



SOCIAL WORK PLACEMENTS

Costs and Benefits to Advice Agencies

A report by Staffordshire North & Stoke on Trent Citizens Advice Bureaux



Acknowledgments:

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Social Work Placements: Costs and Benefits to Advice Agencies

Student placements may provide agencies with both additional human resources of an excellent calibre and further funding. However our experience at Staffordshire North and Stoke-on-Trent Citizens Advice Bureau has led us to observe that hosting requires that considerable time is necessarily invested in the planning, recruitment, induction, training, supervision and assessment of students. We nevertheless believe that our agency has been enriched by the presence of social work students. Additionally, in the longer term, these placements may provide scope to develop research and training opportunities in conjunction with Higher Education Institutions. Placements may also provide added value for funders and serve to underpin the professional status of agencies. In this document, we aim to provide a synopsis of our placement experience and a descriptive framework which may enable other advice agencies to consider hosting similar placements.

Introduction: Historical Background

Placements are an integral part of many students' education programmes. In particular, we note that following the reforms to social work initiated by the Social Work Reform Board (SWRB, 2010) [and inherited by The College of Social Work (TCSW)], the quality of placements is of paramount importance (cf. McNay et al., 2010). Since social work is practised in a variety of settings, it is considered that the voluntary sector may be fundamental in developing placements which envelop the breadth of experience that a social worker may need. Further, the voluntary sector holds a crucial role in enhancing social work education and practice, since it is often at the forefront of 'developing new ways of working, service user empowerment and of demonstrating anti-discriminatory practice' (McGregor, 2013).

At Staffordshire North and Stoke-on-Trent Citizens Advice Bureau, social work students from Keele University undertook placements at Stoke-on-Trent Citizens Advice Bureau during the 1990s. These placements gradually stopped but in 2009, Birmingham University and Keele University students again undertook placements with us.


These placements have since been strengthened from 2013-14 onwards, by further funding from the Future Advice Providers Fund. This funding has enabled the agency to increase the number of investors from whom we accept placements and by training additional work based supervisors, increasing the numbers of students undertaking placements at any one time. Accordingly, during 2013-14 and 2014-15, we undertook a variety of student placements from 4 universities but predominantly from Keele University and the University of Staffordshire. The largest group of students - and most intense placements – have been social work placements from these two Higher Education Institutions¹. This document will focus on a basic cost- benefit analysis of these placements².

1 We have taken both MA and BA students


2 We have also hosted Medical Student observation placements and research placements. These latter come to the bureau for one day a week, for approximately 10 weeks and undertake a research project. We receive a small fee. Similarly, we have accepted Law Student observation placements, for which we receive no fees and we also have a bank of students who undertake note-taking at Work Capability Assessments.

Social Work Student Placements: Benefits to the Agency


Key Benefits to the Agency

Increased Funds: 


Each student generates £20 per day of their placement; this fee is intended to meet hosting agency expenses and supervision costs

Increased Capacity: 

Increased capacity to meet need, especially during a time when funding is scarce

Increased Support: 

The students' skill set entails that they engage in complex work with vulnerable clients, giving them more support and a more holistic service than they might otherwise receive.

Reduced Pressure: 

The increased capacity and support that students can provide has reduced pressure upon the whole organisation, as well as in the teams within which they are based. For example, Reception staff are able to allow more clients access to assistance

The key advantages to the agency by hosting placements are summarised above. The social work student placements essentially provide the bureau with both a further funding resource and additional personnel resources of an excellent calibre.

1. Additional Finances:

During 2014-15, the net income from the student placement fees was £15,930³. Whilst the daily placement fee is intended to cover costs associated with the planning, delivery and assessment of practice learning, we estimate that during a student placement of 70⁴ days, students are *fully* productive⁵ members of our workforce for approximately 45 of these days.

3 For placements with an on-site Practice Educator, the fee was £20 per day per student during 2014-5. For placements with an off-site Practice Educator, the agency fee would be £10 per day per student.(cf. DoH[2014] and Appendix A). It is our experience that economies of scale determine that where more than one student is placed, the costs don't double.

4 *Each* placements was formerly 100 days long. The reduction in placement time means that students are productive members of the agency for considerably less time than previously.

5 Students have to undergo Citizens Advice training initially and also have study days within the placement period.

Therefore we can suggest that **each** student is also worth *at least* a further £2193.75⁶ to the organisation.

2. Additional Resources:

Teams within our agency are enhanced by the extra capacity and skills that the students bring: students have worked in the Debt Team; the Gypsy & Travellers Outreach Team; the Hate Crime Team and the Refugee & Asylum Team. Work-based supervisors at our agency have coined the term '*Rolls Royce Service*' to describe how students have enabled teams to expand our service to give a more holistic and effective service to service users, particularly those service users with complex needs.

The placements have predominantly been the students' first placements which last for 70 days⁷: this is sufficient time to fully focus both the students and agency in order to undertake appropriate casework. Students undertake work with our most vulnerable clients and are keen to get good outcomes for these clients. Whilst there are costs (which we will explore later) associated with the provision of these placements, these are counterbalanced by the benefits supplied by this highly motivated, enthusiastic group. "They have a big impact on the numbers of clients we can give a service to – especially as we have placements during some of our busiest times" – Intake Team Leader.

Additionally, since the students maintain a consistent presence in the bureau they also develop excellent working relationships with staff members. These relationships reinforce and reinvigorate the motivation and commitment of staff; the interaction with the students leads them to continue to question the underlying premises of their work, attitudes and methodology.

6 Based on minimum wage calculation.

7 Second or final placements are invariably in statutory settings.

ADDITIONAL BENEFITS TO THE AGENCY

- ◆ Inspires and motivates staff to examine their practises.
- ◆ Enhances work ethic and morale of staff
- ◆ Enhances supervisory skills of staff
- ◆ Contributes to continued professional development of staff (CPD)
- ◆ Increases the understanding of how the voluntary sector complements the statutory sector
- ◆ Reinforces the professional status of the agency
- ◆ Encourages good practice in-house and in future statutory sector
- ◆ Increases research opportunities
- ◆ Generates further funding opportunities

Furthermore, the students are ideally placed to both contribute and undertake research which highlights social policy issues since they are able to bring fresh perspectives⁸.

The placements also have a legacy: the work we do with students may help us to influence good practice in the sector that they subsequently work within. Many students also continue to volunteer at our agency following a placement, thereby increasing our pool of volunteer advisers.

3. Student Profile:

The standards of proficiency required by the Health and Care Professions Council (HCPC, 2015a) mean that students have good literacy skills prior to starting their social work, have other skills and abilities assessed and have had DBS checks. Their enthusiasm, educational abilities and the fact that they are subject to rigorous assessment throughout the placement combine to create very highly motivated individuals whom we are able to induct and train very quickly and who mostly perform to a very high standard.

