

Edinburgh Napier
UNIVERSITY



Master of Social Work

Social Work Practice 1 – Module Handbook

3 July 2021

School of Health and Social Care
EDINBURGH NAPIER UNIVERSITY

Content

| | |
|--|----|
| Disclaimer | 4 |
| Covid-19 | 4 |
| Introduction | 5 |
| Links with other Programmes | 5 |
| Involvement from People who receive Services/Carers | 5 |
| Agency Involvement | 5 |
| Calendar – Year 1 (2020) | 6 |
| Social Work Practice 1 – Important Dates | 7 |
| Staff Contact Details | 7 |
| Practice Learning | 8 |
| Overview | 8 |
| Readiness for Practice | 8 |
| Social Work Practice 1 – Module Learning Outcomes (Level 11 – 60 credits) | 8 |
| Module Content | 9 |
| Placement Teams – Roles and Responsibilities | 9 |
| Student | 9 |
| Practice Tutor | 10 |
| Practice Educator | 10 |
| Link-worker | 11 |
| Placement Allocation | 11 |
| Other Commitments during Placement Period | 12 |
| Travel Expenses | 13 |
| Induction to Placement Agency | 13 |
| Placement Agreement | 13 |
| Additional Training during Placement | 14 |
| Contact and Communication during Placement | 14 |
| Student Conduct on Placement | 14 |
| Concerns and Complaints | 15 |
| Learning and Teaching Methods | 16 |
| Formative Assessment | 16 |
| Summative Assessment | 17 |
| Practice Portfolio | 17 |
| Practice Study | 18 |
| Anonymisation | 19 |
| Application for Extension | 20 |
| Assessment of Practice Portfolio | 20 |
| Student Attendance | 20 |
| Early Termination of Placement | 21 |
| Health and Safety | 22 |
| Indicative References and Reading List | 23 |

| | |
|---|----|
| Appendix 1 – Placement Agreement | 24 |
| Appendix 2 – Direct Observation Pro-forma | 28 |
| Appendix 3 – Interim Report Front Sheet | 30 |
| Appendix 4 – Reflective Report Pro-forma | 31 |
| Appendix 5 – Standards in Social Work Education Grid | |
| Interim Stage | 32 |
| Appendix 6 – Record of Work Pro-forma | 35 |
| Appendix 7 – Record of Supervision | 36 |
| Appendix 8 – Final Report Front Sheet | 37 |
| Appendix 9 – Practice Educator’s Final Report Pro-forma | 38 |
| Appendix 10 – Social Work Curriculum – Year 1 | 40 |

Disclaimer

We take every care to ensure that this handbook is accurate at the time of writing. However, the handbook does not form part of a legal agreement and is for guidance only.

Students' registration for the programme is linked to the University rules. These rules continue to apply while students are in placement. Students must also abide by the Codes of Practice for Social Services Workers.

Covid-19

The Covid-19 pandemic has had a serious impact on the way Social Work is delivered. This, in turn, will impact on the delivery of Social Work placement opportunities for the foreseeable future. Social Work placements were suspended in March 2020 and were not allowed to resume until 1 August 2020, by which time a considerable backlog of students ready for placement had built up. There was an acknowledgement that all stakeholders needed to be flexible in their approach, taking account of the changed and changing needs of people who receive services and their carers, limited availability of office space and IT equipment, students' own circumstances (eg increased caring commitments etc) and many other factors. The SSSC, Scottish Government and universities across Scotland have worked together since the beginning of the pandemic to identify actual and potential areas which could present difficulties for student placements and have, wherever possible, agreed on potential solutions, which have been incorporated into this handbook. However, placement teams need to be aware that it was not possible to mitigate for every eventuality. If changes to individual placements are required, discussions should take place involving the student, Practice Educator and Practice Learning Co-ordinator.

While this handbook will be updated before placements commence, readers are advised to ensure they are up-to-date with legislation and guidance that may impact on Social Work placements.

Introduction

Legislation requiring the integration of health and social care came into effect in April 2016, reflecting demographic changes and the aim to place carers and the people who receive services, rather than services themselves, at the centre of care, support and decision making. Services need to be planned and delivered differently in order to provide this more personalised, responsive and seamless approach. The approach will require professionals to work closely with colleagues from other professions, often in integrated settings. Edinburgh Napier University recognises the need for students to be introduced to this way of working at an early stage, while also developing a strong sense of their own professional identity.

The University has therefore developed three post graduate Masters level programmes (Social Work, Occupational Therapy and Physiotherapy) to run alongside each other, with students benefiting from a range of joint academic and practice related learning opportunities. While each course fully meets the requirements of respective regulatory bodies, students will be able to develop a clear understanding of how their role and remit fits with others, identify areas of overlap and recognise when the expertise of colleagues from other professions is required.

These principles are clearly linked to the integration of Health and Social Care, but are fully transferrable into other settings, for example criminal justice and children and families social work, where skills in inter-agency working are essential.

Links with other Programmes

The Master of Social Work programme has been developed alongside the MSc Occupational Therapy and the MSc Physiotherapy. Where possible, teaching is shared across the three programmes and supported by discipline-specific tutorials, which will help students develop their own role and professional identity. We aim to offer students at least one placement in an integrated Health & Social Care setting and/or a placement where they can learn alongside students from the MSc Physiotherapy or MSc Occupational Health programmes.

Involvement of People who receive Services/Carers

Edinburgh Napier University (ENU) has a strong history of involvement by people who receive services and their carers, which includes development of and involvement in recruitment and selection processes, development and delivery of curriculum materials and contribution to the assessment of students, particularly during placement time.

Agency Involvement

The University works closely with partners across a range of agencies, including Local Authorities, the NHS and voluntary/independent agencies. Practitioners and managers contribute to all aspects of the programme. Partner agencies offer student practice placements and identify Practice Educators or Link-workers to work with students. The University offers Practice Educator/Link-worker development days to support continuing professional development and close working relationships.

From January 2022, Edinburgh Napier University is also hoping to offer a new Graduate Certificate in Practice Learning (Social Services) to support the development of new practice placements for our Social Work students and strengthen links with partner agencies.

Calendar – Year 1 (2021)

| | | |
|---|---|---|
| Term 1 – 11 January- 23 April 2021 | | |
| Induction Week – 11 January-15 January 2021 | | |
| Modules (18 January-9 April 2021) | Collaborative | Social Work Specific |
| | Working together in Health and Social Care Contexts | Negotiating the legal and ethical landscape of social work Professional Preparation for Social Work Practice |
| Vacation – 12 April-16 April 2021 | | |
| Assessment – 19 April-23 April 2021 | | |
| Term 2 – 26 April-6 August 2021 | | |
| Modules (3 May -8 July 2021) | Collaborative | Social Work Specific |
| | Working with individuals, families and communities Research approaches in Health and Social Care | Social Work approaches to assessing compromised health and development Professional Preparation for Social Work Practice |
| Assessment – 12-16 July 2021 | | |
| Vacation – 19 July-6 August 2021 | | |
| Term 3 – 9 August 2021-17 December 2021 | | |
| Modules (9 August-3 December 2021) | Collaborative | Social Work Specific |
| | | Social Work Practice 1 |
| Assessment – 8 December 2021 for Practice Portfolio and 10 December 2021 for Practice Study, including signed verification from Practice Educator Practice Educator’s Report due on 10 December 2021 | | |
| Reflective Practice Week – 13-17 December 2021 | | |
| Vacation – 20 December 2021 – 8 January 2022 | | |
| Year 2 commences – 10 January 2022 | | |

For further information on Module content, please see Appendix 10.

Social Work Practice 1 – Important Dates

| | |
|--|---|
| Pre-placement visit | To be completed by 6 August 2021 |
| Placement start | 9 August 2021 |
| Placement Agreement finalised | 20 August 2021 (end of week 2) |
| Placement Agreement Meeting to sign off the agreement | 23 August 2021 (week 3) |
| Student Recall Study Days (Practice 1) (to be taken as study leave) | 15 September 2021 (week 6 of placement) 20 October 2021 (week 11 of placement) |
| Student Recall Study Day (Practice 2) (to be taken as study leave) | TBC |
| Practice Educator/Link-worker Development Days | 16 September 2021 (week 6 of placement) 21 October 2021 (week 11 of placement) |
| Interim Report due – Student | Wednesday, 29 September 2021 (week 8) |
| Interim Report due – Practice Educator | Friday, 1 October 2021 (week 8) |
| Interim Report meeting | w/c 4 October 2021 (week 9) |
| Placement end | 3 December 2021 (week 17) |
| Counter-signed Practice Portfolio due – Student | Wednesday, 8 December 2021 (week 18) |
| Counter-signed Practice Study due | Friday, 10 December 2021 (week 18) |
| Practice Educator Final Report due | Friday, 10 December 2021 (week 18) |
| Practice Assessment Panel | Provisionally, 6 January 2022 (Please note that, where additional evidence is required from a student or Practice Educator to support a pass recommendation, this will need to be provided before the end of January and at the latest prior to the Programme Assessment Board. |
| Programme Assessment Board | TBC |
| Results | TBC |

