Department of Social Work, Social Care and Youth and Community Studies

Guidance of work and/or evidence which could meet the Professional Capabilities Framework

This document has been developed out of joint working between staff at Sheffield Hallam University and The University of Sheffield.

1. Professionalism

   First Placement

   - Able to get work done in within agreed time limits
   - Appropriate dress
   - Appropriate ID badge
   - Article shared with team
   - Awareness of multidisciplinary working
   - Care planning documentation/evidence of work
   - Colleague feedback/observations
   - Direct observances
   - Discussions in supervisions/skills development as times goes on
   - Do exercise on "What is professionalism?"
   - Etiquette
   - Flexibility
   - How student communicates at meetings
   - Managing power differentials exercise
   - Observation of informal discussions with team members
   - Observing others
   - Policies of the agency i.e. safeguarding, whistleblowing
• Presentation
• Professional boundaries exercise
• Punctual
• Reliable
• Risk assessment
• Self-awareness exercise "Who am I?"
• Self-awareness of power
• Service user feedback
• Sharing information in team meeting – new service – new research
• Sharing knowledge and research with team agency
• Student reflections
• Supervision discussion student clear about professional boundaries. Integrity – even if this leads to professional discomfort can make unpopular/difficult decisions.
• Supervision notes
• Take responsibility for own learning
• Telephone manner/professionalism
• Time management
• Undertake professional exercise
• Undertake roles/different professions exercise
• Use of diaries
• Writing reports

Final Placement
• 500 word critical reflections – compare and contrast to other areas – critical understanding – drivers and funding streams – social policy.
• Awareness of own limitations
• Being proactive
• Chair discussion group to analyse knowledge and practice
• Develop autonomy
• Group work assessment of human growth and development
• Pat Collingwood – theory to inform/theory to intervene (3 stage theory framework)
• Self-awareness of power
• Use of supervision.
• What use have they made of the expertise of service users/carers

2. **Values and Ethics**

**First Placement**

• Awareness of dignity issues for adults/children
• Direct Observations, Supervision, feedback from colleagues, feedback from service users
• Student able to articulate stereotypes associated with the placement setting and identify evidence and research that supports and undermines the stereotype.
• Student able to identify differing viewpoints in work settings, and is able to avoid collusion with discriminatory behaviour.
• Student is able to apply learning from the course to the practice setting through discussion, written work etc.
• Student to be aware of how legislation can be value based in its application (e.g. 'self-directed support', Children Act 1989, Mental Capacity Act 2005). Demonstrates this through discussion or written piece.
• Student to demonstrate ability to reflect upon progression during placement of understanding of personal and professional values - either in written piece or discussion
• Student to demonstrate awareness of ethical dilemmas that arise during placement, with direction
• Student to demonstrate awareness of personal and professional values through written piece or discussion - e.g. complete the 'who am I' exercise.
• Student understands and can articulate the professional codes of ethics for Social Workers (HCPC duties of a registrant) - either in application to practice, written piece of work or discussion
• Student understands application of codes of ethics e.g. able to articulate application of confidentiality in straightforward settings, or 'what if' conversations.
• Undertake direct reading

**Final Placement**

• Direct Observations, Supervision, feedback from colleagues, feedback from Service Users
• Reflective log demonstrates change and progress over the time of the placement regarding values, both personal and professional

• Student able to articulate the concept of how their personal and professional values impact upon, shape, change and alter situations and experiences

• Student capable of keeping and producing a reflective log which demonstrates critical analysis and learning from practice situations (i.e. more than describing what they are doing and feeling)

• Student demonstrates ability to critically reflect upon values and learn through this - through reflective log, written piece, or discussion.

• Student demonstrates how to manage personal values and apply professional values in practice settings

• Student is able to apply learning from the course to the practice setting through discussion, written work etc.

• Student is fully conversant with professional codes and is able to apply to practice settings and scenarios.

3. Diversity

First Placement

• Ask student to read and research about service user group(s) and feedback learning acquired

• Awareness of dignity issues - child/adult culture

• Complete AOP grid (adapted as desired - e.g. use Thompson's PCS model and apply to situations)

• Consider and analyse other services' accessibility for different groups of service users

• Consider and analyse the service accessibility for different groups of service users

• Demonstrates and can articulate issues in the placement setting

• Develop understanding of cultural beliefs

• Direct Observations, Supervision, feedback from colleagues, feedback from service users

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• Enable Service Users to achieve/develop aspirations

• Keep a reflective diary which in part evidences thoughts and feelings around diversity and AOP

• Life story work - promote child culture

• Plan a session that recognises and meets the needs of service users with diverse needs

• Reflect upon a session that aimed to meet the needs of service users with diverse needs
• Student is able to apply learning from the course to the practice setting through discussion, written work

• Student is able to apply learning from the course to the practice setting through discussion, written work etc.