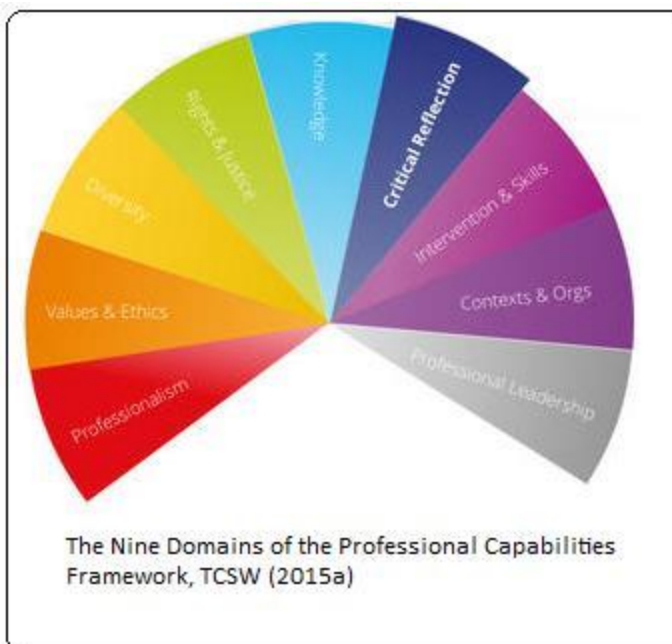
In addition, the students we have given placements to, have displayed good communication, organisational and IT skills. Their social work course preparation means that they understand the boundaries of professional practice and are able to grasp our agency's fundamental ethics and principles with ease. Consequently, given sufficient support and training at the beginning of their placements, the students are able to progress quickly: this is enhanced by the fact that they are in the agency for a sustained period, consolidating their learning.

8 This has been particularly true of MA students.

The Student Perspective:

Students gain the opportunity to practice the social work skills, theory and values through practice learning at placements. All students' training must necessarily match the Performance Capability Framework (PCF) skills⁹ appropriate to their level of learning¹⁰ (cf. Bogo et al. [2002]; Valentine [2004]).

The College of Social Work states that the 'preparation for statutory social work should be defined by the **tasks undertaken by students on placement** rather than the setting (e.g. local authority) or type of placement (e.g. statutory)' (TCSW, 2015c). Students necessarily need to have different learning experiences in first and last placements and are required to experience a range of settings and service user groups. Voluntary sector placements are well-placed to complement statutory placements, by extending the range of settings and user groups, enabling students to learn how other organisations fit into the wider context of social work.



Within our bureau, we provide a range of different learning experiences across different teams with a diverse service user group. The students (in conjunction with the Practice Educator) based at our bureau, are able to match their development against the nine interdependent PCF domains, gaining experience in developing anti-discriminatory practice; advocacy skills; team-working skills; communication and assessment skills; casework management; partnership working skills; and extensive experience interviewing a diverse client group.

Social work students also gain an insight into the impact of both poverty and inequality and the impact of the political/economic climate on our clients. Our bureau places a particular emphasis on well-being, ethics and diversity and students are able to work with service users who are very vulnerable, marginalised and at crisis point. They undertake training on a wide range of topics relating to discrimination, and develop a good understanding of the legal issues appertaining to equality and discrimination. Our partner HEI reports that our placements are of 'high quality'¹¹ and students leave our agency confident in their abilities to meet the PCF, to challenge decisions and work with clients from a range of diverse backgrounds¹². We have summarised the feedback from both HEIs and students overleaf, suffice to say that the feedback is very positive and it is testament to the quality of our placements that many of our former students have continued to volunteer at our agency post-placement.

9 See Appendix B for further details

10 The Royal College of Social Work maps end of first placement and last placement skills against the HCPC standards of proficiency and PCF domains. See TCSW(2015a) and TCSW(2015b)

11 From HEI feedback notes, 2013-14.

12 From Student feedback notes, 2013-14.

Placement Benefits: A Student and Higher Education Institution Perspective

Agency-Specific Benefits

PCF met with considerable strengths, rights, justice, economic well-being and anti-discriminatory practice (Student & HEI feedback)

Opportunities to work with vulnerable and marginalised service users at crisis point
(HEI & Student feedback)

Opportunities to work with experts across a broad range of subject areas
(HEI & Student feedback)

Comprehensive learning and support framework in-situ [for volunteers]
(HEI feedback)

Strong relationship between HEI and agency reinforces learning opportunities (HEI feedback)

General Skills Development

Communication skills (verbal, non-verbal & via interpreter) (Student feedback)

Interpersonal skills (Student feedback)

Interviewing skills (Student feedback)

Research skills (Student feedback)

Time-keeping (Student feedback)

Empathic skills (Student feedback)

Decision-making (Student feedback)

Team-work skills (Student feedback)

Confidence (Student & HEI feedback)

Social Work /Advice Work Skills

Casework management (HEI & Student feedback)

How to assess, support, advise & intervene (HEI feedback)

Inter-agency working
(HEI & Student Feedback)

Advocacy (HEI & Student feedback)

Voluntary Sector Agency Benefits

Awareness of how the voluntary sector complements the statutory sector
(HEI & Student Feedback)

Insight into service user journey from non-statutory perspective (HEI feedback)

Difficulties

(Initially) understanding difference between social worker and adviser roles (Student feedback)

Initial agency requirements and training delays start of independent working (HEI feedback)

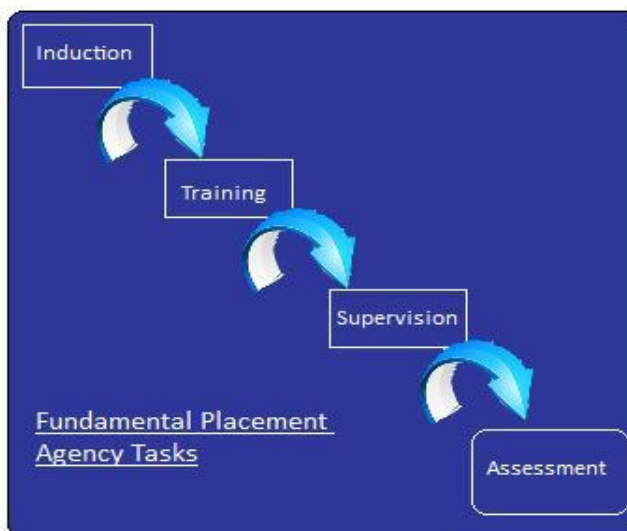
Occasional difficulties accessing sufficient equipment: e.g. PC/desk (Student feedback)

Longer case-holding would have been beneficial (Student feedback)

More scope for home visits would be beneficial for students (HEI feedback)

Agency Costs: Hosting In Practice:

In order to enable staff the time to train, supervise and assess students, our experience leads us to observe that excellent preparation is key. Good communication is needed between key placement staff (and between the placement staff and Higher Education Institution), and placement requirements need to be adequately incorporated into staff work plans. At our agency, core placement staff have allocated time to attend additional training courses and meetings with Higher Education Institutions. Furthermore, administrative staff have needed to allocate extra time to collate material for students' assessments.



The major cost is time – but we get a lot more out of them than we put in” – Work Based Supervisor.

Key Requirements of Host Organisations
Quality Assurance Programme
Equality & Diversity Policy
Health & Safety Policy
Risk Assessment Procedures
Access to a Practice Educator (weekly/fortnightly supervision and assessment)
Work-based supervisor (day to day supervision)
Staff Time (allocated for preparation, induction, recruitment, training, meetings, supervision & assessment)
Miscellaneous Support for Student Resources (e.g. administrative assistance, computer, desk, stationery, documentation)

Higher Education Institutions (HEIs) have their own requirements¹³ for social work placements which will be closely aligned to The College of Social Work guidelines (TCSW, 2015b) and the Health and Care Professions Council (HCPC, 2015a) requirements. The fundamental criteria required of placement settings are shown in the table above ('Key Requirements of Host Organisations'). In addition, the HCPC notes that placement organisations need to show evidence of governance along three central themes (see 'Governance Requirements for Placement Settings' below), demonstrating appropriate policies and procedures.