Staff Contact Details

Contact details for programme staff are listed below. Team members will aim to respond to queries as soon as possible, but should normally do so within three working days. Should a member of staff be absent, colleagues will try to deal with urgent matters in the meantime.

| Name | Title | Contact Details |
|--------------------|---|---|
| Dr Ariane Crichley | Lecturer in Social Work | a.crichley@napier.ac.uk 0131-455 5375 |
| Dr Jill Davey | Associate Professor of Social Work | j.davey@napier.ac.uk 0131-455 3364 |
| Kate Fennell | Associate Lecturer in Social Work | k.fennell@napier.ac.uk 0131-455 3307 |
| Susanne Goetzold | Lecturer in Social Work Practice Learning Co-ordinator | s.goetzold@napier.ac.uk 0131-455 3373 |
| Dr Peter Yates | Programme Leader for Social Work | p.yates@napier.ac.uk 0131- 455 2762 |

Practice Learning

Overview

The Scottish Social Services Council requires Social Work students to complete a minimum of 200 days of practice learning as part of their qualifying programme. At least 160 of these must normally be spent in formally assessed, supervised practice with people who receive services and their carers. However, due to the Covid-19 pandemic, the SSSC is allowing some flexibility to this rule. Ideally, we anticipate that your practice learning will comprise:

- 170 days in assessed placement practice (2 x 85 days)
- 20 days achieved through the module Professional Preparation for Social Work Practice in terms 1 and 2
- 28 days achieved through the module Working with Individuals, Families and Communities in term 2

Readiness for Practice

Before commencing Social Work Practice 1, you must successfully complete the Professional Preparation for Social Work module delivered during terms 1 and 2 of Year 1.

It is a requirement of the SSSC that, in order to progress to your first placement in term 3 of the programme, you must be assessed as 'ready for practice'. This means that you must:

- Be registered with the SSSC as a Social Work student
- Be 'fit to practise' (i.e. there being no cause for concern or investigations ongoing regarding your behaviour, as set out in the fitness to practise regulations)
- Successfully complete Professional Preparation for Social Work Practice
- Receive acceptable written feedback from people who receive services and/or their carers regarding your engagement with them whilst undertaking activities on this programme

A 'readiness for practice' panel (involving academic and practice staff, and, where possible, people who receive services) will convene towards the end of term 2 in order to assess your readiness and check that you have met all the requirements set out above. If you are not 'ready for practice' then you will not be able to progress to a practice placement until such time as you are ready. If there is any significant delay this is likely to mean that you will need to take some time out from your studies before or after your placement and then re-join the programme.

Some agencies may require students to complete an up-to-date PVG check prior to placement. The cost of such additional checks will normally be covered by the placement agency.

Students on the programme must comply with ENU's AHP-SW Fitness to Practise regulations, which can be found in the programme handbook.

Social Work Practice 1 – Module Learning Outcomes (Level 11 – 60 credits)

Upon completion of this module you will be able to:

LO1: evaluate the effectiveness of your preparation for practice and your work in partnership with individuals, children, parents, families and extended families, carers, groups and communities, professionals and organisations;

LO2: critically review your ability to plan, undertake, review and evaluate social work practice with individuals, children, parents, families and extended families, carers, groups, communities and other professionals;

LO3: critically reflect on your ability to assess and manage risk to individuals, children, parents, families and extended families, carers, groups, communities, self and colleagues;

LO4: appraise the extent to which you demonstrate professional confidence and competence in social work practice;

LO5: exercise appropriate judgement in managing and being accountable, with supervision and support, for own social work practice within placement organisation;

LO6: critically reflect on skills and abilities to work in partnership with individuals, children, parents, families and extended families, carers, groups and communities to address and manage their needs, views and circumstances.

You will note that these learning outcomes reflect the six main headings in the Standards in Social Work Education. At the end of this placement you will be assessed for your readiness to progress to Social Work Practice 2.

Module Content

This module will be delivered in Term 3 and builds on your learning from terms 1 and 2. Professional Preparation for Social Work Practice in particular will include a range of activities to help you develop skills and knowledge for your placement in term 3. You will be “meeting” people who receive services and their carers on video. You will receive feedback from them and professionals on your practice, which you will then compile into a portfolio.

The practice placement normally provides 85 days of direct, assessed practice with people. You will be placed within carefully selected placement agencies across a wide range of settings, from Local Authority teams to third sector organisations, schools, primary health and residential homes for older people. Placements may include settings where you are working in integrated Health and Social Care teams and/or alongside students from the MSc Physiotherapy or MSc Occupational Therapy programmes. You will have an allocated case load, providing a range of learning experiences. Practice is supervised by Practice Educators, who have attained a recognised qualification in assessing Social Work Students in Practice Placements or are working towards this qualification. Where Practice Educators are “off-site”, you will be supported by on-site Link-workers, who will be responsible for day-to-day supervision and contribute to the assessment. Practice Educators have responsibility for selecting suitable work for you, in liaison with you, your Practice Tutor and agency management.

Placement Team – Roles and Responsibilities

The Placement Team consists of you, as the Student Social Worker, your Practice Educator, a Link-worker (where used) and your Practice Tutor. In addition, the Practice Learning Co-ordinator will be monitoring all placements to ensure compliance with Covid-19 requirements. Your Practice Tutor will normally be your Personal Development Tutor (PDT). If your Practice Educator is working towards a Practice Learning Qualification, you will also encounter a Practice Assessor. However, their role relates to the Practice Educator in training and they do not have any role in assessing you.

Student: You must attend all placement and ENU recall study days as listed above. If your absence from placement would be detrimental to people who receive services (eg you would miss a Children’s Hearing or important review meeting which cannot be arranged for another date) or you have been cited to court, you may miss all or part of a recall day, but you must liaise with the Practice Learning Co-ordinator prior to the recall day, to ensure that all relevant materials can be made available to you.

Attendance at training events (unless mandatory and unavoidable for your placement) is not sufficient reason to miss a recall day. If you are unwell on a recall day, you must contact the Placement Co-ordinator. During your placement, you will carry out work on behalf of your placement agency as a Social Work student, as directed by your Practice Educator and/or Link-worker. This work will allow you to integrate and extend the knowledge and skills you have acquired at University and will give you opportunities to reflect on your personal and professional values by considering situations and dilemmas you encounter in practice. You must, at all times, comply with the agency's policies and procedures and work in the best interest of people who receive services and the carers you come into contact with. The University and placement agencies expect you to comply with the SSSC Codes of Practice throughout your studies, including periods on placement. You must, in addition, comply with all Covid-19 related requirements, which will be outlined in your placement agreement. When working from home, you must ensure confidentiality at all times.

It will be important that you comply with deadlines for your work with people who receive services/carers and academic deadlines for submission of academic work. It is your responsibility to alert your Practice Educator and Practice Tutor if, for any reason, you need extra time to complete work. You should familiarise yourself with the content of this handbook before the start of your placement and clarify any queries with your Practice Educator or Practice Tutor as soon as possible.

For assessment, the onus is on you to provide evidence in relation to the six learning outcomes for this module (see page 8 and 9) and 24 SiSWE in the format required by the University. If you have any concerns about your ability to provide this evidence, for whatever reason, you must contact your Practice Educator and your Practice Tutor immediately. Where agencies are not able to provide the full breadth of work required to meet the SiSWE, arrangements will be made for you to access pieces of work from other agencies. This is normal practice in many settings. As direct contact with people who receive services may be limited during the Covid-19 crisis, the SSSC and Scottish Government have agreed to a wider range of work being undertaken by student social workers. This may include research projects on behalf of the placement agency. However, there continues to be an emphasis on maximising students' direct (or virtual) work with people who receive services.

Practice Tutor: Where possible your Practice Tutor will be your Personal Development Tutor (PDT). ENU students have a PDT, who is responsible for supporting the student throughout their study at the University. In relation to Social Work Practice 1, your PDT will support you in completing your placement request form, by identifying your individual learning needs and issues that could impact on you during placement (eg caring responsibilities). Your Practice Tutor will be a first point of contact in case of concern about academic or practice work during your placement, and will attend a meeting of the Placement Team early in placement to discuss the learning agreement you have drawn up with your Practice Educator. At interim stage, Practice Tutors will attend a meeting with you, your Practice Educator and, where applicable, Link-worker to review your progress and agree learning needs for the second half of the placement. Practice Tutors should be the first point of contact for any query about your progress and additional meetings can be arranged if required.

Practice Educator: Practice Educators have lead responsibility for students' learning experience during practice placements. Having agreed a placement, Practice Educators will provide a Practice Educator's Profile and an Agency Profile to the university. They will identify suitable work to meet the student's learning needs, bearing in mind that students will need to be able to evidence the 24 standards outlined in the Standards in Social Work Education in Scotland. If you have split or blended placements or Link-workers are involved, your Practice Educator will need to liaise with all agencies and relevant staff involved in order to negotiate work.

