



## 5. Appendices and exemplar proformas



The following examples are derived from an existing range of examples<sup>33</sup>. Examples are provided for guidance only and HEIs will need to make informed choice about the preferred paperwork based on fit with their wider systems and processes.

## Appendix 1: The Professional Capabilities Framework (PCF) at entry level

This aid gives practical examples of how a candidate can meet the expectations of the Professional Capabilities Framework Domains at an 'Entry to Social Work Point'. It can assist in understanding what to look for and consider when assessing candidates in each element of selection. It is meant as a guide only and is not an exhaustive list. Outcomes are applicable to both postgraduate and undergraduate courses as the capability's framework provides a standardised set of professional outcomes.

PCF Domain	BASW descriptor	Practical examples
Professionalism	<ul style="list-style-type: none"> <li>• demonstrate an initial understanding of the role of the social worker</li> <li>• demonstrate their motivation and commitment to become a social worker</li> <li>• identify their own potential strengths and challenges in relation to the role of social worker</li> <li>• demonstrate an initial understanding of the importance of personal self-care, resilience and adaptability in social work</li> <li>• demonstrate the ability to take responsibility for their learning and development.</li> </ul>	<ul style="list-style-type: none"> <li>• give examples of their understanding of the role of a social worker, the strengths as well as the challenges of the role.</li> <li>• demonstrate their motivation and commitment to becoming a social worker.</li> <li>• appropriate smart/casual dress.</li> <li>• always speaking to others in an appropriate manner during the selection day, being polite, anti-oppressive and non-judgmental.</li> <li>• verbalise how they can and have taken responsibility for their own learning and development.</li> </ul>

<sup>33</sup> <http://www.swapbox.ac.uk/view/keywords/admissions.html>

<p>Values and ethics</p>	<ul style="list-style-type: none"> <li>• Recognise the impact of how their values and attitudes can have on relationships with others</li> <li>• Understand the importance of seeking the perspectives and views of service users and carers</li> <li>• Recognise that social workers will need to deal with dilemmas, conflict and use the authority invested in their role.</li> </ul>	<ul style="list-style-type: none"> <li>• verbalise situations where values and ethics have been apparent and where they have had to think about their values and how this can impact on others.</li> <li>• demonstrates what they have learnt from own experiences.</li> <li>• verbalise the importance of understanding the views and values of others, giving examples.</li> <li>• understanding of the nature and need to use professional authority in social work</li> </ul>
<p>Diversity and equality</p>	<ul style="list-style-type: none"> <li>• demonstrate an initial understanding of difference and diversity within society, the importance of equal opportunities and the implications of this for social work practice</li> <li>• demonstrate they are receptive to the views of others.</li> </ul>	<ul style="list-style-type: none"> <li>• give examples around the meaning of diversity within society and examples of inequality/equality.</li> <li>• openness to the views of others</li> <li>• demonstrates what they have learned from own experiences</li> <li>• ability/willingness to change views.</li> </ul>
<p>Rights, justice and economic wellbeing</p>	<ul style="list-style-type: none"> <li>• recognise the contribution of social work to promoting human rights, social justice, inclusion and equality</li> <li>• demonstrate they are receptive to the idea that there may be ethical dilemmas and conflicts in the social work role between promoting rights and enforcing responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate awareness of what social work is</li> <li>• demonstrate awareness of social justice</li> <li>• demonstrate awareness of economic wellbeing</li> <li>• potential to think analytically and critically</li> <li>• promotion of service user rights</li> </ul>
<p>Knowledge</p>	<ul style="list-style-type: none"> <li>• Identify how their learning (formal, informal and experiential) contributes to understanding and developing the social work role.</li> </ul>	<ul style="list-style-type: none"> <li>• knowledge in a range of different areas: <ul style="list-style-type: none"> <li>- social work</li> <li>- law</li> <li>- working with vulnerable groups</li> <li>- communication</li> </ul> </li> <li>• examples of how their own knowledge has developed</li> <li>• potential to think analytically and critically</li> <li>• commitment to developing their own knowledge</li> </ul>

<p>Critical reflection and analysis</p>	<ul style="list-style-type: none"> <li>• demonstrate an ability to reflect on and analyse my own experience (educational, personal, formal and informal)</li> <li>• demonstrates curiosity and critical thinking about social issues</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate they have learned from their own experiences</li> <li>• reflective capacity</li> <li>• self-awareness</li> <li>• ability to think critically and with curiosity</li> </ul>
<p>Skills and intervention</p>	<ul style="list-style-type: none"> <li>• demonstrate they can communicate clearly, accurately and appropriately to the level of training applied for, in verbal and written forms</li> <li>• demonstrate an ability to engage with people with empathy</li> <li>• demonstrate they are motivated to develop skills to help people find solutions to social needs</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate good clear language</li> <li>• demonstrate active listening</li> <li>• ability to write clearly</li> </ul>
<p>Context and organisation</p>	<ul style="list-style-type: none"> <li>• demonstrate understanding of the importance of working as a member of a team and collaborating with other colleagues in an organisation.</li> </ul>	<ul style="list-style-type: none"> <li>• examples of teamworking and advantages/disadvantages</li> <li>• shows understanding of multi-agency working</li> <li>• recognises different roles within teams</li> </ul>
<p>Professional leadership</p>	<ul style="list-style-type: none"> <li>• recognise how their own learning, behaviour and ideas can influence and benefit others</li> </ul>	<ul style="list-style-type: none"> <li>• examples of when own ideas and learning can benefit others i.e. where they have made a difference</li> <li>• examples of leadership from work/life experience</li> <li>• motivation and commitment</li> </ul>

## Appendix 2: Sample pre-interview screening tool

Name of applicant			
Level of entry	BA/BSc <input type="checkbox"/>	MA/MSc <input type="checkbox"/>	
Screened by central admissions as meeting, or predicted to meet academic criteria	Yes <input type="checkbox"/>	Borderline <input type="checkbox"/>	No <input type="checkbox"/>
	<p>Level 2            Mathematics: Yes <input type="checkbox"/> No <input type="checkbox"/>    English: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>BA/BSc:            Level 3 Entry tariff: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>MA/MSc:            2.1 (minimum) Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Outstanding conditions or evidence to be provided            Yes <input type="checkbox"/>                      No <input type="checkbox"/></p> <p>Please state:</p>		
Personal statement			
• Demonstrates an understanding of, motivation for and commitment to social work	Yes <input type="checkbox"/>	Borderline <input type="checkbox"/>	No <input type="checkbox"/>
• Demonstrates an ability to write in a clear, coherent style	Yes <input type="checkbox"/>	Borderline <input type="checkbox"/>	No <input type="checkbox"/>
Related (work-based or personal) experience?			
• Demonstrated how experience has helped to prepare them for social work training	Yes <input type="checkbox"/>	Borderline <input type="checkbox"/>	No <input type="checkbox"/>
Reference			
• Free of concern?	Yes <input type="checkbox"/>	Borderline <input type="checkbox"/>	No <input type="checkbox"/>
• Is unable to evidence academic ability or professional experience?	Yes <input type="checkbox"/>	Borderline <input type="checkbox"/>	No <input type="checkbox"/>
	<p>Outstanding conditions or evidence to be provided            Yes <input type="checkbox"/>                      No <input type="checkbox"/></p> <p>Please state:</p>		

