

**MANCHESTER METROPOLITAN UNIVERSITY**

**FACULTY of HEALTH AND EDUCATION**

**Department of Social Care and Social Work**

**Evidencing Knowledge, Skills and Behaviours (KSB’s)**

**– Templates for portfolio**

In order to maintain the confidentiality of the people you work with, you must
anonymise any personally identifiable information about people you work with,
including professionals.

It is helpful to include a statement at the start of your submission explaining how
you have anonymised your work such as:

“with regard to people with lived experience and their family I have preserved their anonymity by the use of Pseudonyms or random initials”.

You can change the name of any people discussed and should not explicitly refer to the team or location of a service or organisation to ensure details of the people you discuss in your work are not recognisable to others.

Contents

**3** Apprenticeship Timeline for Practice Learning

**4** Reflection 1 Template – Shadowing Experience

**6** Direct Observation 1 Template

**12** Reflection 2 Template – Applying Legal Knowledge

**14**  Direct Observation 2 Template

**20** Reflection 3 Template – Working With Conflict

**22** Reflection 4 Template – Assessment Skills

**24** Reflection 5 Template – Multi-agency Working

**26** Direct Observation 3 Template

**32** Summative reflection on feedback from People with Lived Experience

**34** Mentor final Report

**35** Practice Learning Evaluation Form – Apprentice

**37** Practice Learning Evaluation Form - Mentor

*Purpose of the Portfolio*

Key learning across the Social Work Degree Apprenticeship Programme takes place within University Modules, the work place alongside students own reading and study.

As part of the Social Work Degree Apprenticeship, it is expected that students will produce a portfolio to evidence the development of their practice across the programme.

The purpose of the portfolio is to assess the student’s capability to become a qualified social worker. The portfolio will contain evidence which determines whether the student has acquired the knowledge, skills and behaviours required for qualified social work practice. The portfolio brings together samples of practice work that best demonstrates their achievements. As portfolios often contain multiple samples of work, they enable students to provide a more in-depth and authentic representation of their achievements. Practice which takes place in a work setting is an opportunity to learn about the professional practice of social work, apply theory to practice situations and demonstrate proficiency and capability in social work skills, values, and theory.

The portfolio has been developed to allow students to demonstrate development of the Knowledge, Skills and Behaviours required for social work practice. It is made up of 3 direct observations and 5 reflections, it must also include feedback from people you have worked with, specifically those with lived experience of social work intervention,

The final section of the portfolio is completed by your mentor.

It is expected that the evidence used to make up the portfolio should be gathered across the programme. In order to demonstrate your growth and development the ePortfolio should be completed as you progress through the course and not left until the end of the programme.

Your workplace mentor and Skills Coaches should provide support and guidance around the completion of the portfolio.

End of month 2

2-6 months

Contrasted learning 1

6-12 months

Contrasted learning 2

12-18 months

EPA Gateway & Assessment

Apprenticeship journey Timeline for evidencing practice learning

Mentor report and EPA Gateway sign off process

Reflection on service user feedback & development during SWDA

Direct Observation of Practice 3

Reflections 3, 4 & 5

Direct Observation of Practice 2

Reflection 2 – Applying legal knowledge

Direct Observation of Practice 1

Reflection 1 - shadowing experience

|  |
| --- |
| **Reflection 1: Shadowing experience** |
| In the first two months you will shadow a social worker/social work team. Using Gibbs’ reflective model, reflect on a specific intervention and develop an action plan for your KSB development as a result of shadowing. Pay attention to the knowledge and skills demonstrated by the social worker. |
| **Remove all the prompts and insert your reflections. The prompts are here to guide your writing. Keep the headings.*** **Brief Description** of the experience
* What happened? When and where did it happen?
* Who was present?
* What did you and the other people do?
* What was the outcome of the situation?
* Was this what was supposed to happen?