¹³ See Appendix B as an example of the requirements from a Higher Education Institute

*Governance Requirements for Placement Settings
(adapted from HCPC [2015a, SET 5])*



The HEIs are responsible for supporting both students and placement providers to ensure that they meet the standards of education and proficiency determined by the HCPC and PCF. Consequently, most HEIs supply handbooks for both host organisations and students, which provide a comprehensive framework for placements (e.g. cf. Salford [2015], Appendix I [handbook extract]). They will need to ensure that learners are being supported appropriately through supervision and protected time for study.

Placement organisations will have their own rules, regulations and competency requirements which will impact upon placement hosting. These internal and external requirements need to be considered carefully before undertaking social work placements. We will discuss these issues within the context of our organisation in the next section— suffice to say that our organisation essentially requires methodical recruitment, induction, training and supervision of all personnel. Whilst this means that we are well placed to provide suitable training and challenging casework, our internal requirements mean that students spend considerable time (approximately 15 days of their placement) meeting our internal competency requirements¹⁴.

The College of Social Work guidelines emphasise the need for hosting organisations to supervise and assess students, resulting in assurance that students exhibit qualities aligned with 'readiness to practise'. Host organisations must have access to both a Practice Educator (*a*

14 Whilst some of this training complements the learning journey for social work students, some of this training will repeat learning modules completed by students during their university modules. This time detracts from time during which students could be usefully employed within specialist teams assisting service users.

qualified, registered *Social Worker*) and Work Based Supervisor¹⁵ and ensure that students undertake sufficiently complex work

In effect, this necessitates that key placement staff (Practice Educator and Work-Based Supervisor) are familiar with the Performance Capability Framework (PCF)(TCSW, 2015b) to ensure that students exhibit and record learning across each domain during their placement. Progression between levels of the PCF is characterised by the individual’s ability to manage complexity, risk, ambiguity and increasingly autonomous decision-making across a range of situations.

<p>5 Practice placements</p> <p>5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of:</p> <ul style="list-style-type: none"> - the learning outcomes to be achieved; - the timings and the duration of any placement experience and associated records to be maintained; - expectations of professional conduct; - the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and - communication and lines of responsibility.

(from Standards of Education and Training, SET5 ,[HCPC, 2015b])

Whilst supervision is intrinsic to both roles, and may be the key to a successful placement (cf. Thompson, 2002), these are substantially different roles (see table below). To summarise, the Work-Based Supervisor undertakes day-to-day supervision of students. The Practice Educator¹⁶ (who may be on or off-site) undertakes weekly/fortnightly supervision sessions with students in order to assess their performance and extend and aid students’ reflective practices. Each student, in conjunction with their placement agency, will complete an extensive portfolio which outlines their learning journey, observations, assessments and analyses. In Appendix E and F, we provide a more detailed outline of the key components of tasks for the Work-Based Supervisor and Practice Educator.

Practice Educator	Work-Based Supervisor
The assessor of the placement/student and their work	Manages student workload/giving case advice and direction as needed
Manages the overall placement experience	Day-to-day contact for student in team
Provides supervision throughout placement	Will give placement-related supervision
Will undertake at least two Direct Observations of student’s practice	Will give a team induction
Will educate/teach, as well as assess – which could involve setting work	May undertake one Direct Observation
May be based in the organisation or be off-site	

15 It is possible to combine the roles of Practice Educator and Work-Based Supervisor, but we find that separating the roles lessens workloads. Key tasks for both roles can be found in Appendix E & F.

16 Whilst it is not necessary to have a Practice Educator on-site, an off-site Practice Educator must necessarily have good insight into the placement agency practices. As discussed previously however, Practice Educators account for half of the daily placement fee.

CITIZENS ADVICE BUREAU ORGANISATIONAL STANDARDS: IMPLEMENTATION OF PLACEMENTS

As a member of the Citizens Advice, Staffordshire North and Stoke-on-Trent Citizens Advice Bureau operates to strict organisational standards covering twelve areas ranging from social policy through to casework management.

In practice this means that the rules and principles of the Membership Scheme applied to the staff and volunteers are also applicable to social work students. Staff and volunteers within Citizens Advice Bureaux “are selected, recruited, inducted and trained according to agreed equality and diversity policies, and are well supervised and supported”. Training and development is at the forefront of management of staff. We have a comprehensive training package for all advice staff and volunteers: social work students undertake a number of mandatory training modules in order to undertake advice work.

1. Recruitment

Students are selected by Higher Education Institutions for placements at our agency. Since they have already undergone a rigorous Higher Education interview prior to starting their degrees and assessment regarding “fitness to practice”, agencies can be confident that these students show qualities appropriate to their placements and have undertaken modules which endow them with the skills they will need in order to practise.

The placement students have displayed professionalism and have been very industrious. Nevertheless, our Practice Educator, student and tutor meet informally prior to the placement to ensure that:-

1. there are no barriers to a successful placement
2. the Practice Educator can match students with learning opportunities in suitable teams .

Needs of the students (cf. TCSW[2015a], TCSWb[2015b]) will vary according to whether :

- A placement is a first or second placement
- A student is a Bachelor or Masters student.
- A student has and / significant social care experience prior to undertaking their Social Work degree course.

2. Induction and Training

To reiterate, we believe that a fully comprehensive induction and training programme prepares crucial foundations to a successful social work placement at our agency. Accordingly, we have adapted our bureau training to reflect the previous learning skills of the social work students whilst adhering to Citizens Advice Bureau rules.

Students follow the Citizens Advice Bureau Learning Programme completing Learning Journals and undertaking observation work prior to becoming assessors. Students also complete self-study packs, attend group training sessions and carry out observations of different types of advice interviews as they progress through the training programme. The training is intensive and at this stage, we offer the students comprehensive support. We have observed that this initial support enables students to have more confidence in their actions and thus gain competency more quickly.

3. Social Work Student Deployment

During their initial training, the students observe and subsequently undertake an extensive number of client interviews tackling a diverse range of problems and clients. In all areas of the bureau, students experience and demonstrate anti-oppressive and anti-discriminatory practice. When students have been assessed to be *competent advisers* (by Citizens Advice standards), they focus their placement experience in a particular specialist team(s).

In these specialist teams, the students shadow specialist advisers and receive further training that allows them to pursue more complex casework with some of our most vulnerable clients under the supervision of a Work-Based Supervisor (WBS)¹⁷. In our agency, we have successfully deployed students in the following teams:-

- Refugee and Asylum Team
- Gypsy and Travellers Outreach Team
- Hate Crime Team
- Debt Team

These teams were chosen on the following premises:-

- *They contained a caseworker who could act as a Work-Based Supervisor (see 5 below)
- *They hold discrete casework (i.e. casework of a sufficiently complex nature to challenge students but narrow enough that students could attain sufficient knowledge and skills to undertake strategies during a short placement)
- *They all liaise with other professionals and third party agencies

The quality of the student experience is explicit in their feedback and implicit in the fact that many of our students choose to continue to work with the bureau as volunteers post-placement.