<p>Criminal convictions Has the applicant disclosed any previous relevant criminal convictions?</p>	<p>Yes <input type="checkbox"/>      Borderline <input type="checkbox"/>      No <input type="checkbox"/></p> <p>*self-declaration form to be completed and returned prior to interview for further screening.</p>
<p>Disability Has the applicant disclosed a disability?</p>	<p>Yes <input type="checkbox"/>      No <input type="checkbox"/></p> <p>Please state:</p>
<p>Residency category</p>	<p>Overseas <input type="checkbox"/>      Query <input type="checkbox"/></p>
<p>Where borderline in one category, is this compensated for by other elements?</p>	<p>Yes <input type="checkbox"/>      Borderline <input type="checkbox"/>      No <input type="checkbox"/></p>
<p>Screening Decision</p>	<p>Excellent <input type="checkbox"/>      No* <input type="checkbox"/>      Undecided** <input type="checkbox"/></p> <p>Yes      If no, to any of the above categories      Refer</p> <hr/> <p>*if NO state reason:</p> <hr/> <p>**if undecided state reason and refer to admission tutor or programme director:</p>

## Appendix 3: Sample of pre-interview additional screening document

### BA (Hons) Social Work Supplementary Application Form

All applications to the BA (Hons) Social Work are initially made via UCAS. However, the UCAS form does not provide us with enough information to assess your suitability as a candidate for the course. This Supplementary Application Form is designed to give you the opportunity to tell us a bit more about yourself and your reasons for wanting to embark on a social work career. Please note that completion of this form is not a guarantee that you will be invited to a selection day. If you have any questions about this form, please contact...

Name:	
Date of Birth:	
UCAS Number:	

Short courses or other training/academic achievements not mentioned on your UCAS form:

Course Title	Organised by	Date

Suitability for social work training:

The BA (Hons) Social Work course entails a professional qualification. In addition to your academic abilities we require further information to make a judgement on your ability to undertake the practice element of the course.



1. Please tell us what you have learnt from your experiences e.g. a work place, placements, volunteering or other personal experiences that may help you in your desire to practice as a social worker. Please include any additional experience not included on your UCAS form.

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2. Motivation and commitment to social work training and studying on demanding professional course. Please write about an aspect of social work that particularly interests you and tell us how you have explored this? What have you read that has helped you in this.

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3. Social work can be demanding and stressful. Tell us about a time when you have felt stressed – how did you know you were experiencing stress and what did you do to manage it?

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4. The helping relationship. Tell us as openly as you can what you think you have gained from helping people (friends/family/ in work setting) and also what you have found difficult or frustrating about being in a helping role:

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Convictions:

Please note this section must be completed and signed whether you have any convictions etc or not.

The degree programme includes periods of placement therefore students must agree to complete a Disclosure and Barring Service (DBS) check. The terms of the Rehabilitation of Offenders Act 1974 do not permit you to withhold information about your past offences. You must disclose all convictions, bind overs and cautions, and any judgements or investigations pending on this form. Any information that you provide will not automatically lead to rejection of your application; however, withholding relevant information will. All information will be treated in the strictest confidence, and if called to a selection day you will have a chance to discuss any information that you give here. If in doubt, please include it.

DECLARATION (delete as appropriate)

- I DO NOT have any Court convictions/bind overs/cautions nor any judgements or investigations pending
- I HAVE Court convictions/bind overs/cautions or judgements or investigations pending. Please provide a complete list below and continue on a separate sheet if necessary. Failing to provide a complete list at this stage will result in any application or offer being withdrawn. All applications providing complete information will be considered.

Signed \_\_\_\_\_ Date \_\_\_\_\_

References:

We require both a professional and an academic reference. In each case the referee should, as far as possible, comment on your suitability for social work. Normally the reference on your UCAS form provides an academic reference. If so, the referee given below must therefore be someone who can comment on your professional aptitude and/or ability for social work training. Alternatively, if your UCAS reference is employment based, this referee must be someone who can comment on your academic ability.

Name: Mr/Mrs/Miss/Ms/Dr \_\_\_\_\_ Telephone: \_\_\_\_\_

Position \_\_\_\_\_ Organisation/Company \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_ Postcode \_\_\_\_\_

Declaration

I hereby declare that, to the best of my knowledge, the information given by me in this application is correct.

Signed \_\_\_\_\_ Date \_\_\_\_\_

Please return this form by the requested date to:

## Appendix 4. Examples of self-declaration forms

### a) Example of self-declaration of criminal convictions

#### BA (HONS) in Social Work

##### CONFIDENTIAL

Please note this section must be completed and signed whether you have any convictions, cautions, warnings, other relevant circumstances, or not. Your reply will be treated in the strictest confidence by those required to have access to it and will only be reviewed if you are assessed as being suitable to receive an offer on the social work course.