 Keep this section brief. You will explore your thoughts and feelings in the next section. * **Feelings** and thoughts about the experience
* How did you feel before the event?
* How did you feel at the time?
* What do you think other people were feeling?
* What did you think about the event afterwards?
* What do you think other people feel about the event now?
* What do you think about the event now?
* **Evaluation** of the experience, both good and bad
* What was good and bad about the experience?
* What went well? What didn’t go so well?
* What did you and other people contribute to the event (positively or negatively)?
* If anything went wrong, was it resolved afterwards?
* **Analysis** to make sense of the situation
* Why did things go well? Why did they go badly?
* What sense can I make of the event?
* What theory or research can I draw on to explain what happened?
* Could I/the social worker have responded in a different way?
* What might have helped or improved things?
* **Conclusion** about what you learned
* What did I learn from this event?
* What could have gone better?
* Could the social worker have done anything differently?
* **Action plan** for your KSB development in the future and what you would do if the situation arose again
* What knowledge and skills do I need to develop to be able to manage a situation like this?
* How can I start to acquire these knowledge and skills?
* What am I actively going to do to develop new knowledge and skills? Set a timeframe.
* If the same situation occurred in the future, what elements of the social workers practice would I adopt?
* If the situation occurred again, what would I do differently?
 |
| **Apprenticeship Standards evidenced:**  *Please ensure there is clear evidence of the KSBs in your writing.*  |
| **Social Work England Standards evidenced:**  *Please ensure there is clear evidence of the Standards in your writing.* |
| Apprentice name …………………………………... | Date ……………………………… |
| Read by Mentor (PRINT NAME) (inc SWE Reg. No.).………………………………………………………Mentor signature: ……………….………...……… | Date ……………………………… |

|  |
| --- |
| **Direct Observation Template** **1** |
| **Name of Student:**  |   |
| **Name of Observer (include SWE Registration Number):**  |   |
| **Role of Observer:**  |   |
| **Date of Observation:**  |   |

**All entries should map across the required KSB’s and SWE Professional Standards**

**There are THREE sections of the form; Planning, Feedback and Reflection.  All must be completed**

**Note – Apprentices should remove all guidance notes (in blue) before submitting.**

|  |
| --- |
| **PART ONE: Planning for the Observation**  |
| 1   | **Brief context to the observed contact between yourself and people with lived experience.**  **Guidance:** This section should be no more than 300 words.  This should include the legal basis of the intervention.  |
|         |
| 2   | **Planning for the intervention**  **Guidance:** The Apprentice and observer will negotiate and plan a suitable intervention to be observed. This discussion will usually take place during supervision and should consider what the Apprentice hopes to achieve during the observation; agree objectives and any specific knowledge, skills or behaviours to develop (including those identified as areas for development or concern), the observer will focus their feedback on.   Be clear about what the intervention is, what models or tools you’re working using and why you are there, i.e. what is the legal basis of the intervention, how does the law apply and why.  The Apprentice and observer should clarify the role of the observer during the intervention.  Consider how they will be introduced, under what circumstances, if any, will they intervene. It can be helpful to discuss ‘***What if*...?**” scenarios prior to the observation.   The Apprentice, with support from the observer, must consider the formal knowledge, theories, models, approaches and methods that might inform their practice, including reflection on issues of power, values and anti-discriminatory practice that have potential to impact on the intervention.   Where relevant, throughout the documentation of the DO, reference to appropriate academic sources and reading must be made using ‘MMU Cite them right Harvard’.    |
|                  |
| 3   | **Has the person with lived experience given permission for this observation? Discuss how this was obtained and any issues which arose.**   **Guidance:** The involvement of Person With Lived Experience (PWLE) is essential.  Their agreement for the observation must be sought and the process by which the Apprentice will be gaining consent discussed prior to the observation.    The observer will obtain feedback from PWLE after the intervention; however, consideration before the meeting should be given as to how this will be managed.    |
|          |
| 4   | **What formal knowledge and theories inform your practice?**   **Guidance:**  Drawing on your learning to date on the course, including additional reading undertaken to inform the direct observation, outline what knowledge and theories might inform your practice.  You should make clear links between academic sources, including up to date research as evidence to support or inform your practice. You should reference this using MMU ‘Cite them right Harvard’.  |
|              |
| 5   | **What issues relating to power, values and ADP might impact in this contact?**   **Guidance:** Drawing on your learning to date on the course, including the additional reading undertaken to inform this direct observation, support your analysis of practice with a range of academic sources. As this section relates to power, values and ADP , anti racist practice, we strongly recommend that you give due regard to any protected characteristics and consider the Equality Act (2010) and associated legislation or conventions e.g., Human Rights Act (1998) (note this is under review), UN Convention of the Rights of the Child, UN Convention of the Rights of Person's with Disabilities etc.    |
|          |
| 6   | **Brief description of the intervention**   **Guidance:** It would be helpful to consider the intervention in the context of the AsPIRE (Assessment, Planning, Intervention, Review, Evaluation) model (Sutton, 1999) to contextualise and focus your intervention, as well additional reading undertaken to inform the direct observation.   Questions the Apprentice might ask themself:   * What happened?
* What was achieved?
* What was my role/action?
* What was the role/action of others?
 |
|         |