Should concerns about your ability to meet the required standards arise during placement, Practice Educators will contact your Practice Tutor after discussing these concerns with you first.

You must be formally observed on three separate occasions in direct work with people who receive services. A minimum of one observation must be by your Practice Educator, while a Link-worker, or other suitably qualified person, can observe on two occasions. This is a temporary change from normal requirements and reflects the more complex working arrangements during the Covid-19 pandemic, particularly where off-site Practice Educators are involved. Direct observations can currently also be undertaken via online meetings, provided all participants agree to this.

You must receive a minimum of 90 minutes' professional supervision from your Practice Educator per week. Link-workers may be present for part of these meetings. Practice Educators should clearly outline any additional work you should complete prior to each supervision meeting. Supervision can take place via video link while Covid-19 restrictions are in place. Where Practice Educators are supervising more than one student, group supervision may form part of weekly supervision, but must not exceed 1/3 of minimum supervision contact unless agreed with the Practice Learning Co-ordinator. If your Practice Educator is off sick or on annual leave, the placement agency must arrange supervision for you in their absence.

At the interim point, your Practice Educator should attend a meeting of the placement team and provide an update on your progress, outlining a plan for the second part of the placement.

Practice Educators are responsible for assessment of your practice, but should draw on feedback from Link-workers (where applicable), people who receive services, carers and other professionals prior to submitting a final report on your learning, highlighting your strengths and areas for future development. If you have not been able to provide evidence for all 24 standards, your Practice Educator must address possible reasons for this in their report. The final report must include a Pass/Fail recommendation from the Practice Educator.

Link-workers: The use of Link-workers has opened up a significant number of placement opportunities in agencies that cannot provide a Practice Educator. All Link-workers will have completed training relevant to the role, and some Link-workers may be preparing to commence study towards a practice learning qualification, but this is not a prerequisite. Link-workers are responsible for the day-to-day guidance and supervision of students. They are the first point-of-contact when students have questions or need support in their direct work with people who receive services. Link-workers are expected to work closely with Practice Educators and provide regular feedback to the student and the Practice Educator. Their feedback will be taken into account in the assessment of the student, although the Pass/Fail recommendation will remain the responsibility of the Practice Educator. If there is disagreement between the Practice Educator and the Link-worker in relation to the final recommendation, a brief Link-worker statement should be attached to the Practice Educator's report. Link-workers are normally expected to make most of the practical arrangements for the placement (eg access to phone, e-mail, induction arrangements, Health & Safety briefing etc). Where students are required to work from home for part of their placement hours, Link-workers will be expected to support students remotely. Arrangements for this must be included in the placement agreement.

Placement Allocation

Placements are allocated by the programme's Practice Learning Co-ordinator. The University has close links with a wide range of agencies in the statutory, voluntary and private sectors and negotiates learning opportunities for students, along with allocation of Practice Educators who will be responsible for supervising students during placement days.

Please note that you cannot negotiate your own placement and should therefore not approach agencies yourself. Edinburgh Napier University works closely with partner agencies and with other Universities to maximise placement opportunities and it is therefore important that agreed processes are followed.

During the first term and with support from your PDT, you will complete a placement request form, outlining your prior experience and learning needs for Social Work Practice 1. You should also highlight any other issues that may impact on your placement, such as significant caring commitments. At present, you must complete a Covid-19 risk assessment form which will be shared with your placement agency.

Without making any guarantees, we will endeavour as far as we can to accommodate your caring responsibilities, but due to the relative scarcity of placements it is difficult to meet any other specific requests. We will of course try to do so.

Placements may be in Edinburgh and Lothians, Glasgow, Borders, Fife or further afield and you will need to be prepared to travel. The Practice Learning Co-ordinator will allocate students to available placements and provide students' request forms to Practice Educators. Once you have been matched with a placement, you will receive an agency profile, with information about the placement agency and a Practice Educator profile. You will be expected to arrange a pre-placement meeting with your Practice Educator where arrangements for the placement are discussed, with a particular focus on how your learning needs can be met in the allocated placement. This meeting is likely to be online.

You may choose to accept or reject a placement allocated to you, but if you choose to reject a placement you should be aware that this is likely to result in a significant delay to the completion of your studies. It may be some time before a further placement opportunity can be identified for you, and you cannot proceed to the next part of the programme until you have successfully completed your first placement.

Other Commitments during Placement Periods

As a full-time student, you are expected to be available for full-time attendance on placement. Most agencies will expect you to work during the same hours as their staff. This can vary, depending on the agency and may include shift-work, evenings and/or weekends. Due to Covid-19 restrictions, working from home is the default in many agencies and in others, it will form a significant part of the working pattern. As Covid-19 restrictions are fluid at the moment, so are working arrangements. Wherever possible, agencies, will try to accommodate students' caring commitments, but the university cannot give guarantees. Flexible arrangements may result in you working from home for a significant proportion of the placement, along with evening and weekend work and any other arrangements offered by the placement agencies. Such arrangements should work for the benefit of all involved but must meet service requirements first and foremost. For example, evening work may help you with your child care arrangements during the day. Working on reports over the weekend may support flexible working. However, we cannot guarantee that placement requirements will be a perfect fit with your requirements and you should therefore be prepared to be flexible during this unprecedented time. Working hours normally range between 35-37 hours/week, which includes ½ day's study leave (which includes recall days). In some placements it may be possible to negotiate 1 day's study leave per fortnight instead, depending on the needs of the service. It is highly likely that you will need to set aside additional time for reading and completion of your interim and final reports. Students who continue with part-time employment during placement periods tend to find it extremely difficult to meet the demands of practice placements. Students with caring commitments should

highlight these on the placement request form but, while the University will try to accommodate these, we are unable to give guarantees.

Please note that you are not allowed to accept paid work with your placement agency during Social Work Practice 1.

Travel Expenses

ENU aims to offer students placements within a 40 mile radius of the University. Alternatively, students who are able to arrange accommodation in other parts of Scotland, should highlight this on their placement request form. If you are in receipt of a bursary from the SSSC, this will include a component for travel to/from placement. If this bursary is insufficient to cover the costs, you should keep a record of your travel and related receipts and submit a top-up claim to the SSSC.

Students who intend to use their own car for placement agency work (eg visiting people who receive services), must provide evidence of insurance for business use to the University and the placement agency, together with a valid driving licence. Some placement agencies may reimburse students for such journeys, but it is your responsibility to check this before incurring any expenses.

Please note that the university cannot reimburse students for travel expenses to/from placement or expenses incurred as part of work for the placement agency.

Induction to Placement Agency

Students must have an induction at the start of Social Work Practice 1. This must include, as a minimum, general orientation, introduction to key staff, access to relevant policies and procedures, health and safety briefing and specific Covid-19 guidance. Where possible, it should also include visits to other relevant agencies and resources and some observation opportunities, but the university recognises that these opportunities may be limited at the current time.

Placement Agreement

The placement agreement is an extremely important document, produced jointly by you and the Practice Educator (and Link-worker where applicable) at the start of the placement. It must be approved and signed off by your Practice Tutor. Appendix 1 provides a pro-forma for this document. The placement agreement will set out what you can expect from the placement agency in terms of work and support, as well as clarifying for you what the agency will expect from you. It will ensure that you are clear about who to contact if problems arise in placement, what procedures you should follow and what happens if difficulties cannot be resolved. Your Practice Educator will also specify what additional work they may be asking you to do for supervision and what kind of evidence they will draw on for assessment of your practice. The onus for writing up the agreement is on you, but your Practice Educator and Link-worker will support you in gathering relevant information. The placement agreement is an opportunity for you to consider how you will meet the SiSWE, to identify any potential gaps in available work and agree with your Practice Educator how they can be filled (eg by negotiating pieces of work with other agencies). For this placement, the agreement must also address Covid-19 specific issues, such as the use of PPE, health and safety during direct contact with people who receive services, home working and other relevant considerations.

Additional Training during Placement

You may be required to attend some mandatory training as part of your placement. For most settings, you will need to attend some IT training and students are often also required to complete the agency's own child and public protection training. Courses may be face-to-face or online, but it is important that you comply with all such requirements. Other opportunities for continued professional development may arise during the course of your placement. Attendance at such courses needs to be weighed up against your placement being the only opportunity for you to work directly with people who receive services and carers, while being supervised and assessed as a Social Work student. Additional training must therefore be agreed with your Practice Educator and your Placement Tutor and must not interfere with other commitments, such as attendance at meetings with/for the people you work with or attendance at University recall days.

Contact and Communication during Placement

For any queries arising from placement work, you would normally speak to your Practice Educator or Link-worker in the first instance. However, while Practice Tutors are clearly more remote during this period, you can contact them in the same way as you would your PDT while you are on campus. Practice Tutors will normally make two or three visits to the placement agency as part of Social Work Practice 1. They will meet with you and your Practice Educator early in the placement to discuss and sign off the placement agreement. A second meeting will take place at the interim stage and further meetings can be requested either by you or the Practice Educator, if specific issues need to be resolved.