4. Practice Educator (See Appendix E):-

As previously noted, the Practice Educator (PEd) needs to be a registered social worker (TCSW, 2015d). Additionally, 'Practice Placement Educators must undertake appropriate placement education training', HCPC (2015, pp50). The Practice Educator is responsible for a student's learning during their period of practical experience. At the end of the placement, the Practice Educator must make a holistic assessment of practice based on the PCF (TCSW,2015e), HCPC Standards of Proficiency (HCPC, 2015a) and Codes of Conduct, Performance and Ethics (HCPC, 2015c) using sources of evidence derived from case notes, supervision notes and discussion, direct observations, reflective diaries and service user feedback.

During 2013-14, to summarise, our onsite PEd has

- attended Placement Assessment Panel at HEIs
- produced Induction and Learning Plans for each student
- attended two pre-placement meetings per student
- attended a mid-placement meeting for each student
- held supervisory sessions with each student on 8/9 occasions across the placement.
- undertaken three direct observations of each student

17 See Appendix F for details of Work-based Supervisor role

- liaised with the Work Based Supervisors
- written an assessment report for each student.

Whilst we have utilised joint supervision sessions at the beginning of placements, in order to reduce the time costs, the role of Practice Educator is nevertheless very time-intensive. However, we have also found that once the initial learning curve had been undertaken, that subsequently the preparation, supervision and assessment of students became less arduous over time. Nevertheless, our Practice Educator has needed to set aside considerable time, particularly to evaluate and report on students' performance. It is difficult to accurately estimate a time-cost per student¹⁸, however the Practice Educator has probably dedicated at least 0.25 of a day per week to each student.

5. Work-based Supervisor (See Appendix F)

The Work Based Supervisor is usually needed to provide ongoing day-to-day support, collate colleague and service user feedback and write a simple evaluation report for the final assessment

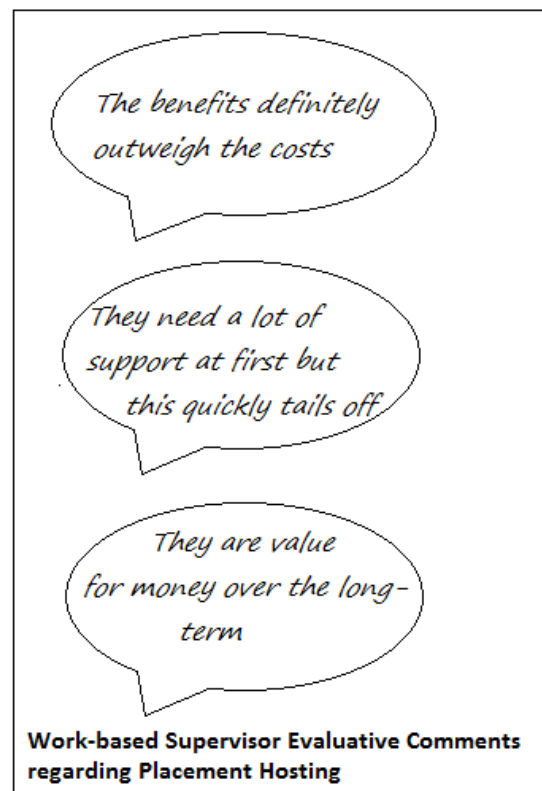
Students require ongoing support, supervision and checking of their casework by Work Based Supervisors. We estimate that this equates to no more than half-a-day a week (per student) although we have found that the students require extensive supervision at the beginning of their deployment within specialist teams.

Initially, they shadow caseworkers (again, some time-savings can be made if it is possible for more than one student to be supervised by the same Work-Based Supervisor).

However, once this time is invested in each student, they are able to progress quickly to become autonomous caseworkers and valued members of teams. "They want really badly to have successful outcomes and so go the extra mile for their clients" – Work Based Supervisor.

In practice, the Work-Based Supervisor supervises the work of students on a day-to-day basis, collates colleague and client feedback and writes a short report on the student's performance. We have found that the short training courses offered to Work-Based Supervisors by Higher Education Institutions have enabled our staff to feel confident in undertaking this role.

The feedback from Work-Based Supervisors has been very positive. For instance, caseworkers demonstrate their best working practises when observed by students; re-examine the organisation; their expertise and



¹⁸ We have invariably had more than one student per placement period.

the premises underlying their work. Additionally, our local HEI offers excellent optional training for supervisors which has increased supervisors' confidence. Additionally, Work-based supervisors report that this role extends their supervisory experience and academic knowledge.

6. Service User Feedback:

Service User feedback is an important part of the assessment of the students' performance during placements. In our experience, this has been universally positive.

7. Successful Outcomes:

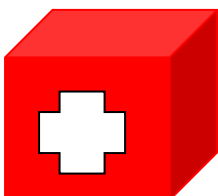
There have been problems with one or two placements (out of approximately 30 placements in the last 5 years). Through these experiences, we have learnt to only work with Higher Education Institutions in whom we have confidence and who we know will support both us and the students. Equally, we have learnt to be more thoughtful in the selection and acceptance of placement and students.

"It is important to ensure you get the right students – interview them before the placement starts – then they can be a real asset" – Chief Executive Officer, SNS CAB.

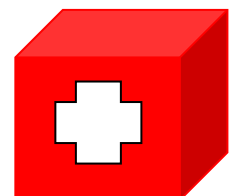
Each student that has come to our agency, has passed their placement and left a legacy: we are increasingly confident of the strength of the relationship between our agency and the HEIs; the students' abilities to learn and become successful advocates for our clients and provide insights into our service. Both staff and students thrive in a safe environment where risk is moderated and the learning is a dual process. We will continue to host placements and give our service users the benefits of the 'Rolls Royce Service' model.

Conclusion:

We have observed that the time-investment in social work placements is intensive. During 2014-15, both placement lengths and placement fees were reduced whilst the costs of hosting placements have not fallen. Although we are not in a position to undertake a comprehensive cost benefit analysis, it is likely that the placement fee is not sufficient to make hosting a profitable proposition for agencies when staff time could be utilised in researching further funding opportunities. Rather, the advantages are measured in auxiliary terms: through the legacy that reaching these students may bring; through the benefits the students bring to the agency and staff, through the altruistic pleasure of seeing students develop. In particular, we have noted that the students extend the capacity and depth of help we are able to offer service users. In time, we would anticipate that further funding and research opportunities will arise as a direct consequence of these placements and thus make the proposition more cost-effective. However, for the time-being we are confident that hosting students does provide an additional funding stream and will continue to add to our professional standing and continue to enrich the service we provide our service users.



We append useful further reading resources together with a toolkit, compiled from our own library material which we hope will prove useful templates for other agencies contemplating becoming student placement settings.



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GLOSSARY (adapted from TCSW, 2015h)

Agency. An organisations delivering social care or comparable services, and providing practice learning opportunities at one or more its establishments. (NB. As distinct from employment or staffing 'agencies' that supply workers to employers.)

Carers. Family members or friends who participate in the provision of an individual's social care, as distinct from employed care workers.

Establishment or placement site. The actual location for an assessed practice learning opportunity in which the student is to be based. A placement site so described be part of a parent organisation that covers many other sites.

HEI. Higher Education Institution.

Practice educator roles. From October 2015 all practice educators of social work students must be registered social workers who have met stage 1 or stage 2 of the Practice Educator Professional Standards for Social Work. The standards will be phased in from October 2012 but transitional arrangements will allow non-registered social workers to practice as stage 1 practice educators until the end of the academic year 2014/15.

Practice educator. This person takes overall responsibility for the student's learning and assessment, utilising information from their own assessment and other sources. The practice educator is the person who makes the recommendation to the course examination board about the student's capability in line with the required level of the Professional Capabilities Framework.

