward meeting the required learning outcomes and **NOS**.
	* Any challenges you have faced during the placement and how you’ve addressed them.
	* Feedback on your practice and areas for improvement.
	* Any specific learning needs or support you require to complete the placement successfully.
3. **Plan**: If needed, a plan will be developed to support your learning in the second half of the placement, to ensure that you are able to meet all of the NOS and CoPP requirements. This plan will outline the steps you, your PE and OSS (if applicable) need to take. Your PE and university tutor will support you in implementing this plan.
4. **Documentation for the Final Portfolio**: After the review, your university tutor will complete a form summarising the discussion and the plan (if applicable). This form will be included in your final portfolio as part of the assessment process.

#### What to Prepare for the Midpoint Review

* **Reflect on Your Practice**: Be prepared to discuss your experiences, both positive and challenging, and reflect on how you have developed during the first half of the placement.
* **Gather Evidence**: Ensure your midpoint portfolio is complete and includes the required evidence of your progress, such as direct observations, supervision notes, and feedback from your **PE** and **OSS**.
* **Be Open to Feedback**: Use the review as an opportunity to receive constructive feedback and plan how you can continue to develop and improve during the remainder of your placement.

#### Next Steps After the Review

After the Midpoint Review, continue to work towards meeting your learning outcomes and **NOS**. If an action plan was created, follow it closely and regularly check in with your **PE** and **OSS** on your progress. The review is not just an assessment of your progress but also a chance to ensure that you have the support you need to succeed in the second half of your placement.

## Practice Educator Final Report

At the end of your placement, your **Practice Educator (PE)** will write a **Final Report**. This report is a key part of your assessment and contributes significantly to your overall portfolio. The **Final Report** will provide a summary of your performance, progress, and development throughout the placement, and it will confirm whether you have met the **National Occupational Standards (NOS)** and other required competencies.

Your **PE** will assess your ability to:

* **Meet the Learning Outcomes**: The report will evaluate how well you have met the learning outcomes for the placement, including your application of social work values, theories, and ethical principles.
* **Demonstrate Competence Against the NOS**: The **Final Report** will specifically address how you have demonstrated the required NOS. This includes skills such as communication, assessment, intervention, and professional judgement.
* **Engage in Reflective Practice**: Your ability to reflect on your practice, learn from feedback, and improve your skills will be assessed.
* **Work within Ethical and Legal Frameworks**: Your **PE** will review how well you adhered to the **Code of Professional Practice for Social Care** and followed legal and organisational guidelines, including maintaining confidentiality and seeking informed consent.
* **Receive and Apply Feedback**: The report will evaluate how well you accepted and applied feedback from supervision and other sources to improve your practice.

#### Your Role in the Final Report

While the **Final Report** is written by your **PE**, you play an important role in ensuring that the report accurately reflects your learning and progress during the placement. Here's what you should do:

* **Engage Fully in Supervision**: Regular and meaningful supervision sessions throughout your placement provide the evidence needed for the **Final Report**. Be proactive in discussing your learning, challenges, and development with your **PE** and **OSS** (if applicable).
* **Reflect on Feedback**: Throughout your placement, you will receive feedback on your performance. Use this feedback to improve your practice and demonstrate growth in the **Final Report**.
* **Submit Your Portfolio on Time**: Your portfolio, including all evidence such as supervision notes, direct observation reflections, and other documents, will inform the **PE**'s **Final Report**. Make sure that your portfolio is kept up to date throughout your placements.

#### Feedback from the Final Report

Your **PE** will share the **Final Report** with you, and you will have the opportunity to read and reflect on the feedback provided. Use this feedback to:

* **Acknowledge Your Strengths**: Identify the areas where you excelled and take pride in your progress.
* **Understand Areas for Improvement**: Take note of any suggestions for improvement, whether for future placements or your ongoing development as a social worker.
* **Plan for Future Learning**: Consider how the feedback from the **Final Report** can inform your learning needs and goals for future placements or post-qualifying work.

#### What Happens Next?

The **Final Report** will be included in your final portfolio, alongside your reflective accounts, direct observation reports, supervision notes, and other required evidence. The report will be reviewed as part of the practice assessment process and will contribute to the decision made by the **Practice Assessment Panel (PAP)** regarding your progression.