In general, these meetings will take place in the placement agency, but may be on campus by mutual agreement. It is also acceptable to have meetings via WebEx, Skype, Zoom, MS Teams or telephone conference facilities. The meetings must include an opportunity for your Practice Tutor to speak to you on a 1:1 basis.

Practice Educators will also have contact details for the Practice Tutor and will make them aware of any important issues arising in placement.

Student Conduct on Placement

Students are expected to comply with the SSSC Codes of Practice for Social Service Workers throughout Social Work Practice 1, just as during the rest of their studies. Should any concerns about a student's behaviour arise during placement time, these will be raised with the student in the first place (see below, process for dealing with Concerns and Complaints). If issues cannot be resolved, the Practice Tutor must be informed.

Just as with the rest of your studies, if your conduct is such that it might call into question your registration with the SSSC, the Practice Team must inform the Programme Leader straight away, who will then immediately inform the SSSC in writing and will co-operate fully with inquiries and proceedings they and/or the University then recommend or undertake.

You should always check at your pre-placement visit if there are any specific expectations you need to be aware of. Due to the Covid-19 pandemic, it is highly likely that complex arrangements will be required to ensure that you can work safely from the office or from home. You may need to be provided with IT equipment from the agency to support home working and agencies may need assurances from you that you can work from home without compromising confidentiality. Where specific risk assessment forms need to be completed, these should be attached to your placement

agreement. It is not possible to explore all the potential scenarios in this handbook and it is therefore important that you are proactive in finding out early on what you can/cannot do while on placement and include this information in your placement agreement. All placement agreement documentation must be submitted to your Placement Tutor, who will share it with the Practice Learning Co-ordinator for additional scrutiny on this occasion.

Concerns and Complaints

At times, concerns arise during placement periods. Some potential areas have already been mentioned above, eg lack of learning opportunities and Covid-19 related issues. Most of these issues can be addressed easily through discussion with relevant parties, but at times, more formal proceedings may be required. Your placement agreement should clarify processes for dealing with the following situations:

- if you have a concern about practice within your placement agency (including issues in relation to Covid-19);
- if you have a concern about specific members of staff within your own or partner agencies;
- if a complaint has been made against you;
- if you are concerned that the placement is not meeting your learning needs;
- if there are difficulties between you and your Practice Educator and/or Link-worker;
- if the relationship between you and your Practice Educator and/or Link-worker has broken down.

If you are in any doubt about the correct processes, you must contact your Practice Tutor for guidance. If your concern or complaint relates to your Practice Tutor or another member of University staff, you should consult ENU's complaints procedure, as outlined in the myProgramme student handbook and as below:

“At Edinburgh Napier University we are committed to attempting to resolve any matters of concern that our students have via a fair, efficient and transparent process. The University will look to resolve any issues informally in the first instance and as quickly as possible.

If you have any concerns or problems you are encountering with the University, your programme or a particular module, we ask that you raise this with us as soon as possible. There are many mechanisms for providing the team with feedback and as a first step you should consider if there are options for informal resolution. This might include discussing the matter with the member of staff concerned or if this is not possible having a discussion with your Personal Development Tutor or your programme leader. Mid-way module evaluations are a good time to raise concerns relating to modules or you can speak directly to the module coordinator. You can also raise any issues with the Class representative who can in turn bring this to the Board of Studies. Finally, the [Edinburgh Napier University Students' Association advice team](#) is independent from the University and can advise on a number of issues.

We value your feedback as it forms an important part of our ongoing module and programme review processes to allow us to identify areas for improvement. We will respond to your feedback either personally or where appropriate, through mechanisms such as 'you said, we did' via our Moodle site.

We recognise that not all issues can be resolved informally and where an attempt to resolve a matter informally has not resulted in a satisfactory resolution or a matter is deemed too serious to go through any informal resolution, the University's [Complaints Handling Procedure \(CHP\)](#) can be used. Further information on Edinburgh Napier University's complaints process including guidance on making a formal complaint can be found on the myNapier student portal and by following [this link](#).

You can also contact the University's Appeals, Complaints and Conduct Manager (ACCM) for advice by contacting: complaints@napier.ac.uk.

In addition, as this programme is approved and regulated by the Scottish Social Services Council, if you have followed all of the University's own processes but feel that the outcome of this is unsatisfactory, you have a right to lodge a complaint with the SSSC by writing to:

Scottish Social Services Council
Compass House
11, Riverside Drive
Dundee
DD1 4NY

Your complaint will be acknowledged within 7 working days, and investigated, with a response provided to you, within 21 days."

Learning and Teaching Methods

Selection of work for you will take into consideration your specific learning needs and relevance to the 24 Standards. Blended or split placements may be used to ensure that you are able to evidence the range of learning and practice required. During the Covid-19 crisis, learning opportunities may be very different from those we would normally expect for a placement. The SSSC and the Scottish Government have agreed that all stakeholders will need to be flexible in their approach and creative in identifying new ways of providing rich learning experiences for students. We ask all students to be realistic in their expectations at this exceptional time. The university and all placement providers will do their utmost to ensure that your learning needs are met. There may be particular difficulties with providing opportunities for requirements such as group work and statutory interventions. Your Practice Educator will discuss ways of providing evidence in relation to these, even if you are not able to be directly involved in them. Your Practice Educator must approve all allocation of work to you.

Although you are deemed to be in full-time placement, this includes ½ day of self-directed study per week, dedicated to academic study directly related to your work in practice, designed to support the integration of theory and research into practice. Recall days are part of your study time allocation.

Formative Assessment

Formative assessment is an integral part of Social Work Practice 1. You will receive feedback on your work on a weekly basis during supervision. You are also encouraged to seek feedback from team members and other professionals. You must provide evidence that you have actively sought feedback from people who receive services and/or their carers, particularly in relation to direct observation situations. Throughout Social Work Practice 1, you are required to keep a reflective diary, which will be shared with your Practice Educator and discussed in supervision. Practice Educators may also set additional tasks, with direct relevance to your allocated case load or placement setting (eg critical incident analyses).

An interim report, reviewing the progress of your learning, will be the subject of discussion between you and your placement team around the halfway stage in your placement. The interim report consists of the following elements:

- a 1,500 word reflective report on your progress towards meeting the six Module Learning Outcomes (page 8/9). Guidance for this is available in Appendix 4;
- the SiSWE grid (Appendix 5). In discussion with your Practice Educator, you should complete the grid, indicating where you are making satisfactory progress, where you may need to provide

further evidence and where you and/or your Practice Educator have raised concerns about your ability to achieve a particular learning focus. At interim stage, we would expect to see a number of Standards still requiring further evidence;

- “Record of Work” forms for each of the pieces of work allocated to you (Appendix 6). These forms will be updated and resubmitted for your final report. You should be keeping these forms up-to-date as you progress through the placement. Using the “3-stage framework” (Colinwood, Emond & Woodward, 2008) may help you complete them. If some of your allocated work involves participation in a duty system, you should complete one form only for this component, rather than completing a form for each service user you have contact with while on duty;
- “Record of Supervision” form (Appendix 7). To be completed with your Practice Educator. Again, this form needs to be kept up-to-date throughout your placement and will be resubmitted for your final report. At present, electronic signatures will be sufficient for this form;
- completed pro-forma for one observed practice (Appendix 2).

Your Interim Report must be fully anonymised. You must remove any reference to:

- the names of people who receive services/carers
- your own name
- your Practice Educator’s name
- your Link-worker’s name
- names of other professionals
- placement and other agencies’ names
- any other details that could identify individuals

Your Practice Educator will be required to sign off all parts of the report, to confirm that the work presented reflects your work on placement. You must therefore make sure that you agree a separate deadline for sharing your report with them, so they have time to read it before you submit it to ENU. If concerns have been identified, Practice Educators need to provide written comments and outline plans for addressing these concerns. Where it is not possible for a Practice Educator to counter-sign your report due to Covid-19 restrictions, you should send it, as a Pdf file to them, so they can forward it to the Practice Learning Co-ordinator. By forwarding your report from their e-mail address, they confirm that they have read and approved your report.

Your interim report will provide the basis for verbal feedback at an interim meeting between you, your Practice Educator (and Link-worker where applicable) and your Practice Tutor.

Summative Assessment

In accordance with Academic Regulation F5, you must attend the required number of placement days in order to be eligible to undertake the assessment for this module. Please see the section on ‘student attendance’ (page 20) for further guidance.

Summative Assessment for your placement will entail two components:

- a Practice Portfolio with a range of evidence of your learning in relation to the six Learning Outcomes for this module and the 24 Standards;
- a Practice Study.

Practice Portfolio: Please make sure you arrange a deadline for submission of your Practice Portfolio to your Practice Educator to give them time to read and sign it off prior to the submission deadline. If it is not possible for your Practice Educator to sign off your report due to Covid-19 restrictions, other arrangements must be agreed with the Practice Learning Co-ordinator. The portfolio comprises the following:

- Placement Agreement;
- Completed “Record of Work” form for each piece of work allocated to you during Social Work Practice 1;
- a 4,000 word reflective account of your learning during Social Work Practice 1, drawing on the work that was allocated to you and wider learning during placement (e.g. attendance at team meetings, use of reflective diary etc). The reflective account must cover the following components:
 - Knowledge and understanding applied and developed;
 - Skills and abilities applied and developed;
 - Values, ethical and personal commitment shown, including reference to the codes of practice for social service workers;
 - How the 24 Standards were met. This should be done by cross-referencing to the relevant requirements in your narrative.