|  |
| --- |
| **PART TWO: Feedback**  |
| **Observer Feedback:** **You will get written feedback on the direct observation from the person observing you. You should insert it here.**  |
|              |
| **Service User Feedback:** **The apprentice or observer must seek feedback from the service user.  You should consider how this is sought and ensure that it is meaningful.  The feedback should be anonymised and included here.  If feedback cannot be gained from the service user an explanation of the reason for this must be provided**  |
|            |

|  |
| --- |
| **PART THREE: Reflection on the observed contact and the feedback**  |
| 7   | **Critical reflections on the observed practice**   **Guidance:**  Draw on a supportive evidence base including use of academic sources,  research and any issues arising from the legislative context of the intervention. You should reference this using MMU ‘Cite them right Harvard’. Questions the Apprentice might ask themself:    * How effective was my method/approach?
* How did the knowledge/theories I identified work in practice?
* Were there any ethical issues?
* How did I address power?
* What went well and how do I know this?
* Did anything unexpected happen for me or anyone else during this observation?
* What outcomes were achieved?
* Were there any aspects of the DO that I found difficult?
* What skills did I use and how did I use them? (Look at Trevithicks lexicon of skills)
* Did the intervention go as I expected? How do I know this?

What were my thoughts and feelings at the time and how might they have affected the interaction/intervention?    |
|                |
| 8   | **Critical reflection and professional development**   **Guidance:** Drawing on a supportive evidence base including use of academic sources, this analysis should also include reference to Social Work England professional standards and the Social Work Apprentice KSB’s. You should reference this using MMU ‘Cite them right Harvard’. Questions the Apprentice might ask themself:   * With reference to the professional standards and the KSB’s, have I identified specific areas for further development? (Cross reference to KSB’s)
* Have I gained new perspectives by reflecting on my practice?
* How will I address these areas of development? Think S.M.A.R.T. goals (Doran, 1981).
 |
|            |
| 9   | **Comments and reflections on the feedback given by the observer**   **Guidance:** Questions the Apprentice might ask themself:   * What areas of my practice received positive feedback and why?
* What areas of my practice require further development?
* Did anything in the feedback surprise me?
* What helped me in reflecting on and considering the feedback given by the observer?
* The Apprentice is required to use a reflective model of reflection.  These may include:
* Gibbs' Reflective Cycle (Gibbs, 1988)
* What? So what? Now what? (Driscoll, 1994)
* The Integrated Reflective Cycle (Bassot, 2013)
* The four F's of active reviewing (Greenaway, 1992)
* The 5R framework for reflection (Bain *et al*., 2002)

 Access this resource for an overview of several reflective models: [Reflection Toolkit](https://www.ed.ac.uk/reflection). Whichever models are used, these must be cited and referenced appropriately alongside other sources of information.    |
|           |

|  |  |
| --- | --- |
| **Apprentice Signature:**  |   |
| **Observer Signature:**  |   |
| **Date:**  |   |

|  |
| --- |
| **Reflection 2: Applying legal knowledge** |
| Reflect on how your knowledge of legal and ethical frameworks has developed your practice. Choose a piece of work you were previously involved with, apply relevant legislation, and identify what you would do differently now you have enhanced legal knowledge. We have left the box blank; you may wish to use a model or write freely.  |
|  |
| **Apprenticeship Standards Evidenced:** *Please ensure there is clear evidence of the KSBs in your writing.* |
| **Social Work England Standards evidenced:**  *Please ensure there is clear evidence of the Standards in your writing.* |
| Apprentice name …………………………………... | Date ……………………………… |
| Read by Mentor (PRINT NAME) (inc SWE Reg. No.).………………………………………………………Mentor signature: ……………….………...……… | Date ……………………………… |

|  |
| --- |
| **Direct Observation Template** **2** |
| **Name of Student:**  |   |
| **Name of Observer (include SWE registration Number):**  |   |
| **Role of Observer:**  |   |
| **Date of Observation:**  |   |