Your **PE**’s recommendation in the **Final Report** will confirm whether you have successfully completed the placement and met the required standards for this stage of your training:

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** will only be made when you have been unable to complete the required number of hours due to exceptional circumstances, such as your PE being unable to continue and a replacement not being available. If your PE recommends **practice learning incomplete**, you 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 PE’s recommendation or, in some cases, request further information from you or your PE. The PAP is responsible for informing both you and your PE of its recommendation, which will be presented to the [Exam Board](#_Role_of_the).

## Completing and Submitting your Portfolio

Your **portfolio** is a critical component of your placement assessment. It provides evidence of your learning, development, and ability to meet the **National Occupational Standards (NOS)** and the **Code of Professional Practice for Social Care (CoPP)**. Completing and submitting your portfolio on time is essential to successfully progressing through your social work training.

#### What Should Your Portfolio Include?

Your portfolio must include a range of evidence demonstrating your ability to apply social work skills, knowledge, and values in practice. The exact requirements will vary depending on your stage, but generally, the portfolio should include:

* **Direct Observation Reports**: For each required observation, include a preparatory account, a reflective account, and feedback from the observer. These reports are crucial for demonstrating your practical skills and how you apply social work theories and ethical principles in real-world situations.
* **Supervision Notes**: Throughout your placement, you will participate in regular supervision sessions. You are responsible for writing up some of these notes, which should be included in your portfolio. These notes will be annotated to show how they relate to the **NOS** and the **CoPP**.
* **Feedback from Individuals and Carers**: Feedback from individuals with care and support needs and / or carers.

#### Confidentiality

It is crucial to maintain confidentiality when compiling your portfolio. All information related to individuals, carers, and professionals involved in your placement must be fully anonymised. This includes:

* Using pseudonyms or initials instead of real names.
* Removing any identifying information, such as addresses or detailed personal data.
* Ensuring that no sensitive information is included without appropriate consent.

Failure to anonymise information will result in your portfolio being returned for corrections, and you may face delays in completing your placement. 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 it is important that the language you use in your portfolios (and all the rest of your work too) reflects this key principle. You should not refer to people as ‘mum’, ‘dad’, ‘grandma’, ‘grandad’ and so forth. Use a suitable **anonymised initial** (Mr and Mrs J) or **pseudonym** (Mr and Mrs Jones) instead. Similarly, you should not use the word ‘**case’** in any context. You are not working with ‘cases’ you are working with people, families, groups and communities. You do not have a **caseload**; you are working with a number of people or families. You do not need to discuss ‘**case studies’**, although you might want to refer to examples from your practice or a person or family you have worked with.

*Evidence Summary Chart*

Throughout your placement, you will need to maintain an **Evidence Summary Chart**. This chart serves as a clear and organised way to track your progress in demonstrating the required National Occupational Standards (NOS) and the Code of Professional Practice for Social Care (CoPP). It is an essential part of your portfolio, allowing both you and your Practice Educator (PE) to monitor your development and ensure you meet the necessary competencies.

You and your **PE** should regularly update the **Evidence Summary Chart** throughout your placement. This ensures that all evidence is properly tracked and linked to the relevant NOS and CoPP standards. It is your responsibility to ensure the chart is complete and up to date by the end of the placement, as it will be submitted as part of your final portfolio.

#### Personal Development Record

As part of your reflective practice, you are required to complete a **Personal Development Record** by the end of each placement. This record is designed to help you document your learning and growth in several key areas, including knowledge, practice learning, personal development, and professional skills. The **Personal Development Record** will inform your **Personal Development Plan**, which will guide your learning in future placements or after you qualify as a social worker.

#### Study Leave

To help you complete your portfolio, you are entitled to take **half a day of study leave per week** during your placement. This study leave should be used specifically for working on your portfolio, reflecting on your practice, and compiling the required evidence. Study leave must be agreed upon with your **Practice Educator (PE)** and **OSS**, and it should not be accumulated for more than two weeks at a time.

#### Sharing your Portfolio with your PE and OSS

Before your placement begins, you will need to share online access to your portfolio with your PE and OSS. This access is essential for keeping everyone updated on your progress throughout the placement and for ensuring that all required documents are completed on time.