The reflective account is an academic piece of work and must therefore include appropriate references and a reference list at the end;

- completed pro-formas (Appendix 2) for 3 direct observations, including feedback from people who receive services/carer;
- Record of Supervision (Appendix 7);
- two extracts from your Reflective Diary;
- Practice Educator’s Assessment Report (Appendix 9), which will be submitted to ENU separately and added to your portfolio by the Practice Learning Co-ordinator.

The Practice Educator’s Assessment Report should highlight your strengths and areas for future learning and must include a recommendation at the end. There are two possible recommendations:

Pass: If, through your work and your reflective account, you have provided evidence that you are ready to progress to Social Work Practice 2, your Practice Educator will recommend a Pass for your placement.

Fail: If you have not met all the requirements of Social Work Practice 1, your Practice Educator will recommend a Fail for your placement. Practice Educators must indicate clearly which components of the assessment you have not achieved, or if their concern relates to unethical/unsafe practice. The recommendations are discussed by the Practice Assessment Panel, which will then make a recommendation to the Module and Programme Assessment Boards.

Students must achieve a Pass (confirmed by the Programme Assessment Board) in their Practice Portfolio for Social Work Practice 1 in order to progress to Year 2 of the programme. If you fail your Practice Portfolio you would normally be offered a second attempt at the placement element of Social Work Practice 1 in the following year, subject to you being fit to practise.

Practice Study: The Practice Study is a 3,000 word assignment and is your opportunity to examine and evaluate a particular practice situation in some depth, demonstrating your ability to synthesise your learning from the programme so far and to integrate theory with practice. In so doing, you will demonstrate your achievement of the learning outcomes (see pages 8/9) for this module at Masters level.

Guidance:

The Practice Study must evaluate a piece of your own work undertaken during your placement with an individual, a family or a group. It must be fully anonymised so that people who receive services and other practitioners are not identifiable by their name or any other potentially identifying details. You

are allowed to choose to focus on one particular intervention or interaction, or you may reflect upon a more protracted piece of work over a number of interactions. It is not necessary for the work itself to have been 'successful' or to have come to a conclusion (indeed, one interesting aspect of your evaluation may be to consider what 'success' means); rather the focus for your writing is your ability to evaluate and learn from the experience.

Your assignment should include:

- a brief description of the agency in order to set some context for your work;
- a brief description of the practice situation, the people involved, and the nature and purpose of the work that you are going to discuss. You should explain your role, outlining the legislative and policy context, which frames your role in this particular practice situation;
- an analysis of the theory and research that informs your understanding and assessment of the practice situation. This might include, for example, an understanding of human development, a critical presentation of the research regarding the impact of adversity, a wider sociological understanding of the context of issues faced by the individual, family or group in your practice situation. In any event, you need to demonstrate a 'sociological imagination' - an understanding of the connection between personal troubles and wider issues of social structure, including an understanding of social processes and sources of disadvantage that may be associated with risks of crime, marginalisation, isolation or exclusion. In this section you should also reflect upon your appreciation of the lived experiences of those with whom you have worked;
- an evaluation of what you did to intervene in this situation and why, including a critical reflection upon your chosen model(s) or theory(ies) of intervention, any ethical dilemmas, relevant values including anti-discriminatory practice and reference to the codes of practice for social service workers and ethical principles, the skills you used, and what you might have done differently that could have been more effective. Again, a reflection upon the experiences of those with whom you have worked, in terms of how they received your intervention, would be important;
- a conclusion, which draws out the key points of learning that you would like to take forward from this work and the additional learning you would like to achieve in your second year of the programme.

Your Practice Study is submitted as a Word file to Turnitin, separately from your portfolio. Please check the placement handbook calendar for submission date. You must confirm that the Practice Study is fully anonymised. A pdf copy of your submitted document will be sent to your Practice Educator, who needs to confirm that the work you have submitted represents work you completed during placement. Your Practice Study will be graded at Level 11.

Whilst it is necessary for you to achieve a Pass grade for your Practice Study in order to complete your MSW award, if you have passed your Practice Portfolio but failed your Practice Study at the first attempt, you may be granted the opportunity to re-submit your Practice Study in Term 2 of Year 2 and to continue with your studies by progressing to Year 2 in the meantime.

Anonymisation

All parts of your Practice Portfolio and Practice Study must be fully anonymised. You must remove any reference to:

- names of people who receive services/carers
- your own name
- your Practice Educator's name
- your Link-worker's name

- names of other professionals
- placement and other agencies' names
- any other details that could identify individuals

If you do not comply fully with this requirement, your work will be returned to you for remedial action before it can be assessed and marked. This may cause considerable delays to the process.

Application for Extension

If you are unable to submit your final Practice Portfolio or Practice Study by the required date, you must apply for an extension as soon as possible. You need to be aware though, that an extension may mean that your work cannot be considered at the Practice Assessment Panel, which may have an impact on your ability to progress to Year 2 of the programme.

If your Practice Educator is unable to submit their report on time due to illness or other exceptional circumstances, they will agree alternative arrangements with the Practice Learning Co-ordinator. You should still submit your Portfolio on time and assessors will do their best to minimise any negative impact on you.

Assessment of the Practice Portfolio

The final Practice Portfolio you submit and your Practice Educator's report will be read and assessed by members of the Practice Assessment Panel, who are not part of your Placement Team. All portfolios are marked anonymously. The assessors will:

- check that you have included all the required components in your submission;
- examine whether the evidence you and your Practice Educator have provided supports the Practice Educator's recommendation;
- identify any additional evidence you and/or your Practice Educator need to provide to justify the recommendation;
- where a Fail has been awarded, make a recommendation in relation to whether a repeat placement should be offered, the setting of such a repeat placement and any specific requirements for you prior to commencing this placement.

Members of the Practice Assessment Panel have a quality assurance remit and will evaluate practice placements, highlighting examples of good practice or any concerns they may have about the suitability of individual placements.

All recommendations from the Practice Assessment Panel will be considered at the Programme Assessment Board, which will make the final Pass/Fail decision.

Student Attendance

In order to meet the SSSC requirements for practice learning you are required to attend a minimum of 160 days of formally assessed practice over the two years of the programme in order to be eligible for the award of the MSW.

The placements for this programme are each 85 days, giving a total of 170 formally assessed practice days. You are expected to attend all placement days, and it is very important for your learning as well as for meeting the SSSC requirements that you do so. The placement period does not allow for vacation time. Therefore, if your placement agency is closed for public holidays or any other reason,

you must use this as part of your study leave. Equally, your two University recall days are counted as study leave (i.e. 4 x ½ days).

The University recognises that students may be unwell during placement periods. If you are unable to attend due to sickness, it is important that you contact your Practice Tutor and your Practice Educator immediately to let them know. For the first five days of absence, you will need to provide a self-certificate to your Practice Tutor and after that, a certificate from your GP is required. It may be possible to accommodate short periods of absence by adding some further days on to the end of your placement, if your practice agency and practice educator have the capacity to support this. Brief absences to attend to emergencies can often also be accommodated by adding extra hours to another day. This can be negotiated with your Practice Educator. However, if you need more than ½ day's leave, you must let your Practice Tutor know and advise them of any arrangements you have made with your Practice Educator to make up the time. You must always try to make up for any missed placement days in negotiation with your Practice Educator and placement agency. As a minimum you must complete 80 days in each placement.

In accordance with the programme regulations (see MyProgramme Handbook), if you fail to meet the minimum attendance for the placement, your placement will be discontinued at the point where the minimum attendance requirement cannot be achieved. If you do not have approved extenuating circumstances to explain your low attendance, this will constitute a fail for the module, and in these circumstances you will be referred to the Fitness to Practise panel (see Fitness to Practise regulations in the MyProgramme Handbook). As a minimum, you would be required to repeat the module as a second and final attempt with the minimum attendance requirement being achieved.

Where you have been able to provide approved extenuating circumstances, you would be required to repeat the module but this would be regarded as a first attempt. You would need to re-take the placement in its entirety. Previously completed days would not count towards a repeat placement.

The SSSC has made temporary amendments to the minimum number of placement days for students to qualify. The rules are complex and may change if, for example, we experience further waves of Covid-19. They are therefore not included in this handbook. By keeping your Practice Tutor informed of any absences, you can be assured that we will alert you immediately, if there is a risk of you not having sufficient placement days.

In addition, placement agencies will, **wherever possible**, negotiate working days/hours with you to take account of additional caring commitments you may need to meet during the pandemic. Information from your risk assessment form will be shared with your Practice Educator, so any potential issues can be addressed prior to you commencing placement.