**All entries should map across the required KSB’s and SWE Professional Standards**

**There are THREE sections of the form; Planning, Feedback and Reflection.  All must be completed**

**Note – Apprentices should remove all guidance notes (in blue) before submitting.**

|  |
| --- |
| **PART ONE: Planning for the Observation**  |
| 1   | **Brief context to the observed contact between yourself and people with lived experience.**  **Guidance:** This section should be no more than 300 words.  This should include the legal basis of the intervention.  |
|         |
| 2   | **Planning for the intervention**  **Guidance:** The Apprentice and observer will negotiate and plan a suitable intervention to be observed. This discussion will usually take place during supervision and should consider what the Apprentice hopes to achieve during the observation; agree objectives and any specific knowledge, skills or behaviours to develop (including those identified as areas for development or concern), the observer will focus their feedback on.   Be clear about what the intervention is, what models or tools you’re working using and why you are there, i.e. what is the legal basis of the intervention, how does the law apply and why.  The Apprentice and observer should clarify the role of the observer during the intervention.  Consider how they will be introduced, under what circumstances, if any, will they intervene. It can be helpful to discuss ‘***What if*...?**” scenarios prior to the observation.   The Apprentice, with support from the observer, must consider the formal knowledge, theories, models, approaches and methods that might inform their practice, including reflection on issues of power, values and anti-discriminatory practice that have potential to impact on the intervention.   Where relevant, throughout the documentation of the DO, reference to appropriate academic sources and reading must be made using ‘MMU Cite them right Harvard’.    |
|                  |
| 3   | **Has the person with lived experience given permission for this observation? Discuss how this was obtained and any issues which arose.**   **Guidance:** The involvement of Person With Lived Experience (PWLE) is essential.  Their agreement for the observation must be sought and the process by which the Apprentice will be gaining consent discussed prior to the observation.    The observer will obtain feedback from PWLE after the intervention; however, consideration before the meeting should be given as to how this will be managed.    |
|          |
| 4   | **What formal knowledge and theories inform your practice?**   **Guidance:**  Drawing on your learning to date on the course, including additional reading undertaken to inform the direct observation, outline what knowledge and theories might inform your practice.  You should make clear links between academic sources, including up to date research as evidence to support or inform your practice. You should reference this using MMU ‘Cite them right Harvard’.  |
|              |
| 5   | **What issues relating to power, values and ADP might impact in this contact?**   **Guidance:** Drawing on your learning to date on the course, including the additional reading undertaken to inform this direct observation, support your analysis of practice with a range of academic sources. As this section relates to power, values and ADP , anti racist practice, we strongly recommend that you give due regard to any protected characteristics and consider the Equality Act (2010) and associated legislation or conventions e.g., Human Rights Act (1998) (note this is under review), UN Convention of the Rights of the Child, UN Convention of the Rights of Person's with Disabilities etc.    |
|          |
| 6   | **Brief description of the intervention**   **Guidance:** It would be helpful to consider the intervention in the context of the AsPIRE (Assessment, Planning, Intervention, Review, Evaluation) model (Sutton, 1999) to contextualise and focus your intervention, as well additional reading undertaken to inform the direct observation.   Questions the Apprentice might ask themself:   * What happened?
* What was achieved?
* What was my role/action?
* What was the role/action of others?
 |
|         |

|  |
| --- |
| **PART TWO: Feedback**  |
| **Observer Feedback:** **You will get written feedback on the direct observation from the person observing you. You should insert it here.**  |
|              |
| **Service User Feedback:** **The apprentice or observer must seek feedback from the service user.  You should consider how this is sought and ensure that it is meaningful.  The feedback should be anonymised and included here.  If feedback cannot be gained from the service user an explanation of the reason for this must be provided**  |
|            |