##### EXPLANATORY NOTES

1. For some time, Local authorities in England and Wales have been required to check with the Police as to the existence and content of any criminal record before appointing staff who will have substantial access to children. This requirement has also applied to students taken on practice placements. Students have been required to give their consent for checks to be made and for the information to be shared with those responsible for placements and with course staff as necessary.
2. By virtue of the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. Section 4(2) of the 1974 Act does not apply to the questions below. You are therefore not entitled to withhold information about a previous conviction on the grounds that it is, for other purposes, a spent conviction under the Act. There are some limited exceptions to this introduced as amendments to the above legislation in 2013 and 2000 which are widely known as the 'filtering' processes<sup>34</sup>. This refers to criminal outcomes which no longer need to be disclosed even when applying for social work and other roles involving work with vulnerable individuals. These will not appear on DBS certificates even at the Enhanced level of check.
3. A satisfactory completion of a Disclosure and Barring Service (DBS) check, formerly known as a Criminal Records Bureau (CRB) check, is required. This is a UK legal requirement for those in roles which involve regulated activity with children or vulnerable adults. The DBS check will state any criminal convictions you hold and, if appropriate, whether you are barred from working with children or vulnerable adults. We will then consider whether these are compatible with registration on the social work programme. Most offences that appear on a DBS disclosure will not prevent you from taking up, or remaining, on your programme, nor from undertaking voluntary or other work.
4. You will have time before or following your interview to discuss any disclosures you have to make in relation to these matters. Whilst the fact that an applicant has a criminal record may not in itself automatically prevent someone being accepted onto the programme, it does need to be explored and the withholding of relevant information will be taken very seriously and is likely to lead to the withdrawal of any offer of a place or to termination of training once the course has started.

<sup>34</sup> <https://www.gov.uk/government/publications/dbs-filtering-guidance/dbs-filtering-guide>  
Best Practice in Admissions to Pre-Qualifying Social Work Programmes

Name:	
Date of Birth:	
Address:	
UCAS Number:	

Please answer the following two questions and sign the declaration at the bottom of the form.

1. Have you ever been convicted or found guilty by any Court of any offence, received any cautions, warnings or reprimands? Yes  No

If yes, please give dates and full details below :

Offence/ Cautions/ Warnings/ Reprimands e.g. theft, careless driving	Date of Conviction/ Warning/ Reprimand	Age when convicted/ received warning or reprimand	Name of court e.g. Brighton Magistrates	Sentence e.g. fine £100, imprisonment/ Youth custody 4 months	Date sentence finished/ will finish	Name and contact details of probation officer (if any).



(If you wish to provide any further information please write it on a separate sheet headed with your name, address and UCAS number and attach securely to this form.)

2. Have you ever been deemed unsuitable for work with vulnerable clients?

Yes  No

If yes, please give details:

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3. Have you ever been subject to disciplinary procedures whilst employed or as a student?

Yes  No

If yes, please give details:

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#### Declaration

I confirm that I have read and understood the Explanatory Notes and have answered the above questions in full. I have provided details of all offence(s) and conviction(s). I have no other convictions for which I am awaiting sentence. In providing the contact details of my probation offer I hereby agree that he/she can be approached by the University and I agree that any information given by the probation offer can be used in assessing my application. Should I be offered a place at University and be convicted of any further offence prior to my registration with the University I will provide this information to the Admissions Offer promptly and understand that the University reserves the right to review and potentially revoke any offer I have received.

Signed \_\_\_\_\_ Date \_\_\_\_\_

## b) Example of health and personal circumstances declaration form

Social work is a demanding and sometimes stressful occupation and successful completion of the BA or MA in Social Work programmes requires full participation at university and upon practice learning placements. Furthermore, the practice of social work is often undertaken with people who are vulnerable, at risk, or whose capacity to manage their own affairs is temporarily or permanently impaired. Accordingly, the programme seeks to ensure that all students can endure the stresses and strains of training and do not present any threat to the safety of service users, or to themselves.

Please note that you are not required to make a declaration about health problems that do not impinge upon your capacity to study or practice, or that in the normal course of your social work duties, would not present a risk to self or others. Please also note that in the event of health problems arising during the course, the programme will, within its rules and regulations, respond sympathetically and try to ensure that a student is able to complete in due course. However, chronic poor physical or mental health may make it difficult or impossible for you to complete the course and may also place clients at risk. We also need to know whether you have had children in your personal care placed upon a child protection register or placed in care or have lived in a household where children have been registered or placed in care. These circumstances do not automatically debar you from entry to the programme, but we need to make an informed judgement about what risks, if any, they may pose for you and for other people. This information may also have a bearing upon the range of practice placements available to you.

If you answer 'YES' to any of the questions, you will be contacted by the Admissions Tutor who will seek further information about your circumstances and may make other inquiries to enable an informed decision to be made about your application. At this stage, you can make further representations in writing, and you may be invited to discuss your application directly with the Admissions Tutor or the Programme Director. In the case of medical conditions, with your consent (implied where you complete the GP contact details below), further information may be sought from your doctor, or a medical consultant. We may also seek advice from our own medical and occupational health officers.



Please tick yes or no for each question

Do you have any physical or mental health condition (or associated treatment) that may impact upon your ability to safely and effectively perform any part of the work of a social worker or social work student?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Do you have any physical or mental health condition that in the normal course of your social work duties might present a direct risk to other people, or which might affect your judgement or performance in a way that poses risk to self or others?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Has any child or children in your care, or within the household in which you live or have previously lived, been subject to an investigation under the safeguarding children procedures process?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Has any child or children in your care, or the household in which you now or previously have lived, been placed upon a social service child protection register/been made subject to a child protection plan or been looked after/ placed in care?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Have you had any involvement in an adult protection/ safeguarding case as an adult carer?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

If you have answered 'YES' to any of these questions, please give full details in the box below and continue overleaf if necessary.

General Practitioner contact details: (please print)

Name: \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_ Postcode \_\_\_\_\_

Telephone \_\_\_\_\_

To be completed by all applicants: confirmation of commitment to manage own health and refrain from work when needed

Although we wish to minimize intrusive additional checks in respect of health unless essential, we must be guided by the professional standards and expectations. Whether you have disclosed a current or previous health condition above or not, please complete the following declaration by ticking and signing where indicated:

I confirm that I understand the importance of taking responsibility for managing any health condition that I currently have or that may develop during my training;

I understand that this includes, but is not limited to, taking responsibility for seeking appropriate medical or other professional guidance as required;

I also undertake to refrain from work/placement when unwell, if not doing so may pose a risk to others or to myself or when not doing so may adversely affect my performance.

Signed \_\_\_\_\_ Date \_\_\_\_\_

#### Disability

Disability need not be a barrier to training and qualification and in accordance with the provisions of the Equality Act (2010) the University will endeavor to make 'reasonable adjustments' where you have informed us of a disability through the standard admissions or student support processes. Please note that for the purposes of this declaration you do not need to make any statement about your disability unless this relates to a health condition covered in the previous section. The University believes that you should have a choice about when, and whether, you wish to declare a disability, although we hope to provide a context in which disclosure is seen as a positive and enabling act. If you do wish to discuss what adjustments might be required, you may do this informally prior to interview, or may wait until after the results of your interview have been communicated to you. Once you have been offered a place we will meet with you to discuss your requirements and will formally record what adjustments and arrangements can be made and how these will be reviewed. The needs of students with disabilities will be prioritised in the allocation of practice learning placements.