At the commencement of lockdown in March 2020, all Social Work placements were suspended, with students being removed from placement settings without prior notice. The Scottish Government has given assurances that any future lockdown measures will not lead to automatic suspension of placements. Decisions will be taken on the basis of each individual student's and placement's circumstances. So far, the resumption of placements since August 2020 has been successful.

If you are unable to meet the SSSC's minimum requirements for placement time, you will not be eligible to undertake the assessment for the module.

Early Termination of Placement

Unexpected events, such as significant, long-term illness, bereavement, or change in personal circumstances, may require early termination of placement. Wherever possible, such termination should be in discussion with the Placement Team, allowing for hand-over of work. However, the University appreciates that there are situations where this will not be possible.

Where students have to terminate their placement due to illness, a medical certificate must be provided to the University. Your Practice Tutor will guide you through this process.

For other reasons, where a medical certificate cannot be obtained, you should discuss with your Practice Tutor the type of evidence you would need to submit.

Where possible a termination of placement meeting involving the Placement Team should be held in order to reflect on your learning, to be clear about work that needs to be handed over, and to consider your future learning needs. You will normally need to repeat your placement in its entirety, not necessarily within the same placement agency, and you will therefore need to suspend your studies until you are ready for a further placement and until a further placement opportunity has been identified for you.

If a Practice Educator requests early termination of placement due to concerns about your practice, the Fitness to Practise Regulations (MyProgramme Handbook) will apply. In such cases, a meeting of the Placement Team should normally be arranged without delay and the SSSC will also be contacted for advice and guidance. This may result in your registration being suspended.

In any event, if a placement is terminated early, a full report will be required from the student and from the Practice Educator, following as far as possible the format in the appendices.

Health and Safety

The University has a duty of care towards students, whether they are on campus or on placement. It is important that, as part of your induction period, you are made aware of any accident procedures required by your placement agency. Throughout placement, you must advise your Practice Educator, Link-worker or Health and Safety representative of any potential risks you are aware of. In the current circumstances, it is extremely important that you comply with all relevant Covid-19 regulations, guidance, policy as relevant to your placement agency.

If you have any kind of accident during placement time, you must follow your placement agency's procedures. In addition, you must advise your Practice Tutor if you have anything more than a very minor accident. If you have any symptoms of Covid-19 you must not attend your placement agency in person, but must contact your Practice Educator and your PDT by phone immediately and follow all relevant Covid-19 guidance.

The Scottish Government has put in place a Covid-19 related insurance scheme for Social Work students. This will complement your placement agency's insurance.

Indicative References and Reading List

Colinwood, P., Emond, R. and Woodward, R. (2008). The Theory Circle: A Tool for Learning and for Practice. *Social Work Education*, 27(1), 70-83. DOI: 10.1080/0261547060111409

Jones, S. (2015). *Social Work Practice Placements: Critical Reflective Approaches*. London: Sage

Lishman, J. and Yuill, C. (2018). *Social Work: An Introduction* (2nd ed). London: Sage

Milner, J., Myers S. and O'Byrne, P. (2015). *Assessment in Social Work* (4th ed.). Basingstoke: Palgrave

Scottish Social Services Council (2019). *Standards in Social Work Education (SiSWE)*. Dundee: Scottish Social Services Council. Retrieved from: <https://learn.sssc.uk.com/siswe/>

Thomson, N. (2015). *Understanding Social Work: Preparing for Practice*. Basingstoke: MacMillan

Thomson, N. (2018). *The Social Worker's Practice Manual*. Wrexham: Avenue Media Solutions

Trevithick, P. (2012). *Social Work Skills and Knowledge: A Practice Handbook* (3rd ed.). Berkshire: Open University Press

Recommended Reading:

Ferguson, H. (2018). How social workers reflect in action and when and why they don't: the possibilities and limits of reflective practice in social work. *Social Work Education* (2018, online). DOI: 10.1080/02615479.2017.1413083

Lomax, R. and Jones, K. (2014). *Surviving your Social Work Placement*. Basingstoke: Palgrave MacMillan

Placement Agreement

Please note that all documents submitted for interim and final assessment must be fully anonymised

Student:

Practice Educator:

Link-worker (where applicable):

Practice Tutor:

Key Dates:

Placement start:

Placement end:

Placement Agreement due:

Recall Study Days:

Student's Interim Report to Practice Educator:

Student's Interim Report due:

Practice Educator's Interim Report due:

Student's Final Report to Practice Educator:

Student's Final Report and Practice Study due:

Practice Educator's Final Report due:

Brief introduction to placement agency

(Please specify statutory/voluntary/private sector/who receives services/type of work undertaken)

Practical arrangements

(Please ensure that any Covid-19 specific arrangements, such as adjustments to working hours or home working arrangements are reflected in this section)

Hours of work:

Arrangements for study leave:

Team Meetings:

Home working:

PPE requirements:

Access to equipment for Home Working:

Day-to-day guidance and support

(Particularly where students are expected to work from home for part of the time, please specify how support and guidance will be provided)

Supervision arrangements

(Please outline frequency and duration of supervision, who will attend, agenda setting, who is responsible for minute taking, arrangements for feedback from Link-worker where applicable. If group supervision forms part of the arrangement and/or if supervision takes place via video link, please state this here.)

Student's Learning Needs

(This section should reflect learning needs identified in the student's placement request form and any subsequent discussion with the Practice Educator)

Induction arrangements

(List the activities the student is expected to complete during the induction period. Induction must include Covid-19 specific guidance.)

Work to be undertaken

(Outline how the available work will meet the student's learning needs. If the placement agency is not able to provide the full range of work to meet the 24 Standards, alternative arrangements for accessing work or alternative activities must be identified)

Allocation of work

(Outline the process for identifying and allocating suitable work. In particular, it should be clearly stated who is involved in allocating work)

Link-worker/Practice Educator Agreement

(Where Link-workers are part of the Placement Team, a signed Link-worker/Practice Educator Agreement should be attached to the Placement Agreement outlining roles and responsibilities).

Mandatory training and/or meetings

(List any training and/or meetings the student must attend as part of their placement. Please ensure that any Covid-19 related training is listed here)

Admin support

(Detail the type of support the student will have access to)

Sources of Evidence

(Please list sources of evidence to be examined by Practice Educator for assessment, including direct observation, feedback from others, Link-worker contribution, research projects, tasks set for supervision etc)

Assessment

(Who will be involved in assessing the student? How will feedback from people who receive services be obtained? What arrangements are in place in relation to any Covid-19 restrictions?)

Process for resolving difficulties

(Outline the process to be followed if problems arise in placement:

- if the student has a concern about practice within the placement agency;
- if the student has a concern about specific members of staff within the placement or partner agencies
- if members of the placement team are concerned that the placement is not meeting the student's learning needs;
- if there are difficulties between student and Practice Educator and/or Link-worker;

- if the relationship between student and Practice Educator and/or Link-worker has broken down

Complaints

(Please outline the procedures and the named contacts for dealing with complaints against any member of the placement team or the placement agency)

Health and Safety

(Who will be responsible for the student’s health and safety briefing and who is the agency’s health and safety representative? Please include any requirements for students to use PPE or other Covid-19 related requirements.)

Insurance

(Arrangements for student’s use of own car or agency pool cars, employer’s liability insurance etc. Covid-related insurance cover is being provided by the Scottish Government.)

Expenses

(Arrangements for reimbursing expenses incurred as part of placement work)

Absences

(Arrangements if any member of the placement team is absent, eg illness, holidays)

Signed *(please remember to remove signatures before submitting this document for your final report)*

| | | |
|-------------------|-------|-------------|
| Student | _____ | Date: _____ |
| Practice Educator | _____ | Date: _____ |
| PDT | _____ | Date: _____ |
| Link-worker | _____ | Date: _____ |

Direct Observation Pro-forma

Please note that all documents submitted for interim and final assessment must be fully anonymised

Students must be formally observed and assessed in direct contact with people who receive services and/or carers on at least three occasions during Social Work Practice 1. The definition of “direct contact” has been extended to include telephone or video contact. Observed practice events should be spread evenly through the placement, with at least one observation taking place before interim stage. In agreement with the Practice Educator, two of these observations may be done by the Link-worker or another suitably qualified professional. Feedback from people who receive services/carers is an important part of the assessment process. Some people who receive services may not be able to complete feedback in writing and Students should think creatively about how this can be obtained and reported. If it is not possible to obtain feedback from those involved in the direct observation, students must provide feedback in relation to a separate piece of work for their portfolio.

Please ensure that confidentiality and anonymity is maintained throughout

Student ID:

Observer (please circle): Link Worker Practice Educator Other (please specify)

Date of Observation:

Place of Observation (eg home, virtual environment):

First/Second/Third Observation:

Brief background (eg reason for involvement)

Aims of contact

Student's Self-Evaluation

(Reflect on this event. What went well? What could you have done better? Outline the knowledge and skills you integrated. What dilemmas did you face?)