#### How to Submit Your Portfolio

Your portfolio is colour-coded to indicate who is responsible for completing each section.

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

You are responsible for submitting your portfolio by the relevant due date. Be sure to check the submission deadlines for your stage and plan your time accordingly.

If, for any reason, you cannot submit your portfolio on time, you must apply for an extension via the **Extenuating Circumstances Committee**. Keep in mind that approval is not guaranteed, so it is important to plan your time carefully.

#### What Happens If You Submit Late or Incomplete?

If you are unable to submit your portfolio by the deadline, you must apply for an extension. In rare circumstances, if your **PE** or **OSS** cannot complete their sections by the deadline, you must still submit your portfolio with all the student parts completed. Failure to do so may result in a **non-submission**.

If your portfolio is submitted incomplete (e.g., missing supervisor notes or feedback from the **PE**), your tutor will follow up to ensure the missing elements are added later. If your sections are completed and submitted on time, you will not be penalised for delays caused by others.

#### Important Notes

* You cannot begin your next placement or qualify as a social worker until your portfolio is completed, submitted, and approved.
* All required components must be included for the portfolio to be accepted by the **Practice Assessment Panel (PAP)**.

### 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, you 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 you and your **PE** understand the requirements. There is **no expectation** that all the performance criteria will be met. However, your **PEs** will consider any evidence that you have not met 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

Attendance during your placement is critical to your success and development as a social worker. If, for any reason, you are unable to attend your placement, it’s important to follow the correct procedures for notifying your **Practice Educator (PE)** and **On-Site Supervisor (OSS)** and managing the impact of your absence on your learning.

#### Notifying Your PE and OSS

If you are unable to attend your placement on any given day, you must notify both your **PE** and **OSS** (if applicable) as soon as possible. Make sure you follow the specific policies of your placement organisation regarding absences, including:

* **Notifying in Advance**: Whenever possible, inform your **PE** (and **OSS**) in advance of any planned absences (e.g., medical appointments, personal commitments).
* **Unplanned Absences**: In the case of sudden illness or emergency, notify your **PE** and (**OSS)** on the morning of your absence. If necessary, you should also provide any required documentation (e.g., a doctor’s note) as outlined by your placement organisation.
	+ You will need to inform the Programme Administrator (MASW@cardiff.ac.uk) as soon as reasonably practicable.

#### Making Up Missed Time

It is your responsibility to make up any time lost due to absence. This should be discussed with your **PE** and **OSS** (if applicable) to agree on how and when you will make up the missed time. Make-up time should - as far as reasonably possible - be scheduled within the overall timeframe of your placement, so as not to disrupt your planned learning outcomes or assessment deadlines.

#### Handling Extended Absences

If you need to take an extended period of absence due to illness or other personal reasons, it’s important to:

* **Notify the University**: Contact your university tutor as well as your **PE** and **OSS** (if applicable) to inform them of the situation. Your university may require you to apply for **extenuating circumstances** or an **interruption of studies** to cover an extended absence.
* **Adjusting the Placement**: In some cases, an action plan may be developed in consultation with your **PE**, **OSS** (if applicable), and university tutor to help you manage your time and complete the necessary placement requirements when you return.

#### Impact on Your Portfolio and Assessment

Any absences, particularly extended ones, can impact your ability to complete the portfolio on time. It is important to stay in close communication with your **PE**, **OSS** (if applicable), and tutor to manage this and ensure that you have enough time to meet the required **National Occupational Standards (NOS)** and complete your portfolio.

## Handling Capability and Suitability Concerns

During your placement, it’s important to be aware that concerns about your capability or suitability to practice social work may arise. If this happens, there is a structured process in place to support you, give you opportunities to improve, and ensure fairness throughout the placement and beyond.

#### What Are Capability and Suitability Concerns?

* **Capability Concerns**: These relate to your ability to meet the required **National Occupational Standards (NOS)** during your placement. Capability concerns may arise if your **PE** or **OSS** feels that you are not demonstrating the expected skills or knowledge in practice.
* **Suitability Concerns**: Suitability concerns are more serious and relate to your behaviour or actions, which may indicate that you are not suitable for the profession. These concerns might be raised if you do not adhere to the **Code of Professional Practice for Social Care** or other professional and ethical guidelines.