|  |
| --- |
| **PART THREE: Reflection on the observed contact and the feedback**  |
| 7   | **Critical reflections on the observed practice**   **Guidance:**  Draw on a supportive evidence base including use of academic sources,  research and any issues arising from the legislative context of the intervention. You should reference this using MMU ‘Cite them right Harvard’. Questions the Apprentice might ask themself:    * How effective was my method/approach?
* How did the knowledge/theories I identified work in practice?
* Were there any ethical issues?
* How did I address power?
* What went well and how do I know this?
* Did anything unexpected happen for me or anyone else during this observation?
* What outcomes were achieved?
* Were there any aspects of the DO that I found difficult?
* What skills did I use and how did I use them? (Look at Trevithicks lexicon of skills)
* Did the intervention go as I expected? How do I know this?

What were my thoughts and feelings at the time and how might they have affected the interaction/intervention?    |
|                |
| 8   | **Critical reflection and professional development**   **Guidance:** Drawing on a supportive evidence base including use of academic sources, this analysis should also include reference to Social Work England professional standards and the Social Work Apprentice KSB’s. You should reference this using MMU ‘Cite them right Harvard’. Questions the Apprentice might ask themself:   * With reference to the professional standards and the KSB’s, have I identified specific areas for further development? (Cross reference to KSB’s)
* Have I gained new perspectives by reflecting on my practice?
* How will I address these areas of development? Think S.M.A.R.T. goals (Doran, 1981).
 |
|              |
| 9   | **Comments and reflections on the feedback given by the observer**   **Guidance:** Questions the Apprentice might ask themself:   * What areas of my practice received positive feedback and why?
* What areas of my practice require further development?
* Did anything in the feedback surprise me?
* What helped me in reflecting on and considering the feedback given by the observer?
* The Apprentice is required to use a reflective model of reflection.  These may include:
* Gibbs' Reflective Cycle (Gibbs, 1988)
* What? So what? Now what? (Driscoll, 1994)
* The Integrated Reflective Cycle (Bassot, 2013)
* The four F's of active reviewing (Greenaway, 1992)
* The 5R framework for reflection (Bain *et al*., 2002)

 Access this resource for an overview of several reflective models: [Reflection Toolkit](https://www.ed.ac.uk/reflection). Whichever models are used, these must be cited and referenced appropriately alongside other sources of information.    |
|           |

|  |  |
| --- | --- |
| **Apprentice Signature:**  |   |
| **Observer Signature:**  |   |
| **Date:**  |   |

|  |
| --- |
| **Reflection 3: Working with conflict** |
| Write a reflection on a piece of work with a child or adult where there was conflict or resistance to working with you, using Brookfield’s Critical Lenses.  |
| **Remove all the prompts and insert your reflections. The prompts are here to guide your writing. Keep the headings.****Our “autobiographical” eye**What are your thoughts and feelings regarding this situation? What are your assumptions about the situation? How might your own history and experiences influence your thoughts and feelings and assumptions regarding the issue?**The service user eyes**From what perspective might your service user(s) be viewing the situation? What appears to be most important to them? What about the situation appears to elicit the strongest feelings or reactions for them, and why? What are their assumptions about the situation? What do they think and feel about their interaction with you?**The wider context – politics, oppression, current issues, legislation** What is the current socio-political climate and how may this impact on your service user and the situation? Are they experiencing oppression? What is your role in redressing this? What legislation applies to the person and their situation? **Theory, research and evidence**How does theory and evidence-based research inform your assessment of the main focus to address, and the reasons you intervened as you did? How did they affect your thoughts, feelings and assumptions? |
| **Apprenticeship Standards Evidenced:** *Please ensure there is clear evidence of the KSBs in your writing.* |
| **Social Work England Standards evidenced:**  *Please ensure there is clear evidence of the Standards in your writing.* |
| Apprentice name …………………………………... | Date ……………………………… |
| Read by Mentor (PRINT NAME) (inc SWE Reg. No.).………………………………………………………Mentor signature: ……………….………...……… | Date ……………………………… |