Off-site practice educator. A person employed through the agency or university social work degree course to undertake the role of practice educator who meets the above criteria but is not located in the same work site as the student. They normally partner a designated individual who is the on-site practice supervisor.

On-site practice educator. A person who meets the above criteria and is located in the same work site as the student and therefore can also provide day-to-day supervision.

Stage 1 practice educator . Practice educators at this stage will be able to supervise, teach and assess social work degree students up to but not including the final assessment prior to qualification. At this stage they may contribute to a final placement but not take full responsibility for assessment or act as the practice educator on a day-to-day basis.

GLOSSARY (continued)

Stage 2 practice educator. Practice educators at this stage will be able to supervise, teach and assess social work degree students up to and including the final placement. In effect, these practice educators will have the authority and capability to recommend with evidence that the social work students are fit to practise at the point of qualification.

Practice placement. Synonymous with the term 'practice learning opportunity'.

Practice setting. This refers to the type of site within the agency or its delivery mode or function, for example day care services or fieldwork. A practice placement may involve a network of settings across several sites.

Sector. This refers to the location of a practice setting according to its broader social welfare designation and its legal status as an agency, for example, whether it is a statutory (public) or a not-for-profit (voluntary or third sector) or a commercial (private sector) business.

Work-based supervisor (On-site practice supervisor). A person in the same work site as the student designated to manage their day-to-day activity and contribute to the student's learning and assessment. It is recommended that they should be working towards stage 1 learning outcomes and be supported by a line manager and a practice educator.

TOOLKIT- APPENDICES

APPENDIX A: Placement Fee Structure

APPENDIX B: Professional Capability Framework (PCF)

APPENDIX C: Descriptive Elements of Professional Capability
Framework

APPENDIX D: Practice Educator: Main Tasks

APPENDIX E: Work-Based Supervisor: Main Tasks

APPENDIX F: Roles and Responsibilities Delineation

APPENDIX G: Practice Educator Professional Standards
summary

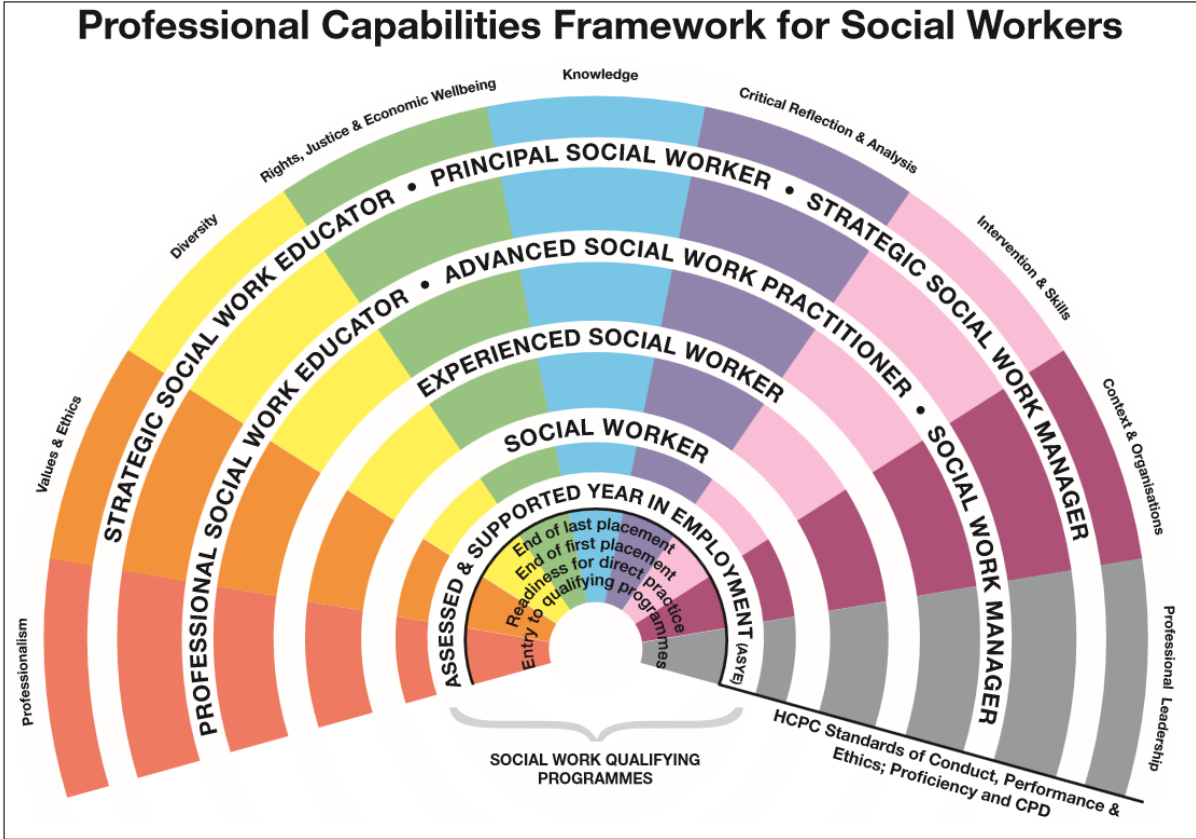
APPENDIX H: Sample Induction Timetable

APPENDIX I: Placement Criteria (from TCSW, 2015c)

APPENDIX A: Placement Fee Structure (from DoH [2014])

Item	Current Arrangements
Practice Placement Day	<p>Paid on a daily basis</p> <ul style="list-style-type: none">• £18 per placement day for placements involving the use of statutory interventions (mainly Las) and• £28 per placement day for non-statutory placements
Skills Development Days	<p>Paid on a daily basis: £18 per day</p>
HEI Administration Fee	<p>Paid on a daily basis: £2 per day</p>

APPENDIX B: Performance Capability Framework.



APPENDIX C: Descriptive Elements of Professional Capability Framework (PCF)

All social workers are assessed at each stage of their career across nine domains (as below) in the Professional Capability Framework. For further descriptors at each stage of placements, please refer to <http://www.tcsw.org.uk/uploadedFiles/PCFNOVEndofFirstPlacementCapabilities.pdf> and <http://www.tcsw.org.uk/uploadedFiles/PCF%20NOV%20Last%20Placement-QualifyingLevelCapabilities.pdf>

Professionalism	Identify and behave as a professional social work, committed to professional development.
Values and Ethics	Apply social work principles and values to guide professional practice.
Diversity	Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice to guide professional practice.
Rights, Justice and Economic Well-Being	Advance human rights and promote social justice and economic well-being.
Knowledge	Apply knowledge of social sciences, law and social work practice theory.
Critical Reflection and Analysis	Apply critical reflection and analysis to inform and provide a rationale for professional decision-making.
Intervention and Skills	Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse.
Contexts and Organisations	Engage with, inform and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter-professional partnerships and settings.
Professional Leadership	Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management.