If you have any further enquiries or concerns in regard to disability, please contact the Admissions Tutor directly. Please note that any disclosure of a disability on this form will not trigger referral to student support services, nor serve to initiate the processes of agreeing reasonable adjustments as the purpose of this form is to assess suitability for entry to the programmes. You are encouraged to self-disclose any disability needs to the relevant university service prior to admission or as soon as possible after admission to ensure that reasonable adjustments can be explored and implemented where needed.

Your declaration

I hereby declare that, to the best of my knowledge, the information given by me in this form is correct. I undertake to inform the programme team (after enrolment) or the Admissions Tutor (prior to enrolment) about any relevant changes in my circumstances that may affect any assessment of my suitability. I give my agreement for the programme to obtain a health report from my GP, consultant, or other relevant person, if necessary, for the purposes of this pre-course assessment of suitability for professional training.

Signed \_\_\_\_\_ Date \_\_\_\_\_

Please return this form by the requested date to:

c) Example of suitability for social work form

### Declaration of Suitability for Social Work

Name: \_\_\_\_\_

(Please print your full name here)

As people's circumstances change, we require all registering and returning students to complete this form as well as those applying for places upon the course. However, as detailed in the Suitability Procedure in the programme handbook, please do not wait until the next formal request to complete one of these forms to notify us of any changes. It is your responsibility to ensure that the programme director and/or admissions tutor depending upon whether you are a current student or applicant are notified of any relevant changes.

When you have completed this form, please check the details, sign and date it and bring it with you when you attend for interview (if you are currently an applicant) or return it to the Social Work Office xxxxxxxx if you are a returning student in an envelope marked 'CONFIDENTIAL - Social Work Suitability Declaration'.

#### Introduction

It is important that social work programme providers ensure that those who embark upon professional training are those most suitable to do so. To this effect, applicants will need to undergo the following checks:

- a) Disclosure and Barring Service (DBS) checks; and
- b) confirmation that any health condition they experience is not likely to impact upon their ability to practice safely.

In addition to these statutory requirements, universities may seek other relevant information to help them make a well-informed judgment about an applicant's suitability to enter social work training so long as this is done in a fair and transparent way. This programme wishes to preserve entry to a wide range of people from diverse backgrounds and does not wish to automatically exclude students who have a criminal or disciplinary record, or have previously experienced poor health, or have had contact with social service departments. We recognise that in many instances, there is no simple criterion of suitability and thus, each case will be assessed individually. You will be informed if your declaration is thought to require further consideration, and in the event that this results in your offer being withdrawn, you will be informed of the general reason (subject to any restrictions on passing on confidential information contained within the General Data Protection Regulations).

Please read and complete the following sections carefully. If you are unsure how to proceed or have any queries, contact the Admissions Tutor/Programme Director who will advise you. The information that you provide will be treated as confidential within the organisational boundaries of the BA and MA Social Work programmes.

Please note, if you refuse to provide additional relevant information or otherwise assist in this process, the offer of a place on the programme may be withdrawn. Failure to disclose relevant information which is subsequently discovered could lead to a suitability investigation and your exclusion from training. While the University is making a prospective judgment as to your suitability to train as a social worker on its programme, the Health and Care Professions Council ultimately makes the decision whether you are suitable for entry on the register upon application at the end of your studies.

### Criminal convictions and legal records

Social work is exempted from certain provisions of the Rehabilitation of Offenders Act 1974, and information about all previous convictions must be provided unless they are protected by the 'filtering processes' introduced in 2013 and 2020. Full details of these can be found on the Government website<sup>35</sup>. A conviction does not automatically debar a student and the programme will seek further information about the circumstances to make an informed and considered judgment about a candidate's suitability in such instances. You can make further representations in writing and you may be invited to discuss your application directly with the admissions tutor or the programme director.

Please tick yes or no for each question

Have you ever been convicted of any unfiltered/unprotected offence by any court?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Have you received a police caution that is not protected by the filtering processes?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Have you ever been reprimanded where the reprimand is not protected from disclosure by the filtering processes?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Have you ever been bound over, where this is not protected from disclosure by the filtering processes?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Have you ever received a final warning where this is not protected from disclosure by the filtering processes ?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Have you ever been disqualified from working with children by an order under the Criminal Justice and Court Services Act (2000)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Do you have any prosecutions pending?

Yes

No

If you have answered 'yes' to any of these questions, please give full details (date, court, offence, sentence, outcome, charge, etc).

### Disciplinary record, unprofessional conduct, and notifiable listings

Social service agencies and members of the public who receive services are entitled to expect the highest standards of reliability and integrity from social workers and it is imperative that the qualifying award is held only by those whose personal and professional conduct merits this trust. The BA and MA social work programmes require that you make a declaration in this regard.

Please answer the following questions carefully. If you answer 'YES' to any of the questions, you will be contacted by the Programme Director who will seek further information about your circumstances and may make other relevant inquiries to colleges and former employers to enable an informed decision to be made about your application. At this stage, you can make further representations in writing and you may be invited to discuss your application directly with the admissions tutor or the programme director.

Are you currently the subject of any disciplinary investigation?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Have you ever had a disciplinary finding against you?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Have you ever had your employment terminated for unprofessional behaviour or misconduct?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Have you ever been suspended or disqualified from any professional training programme, including social work?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Have you ever been suspended or deregistered for professional misconduct by any other professional register?

Yes  No

Have you ever been listed upon the Protection of Vulnerable Adults (POVA) register, the Protection of Children Act list (POCA), Section 142 of the Education Act (2000) (formerly List 99), the Children's Barring list or the Adults Barring list?

Yes  No

Have you previously enrolled on a social work training programme?

Yes  No

Have any child/ren in your care, or the household in which you live/d, been placed upon a child protection register/ subject to a child protection plan or placed in care?

Yes  No

If you have answered 'yes' to any of these questions, please give full details (outcome, date, employer, course, college, reason for non-completion, etc).

### Personal health and circumstances

In line with legal principles regarding equality and proportionality, we do not require applicants or students to disclose details of any short or long term health difficulties. However, social work is a demanding and sometimes stressful occupation and the practice of social work is often undertaken with people who are vulnerable, at risk, or whose capacity to manage their own affairs is temporarily or permanently impaired. Accordingly, the programme seeks to ensure that all students are willing and able to identify and manage their own needs in a way that avoids any risk to the safety of service users, or to themselves.