|  |
| --- |
| **Reflection 4: Assessment skills** |
| Write a reflection on an assessment you completed, where there is safeguarding/risk, with a young person or adult using Siobhan Maclean’s SHARE model.  |
| **Remove all the prompts and insert your reflections. The prompts are here to guide your writing. Keep the headings.****SEE** **What did you see? Be specific and descriptive about what you have seen – this provides a clear evidence base for your evaluation of risk. What haven’t you seen? Does this impact on your ability to draw a conclusion? How do you see risk in this situation? Do others see it the same way?** **HEAR****What have you heard? From who? (Consider the validity of the feedback and what you hear from others; what position are they coming from?) Who haven’t you heard? Why? What do others need to hear from you?** **ACT****What have you done? What have others done? What impact has this had on the identified risk? What have people done to try and manage the risks? What impact has it had?****READ****What have you read? What have you recorded for others to read?** **EVALUATE****What conclusions have you drawn from the above? Why are you drawing these conclusions? Are other stakeholders drawing the same conclusions? How do you know?**  |
| **Apprenticeship Standards evidenced:**  *Please ensure there is clear evidence of the KSBs in your writing.* |
| **Social Work England Standards evidenced:**  *Please ensure there is clear evidence of the Standards in your writing.* |
| Apprentice name …………………………………... | Date ……………………………… |
| Read by Mentor (PRINT NAME) (inc SWE Reg. No.).………………………………………………………Mentor signature: ……………….………...……… | Date ……………………………… |

|  |
| --- |
| **Reflection 5: Multi-agency work** |
| Reflect on a situation where you worked in partnership with other professionals. Use the Weather model to discuss issues you faced and barriers you overcame.  |
| **Remove all the prompts and insert your reflections. The prompts are here to guide your writing. Keep the headings.**Sunshine – what went well?Rain – What didn’t go well?Lightening – what came as a shock or surprise?Fog – what didn’t you understand?Stormy – Was there conflict? Too many voices? How did you manage this?Windy – Did the mood/expectations/beliefs etc changed and moved during the event? |
| **Apprenticeship Standards evidenced:**  *Please ensure there is clear evidence of the KSBs in your writing.* |
| **Social Work England Standards evidenced:**  *Please ensure there is clear evidence of the Standards in your writing.* |
| Apprentice name …………………………………... | Date ……………………………… |
| Read by Mentor (PRINT NAME) (inc SWE Reg. No.).………………………………………………………Mentor signature: ……………….………...……… | Date ……………………………… |

|  |
| --- |
| **Direct Observation Template** **3** |
| **Name of Student:**  |   |
| **Name of Observer (Inc SWE Reg No):**  |   |
| **Role of Observer:**  |   |
| **Date of Observation:**  |   |