Observer's Feedback

(Please comment on the student's self-evaluation and address the sub-headings below in your feedback)

- Strengths in the student's practice
- Social Work values
- Evidence in relation to the SiSWE
- Areas for further development
- Areas of concern if applicable

Feedback from Person Receiving Services/Carer

(This may be attached separately)

Student's response to feedback

(What are the implications for your future development?)

Signed

Student:

Observer:

**Edinburgh Napier University
MA Social Work
Practice Placement 1
Student's Interim Report Front Sheet**

Please note that this document must NOT be anonymised. It will be removed from the Practice Portfolio prior to assessment and must be signed (electronically if necessary) by the student.

Student ID

Practice Educator

Link-worker

Placement Dates

Absences (Dates)

Direct Observation Date(s)

Date of Interim Report

Your formative interim assessment consists of the following components:

- a 1,500 word reflective report on your progress towards meeting the six main headings of the SiSWE. Guidance for this is available in Appendix 4.
- the SiSWE grid (Appendix 5). In discussion with your Practice Educator, you should complete the grid, indicating where you are making satisfactory progress, where you may need to provide further evidence and where you and/or your Practice Educator have raised concerns about your ability to achieve a particular learning focus.
- "Record of Work" forms for each of the pieces of work allocated to you (Appendix 6). These forms will be updated and resubmitted for your final report. You should be keeping these forms up-to-date as you progress through the placement. Using the "Theory Circle" (Colinwood, Emond & Woodward, 2008) may help you complete these.
- "Record of Supervision" form (Appendix 7). To be completed with your Practice Educator. Again, this form needs to be kept up-to-date throughout your placement and will be resubmitted for your final report. Typed "signatures" are acceptable at the moment.
- Completed pro-forma for one observed practice (Appendix 2)

Your Practice Educator will be required to counter-sign all parts of your interim assessment. You must therefore make sure that you agree a separate deadline for sharing your report with them, so they have time to read it before you submit it to ENU. If concerns have been identified, Practice Educators need to provide comments and outline plans for addressing these concerns.

You must sign the statement below:

I confirm that all parts of this interim report have been fully anonymised.
(This form will be removed by the Practice Learning Co-ordinator before assessment.)

Student's Signature:

Date:

Reflective Report

Please note that all documents submitted for interim and final assessment must be fully anonymised

(A reflective report, outlining your learning and progress in relation to the six SiSWE headings to date. Please focus on your strengths and areas for further development. If you and your Practice Educator have identified significant gaps, you should explain how these will be addressed in the second part of the placement. You may wish to use the six SiSWE headings, which are reflected in the Learning Outcomes for this module, as sub-headings for your report. If you use another format, please ensure that you indicate clearly in brackets, which Standard/Learning Outcome your evidence relates to. Your reflective report should be 1,500 words.)

Practice Educator's Report

Please note that all documents submitted for interim and final assessment must be fully anonymised

(Student and Practice Educators should complete the grid together, by ticking the relevant boxes. It may be helpful to complete the grid individually, before discussing evidence in relation to each of the requirements. Practice Educators should add a short report at the end, commenting on the student's progress and plans for the second part of the placement. If gaps have been identified or concerns raised, the Practice Educator should briefly outline at the end of the grid, how these will be addressed in the second half of the placement.)

1. Prepare for practice and work in partnership with individuals, children, parents, families and extended families, carers, groups and communities, professionals and organisations

| | Satisfactory progress | Further progress required | Identified gaps or concerns |
|---|-----------------------|---------------------------|-----------------------------|
| 1.1 Prepare for social work contact and involvement, including in the context of inter-professional and integrated services | | | |
| 1.2 Work effectively in partnership with people receiving services, carers and communities so they can gain control over their lives, make informed decisions and achieve positive outcomes | | | |
| 1.3 Assess needs and options, in partnership, to plan a course of action | | | |

2. Plan, undertake, review and evaluate social work practice with individuals, children, parents, families and extended families, carers, groups, communities and other professionals

| | Satisfactory progress | Further progress required | Identified gaps or concerns |
|---|-----------------------|---------------------------|-----------------------------|
| 2.1 Identify and develop opportunities for prevention and early intervention | | | |
| 2.2 Identify and respond to crisis situations | | | |
| 2.3 Work in an ethically and culturally sensitive manner with people receiving services, carers and communities, to achieve change, promote dignity, realise potential and improve life opportunities | | | |
| 2.4 Co-produce, implement and evaluate plans with people receiving services, carers and others | | | |
| 2.5 Develop collaborative and effective networks to meet assessed needs and planned outcomes | | | |
| 2.6 Work with groups to achieve effective outcomes | | | |
| 2.7 Respond appropriately to behaviour which presents a risk to people who receive services, carers, communities and the wider public | | | |

3. Assess and manage risk to individuals, children, parents, families and extended families, carers, groups, communities, self and colleagues

| | Satisfactory progress | Further progress required | Identified gaps or concerns |
|--|-----------------------|---------------------------|-----------------------------|
| 3.1 Assess and manage risk to people who receive services, carers and communities | | | |
| 3.2 Assess and manage risk to self and colleagues | | | |
| 3.3 Support the wellbeing, safety and protection of vulnerable children and adults | | | |

4. Demonstrate professional confidence and competence in social work practice

| | Satisfactory progress | Further progress required | Identified gaps or concerns |
|---|-----------------------|---------------------------|-----------------------------|
| 4.1 Through critical analysis and reflection, evaluate and use up-to-date knowledge and national and international research | | | |
| 4.2 Work ethically within agreed standards of social work practice using personal and professional knowledge and skills | | | |
| 4.3 Understand and manage complex ethical issues, dilemmas and conflicts | | | |
| 4.4 Promote best social work practice, adapting positively to change | | | |

5. Manage and be accountable, with supervision and support, for own social work practice within the organisation

| | Satisfactory progress | Further progress required | Identified gaps or concerns |
|--|-----------------------|---------------------------|-----------------------------|
| 5.1 Manage own role as a professional social worker in an ethical and accountable way | | | |
| 5.2 Take responsibility for own continuing professional learning and development | | | |
| 5.3 Contribute to the management of resources and services | | | |
| 5.4 manage, present and share records and reports | | | |
| 5.5 Prepare for, and take part in, decision making forums | | | |
| 5.6 Work effectively with professionals within integrated, multi-disciplinary and other service settings | | | |

6. Work in partnership with individuals, children, parents, families and extended families, carers, groups and communities to address and manage their needs, views and circumstances.

| | Satisfactory progress | Further progress required | Identified gaps and concerns |
|--|-----------------------|---------------------------|------------------------------|
| 6.1 Work in partnership with people receiving services, carers and communities to achieve greater independence and direct or maintain their own support, demonstrating social work values and ethical practice | | | |

Practice Educators should provide a short report, summarising the student's progress to date. Where gaps or concerns have been identified, please outline agreed plans for addressing these in the second part of the placement.

Record of Work

Please note that all documents submitted for interim and final assessment must be fully anonymised

(This form should be completed for each piece of work allocated to you during Social Work Practice 1. You should consider the SiSWE, SSSC Code of Practice and Ethical Principles in completing this form. As a rough guide, you should not write more than one page for each piece of work. If your placement includes regular work on “duty”, this should be treated as one Record of Work only.)

Focus of Work

(A brief outline of the reason for your involvement, including legislation where applicable)

Knowledge and Understanding

(Give an example of how your knowledge base has informed your practice)

Skills and Abilities

(Give an example of a skill you have been able to use or an example of a new skill you have developed in carrying out this work)

Ethical and Personal Commitment

(Reflect on professional and personal values and/or an ethical dilemma you encountered)

**Edinburgh Napier University
MA Social Work
Practice Placement 1
Student's Final Report Front Sheet**

This form will be removed before assessment. You must put your full name in the signature section.

Student ID

Practice Educator

Link-worker

Placement Dates

Absences (Dates)

Direct Observation Dates

Date of Interim Report

- Placement Agreement.
- Completed "Record of Work" form for each piece of work allocated to you during Social Work Practice 1.
- A 4,000 word reflective account of your learning during Social Work Practice 1, drawing on the work that was allocated to you and wider learning during placement (e.g. attendance at team meetings, use of reflective diary etc). The reflective account must cover the following components:
 - Knowledge and understanding applied and developed;
 - Skills and abilities applied and developed;
 - Values, ethical and personal commitment shown;
 - How the 24 requirements were met. This should be done by cross-referencing to the relevant requirements in your narrative.

The reflective account is an academic piece of work and must therefore include appropriate references and a reference list at the end.

- Completed pro-formas (Appendix 2) for 3 direct observations, including service user/carer feedback.
- Record of Supervision (Appendix 7).
- Two extracts from your Reflective diary
- Practice Educator's Assessment Report (Appendix 9), which will be submitted separately to ENU and added to your portfolio by the Practice Learning Co-ordinator.

Your Practice Educator will be required to counter-sign all parts of your final report. You must therefore make sure that you agree a separate deadline for sharing your report with them, so they have time to read it before you submit it to ENU

You must sign the statement below (electronically if necessary):

I confirm that all parts of this final report have been anonymised.