If you answer 'NO' to any of the questions, you will be contacted by the Admissions Tutor/Programme Director who will seek further information about your circumstances and may make other inquiries to enable an informed decision to be made about your application. At this stage, you can make further representations in writing, and you may be invited to discuss your application directly with the admissions tutor or the programme director. In the case of medical conditions, with your consent, further information may be sought from your doctor, or a medical consultant but this will not be done by academic members of staff. As mentioned above, this will be managed by Occupational Health service colleagues.

Please tick yes or no for each question

Do you undertake to seek guidance for any new or worsening of an existing medical difficulty?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Do you agree to only undertake practice or placements when you are sufficiently well to do so?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

If you have answered 'no' to any of these questions, we will contact you for further information and/or may re-refer you to occupational health services.

## Disability

Disability need not be a barrier to training and qualification and in accordance with the provisions of the Equality Act 2010 the University will make 'reasonable adjustments' to meet your personal requirements. Please note that for the purposes of this declaration you do not need to make any statement about your disability. The university believes that you should have a choice about when, and whether, you wish to declare a disability. If you do wish to discuss what adjustments might be required, you may do this informally prior to interview, or may wait until after the results of your interview have been communicated to you. Once you have been offered a place we will meet with you to discuss your requirements and will formally record what adjustments and arrangements will be made. The needs of students with disabilities will be prioritised in the allocation of practice learning placements. If you have any further enquiries or concerns regarding disability, please contact the Admissions Tutor/Programme Director directly or the Student Support Unit.

## Your declaration

I understand that the information that I have provided will be checked against my Disclosure and Barring Service check and that my signature affirms that this is full and accurate declaration. I understand that if I refuse to provide additional relevant information or otherwise assist in this suitability process that the provisional offer of a

place on the programme may be withdrawn. I also understand that failure to disclose relevant information is regarded as a serious matter and that if it is discovered after I have been accepted upon the programme, it could result in a suitability investigation which may lead to exclusion from training. I agree that the information that I give may be used to assess my suitability for social work training.

Signed \_\_\_\_\_ Date \_\_\_\_\_

Seen and approved on behalf of the programme by:

Date \_\_\_\_\_

## Appendix 5. Self-declaration forms English, maths and IT qualifications and competence examples

### BA/MA SOCIAL WORK

As you may be aware, candidates entering social work training must satisfy selectors for the course that they possess English and Maths at GCSE grade C or above or certificated equivalents. In many cases, this is apparent from the initial application form, but not in all cases. We would not wish to reject applications simply because a candidate does not already have those qualifications. However, we will be required to satisfy ourselves that either those qualifications have already been obtained or that they will be acquired prior to enrolment onto the course. For those candidates with no formal English or Maths qualification at the required level, evidence of your plans to obtain this will be required before an offer can be made. Please confirm below the qualifications you have and/or your plans to obtain the required qualifications below:

Name: \_\_\_\_\_  
\_\_\_\_\_

The Maths qualification I have is:

Maths GCSE grade \_\_\_\_\_ Other (please specify) \_\_\_\_\_

I will be obtaining \_\_\_\_\_ (insert name of qualification and place of study) by \_\_\_\_\_ (insert date)

\_\_\_\_\_

The English Language qualification I have is

English (Language) GCSE grade \_\_\_\_\_ Other (please specify) \_\_\_\_\_

I will be obtaining \_\_\_\_\_ (insert name of qualification and place of study) by \_\_\_\_\_ (insert date)

\_\_\_\_\_

Please state your current IT competence by selecting the most applicable statement below:

I hold an IT qualification at Level 2 or above Yes  No

I do not hold an IT qualification but regard myself as competent and confident in using the following tools or recognize that I require further support with this as detailed below. Please note that qualifications in IT are not required prior to entry but given the nature of the work involved in social work education and practice, any areas in which you are not confident at this stage may be highlighted as recommended areas for further learning prior to commencing the course and certainly prior to your first placement:

Please tick which ever option applies

IT tools/packages	Competent	Not yet competent
Word processing	<input type="checkbox"/>	<input type="checkbox"/>
Email	<input type="checkbox"/>	<input type="checkbox"/>
Use of the internet	<input type="checkbox"/>	<input type="checkbox"/>
Use of spreadsheets	<input type="checkbox"/>	<input type="checkbox"/>
Use of databases	<input type="checkbox"/>	<input type="checkbox"/>

#### Declaration

I hereby declare that, to the best of my knowledge, the information given by me is correct.

Signed \_\_\_\_\_ Date \_\_\_\_\_

Please return this form by the requested date to:

## Appendix 6. Selection tools

### a) Written test example

#### Instructions to Candidates:

You have 30 minutes to undertake the task below which is based on the article below. Please write your answer on these sheets.

Please DO NOT list points - write in full sentences. The written test aims to assess your ability to write clearly and your ability to analyse and present information.

#### TASK:

Provide a written summary that outlines the key themes and points you feel the author makes in the article.

Include at the end of the summary your own personal response (no more than 100 words) to the themes and points made by the author(s).

'All we've done is tick a box': the problems getting children in care mental health support

A CAMHS child psychotherapist who resigned in the past year lifts the lid on the problems facing children in care who need of mental health support

A recent report by the Association of Child Psychotherapists (ACP) has highlighted chronic inadequacies within the NHS in addressing the mental health issues of children and young people, labelling the situation a "silent catastrophe".

The report also includes a survey of frontline staff working in child and adolescent mental health services (CAMHS) and the picture that emerges is a bleak one, ranging from serious underfunding and increased thresholds for treatment, to waiting times to see a practitioner and a workforce unable to meet the demand of young people seeking support.

Looked-after children don't fare any better of course, and it's a story I've heard many times. Both my colleagues in the home and visiting social workers have been disparaging when the subject of CAMHS has been discussed. And the main criticisms have always centred on the same concerns; the lamentable length of time it takes for a kid to secure an appointment, and when, or if they do, "they must be threatening to jump off a very tall building".

#### Troubling experience

Indeed, I recall the disheartening and extremely troubling experience of accompanying two young people to see CAMHS counsellors. In the first instance, I was astonished by the counsellor's indifferent and even critical attitude, a manner which clearly intimidated a very vulnerable boy whose refuge in silence brought the session to an abrupt end.

On the second occasion, the young person had a very confident disposition and soon made it quite clear that she didn't understand some of the words the counsellor was using. I remember her telling him, "you sound like a text book" and then asking me, "what's he

going on about?" This wasn't well received and after 10 unproductive minutes I was asked to return the girl to the home. So much for respecting the child's voice, I thought.