APPENDIX D: Practice Educator Main Tasks

Key Practice Educator Responsibilities (adapted from Keele University Student Handbook 2013-14)

PREPARATION	Formal Learning Plan	To ensure a formal supervision/learning plan that specifically identified learning opportunities in relation to the 9 domains of the Professional Capabilities is drawn up within the first two weeks of the placement.
	Individualised Learning Plan	To work with the student and Work Based Supervisor to develop an individualised learning plan for the student.
	Case/work Selection	To draw up a programme of work/cases for the student in consultation with the student, and with the work based supervisor. Issues relating to this will be discussed in supervision, e.g. relating material taught at the university to the practice setting.
SUPERVISION	Minimum Supervision	To provide formal supervision of a minimum of 1 hour per week and to be available for informal consultation as and when necessary.
	Discussion	To provide opportunities for students to discuss their reflective diary.
	Record Supervision Meetings	To keep notes of the supervision meetings. The student should have access to the notes or a copy of the notes should be passed to the student. It is recommended that the practice educator and student sign these notes. The supervision notes should be comprehensible to third parties and should contain explicitly reference to the student's progress or lack of it at regular intervals, reviewed monthly if appropriate. Responsibilities for taking notes of supervision can be shared with the student.
	Assess Capabilities	To become familiar with the ways in which the student's capability will be assessed and recorded at an early point and to use it to provide a focus in supervision. Reasonably detailed notes of the evidence demonstrating competence should be recorded as the work progresses, including specific references to where evidence is located.
DIRECT OBSERVATIONS	3 Direct Observations	To observe directly some of the student's work. Direct observation of practice must take place a minimum of three times in each assessed period of practice. The practice educator must directly observe the student working with

		service users on at least two occasions. One direct observation of practice should normally take place before the mid-point meeting in order to inform judgements about student progress at that stage.
EQUAL OPPORTUNITIES		To make every effort to provide the student with an equal opportunities environment for learning within supervision and the work setting. Anti-racist, anti-discriminatory and anti-oppressive theory and practice should be encouraged and explored, including the development of appropriate ways and styles of challenging poor practice and behaviour, if need be, using the whistle blowing procedures.
REPORTS	<p>Mid-Way Review</p> <p>Final Report</p>	<p>At mid-way review to prepare a written report using the proforma provided on the student's progress to date. The student needs a clear message about whether s/he is on course to pass, and if not, what steps need to be taken to demonstrate capability. Consideration must be given to asking for a second opinion if the student is deemed to be marginal or failing.</p> <p>At the end of the placement the Practice Learning Report should be completed. The Report must state clearly whether or not the practice educator assesses the student to have passed. This report must clearly identify the student's future learning needs. This report should include service user and carer feedback as appropriate.</p>
MEETINGS	<p>Liaise with other parties</p> <p>Liaise with student & supervisor</p> <p>Work-Based Supervisor</p> <p>Liaise with HEI</p> <p>Practice Assessment Panel</p>	<p>Liaise with the work based supervisor and any other interested parties e.g. team members, other work settings/observation visits.</p> <p>Hold meetings with the work-based supervisor and the student at the beginning, during and at the end of the work period, and as needs arise. An initial meeting should be held between the practice educator, work based supervisor and student within the first three weeks of placement.</p> <p>Obtain feedback from the Work Based Supervisor on student performance in a written report.</p> <p>To liaise with the support services manager and ensure appropriate administration support for the student.</p> <p>Commitment to attend Practice Assessment Panel on agreed date</p>

APPENDIX E: Work-Based Supervisor Main Tasks

INDUCTION	To provide the student with an induction pack/and to arrange an induction programme in conjunction with the practice educator.
DAY-TO-DAY SUPERVISION	<p>To be responsible for the day-to-day supervision of the student, for example in relation to cases/group work/projects</p> <p>To ensure that a private venue is available for the supervision sessions between the practice educator and student.</p>
CASEWORK	<p>To be responsible for workload of the student in the student's absence.</p> <p>To provide experience and practice opportunities for the student, relevant to the award requirements.</p> <p>To allow the student reasonable access to records, in keeping with the agency's policy of such access and confidentiality.</p>
FEEDBACK ON PERFORMANCE	To give feedback on the student's performance in relation to work, team relationships, administration, direct observation and evaluation.
LIAISE WITH PRACTICE EDUCATOR	To liaise with the practice educator on student performance, either verbally or in writing. An initial meeting should be held within the first two weeks of placement between the practice educator, work based supervisor and student to develop the students learning plan.
WRITTEN REPORT	To prepare a brief written contribution at the end of the placement

APPENDIX F: Roles and Responsibilities

(Adapted from the University of Keele Handbook 2013-14)

Introduction

It is important, for all involved in the assessment process, to have a clear understanding of the roles and responsibilities of each party. These include:

- Tutor
- Student
- Work-Based Supervisor
- Practice Educator
- Practice Learning Development Officer
- Statutory Agency Placement Coordinators
- Practice Learning Administrator
- Team Colleagues

This clarity is important because it enables each party to fulfil their obligations to the assessment process, allows the student to experience a good learning opportunity, reduces the potential for overlap and also ensures that the student has a clear process to follow thus reducing the potential for not achieving capability or the possibility of appeal.

❖ The Tutor

Each student will have a personal tutor allocated to them at the beginning of their Social Work Programme. The University does its best to ensure this person remains the same throughout the course of the Programme but sometimes there are inevitably changes over the course of 2/3 years. The tutor will see the student to review their draft of their practice learning application form and to agree with the students what their learning needs are and also to discuss the student's plans for where they might want to work in the future. The Practice Learning Application Form cannot be sent off to agencies unless the student has gone through the process of discussing their form, it being agreed by the tutor and then formally signed off.

The tutor will be informed at the same time as the student concerning details of the student's placement. The student will be asked to speak to the tutor prior to making an appointment with the Practice Educator/Work Based Supervisor to obtain some potential dates for the formal Pre-Placement Meeting.

The tutor, or their representative, will then attend the pre-placement meeting for the completion of the formal Learning Agreement Document. The tutor also attends the mid placement meeting. S/he is also available for additional meetings should any concerns be expressed by either party about the placement or the student. The student will be expected to have discussed any concerns first with their WBS/Practice Educator before speaking to a tutor.

Tutors can, however, be approached direct by the student should the student wish to book an academic tutorial e.g. for the writing of the student's Analysis of Practice.

The tutor should also attend the Practice Assessment Panel and so contribute to the standardisation of the practice assessment process.

❖ The Student

The student is the person who is to be assessed for capability, using the PCFS and SOPS, as laid down by the College of Social Work and HCPC. The student is expected to plan for their placement and to prepare themselves fully for this assessment. Students are thus expected to be pro-active on placement, to seek out ways in which capability can be achieved, to be positive in all their dealings with service users, carers and agency staff and to seek direct feedback from those people they work with. To this end students are required at all times to abide by the HCPC Standards of conduct, performance and ethics for students.

The student is expected to complete a Practice Learning Application Form to outline their current education and experience and to show what skills they are bringing to the agency. They are also required to state what skills they are hoping to develop. They cannot ask for a specific placement but, to help the placement planning process, the student will be asked by the tutor where they see themselves working in the future and if they have any interest in particular service user groups. It is not a guarantee of a specific placement. There is a basic assumption that, as all placements are approved by the QUAPL (Quality Assurance) process, they will be able to provide sufficient opportunity for a student to demonstrate capability. Therefore, the emphasis on the application form is about what skills, knowledge and values the student needs to develop, not on any particular placement a student might like to have.

Once a placement has been arranged for a student they will be expected to make contact with the Practice Educator/WBS to arrange an informal meeting. This meeting is an opportunity for the student to share a bit more about their hopes and expectations of placement, their skills, education and experience and for them to find out what the agency does, its work and the learning opportunities available to them.