Student's Signature:

Date:

Practice Educator’s Final Report

(Practice Educators should complete the grid below by ticking the relevant boxes and provide a brief report (normally no more than 1,500 words) on the student’s main learning, strengths and areas for future development. Practice Educators are not required to write to the SISWE. This report will be made available to the student’s Practice Educator in Social Work Practice 2.)

1. Prepare for practice and work in partnership with individuals, children, parents, families and extended families, carers, groups and communities, professionals and organisations

| | Achieved | Not Achieved |
|---|----------|--------------|
| 1.1 Prepare for social work contact and involvement, including in the context of inter-professional and integrated services | | |
| 1.2 Work effectively in partnership with people receiving services, carers and communities so they can gain control over their lives, make informed decisions and achieve positive outcomes | | |
| 1.3 Assess needs and options, in partnership, to plan a course of action | | |

2. Plan, undertake, review and evaluate social work practice with individuals, children, parents, families and extended families, carers, groups, communities and other professionals

| | Achieved | Not Achieved |
|---|----------|--------------|
| 2.1 Identify and develop opportunities for prevention and early intervention | | |
| 2.2 Identify and respond to crisis situations | | |
| 2.3 Work in an ethically and culturally sensitive manner with people receiving services, carers and communities, to achieve change, promote dignity, realise potential and improve life opportunities | | |
| 2.4 Co-produce, implement and evaluate plans with people receiving services, carers and others | | |
| 2.5 Develop collaborative and effective networks to meet assessed needs and planned outcomes | | |
| 2.6 Work with groups to achieve effective outcomes | | |
| 2.7 Respond appropriately to behaviour which presents a risk to people who receive services, carers, communities and the wider public | | |

3. Assess and manage risk to individuals, children, parents, families and extended families, carers, groups, communities, self and colleagues

| | Achieved | Not Achieved |
|--|----------|--------------|
| 3.1 Assess and manage risk to people who receive services, carers and communities | | |
| 3.2 Assess and manage risk to self and colleagues | | |
| 3.3 Support the wellbeing, safety and protection of vulnerable children and adults | | |

4. Demonstrate professional confidence and competence in social work practice

| | Achieved | Not Achieved |
|---|----------|--------------|
| 4.1 Through critical analysis and reflection, evaluate and use up-to-date knowledge and national and international research | | |
| 4.2 Work ethically within agreed standards of social work practice using personal and professional knowledge and skills | | |
| 4.3 Understand and manage complex ethical issues, dilemmas and conflicts | | |
| 4.4 Promote best social work practice, adapting positively to change | | |

5. Manage and be accountable, with supervision and support, for own social work practice within the organisation

| | Achieved | Not Achieved |
|--|----------|--------------|
| 5.1 Manage own role as a professional social worker in an ethical and accountable way | | |
| 5.2 Take responsibility for own continuing professional learning and development | | |
| 5.3 Contribute to the management of resources and services | | |
| 5.4 manage, present and share records and reports | | |
| 5.5 Prepare for, and take part in, decision making forums | | |
| 5.6 Work effectively with professionals within integrated, multi-disciplinary and other service settings | | |

6. Work in partnership with individuals, children, parents, families and extended families, carers, groups and communities to address and manage their needs, views and circumstances.

| | Satisfactory progress | Further progress required |
|--|-----------------------|---------------------------|
| 6.1 Work in partnership with people receiving services, carers and communities to achieve greater independence and direct or maintain their own support, demonstrating social work values and ethical practice | | |

Please note that all documents submitted for interim and final assessment must be fully anonymised

Please outline the student's main learning, strengths and areas for future development, before making a clear Pass/Fail recommendation at the end of the report. If the student has not achieved all requirements, please comment specifically.

Practice Educator's Recommendation:

PASS

FAIL

Practice Educator's Initials:

Date:

Social Work Curriculum – Year 1

Before the start of Social Work Practice 1, you will have completed 4 collaborative modules (with Occupational Therapy and Physiotherapy students), 4 Social Work discipline specific modules and a research module.

Professional Preparation for Social Work Practice (Social Work specific)

This module is delivered across the first two terms of your programme. Throughout this module you will be involved in a range of activities in order to support your preparation for work during your practice placement. All of your learning across all modules helps to prepare you for practice, of course, but this module focuses on specific essential knowledge, skills, processes and procedures that you will need in order to be able to start and complete your placement successfully. The module will support you to reflect on your own values and how they impact on work with people who receive services and carers.

Your learning on this module will include developing your understanding of the social work role and the lived experiences of people who receive services and carers. You will undertake specific work related to the Getting it Right for Every Child (GIRFEC) National Practice model for understanding and assessing the needs of children, and you will develop your understanding of your specific role and responsibilities in relation to Child Protection, Adult Support and Protection, and Safeguarding people and communities from the threat of terrorism (Prevent). Education will be provided in the prevention and management of violence and aggression, and you will practise your social work skills in different realistic settings including the home and hospital environment. Towards the end of the module you will explore some of the ways in which you will learn during your practice placement including how to make effective use of professional supervision. You will also focus on specific policies, procedures and documentation that you will need to understand and complete in order to provide evidence of your learning in relation to the Standards in Social Work Education.

Working Together in Health and Social Care Contexts (Collaborative)

Through a blended learning approach you will explore, examine and identify topics which may include:

Personal identity, empathy and sense of self Reflection on own life experiences

Unconscious bias

Health and well-being monitoring

Resilience building

Human development across the lifespan

Ecological frameworks and social processes for individuals and communities (for example, housing, racism, poverty, education and employment opportunities, mental or physical ill health) and other sources of disadvantage that impact upon development and are associated with the risks of crime, marginalisation, isolation and exclusion, and inequalities in health and wellbeing

Relationships between social processes, disadvantage and social divisions.

Different communities and their respective strengths and limitations

Developing community profiles

Understanding of who people who receive services might be

Voluntary, private and statutory organisations working with people and communities

Local, national and global contexts of health and social care – policy drivers, standards and practices

Professionals' roles in supporting individuals and families in different community settings to

overcome inequalities in health and social care through universal services, community resources and resilience.

Negotiating the Legal and Ethical Landscape of Social Work (Social Work specific)

In this module you will explore how the law defines the duties and powers of social workers. The module provides an overview of the origins of law, the Scottish legal system, and key social work legislation across Children and Families, Criminal Justice and Adult Services. The legislation is examined within the context of the codes of practice for social service workers and an understanding of human rights, including people's rights to privacy and to govern and determine their own lives and outcomes. The module will ask you to reflect upon the ways in which the law may be an instrument for both empowerment and oppression, and the ethical debates related to the central tensions of care, control and risk inherent within the social work role. The module is practical and based clearly upon an appreciation of the ways in which a critical understanding of the legislation is both necessary and useful in day-to-day practice.

Working with Individuals, Families and Communities (collaborative)

This module will give you the opportunity to develop and practise communication skills (verbal, non-verbal and symbolic) and to develop skills in self-awareness, self-reflection, and personal resilience. Recognising that you are continuing to develop your professional identity and an understanding of your own and others' roles, this will include reflecting on your personal values and motivation for your chosen profession as well as your use of self and issues of power and difference in communication with people who receive services and between practitioners within multi-disciplinary teams. You will explore a number of different theories and methods of communication, such as motivational interviewing, solution-focused approaches, systems approaches and crisis intervention, and you will learn how to judge the appropriateness of different approaches in different situations. You will consider working with people who receive services in groups as well as individually, and you will also explore the nature, purpose and dilemmas involved in the recording and sharing of information generated by inter-personal interactions.

Research Methods in Health and Social Care (Research)

On this module you will learn to critically explore research evidence and be able to synthesise, integrate and apply knowledge relating to the research process. It will be important to evaluate research methods that are relevant to health and social care practitioners and people who receive services through the use of real-life examples from local, national and international researchers. This module will enable you to develop your knowledge and skills to communicate research with colleagues, people who receive services and families. By promoting evidence-based research this module will encourage working to high professional standard, providing shared governance and accountability of health and social care practice.

The module will include the following content:

1. an overview of the research process.
2. critical appraisal of the research evidence to assist in the development of research ideas relevant to practice.
3. evaluation of research designs including quantitative, qualitative and mixed methods.
4. exploration in the importance of research governance and ethics.
5. examination of dissemination strategies and the long-term impact of research findings.

Social Work approaches to assessing Compromised Health and Development (Social Work specific)

This module is concerned with assessing needs and risks in the context of different forms of ill-health, adversity, crime and abuse, and where working with individuals and families on a compulsory basis may be necessary for people protection and to restore healthy developmental pathways. This module will consider ecological and outcomes-focussed approaches to assessing the impact of adversity and trauma upon development across the lifespan, including evaluating the evidence regarding brain development. Within the context of social processes relevant to inequalities in health and social care, it will reflect upon the personal impact of issues that may affect parenting capacity, such as learning disability, mental health, domestic abuse and substance misuse, before moving on to consider theories of crime and abusive behaviour and the needs of adults at risk of abuse or involved in the criminal justice system.