**All entries should map across the required KSB’s and SWE Professional Standards**

**There are THREE sections of the form; Planning, Feedback and Reflection.  All must be completed**

**Note – Apprentices should remove all guidance notes (in blue) before submitting.**

|  |
| --- |
| **PART ONE: Planning for the Observation**  |
| 1   | **Brief context to the observed contact between yourself and people with lived experience.**  **Guidance:** This section should be no more than 300 words.  This should include the legal basis of the intervention.  |
|          |
| 2   | **Planning for the intervention**  **Guidance:** The Apprentice and observer will negotiate and plan a suitable intervention to be observed. This discussion will usually take place during supervision and should consider what the Apprentice hopes to achieve during the observation; agree objectives and any specific knowledge, skills or behaviours to develop (including those identified as areas for development or concern), the observer will focus their feedback on.   Be clear about what the intervention is, what models or tools you’re working using and why you are there, i.e. what is the legal basis of the intervention, how does the law apply and why.  The Apprentice and observer should clarify the role of the observer during the intervention.  Consider how they will be introduced, under what circumstances, if any, will they intervene. It can be helpful to discuss ‘***What if*...?**” scenarios prior to the observation.   The Apprentice, with support from the observer, must consider the formal knowledge, theories, models, approaches and methods that might inform their practice, including reflection on issues of power, values and anti-discriminatory practice that have potential to impact on the intervention.   Where relevant, throughout the documentation of the DO, reference to appropriate academic sources and reading must be made using ‘MMU Cite them right Harvard’.    |
|                  |
| 3   | **Has the person with lived experience given permission for this observation? Discuss how this was obtained and any issues which arose.**   **Guidance:** The involvement of Person With Lived Experience (PWLE) is essential.  Their agreement for the observation must be sought and the process by which the Apprentice will be gaining consent discussed prior to the observation.    The observer will obtain feedback from PWLE after the intervention; however, consideration before the meeting should be given as to how this will be managed.    |
|          |
| 4   | **What formal knowledge and theories inform your practice?**   **Guidance:**  Drawing on your learning to date on the course, including additional reading undertaken to inform the direct observation, outline what knowledge and theories might inform your practice.  You should make clear links between academic sources, including up to date research as evidence to support or inform your practice. You should reference this using MMU ‘Cite them right Harvard’.  |
|              |
| 5   | **What issues relating to power, values and ADP might impact in this contact?**   **Guidance:** Drawing on your learning to date on the course, including the additional reading undertaken to inform this direct observation, support your analysis of practice with a range of academic sources. As this section relates to power, values and ADP , anti racist practice, we strongly recommend that you give due regard to any protected characteristics and consider the Equality Act (2010) and associated legislation or conventions e.g., Human Rights Act (1998) (note this is under review), UN Convention of the Rights of the Child, UN Convention of the Rights of Person's with Disabilities etc.    |
|          |
| 6   | **Brief description of the intervention**   **Guidance:** It would be helpful to consider the intervention in the context of the AsPIRE (Assessment, Planning, Intervention, Review, Evaluation) model (Sutton, 1999) to contextualise and focus your intervention, as well additional reading undertaken to inform the direct observation.   Questions the Apprentice might ask themself:   * What happened?
* What was achieved?
* What was my role/action?
* What was the role/action of others?
 |
|         |

|  |
| --- |
| **PART TWO: Feedback**  |
| **Observer Feedback:** **You will get written feedback on the direct observation from the person observing you. You should insert it here.**  |
|              |
| **Service User Feedback:** **The apprentice or observer must seek feedback from the service user.  You should consider how this is sought and ensure that it is meaningful.  The feedback should be anonymised and included here.  If feedback cannot be gained from the service user an explanation of the reason for this must be provided**  |
|            |

|  |
| --- |
| **PART THREE: Reflection on the observed contact and the feedback**  |
| 7   | **Critical reflections on the observed practice**   **Guidance:**  Draw on a supportive evidence base including use of academic sources,  research and any issues arising from the legislative context of the intervention. You should reference this using MMU ‘Cite them right Harvard’. Questions the Apprentice might ask themself:    * How effective was my method/approach?
* How did the knowledge/theories I identified work in practice?
* Were there any ethical issues?
* How did I address power?
* What went well and how do I know this?
* Did anything unexpected happen for me or anyone else during this observation?
* What outcomes were achieved?
* Were there any aspects of the DO that I found difficult?
* What skills did I use and how did I use them? (Look at Trevithicks lexicon of skills)
* Did the intervention go as I expected? How do I know this?

What were my thoughts and feelings at the time and how might they have affected the interaction/intervention?    |
|                |
| 8   | **Critical reflection and professional development**   **Guidance:** Drawing on a supportive evidence base including use of academic sources, this analysis should also include reference to Social Work England professional standards and the Social Work Apprentice KSB’s. You should reference this using MMU ‘Cite them right Harvard’. Questions the Apprentice might ask themself:   * With reference to the professional standards and the KSB’s, have I identified specific areas for further development? (Cross reference to KSB’s)
* Have I gained new perspectives by reflecting on my practice?
* How will I address these areas of development? Think S.M.A.R.T. goals (Doran, 1981).
 |
|                    |
| 9   | **Comments and reflections on the feedback given by the observer**   **Guidance:** Questions the Apprentice might ask themself:   * What areas of my practice received positive feedback and why?
* What areas of my practice require further development?
* Did anything in the feedback surprise me?
* What helped me in reflecting on and considering the feedback given by the observer?
* The Apprentice is required to use a reflective model of reflection.  These may include:
* Gibbs' Reflective Cycle (Gibbs, 1988)
* What? So what? Now what? (Driscoll, 1994)
* The Integrated Reflective Cycle (Bassot, 2013)
* The four F's of active reviewing (Greenaway, 1992)
* The 5R framework for reflection (Bain *et al*., 2002)