It is also the student's responsibility to coordinate the formal Learning Agreement Meeting. They need to discuss potential dates for this with both their tutor and Practice Educator if s/he is offsite, prior to attending the Informal Meeting. They can then take these dates to the informal meeting with the WBS/PEd and thus arrange the formal meeting.

Students are expected to take notes at the meeting and complete the formal agreement form. A typed copy of this must be made available to all parties who have attended the Learning Agreement Meeting. Students must do this within three weeks after the commencement of the placement.

The student is also expected to take part in the Learning Planning Meeting where the opportunities of the placement are mapped against the Performance Capability Framework and also against any specific learning needs of the student that have been identified during Skills Training and tutorials. The agency also may have specific requirements regarding the things a student must learn in order to do the work of the agency and to what standard this must be done to. This gives the student a clear picture of how s/he will attain capability over the course of the placement. Students should use the Learning Plan as a living document throughout the placement and discuss regularly with the Practice Educator and WBS.

Students are expected to prepare for supervision, whether that is case supervision with the WBS or supervision with the Practice Educator. Students are encouraged to be reflective about their work and Practice Educators will expect that students come to supervision having thought about how they planned for their work and what they have learned about the work, and about themselves, as part of the process. Students, in this sense, then should have a smaller caseload than employees to afford them the time to reflect and to present evidence for capability to the Practice Educator.

Students should also be part of the planning process for the Mid Placement Review and should be able to discuss their learning and development at this point. They should also have a clear picture of areas they need to develop over the course of the rest of the placement. Students should be told at the MPR if they are on course for a PASS. If they have taken a proactive approach to presenting evidence for capability in supervision, they should know at each session, via feedback from their Practice Educator, how they are doing in terms of achieving capability.

Students are required to complete various pieces of academic work over the course of the placement for their portfolio. Whilst on placement the work of the agency is paramount and the portfolio work should only be completed during placement time by the agreement of the WBS. Sometimes, however, the work of the agency and portfolio work intersect naturally e.g. preparation for Direct Observations.

Students are provided with Study Days in which they are expected to do background reading and research in relation to their placement and prepare their portfolio, including their portfolio tasks. Practice Educators should feel that they can integrate any study learning into the supervision session.

Students are expected to behave professionally on placement and to abide by the HCPC Guidance on Conduct and Ethics for Students (cf. HCPC, 2015c) and the Policies and Procedures of the Agency. They are also always to represent themselves as students.

The Placement Handbook and Learning Agreement cover all the details of the requirements for student assessment and should be referred to in addition to these guidelines.

❖ The Practice Educator

The Practice Educator (PEd) may also be the Work Based Supervisor and thus combine both roles. Some Practice Educators, however, work independently, often having more than one student to assess. The Practice Educators must meet the requirements of the Social Work Reform Board and have also gone through an interview and accreditation process.

The Practice Educator takes the final and full responsibility for confirming a FAIL or a PASS standard for social work students on placement. Their work of supervision, teaching and assessment, throughout the placement, contributes to this decision making process.

Practice Educators are expected to maintain their level of competence as a Practice Educator by continuing taking students, at least one every two years, and also their level of knowledge through Continuing Professional Development. Universities offer preparation sessions for Practice Educators and Mid Placement Meetings for review of placements which can contribute to CPD portfolios. Practice Educators can maintain their credibility and competence through attending other training sessions and also through

reading. This is important also if the Practice Educator is intending to maintain their Registration with the HCPC.

The role of the Practice Educator is to provide regular supervision to the student that helps the student make links between University academic learning and practice experience. They are also expected to enable the student to become a reflective practitioner and one that uses evidence based practice. It is also their role to consider evidence presented by the student for assessment and to make a judgement on whether that evidence partly or fully meets capability. A Practice Educator must also, therefore identify gaps in learning and in evidence for capability. Discussion with the Work Based Supervisor is crucial in planning for further pieces of work to enable the student to demonstrate full capability. A Practice Educator should, therefore, be able to explain clearly their role to the student and confirm the student's role in achieving capability.

Practice Educators should become familiar with the capabilities and standards (PCFs/SOPS) being used by the Social Work Programme, the academic input that the student has had prior to placement, and be up to date with current research and social work theory and knowledge.

Independent Practice Educators will be matched to students by the Practice Learning Development Officer. S/he will take into account a Practice Educator's preference in terms of level of student and areas of interest.

Off-Site Practice Educators: For an off-site Practical Educator, the PLDO will review the geographical location of the student and the PED's willingness to travel locally or further afield. A balance is sought between

- Sharing the work out amongst all Practice Educators
- Ensuring the student has a person who has the appropriate background experience to offer the placement
- Allowing Practice Educators to build up relationship and experience with specific agencies
- Ensuring that others have access to that knowledge so that if it is not lost if the Practice Educator retires or leaves

The Work-Based Supervisor

The Work Based Supervisor (WBS) can also be the Practice Educator where the Practice Educator is on site. Many placements today, however, use the very successful model of separating out the two roles of WBS and Practice Educator and have a Work based Supervisor on site and an off-site Practice Educator who visits the placement to formally assess the student.

The Work Based Supervisor role is crucial to the success of the placement. It may be that it is the WBS who knows the work of the agency and what learning opportunities are available for the student to demonstrate capability. The WBS will discuss these opportunities at the informal meeting with the student. The meeting is an opportunity for the student to tell the WBS a little more about their education and experience, their hopes and expectations of the placement and also for the WBS to tell the student a bit

more about themselves and past experience. Thus the working relationship between the WBS begins to develop at this early point.

Once the placement is formally agreed the WBS or Practice Educator will attend the Learning Agreement Meeting and take part in its completion, explaining the role of the agency and its learning opportunities. The WBS will also, at this point, decide on whether they intend to do one of the Direct Observations and the pattern for the supervision with the student for case direction. They (or the on-site Practice Educator) will also agree on the provision of an induction programme and pack, access to case files and support available to the student by the team and organisation.

WBS are asked to complete a final report on the student at the end of placement for inclusion in the portfolio. There is a set form for this.

(from Keele University Placement Handbook and Learning Agreement 2013-14)

All students must address the following issues in order to achieve capability as outlined in the Professional Capabilities Framework.

APPENDIX G: Practice Educator Professional Standards Summary (from TCSW, 2015d)

Practice Educator Professional Standards (PEPS)

Requirement	Stage 1	Stage 2 and combined stage 1 and 2 pathways
Professional qualification	Registered social worker.	Registered social worker.
Experience	Two years' relevant work experience before taking full responsibility for assessing a social work placement, qualified for two years.	Three years' relevant work experience, qualified for two years by the end of the programme.
Knowledge, skills and values – linked to learning outcomes	Pathways and programmes must support practice educator candidates to meet stage 1 outcomes in PCF domains A, B and C and apply values to practice.	Pathways and programmes must support practice educator candidates to meet all learning outcomes in PCF domains A–D and apply values to practice.
Support	Guided support from an appropriate mentor (Practice Educator stage 2) on individual or group basis.	
Assessment process	Applicants for the role must evidence achievements against learning outcomes in PCF domains A–C, according to arrangements made by local or regional employer networks.	Applicants for the role must evidence achievements against learning outcomes in PCF domains A–D, according to arrangements made by local or regional employer networks.
1. Evidence		
2. Observation of practice	One direct observation of a practice educator candidate teaching, supervising and assessing a social work student against the PCF.	Two direct observations of a practice educator candidate teaching, supervising and assessing against the PCF. Evidence of work-based professional capability from taking full responsibility for one social work student and one other ⁵ being assessed against the PCF.
3. Assessors	All assessors of practice educator candidates, including those observing a candidate's practice, must be appropriately qualified at stage 2 or equivalent. ⁶	