### Steps for Managing Capability or Suitability Concerns

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

1. **Identify Concerns**
Concerns regarding your performance or behaviour may be identified by your **PE**, **OSS** (if applicable), or another relevant person. These concerns should relate directly to the practice requirements and your learning outcomes. Specific areas of concern will be linked to **negative evidence** regarding your ability to meet the required standards.
2. **Communicate Concerns**
If concerns are identified, they must be clearly communicated to you, referencing the specific practice requirements or standards you are not meeting. Your **PE** or **OSS** will explain what needs improvement, and these concerns should be documented to ensure clarity moving forward.
3. **Consult with the Agency**
Your **PE** may consult with their agency for further guidance on how to manage the situation. This step is optional but may be necessary if there are agency-specific policies or concerns that need to be addressed to support you or resolve the issue.
4. Convene a concerns meeting

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

1. **Monitor Progress**
Your progress will be closely monitored by your **PE** and **OSS** (if applicable) according to the agreed action plan. Regular supervision sessions will be used to review your performance, discuss any improvements, and highlight any ongoing or new concerns. Feedback will be provided during these sessions to help you 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**, you are entitled to bring a representative with you if you want to. Possible outcomes from this meeting are that the action plan has been successful and you can continue practice learning as usual, or that your 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, you will be allowed to continue in your placement for the full duration. This ensures that you 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 your suitability for practice, this may not be possible.
4. **Addressing Suitability Issues**
If there are significant concerns regarding your suitability to practise social work, the placement may be suspended. In such cases, the **Programme Director** will initiate the **Cardiff University Fitness to** Practice procedure. Alongside this process, your **PE** and **OSS** (if applicable) will gather evidence, including your comments, and present this information to the next **Practice Assessment Panel (PAP)**. The **PAP** will review the evidence and make a recommendation on whether you can continue in the programme.

#### Addressing Serious Suitability Concerns

In cases where serious concerns about your suitability for the profession are raised, the placement may be **suspended**. Suitability concerns typically involve breaches of professional conduct, ethical issues, or behaviour that raises doubts about your fitness to practise as a social worker. The **Programme Director** will initiate the **Cardiff University Fitness to Practice** procedure, and, where necessary, notify **Social Care Wales**.

#### Failure Outcome and Your Right to Appeal

A fail outcome for your **portfolio** will not automatically result in exclusion from the programme. The **Practice Assessment Panel (PAP)** will review the portfolio and determine whether you should be offered an additional placement or if there are concerns about your overall suitability for social work training. 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.

If the **Examination Board** decides on an outcome that you feel is unfair, you have the right to appeal. Appeals must be submitted within **28 days** of receiving the notification, and they must be based on the grounds outlined in the university’s academic appeals procedure.

## 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, your 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 your 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 your Stage 1 placement, you will be assessed on your **potential for future development**. Specifically, you 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 you have **understood** and **applied** the **Code of Professional Practice for Social Care** in your practice, conduct and academic work.

### 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.

###  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:

* Student and placement details
* Partnership Agreement
* Confidentiality Statement
* Practice Learning Agreement
* Placement Calendar
* Supervision Agreement
* **1 x Set of Supervision Notes**: Annotated to the NOS and CoPP.
* 1 x **Direct Observation**.
* **Community Profile Feedback**: Provided by the university tutor, in relation to the student’s Community Profile presentation.
* **1 x Witness Testimony**: From the OSS, agency team manager, or other suitable person.
* Personal Development Plan
* Evidence Summary Charts
* **PE Final Report**: The final report written by the PE, summarising the student’s progress and confirming whether they have met the required standards.
* **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.

## 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 your Stage 2 placement, you will be assessed on their **potential for future development**. Specifically, you 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. Your own analysis and evaluation of how you have **applied** the **Code of Professional Practice for Social Care** through your professional and academic development, your conduct, your practice learning and your assessed work.