When we entered the reception area, I asked the girl to wait a minute and returned to the counsellor's office. I asked him if he thought he had acted professionally, and he replied that the young person hadn't given him "enough information on which to make a clinical judgement". I then felt compelled to tell him that I'd brought her to this appointment for a reason, and he asked me to leave.

When I reported the details of these two visits to CAMHS to my home manager, he wasn't surprised, saying that in his experience the outcomes had always been disappointing, adding: "I hate to say this, but all we've done is tick a box."

### Disillusioned

George is a friend of mine who worked as a child psychotherapist at CAMHS for nearly 10 years until resigning from the service seven months ago. He admits that he became disillusioned working in such a demoralising environment.

"The critical comments of residential child care workers and social workers were a familiar refrain during my time at CAMHS. Thresholds remain way too high and the young person is basically left to flounder and their acute mental state worsens before they are seen. In my experience these thresholds have actually risen over the past five or six years."

"And of course, the waiting times are simply unacceptable at six months and sometimes even longer. To be left in limbo like this is hardly conducive to a kid's emotional and psychological wellbeing."

Another major consideration and one that has been voiced by professionals in the field for what seems like an age, remains the serious underfunding of child mental health services.

"I'm far from alone in decrying the fact that an increase in funds for CAMHS as trumpeted by the government in 2015, hasn't materialised," George explains. "An extra £1.4 billion over five years was promised to transform the service, yet this dire situation continues."

### 'Morale has suffered'

The knock-on effect of this financial hole is also seen in the down-banding, or reduction in the level of expertise required of specialist mental health posts, resulting not only in disenchanting and fewer staff, but in less qualified practitioners being expected to fill the gaps.

"It's hardly surprising that in these circumstances staff morale has suffered," says George. "And if you aren't going to utilise a professional's skills, but in effect, waste these skills, can you really not expect to lose staff?"

"I worked with some of the most dedicated and compassionate people I had ever met, and I considered it to be a privilege. When I started in the service it really felt like you were in a position to make a difference to troubled young lives, our roles were clearly defined, and you knew you were part of something vital."

George says a growing sense of his own frustration was born of the increasing number of phone calls he received from anxious parents and social workers chasing up appointments with a counsellor after a referral had been made. Equally hard was having to explain why a child had been turned down.

'I didn't know what to say'

"It got to the point where I actually didn't know what to say to them and it felt like all I was doing was apologising. People were at their wits' end and calling mental health charity helplines seeking advice. It was awful. The shortcomings have become ever more acute, but even seven or eight years ago I began to realise that we weren't meeting a need that was growing all the time."

Eventually George resigned but with a heavy heart. "To be honest I felt impotent, and what had originally been a vocation turned into a job I hadn't signed up for. It hurts to say it but I really don't think that CAMHS, in its present state, is fit for purpose. And that means as a society we are letting down too many of our kids and leaving them dangerously adrift. It's not overstating the case to describe it as a tragedy."

When I ask George under what conditions he might consider returning to CAMHS, he apologises for being blunt. "More funding, a return to clearly delineated roles and a radical change in ethos."

David Jones is a pseudonym. He is a residential children's home worker.  
Community Care Online, August 28th, 2018

b) Written test marking criteria/scoring sheet

Name \_\_\_\_\_ Date \_\_\_\_\_

Score	Descriptor
5	Excellent in all respects (all indicators are fully met)
4	Very good in all respects (majority of the indicators either partially or fully met)
3 <b>Benchmark</b>	Consistently good with some very good aspects (more than half of the indicators met)
2	Some development required (less than half the indicators met)
1	Significant development required (very few, if any, indicators met)

See criteria overleaf.

Decision: Pass (15 and over) / Fail (14 and under)

Comments:

Signed \_\_\_\_\_



Criteria	5	4	3 BENCHMARK	2	1	Score
Written communication – grammar and punctuation	Distinctive and fluent writing style. No errors in grammar or punctuation	Fluent and clear writing style. Very few errors in grammar and punctuation	Clear writing style. Few errors in grammar and punctuation	Some errors, but not impairing meaning	Significant errors that impair meaning	
Structure and paragraphing	Excellent and coherent structure	Focused and appropriate structure	Clear structure	Acceptable structure	Confused structure	
Vocabulary and spelling	Highly original, no spelling errors	Very good use of vocabulary, very few spelling errors	Good use of vocabulary, few spelling errors	Acceptable vocabulary some spelling errors	Limited vocabulary significant spelling errors	
Knowledge and understanding	Excellent depth and breadth of knowledge and understanding about the topic including wider context	Very good depth and breadth of knowledge and understanding about the topic including wider context	Reasonably good understanding and knowledge about the topic. Some awareness of wider contexts	Some understanding and knowledge about the topic but limited awareness of wider contexts	Little or no understanding and knowledge about the topic and no awareness of wider contexts	
Analytical skills including verbal reasoning	Excellent analysis of the concepts and problems. Constructs and develops arguments	Very good understanding of the concepts. Beginning to construct arguments	Good evidence of analysis. Can present ideas reasonably well	Some evidence of analysis. Presentation of ideas not conveyed effectively on paper	No evidence of analysis. No relevant ideas about the topic. Poorly written	
Application of values	Excellent identification and relation to professional values and good examples of practice issues/ethical dilemmas	Can relate topic to professional values and gives clear example/s of potential practice/ethical dilemmas	Can relate the topic to professional values and shows some awareness of potential practice and/or ethical dilemmas	Some relevant points broadly related to professional values but no demonstrated awareness of potential practice/ethical dilemmas	Cannot relate topic discussion to values and no awareness of potential practice and/or ethical dilemma	
Total score						<input type="text"/>



### c) Group Exercise Examples

#### Instructions to Panel:

It is important that the member of the academic staff involved in the panel coordinates the group task activity.

Make sure the room is laid out as in the sitting plan.

Ask each applicant to introduce themselves (note their names on the seating plan sheet).

Outline the task and the time allocation. Please keep strictly to the time allocation and thank the group for their participation.

Inform them they next move to the individual interview and direct them to the waiting area.

The panel will then score each applicant on the Group Discussion Scoring Sheet.

#### Instructions to Candidates:

This exercise will assess your ability to work effectively in groups in recognition of the importance of this aspect of professional work and on the social work programme.