⁵ 'One other' can refer to any person who is being assessed by the person concerned against the PCF. It could be a second student, or it could be a newly qualified social worker on an ASYE programme, or a trainee AMHP. Please also refer to page 20 of PEPS on the TCSW and Skills for Care websites

APPENDIX H: SAMPLE INDUCTION TIME TABLE (SNSCAB)

<Student Name>

Week 1

Date and Time	Purpose	Activity	Supervised by
Mon	Familiarise with agency and expectations Familiarise with agency Familiarise with agency policies	Meeting with PE : 9.00am – 10.30am Bureau Tour – 10.30am Read Staff Handbook and OPPM Information Assurance training	
Tue	Familiarise with role of Gateway Assessor Familiarise with role of Gateway Assessor	Sit in on Gateway interviews Sit in on Gateway interviews	
Wed	Familiarise with client’s journey Familiarise with agency training requirements Familiarise with role of Gateway Assessor	Sit in on Reception 2pm-3pm: Meeting with Bureau Training Officer Work on Gateway Learning Journals	
Thurs	Familiarise with role of Refugee and Asylum Team Familiarise with team systems Meet with whole staff	12:00noon Team Meeting Training on RAST admin procedures Staff Consultation	
Fri	Familiarise with role of Gateway Assessor Familiarise with role of Gateway Assessor	Sit in on Gateway interviews Work on Gateway Learning Journals	

INDUCTION TIME TABLE : <Student Name>

Week 2

Date and Time	Purpose	Activity	Supervised by
Mon	Familiarise with role of Gateway Assessor	Complete Gateway Learning Journals	
Tue	Achieve competence as a Gateway Assessor	Undertake 3 assessed Gateways Supervision with PE – 3pm	
Wed	Undertake Gateway Assessor role	Gateway Assessments all day	
Thurs	Familiarise with asylum issues and role in the Refugee and Asylum Team	AM : Read case files PM: Supervision Meeting with Work Based Supervisor Begin Adviser Learning Journals	
Fri 17 th Oct	STUDY DAY	STUDY DAY	

INDUCTION TIME TABLE : <Student Name>

Week 3

Date and Time	Purpose	Activity	Supervised by
Mon	Undertake Gateway Assessor role Familiarise with role of Adviser	Undertake Gateway Assessments Adviser Learning Journals	
Tue	Familiarise with role in the RAS Team Familiarise with role of Adviser	Sit in on RAST Drop-in Adviser Learning Journals	
Wed	Inter-professional working Familiarise with the role of Adviser	RASSG Meeting Adviser Learning Journals	
Thurs -	Develop Learning Plan Familiarise with the role of Adviser	9am – 11am : Supervision Meeting with PE Adviser Learning Journals	
Fri	Familiarise with role in the RAS Team Familiarise with role in the RAS Team	Sit in on RAST Drop-in Sit in on RAST appts/undertake follow up work	

INDUCTION TIME TABLE : <Student Name>

Week 4

Date and Time	Purpose	Activity	Supervised by
Mon	Familiarise with role of Gateway Assessor Familiarise with the role of Adviser	AM: Undertake Gateway Assessments PM: Adviser Learning Journals	
Tue	Familiarise with role as RAST worker	Sit in on Drop-in Sit in on RAST appts/undertake followup	
Wed	Familiarise with role as RAST worker	Sit in on Drop-in Sit in on RAST appts / undertake follow up	
Thurs		Complete Adviser Learning Journals 12:00 noon supervision with Jude	
Fri	STUDY DAY	STUDY DAY	

APPENDIX I: Placement Criteria (from TCSW, 2015c)

1. Placement Criteria 1 – Different experience in first and last placements

1.1 The HPC's draft standards of proficiency for social work are based on the principle that a social worker trains and qualifies with a broad experience and understanding of the profession, i.e. a variety of settings and service user groups (although of course, not all). This means that if programmes do not offer broad practice experience, their students will be unable to meet the standards of proficiency.

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

1.3 Students should normally have different experience in their first and last placements. This is likely to mean **different settings, service user groups, ages or methods**. This should contribute to all students developing a 'think family' perspective, and form the foundation for developing specialist skills once qualified.

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

Placement criteria 2 – Statutory interventions/last placement

2.1 The SWRB and College of Social Work agree that preparation for statutory social work should be defined by **the tasks undertaken by students on placement**, rather than the setting (e.g. local authority) or type of placement (e.g. statutory). This maximises the availability of placements across statutory and non-statutory sectors, to include all settings where formal assessment of risk and safeguarding takes place.

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

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

a) Tasks

The setting selected for the last placement (100 days) must prepare students for the statutory aspects of a social worker's role by offering them opportunities to demonstrate engagement with:

- Formal assessment processes (observation, gathering of information, analysis, reporting, use of evidence base, development of clear recommendations) to include:
 - formal processes considering risk and/or safeguarding for child protection, for practice in mental health or with vulnerable adults (PCF 7,8)
 - opportunities to reflect on, discuss and analyse appropriate use of authority (PCF

7,6)

- Application and understanding of legal frameworks relevant for social work practice (PCF 5,8)
- Organisational policies and decisions and their impact on service delivery to service users (PCF 8)
- The demands of a high pressured environment, where time and competing interests have to be managed effectively. (PCF 1)
- Multagency working, including planning interventions with other agencies, and analysing and managing tensions (PCF 7,8)
- Presentation of outcomes of formal assessment processes, including analysis of risk/recommendations in line with organisational policy/procedure at , e.g. panels/meetings/courts (PCF 6,7,8).
- Use of formal agency recording for assessment/risk (PCF 1)

(b) Role of student and support needed

- Access to the recommended learning opportunities should be on the basis that students are working under the supervision of a practice educator and provided with appropriate levels of support, taking into account the challenging nature of the work, and the individual needs of the student. Students should be expected to learn from their experiences on placement, including any early set-backs.
- If the practice educator is not on-site, students will work alongside a social worker, who must be in a post requiring social work registration. This social worker will take day-to-day responsibility for the supervision of the students. In order to support the development of professional identity, students should not be the sole social work representative in a setting.
- Students will not hold case responsibility for formal assessment processes that include risk/safeguarding/child protection. The last placement should incorporate a blend of activity to reflect the fact that the students are still learning. Students will be able to participate in the opportunities outlined above through co-working with the practice educator or on-site social worker/supervisor:
 - undertaking specific pieces of work in a case under supervision
 - observing/shadowing work carried out by other social workers and/or professionals in the team or through spending time in other agencies
 - accompanying team members to panels/meetings/court relating to their cases
 - sharing responsibility with social workers for presentation of recommendations to panels or formal recording

3. Outcomes for partnerships – placement criteria 1 and 2

Have you:

Developed local policy on how 'different' first and last placements will be defined and

allocated?

- Reviewed existing last placements to establish whether or not they meet the criteria for statutory interventions?
- Undertaken planning to match local demand with the numbers of placements that meet the criteria?
- Prepared an action plan, if necessary, to develop more placements or reduce demand?
- Planned and delivered CPD training for practice educators on effective ways of ensuring students obtain relevant and appropriate statutory experience?