• Take into account cultural background

• Use pictorial tools

• Work with Service Users and Carers as individuals

• Write a chronology reflecting the diverse characteristics and experiences of a service user

Final Placement

• Able to critically analyse the context of learning in relation to diverse and oppressed groups e.g. workforce and service user demographics compared to population served and using research and literature

• Ask student to prepare a piece of work where research and theory is integrated into a practice experience

• Direct Observations, Supervision, feedback from colleagues, feedback from Service Users

• Life story work - promote child culture

• Student demonstrates ability to apply relevant legislation to lives of service users

• Student demonstrates awareness of diversity and oppression. Student able to act and practice in an anti-oppressive way - demonstrates strategies and is able to recognise challenges and complexities of situations

• Student demonstrates awareness of relevant legislation to lives of service users e.g. Equality Act, Human Rights Act

• Student demonstrates confidence in challenging oppression in an appropriate manner

• Student independently devises ways and means of securing service user feedback

• Student is able to apply learning from the course to the practice setting through discussion, written work etc.

• Student is able to discuss Thompson’s Model of oppression and apply the levels to practice situations and experiences

• Student links and applies interventions to concept of empowerment e.g. advocacy, strength based approaches such as MI and Solution Focussed approaches

• Student to undertake an accessibility audit with recommendations for improvements for an agency e.g. placement agency

• Work with Service Users and Carers as individuals
4. Rights, Justice and Economic Wellbeing

First Placement

- Able to explain agencies confidentiality policy clearly.
- Awareness of own boundaries and when to refer on
- Case notes
- Case notes, supervision notes, learning journals, assessments, colleague feedback, Service User feedback, direct observations
- Effect of "controls" on Service User
- Ensure equality and understanding different values and beliefs
- Identify Service User needs
- Knowledge of service to support Service Users in the areas required.
- Power dynamics exercise at start and end of placement, supervision via a discussion and feedback from the student regarding the above areas. Critical reflection on practice exercises, work products
- Research into different communities/cultures/disability (social/medical models)
- Understand how records are stored
- Understand the role of an independent/advocate.
- Understanding of legislation underpinning, rights, justice and wellbeing

Final Placement

- Completion of Care and/or Support Plans
- Discrimination - being able to act on these issues
- Report writing
- Understanding of benefits and housing options
- Understanding of independent advocacy
- Understanding the complaints procedure
- View Placement One report, work products, case notes, support plans, supervision, discussion about benefits and housing options, supporting Service User with an appeal, setting up appointments for Service Users, feedback from Service Users
5. Knowledge

First Placement
- Area of placement – social issues – how have they got the info, who, what, where.
- Ask questions
- Attend agency training and workshops
- Chronology of Service User
- Completion of an observation – i.e. needs jigsaw reflection
- Form links between theory and practice
- Identify risks and challenges and research to support your social work
- Induction – research placement and service user group.
- Knowledge of statutory and PVI services/sector
- Look at the placements – safeguarding policy
- Making a referral to another service provider – how you came to the conclusion which agency to use
- Research placement before starting placement
- Understand about research
- Understand law and policy i.e. adults/children
- Use direct observations – and write a plan using legislation and theory that underpins practice
- What Theories underpin philosophy of placement setting?
- Write a piece on the context of the placement

Final Placement
- Ability to demonstrate knowledge of appropriate legal and policy frameworks that inform the students social work practice
- Apply skills and knowledge based on law and policy
- Apply to practice a working knowledge of human growth and development value and take into account the expertise of Service Users and Carers and other professionals
- Attend agency training and workshops
- Demonstrate good understanding of knowledge related to the service users student is working with
- Direct observation, Service User feedback, assessments, planning, reviews, working closely with members of the team and multi-disciplinary working
• Good knowledge of evidenced based practice research
• Having a critical awareness of current issues

6. **Critical Reflection and Analysis**

**First Placement**
- Critical reflection exercise
- Direction readings
- Evidenced based practice
- Feedback from colleagues
- Feedback from presentations
- Feedback from Service Users and Carers
- Flexible interventions through on going evaluation and reflection
- Group reflection
- Informed decision making
- Meeting minutes
- Reflection on assessments/interviews
- Reflective diaries
- Research
- Supervision notes/discussions
- 'What if' discussions

**Final Placement**
- Appreciation and understanding of different prof values
- Compare First Placement tasks and compare how they would approach a task now
- Continuing professional development
- Demonstrating what the student knows without prompting
- Evidence that management and planning skills across the board
- Feedback from colleagues
- Feedback from presentations
• Feedback from Service Users and Carers
• Fill in gaps in learning
• More complex discussions
• Move independence around tasks
• Revisit the subconscious conference model – Kolb
• Systemic/Relationships based appropriate to work
• Undertake critical reflection toolkit
• Use supervision to evidence how student becomes autonomous in decision making

7. Intervention and Skills

First Placement

• Ability to carry out initial assessments and understand the context
• Ability to present information confidently
• Advocacy
• Awareness of how theory relates to intervention
• Being proactive, showing initiative
• Clear understanding of professional boundaries and professional relationships
• Completing risk assessments, and understanding of managing risk
• Confident in making first contact with Service Users, and or Carers i.e. telephone calls, letter writing, visits
• Creating support plans/care plans/goal setting and review
• Evidence: - observation, feedback from Service Users, and staff/other professionals, supervision
• Evidence:- Direct observation, work products, feedback from service users and staff
• Evidence:- Supervision, work products, critical reflection, direct observations, feedback from Service Users and colleagues
• Good timekeeping
• IT skills
• Report writing skills
• Supervision discussions
- Supported crisis management
- Telephone skills
- Working as an active team member