The task: After introductions, the interviewers observing your group will observe your work as a group. Remember that we are interested in the WAY in which you work here as much as the WHAT you contribute and your academic and analytical skills.

You may want to begin by introducing yourselves so that you know who you all are at the start of this exercise.

The interviewers will maintain time boundaries and will draw discussions together at the end of the session but will otherwise remain as silent observers of your work.

You have 20 minutes to undertake the task below – 5 minutes to read through the scenario individually and to consider your own responses and initial thoughts. You will discuss your views and compare with others in the group for 15 minutes.

#### Children's Scenario Example

Please read the case study below and think about some of the key issues arising from the information you have, and consider what the priorities might be for the social worker in this case.

#### Family Composition:

Steven – 2 years old

Becky (mother) – 28 years old

Darren (father/Becky's ex-partner) – 40 years old

Steven is a two-year-old boy who lives with his mum Becky. There have been anonymous referrals raised to Children's Social Care about Becky using drugs and alcohol while caring for Steven, and that Steven is often unsupervised at home when Becky is using drugs and alcohol.

When you go out and visit, Steven is playing a computer game on his own. The house is also very cluttered with little floor space for Steven to play on and the kitchen is unclean and cluttered. During the visit Becky is sweating profusely and finds it difficult to sit down to discuss the concerns raised in the referral. She claims that the referral will have been from Steven's father Darren and it is malicious. Becky claims that Darren is an alcoholic and lives in a bedsit. She says that at the weekend they had a row about Darren wanting to see Steven when he was drunk. Becky states that all Darren is trying to do is "cause trouble" for her. Becky says that she doesn't speak to any of her family or her neighbours as Darren has 'turned them against' her, and that her neighbour listens to what she is doing through the walls and reports this back to Darren.

Becky states that she spent much of her childhood in care and does not use drugs or alcohol as her own mum had substance misuse problems and doesn't want Steven to have the same childhood as she did. Becky says that Steven is a really clever boy because he can count to ten, he's really good at his computer game and also, he talks to Becky. Becky explains that she does not want to take Steven to nursery or stay and play groups, but will take him to school when he is old enough.

When you meet Steven, you notice that he has long hair which appears to be unwashed and he has dirt under his fingernails. When you talk to Steven and talk to him about his computer game, he does not respond other than to look at you and does not speak.

After the visit, you speak to Steven's health visitor who said that they have seen Steven at clinic and he is meeting his developmental milestones and is not under/overweight, but that Steven is small for his age.

### Adult Scenario Example

Please read the case study below and think about some of the key issues arising from the information you have, and what consider what the priorities might be for the social worker in this case.

John is an 82-year-old white British man who lives in a rural village in South Warwickshire with his son Keith who is 54. John's wife passed away five years ago. John also has two daughters, Sarah who lives locally and Jane who lives in Canada. John worked as an engineer for Rolls Royce for most of his working life and he has enjoyed DIY and gardening throughout his life. John has a history of stroke and he was admitted to hospital two years ago with a UTI. John is prescribed medication for high blood pressure.

John's daughter Sarah has reported that John has become increasingly disorientated and remembers very little that has happened recently. He believes that he is still employed at Rolls Royce (where he previously worked on night shift) and that his

parents are still alive. He is frequently leaving his home in the evening believing that he must make his way to work. Sarah's reports that John was generally very amiable throughout his life, however he has recently been quite verbally and physically aggressive to his son Keith if he tries to prevent him making the journey. Sarah advises that Keith has always lived their parents and that Keith has his own 'problems' and that he probably has 'autism', though never formally diagnosed.

Sarah reports that John was always smart and appropriate in his presentation, though now his personal appearance has deteriorated. Furthermore, his food and fluid intake are considered insufficient. Consequently, John has noticeably lost weight. Sarah is also concerned that John is not taking his prescribed medication. He is forgetful concerning recent events, appointments, places, people's names and their professional roles. Sarah reports that John is also experiencing some difficulty communicating due to forgetting the appropriate words to describe his feelings or objects. Sarah states that John denies any memory problems and that he does not understand why she is concerned about him. John is physically strong and fit, and he is still capable of self-care. Sarah states her concerns for her father John, and her brother Keith who is struggling to cope with their father.

#### d) Group Exercise Marking Criteria

SCORE	DESCRIPTOR
5	Excellent in all respects (all indicators are fully met)
4	Very good in all respects (majority of the indicators either partially or fully met)
3 BENCHMARK	Consistently good with some very good aspects (more than half of the indicators met)
2	Some development required (less than half the indicators met)
1	Significant development required (very few, if any, indicators met)

Criteria	5	4	3 BENCHMARK	2	1
Spoken English	Can understand with ease everything heard. Can summarise information	Able to interact very well. Has a very good	Can interact with a degree of fluency and	Can understand the main points of speech. Standard	Can use only limited language. Hesitates frequently searching
	reconstructing arguments and accounts in coherent presentation. Can express spontaneously, very fluently and precisely, differentiating finer shades of meaning.	command of the language. Very fluent. Wide range of vocabulary Pronunciation is clear with the right intonation and stress.	spontaneity. Good range of vocabulary. Clear pronunciation.	Vocabulary range is adequate Responses are short. Pronunciation is fair.	for the right words. Vocabulary is very basic. Responses are very short. Pronunciation hinders communication.
Interaction and ability to express own views	Contributes positively to discussion. Excellent balance of participation, listening, and enabling others to contribute.	Good balance of participation and good positive contribution.	Participates and makes a positive contribution.	Some participation. Makes some contribution.	Over dominance. No interaction. Negative contribution. Discussion not focused, and points not well made.
Openness to the views of others and respond appropriately to views of others	Recognises and values others views and willing to challenge positively to move discussion on.	Recognises others views and opinion and willing to challenge.	Recognises and values others views and opinions.	Some recognition of the views of others, but mainly putting forward their own.	Little or no recognition of others views and opinions. Disregards contributions made by others.
Presentation – active listening, body language, sensitivity, respect	Can balance active listening with positive contributions. Body language conveys confidence. Actively demonstrated sensitivity and respectfulness to others and their	Able to actively listen and respond accordingly. Body language conveys interest in the discussion and others.	Shows some active listening. Body language indicates some confidence. Shows some	Little evidence of active listening or positive body language. Little evidence of sensitivity or respect for others.	Does not listen to others. Body language indicates lack of interest or threatening gestures to others. Shows little or no sensitively nor respect
	contributions.	Performance indicates sensitivity and respect.	sensitivity and respect.		for others. Over dominant.