 Access this resource for an overview of several reflective models: [Reflection Toolkit](https://www.ed.ac.uk/reflection). Whichever models are used, these must be cited and referenced appropriately alongside other sources of information.    |
|         |

|  |  |
| --- | --- |
| **Apprentice Signature:**  |   |
| **Observer Signature:**  |   |
| **Date:**  |   |

|  |
| --- |
| **Reflection on feedback from people with lived experience** |
| Over the course of the PGDip, you should be seeking feedback from the people you work with. Include a minimum of 3 pieces of **developmental feedback** in your portfolio (upload these to your ePortfolio) and write a reflection on how your practice has evolved as a result of obtaining feedback. Also include a summary of your development over the course of the PGDip.You will devise your own methods for obtaining feedback depending on the needs of the person.  |
|  |
| **Apprenticeship Standards Evidenced:** *Please ensure there is clear evidence of the KSBs in your writing.* |
| **Social Work England Standards evidenced:**  *Please ensure there is clear evidence of the Standards in your writing.* |
| Apprentice name …………………………………... | Date ……………………………… |
| Read by Mentor (PRINT NAME) (inc SWE Reg. No.).………………………………………………………Mentor signature: ……………….………...……… | Date ……………………………… |

|  |
| --- |
| **Mentor report**  |
| Please provide a holistic report of the Apprentices knowledge, skills and behaviour development over the course of the SWDA. Include a 3-point action plan for areas of further development post qualifying. Please refer to the Duties on the SWDA Standard (500 words) |
| Summary of KSB’s. Highlight strengths and key skills they have developed in the workplaceAction plan to further develop KSB’s as a newly qualified Social Worker:1.2. 3.  |
| Apprentice name …………………………………... | Date ……………………………… |
| Mentor (PRINT NAME) (inc SWE Reg. No.).………………………………………………………Mentor signature: ……………….………...……… | Date ……………………………… |

|  |
| --- |
| **Quality Assurance of Practice Learning – Feedback from Apprentice** |
| Please provide some feedback on your practice learning experience during the apprenticeship by answering the following questions. All feedback will be used to help us work with employer partners to continuously improve the delivery of the apprenticeship. |
| 1. During your apprenticeship, what practice learning opportunities have been most useful to you and why? Please give at least one example.
2. Do you feel you have had sufficient practice learning opportunities to be able to demonstrate the knowledge, skills and behaviours on the apprenticeship standard?
3. If not, please explain how these might be improved?
4. Do you feel you have had access to sufficient support to enable you to plan and address any knowledge and skill gaps? E.g. regular reflective supervision, access to training/shadowing opportunities.
5. If not, please provide some suggestions as to how this might be improved?
6. Do you have any other comments or suggestions about your experience of practice learning on the apprenticeship?

|  |  |
| --- | --- |
| Apprentice name (PRINT) …………………………………... | Date ……………………………… |
| Apprentice signature……………………….. | Date ……………………………… |

 |

|  |
| --- |
| **Quality Assurance of Practice Learning – Feedback from Mentor** |
| Please can you provide some brief feedback on your mentoring experience during the apprenticeship by answering the following questions. All feedback will be used to help us work with employer partners to continuously improve the delivery of the apprenticeship. |
| 1. What has worked well during your mentoring experience on the apprenticeship?
2. Do you have any suggestions for how taking on the role of mentor could be improved?
3. Did you feel you had access to sufficient support, training and information to help you in your role?
4. If not, do you have any suggestions/ideas that might help to improve the mentor experience?
5. Do you have any other general comments or suggestions about the mentor role in the apprenticeship based on your experience?

|  |  |
| --- | --- |
| Mentor name (PRINT) (inc SWE Reg No) …………………………………... | Date ……………………………… |
| Mentor signature………………………………………... | Date ……………………………… |

 |