**Final Placement**

- Ability to form evidential judgements and recommendations, including reports and assessments
- Advocacy
- AOP Grid, work products, direct observations, critical reflection essays, supervision, feedback from service users and colleagues
- Attend safeguarding meetings and actively contributing
- Being able to independently crisis manage
- Challenging professionals and Service Users appropriately
- Eco-gram
- Group work
- Have developed a larger toolkit and knowledge base to draw on
- Identify risk and implement appropriate risk management strategies
- Independent case management
- Intervene to minimise risk
- Knowledge base of service user group
- Life story
- Managing conflict
- Presentations
- Presentations to panels regarding decision making
- Pro-active and reflective
- Recognising and actively challenging discrimination
- Report writing in depth
- Respecting self
- Robust analysis of the assessment process
• Undertake mental capacity assessment
• Working with "Blue Light Services"
• Working with more complex cases- higher levels of risk management

8. Contexts and Organisations

First Placement
• Awareness of impact of welfare reform/poverty.
• Clear arguments.
• Feedback.
• How would we know?
• In practice, observation visits. Joint visits. Colleague feedback. Written reflection/analysis.
• Knowledge of agency policy and procedures and application – supervision discussion.
• Knowledge of service user group – experience of multi-agency or multi team working.
• Local knowledge/impact of historical events.
• Map out the process. Introducing multi-organisation meeting.
• Map services available across different sectors for the Service Users – resource table.
• Reading – information giving.
• Reflection on own values – how they relate to social work values and values of placement.
• Reflective piece on how the organisation work fits into strategic direction of commissioning body/local authority.
• Understand how MDT (Multi-Disciplinary Team) organisations work.
• Understanding/awareness of policies and procedures and impact of notice.

Final Placement
• Agency representation at multi-agency meetings.
• Arranging visits/feeding back to team.
• Challenging decisions/practise.
• Challenging effectively/appropriately.
• Confidence to challenge AOP – especially cultural/structural oppression – specific examples.

• Dealing with inter-agency conflict.

• Development of critical awareness of organisation – structure policy procedure.

• Effective multi agency working.

• Feedback observation – reflection in supervision

• Knowing who your allies are.

• Minutes/changing meeting/setting agendas.

• Promote the agency – presenting to other agencies.

• Recognising power levels – when and where to challenge.

• Represent agency – multi-agency meeting/court.

• Supervision exercises.

• Taking co-ordinating role in statutory practice.

• Topics to research.

• Understands constraints/challenges/different roles/evaluating strengths and weaknesses of context/organ.

• Visits to other organisations.

• Wide awareness of resources beyond organisation/ local area – questioning gaps and how to address this.

• Working within an organisation's boundaries.

9. Professional Leadership

First Placement

• "What if " exercises - e.g. chairing a review/other formal meeting

• Ask student to describe the lines of accountability of the organisation/management structure

• Ask student to identify management decisions and how they might impact upon services and Service Users

• Ask student to observe professional meetings with Social Workers and compare and contrast behaviour and impact of the Social Worker

• Ask student to reflect on professionalism and leadership of others and discuss with you/others
• Contribute to a development in your organisation/agency

• Direct observations, supervision, feedback from colleagues, feedback from Service Users

• Induction visits - collect information and share with the team

• Make a contribution to a group discussion or a short presentation in a meeting

• Observation of professional persona - court/home visits/interviews etc.

• Observe how a person leads/chairs a meeting and assess and identify learning needs

• Report back to other team members the content and learning of any training undertaken

• Research a topic to share with the team

• Student is able to apply learning from the course to the practice setting through discussion, written work etc.

• Work with student to improve confidence and measure by ability to speak in meetings.

**Final Placement**

• Ability to direct others where appropriate.

• Attend training and pass on knowledge.

• Brief and guide first placement students on shadowing and observation visits.

• Chair a team meeting, take minutes, run a briefing meeting.

• Delivering training to colleagues/Service Users/Carers.

• Demonstrates and can articulate a clear understanding of differing work and professional roles within an agency setting.

• Demonstrates and can articulate a clear understanding of where they and the social worker 'fits' in the hierarchy of the organisation.

• Direct observations, supervision, feedback from colleagues, feedback from Service Users.

• Presentation to team/students on a topic e.g. could be an agreed topic researched in some depth.

• Produce reports where professional leadership is evident in the content e.g. a court report that details multi-agency working and the lead role played by a social worker.

• Running a group/workshop for Service Users/Carers.

• Student is able to apply learning from the course to the practice setting through discussion, written work etc.

• Take a lead role in a piece of work, particularly where it involves liaison with other agencies.
• Take on delegated pieces of work as part of a work plan that demonstrated development or a contribution.

• Write a reflective piece on how someone else demonstrated professional leadership.

• Write a reflective piece on what they see as their role and responsibilities in relation to professional leadership.