### 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**) 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. |  |

###  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:

* Student and placement details
* Confidentiality statement
* Practice learning agreement
* Placement calendar (completed up to the date of submission)
* Supervision agreement
* Supervision and training records
* **2 x Sets of Supervision Notes**: Supervision records from formal supervision sessions, annotated to the NOS and CoPP.
* **2 x Direct Observations**: Preparatory accounts, reflective accounts, and feedback from the observer. At least 1 of these should be observed by the PE.

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

* Student and placement details
* Confidentiality statement
* Practice learning agreement
* Placement calendar
* Supervision agreement
* Supervision and training records
* **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 Direct Observations**. Preparatory accounts, reflective accounts, and feedback from the observer. At least 3 of these should be observed by the PE.
* **4 x Pieces of Feedback**: At least 3 related to a direct observation, and 1 additional piece of feedback unrelated to an observation.
* Personal Development plan
* Evidence Summary Charts
* **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, summarising the student’s progress and confirming whether they have met the required standards.

## 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, you will be assessed on their **competence** in social work practice. Specifically, you 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 your own application of the **Code of Professional Practice for Social Care** through your approach to professional and academic development, your 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:

* Student and placement details
* Confidentiality statement
* Practice learning agreement
* Placement calendar (completed up to the date of submission)
* Supervision agreement
* Supervision and training records
* **2 x Sets of Supervision Notes**: Supervision records from formal supervision sessions, annotated to the NOS and CoPP.
* **2 x Direct Observations**: Preparatory accounts, reflective accounts, and feedback from the observer. At least 1 of these should be observed by the PE.

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

* Student and placement details
* Confidentiality statement
* Practice learning agreement
* Placement calendar
* Supervision agreement
* Supervision and training records
* **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 Direct Observations**. Preparatory accounts, reflective accounts, and feedback from the observer. At least 4 of these should be observed by the PE.
* **4 x Pieces of Feedback**: At least 3 related to a direct observation, and 1 additional piece of feedback unrelated to an observation.
* Personal Development plan
* Evidence Summary Charts
* **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, summarising 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 with people like you. 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

### 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 generatedYes | A yellow face with black lines  Description automatically generatedNo |
| Do you know why the student came to see you? | A yellow smiley face with black outline  Description automatically generatedYes | A yellow face with black lines  Description automatically generatedNo |
| Did the student listen to you? | A yellow smiley face with black outline  Description automatically generatedYes | A yellow face with black lines  Description automatically generatedNo |
| How easy was it to understand what the student was saying to you? | A yellow smiley face with black outline  Description automatically generatedEasy | A yellow face with black lines  Description automatically generatedOK | A yellow face with black outline  Description automatically generatedHard |
| How easy was it to talk with the student?  | A yellow smiley face with black outline  Description automatically generatedEasy | A yellow face with black lines  Description automatically generatedOK | A yellow face with black outline  Description automatically generatedHard |
| 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 |
| 1. P1
 | Listen to people’s own accounts of their situation |  | 🞹 | 🞹 |
| 1. P2
 | Work holistically with people to enable them to identify, clarify and express their strengths, needs and expectations |  | 🞹 | 🞹 |
| 1. 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 |  | 🞹 | 🞹 |
| 1. P6
 | Work with people to identify any risks associated with their situation  |  |  | 🞹 |
| 1. P7
 | Analyse the nature, level, urgency and implications of any risks identified, in compliance with legal and other requirements  |  |  | 🞹 |
| 1. P8
 | Assess the balance of people’s rights and responsibilities in relation to any risks identified |  |  | 🞹 |
| 1. 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 |  | 🞹 | 🞹 |

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| 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 |
| 1. P1
 | Support people to understand the planning process and their rights and responsibilities within it |  | 🞹 | 🞹 |
| 1. P2
 | Work with people to agree the overall outcome that the plan should achieve  |  | 🞹 | 🞹 |
| 1. 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 |  | 🞹 | 🞹 |
| 1. P6
 | Work with the individual and others to ensure they understand the reasons why specific safeguards need to be put in place |  |  | 🞹 |
| 1. P7
 | Establish agreement to the plan with all those who will share the management of risk |  |  | 🞹 |
| 1. 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 |  | 🞹 | 🞹 |
| 1. P5
 | Monitor through reflection in practice the effectiveness of the interventions in achieving change |  |  | 🞹 |
| 1. 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  |  | 🞹 | 🞹 |