Group exercise scoring sheet

Date \_\_\_\_\_ Assessor \_\_\_\_\_

SCORE	DESCRIPTOR
5	Excellent in all respects (all indicators are fully met)
4	Very good in all respects (majority of the indicators either partially or fully met)
3 BENCHMARK	Consistently good with some very good aspects (more than half of the indicators met)
2	Some development required (less than half the indicators met)
1	Significant development required (very few, if any, indicators met)

Pass (10 and over) / Fail (9 and under)

Applicant name	Spoken English	Interaction and ability to express own views	Openness to the views of others and respond appropriately to views of others	Presentation – active listening, body language, sensitivity, respect	Total score

Any comments about significant whole group factors: (such as diversity issues/ composition/practical issues affecting session).

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e) Interview and marking criteria examples

### BA Interview and marking criteria

Name of Candidate \_\_\_\_\_ Date \_\_\_\_\_

Names of Panel Members:

Academic \_\_\_\_\_

Practitioner \_\_\_\_\_

Service User/Carer \_\_\_\_\_

The individual interview will be made up of five questions each with a maximum value of five points. The question can be repeated or rephrased if required.

SCORE	DESCRIPTOR
5	Detailed answer well expressed, capabilities beyond that expected
4	Good answer drawing on reading and experience, met expected capabilities
3 BENCHMARK	Adequate answer, signs of developing ideas from experience/reading/course, met most of the capabilities
2	Weak answer, some ideas but not expanded upon, met few of the capabilities
1	Inadequate answer, not able to demonstrate any capabilities expected of an applicant

At the end of the interview, the applicant will have the opportunity to ask questions.

	Question	Candidate response	Score
	Warm up question (not rated): How have you found the selection day?		N/A
1.	What inspires you to become a social worker?  Prompting question to explore: motivation, commitment, passion for the profession	<i>Candidates should demonstrate and understanding of the role of a social worker and demonstrate motivation for social work training and the job.</i>	



	Question	Candidate response	Score
2.	<p>Taking into account the role of a social worker, reflect on your own skills and tell us how you would transfer your skills to social work practice?</p> <p>Prompting question to explore: the skills required, any previous life/work experience and transferable skills.</p>	<p><i>Candidates should demonstrate a knowledge of the skills required to be a social worker and work with people - communication, respect, empathy, organisational, problem-solving etc. Candidates should identify their own transferrable skills.</i></p>	
3.	<p>Discuss some of the key values underpinning social work and explain why you think they are important to social work practice?</p> <p>Prompting questions to explore: attitudes, qualities, value base consistent with the profession.</p>	<p><i>Candidates should recognise the impact their own values and attitudes can have on relationships with others. Candidates should understand the importance of seeking the perspectives and views of service users and carers. Candidates should recognise that social workers need to deal with dilemma, conflict and use the authority invested in their role.</i></p>	
4.	<p>What is your understanding of difference and diversity in society and why are these important in social work?</p> <p>Prompting question to explore: working with difference, social justice, person-centered practice.</p>	<p><i>Candidates should demonstrate an initial understanding of difference and diversity within society, the importance of equal opportunities and the implications of this for social work practice. Candidates should be receptive to the views of others. Candidates should recognise the contribution of social work to promoting human rights, social justice, inclusion and equality.</i></p>	

	Question	Candidate response	Score
5.	<p>Social work can be very stressful job and the social work course itself is very demanding – how do you think you will go about handling this pressure?</p> <p>Prompting questions to explore: capacity to manage stress, pressure of course, placement, practice.</p>	<p><i>Candidates should demonstrate how they have managed stress in the past, the interventions they have used. Candidates should recognise that social work teaching, placement and the job can be a stressful and consider how they would manage this – support, supervision, organisation, prioritisation, work/life balance.</i></p>	
6.	<p>Communicator – articulate speaker and good listener</p>	<p><i>Based on your overall impression during the interview of communication skills</i></p>	
	<p>Thank you for coming today, do you have any questions for us? (Not rated).</p>		N/A

**After the Individual Interview**

- Review the applicant’s responses against the key questions.
- Total up how this candidate has scored on the performance indicators.
- Agree and record a decision and sign the interview form.

Decision: Pass (over 15) / Fail (under 14)

Personalised feedback is an important part of the interview process, please comment on what the applicant did particularly well. This comment will be given to the applicant as part of their response from the University through UCAS:

For applicants who are unsuccessful, please summarise the main points that can be fed back:

Interviewer:/Signature \_\_\_\_\_

## Appendix 7. Cross-referencing admission requirements to modes of assessment – an example

Requirement/mode of assessment as appropriate to this level of study and stage in process	UCAS/ application form	Pre interview screening tool	Individual interview	Group exercise	Written test	Other/ comments
Maths GCSE/ equivalent						
English GCSE/ equivalent						
IT competence						
Ability to write clearly and accurately in English						
Spoken English						
Appropriate academic qualifications						
Intellectual potential/curiosity						
Motivation and commitment						
Understanding of social work role						
Self-awareness, strengths and weaknesses						
Self-awareness – impact of own views on others						
Awareness of key SW values						

Requirement/mode of assessment as appropriate to this level of study and stage in process	UCAS/ application form	Pre interview screening tool	Individual interview	Group exercise	Written test	Other/ comments
Appreciation of seeking views of service users and carers						
Recognition of need to deal with conflict						
Open to views of others						
Awareness of diversity issues						
Conflicts inherent in SW re rights and responsibilities						
Ability to reflect upon own learning						
Capacity to build relationships						
Communicates clearly						
Understanding of importance of team work						
Understands importance of working in an organisation/ accountability						
Takes responsibility for own learning						

## Appendix 8. Aggregate feedback sheet

BA Social Work			
Name of Applicant _____		Date _____	
Activity	Score	Pass/Fail	Comment
Written exercise			
Groupwork exercise			
Interview			
Comment			
Outcome	Offer <input type="checkbox"/> Reject <input type="checkbox"/>		
Signed _____			



Insert reference list here

[http://www.swapbox.ac.uk/1133/1/Admission%2520to%2520SW\\_Dec2011\\_final%2520doc%5B1%5D.pdf](http://www.swapbox.ac.uk/1133/1/Admission%2520to%2520SW_Dec2011_final%2520doc%5B1%5D.pdf)

<https://www.advance-he.ac.uk/knowledge-hub/assessing-suitability-students-enter-and-remain-qualifying-social-work-programmes>



Thank you to our partners and everyone involved in the production of this guide





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