Practice Educator Training Workshop

Greater Manchester Social Work Academy

GMSWA: Website: Home – GMSWA

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Introduction

In this workshop we will be covering five main topics in Practice Education:

- Induction
- Power and anti-discriminatory practice
- Supervision
- Working with struggling Students.
- Making links to the PCF & SW England professional standards

Learning Outcomes

1. Plan, deliver and critically evaluate practice-based learning opportunities which support a student's personal and professional development.
2. Assess and make judgements about the student's performance in the workplace against agreed criteria using evidence from a range of sources.
3. Manage the student's learning environment whilst ensuring the quality of service provision.
4. Demonstrate an understanding and application of adult learning theories in practice.
5. Apply and demonstrate a critically reflective approach to your own practice particularly with regard to the application of an appropriate and professional value base.
6. Critically evaluate and integrate professional values in all aspects of practice based teaching and assessment.
7. Clarity about your role as Practice Educator and the expectations and requirements of the role.

Over to you…..

- What are you hoping to get out of today?
- What are you excited about?
- What are you concerned about?

Prior to agreeing the Placement

- Prepare yourself for taking a student. What do you need to do or know? (*It is generally accepted that you can take a final year student on placement whilst completing stage 1).*
- Prepare your manager and the team.
- Is the building/setting accessible?
- Where would the student be based?
- How will work be allocated?
- How will the student be supported?

Key Stages of the Placement Process

Stage 1 - Review the student Placement Application Form.

→

Stage 2 – If you wish to consider the student for a placement, contact the student to arrange a pre-placement meeting.

↓

Stage 3 – Confirm placement offer with the student and/or the University placement team.

→

Stage 4 – Plan for the student to arrive: Prepare the team, plan the induction, organise practicalities.

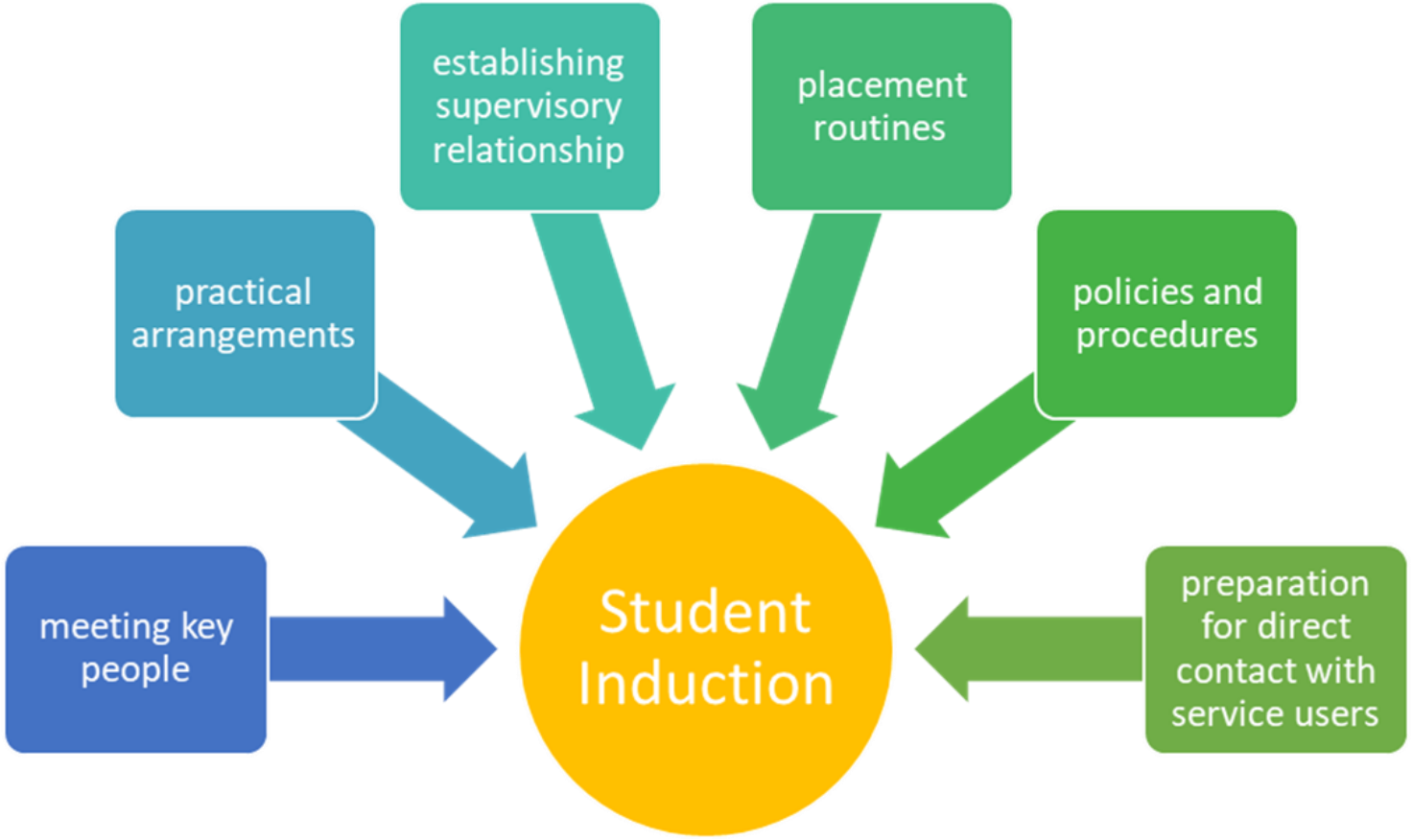
↓

Stage 5 – Learning Agreement Meeting with the student and university tutor to define and agree:

→

Learning opportunities, support systems, supervision arrangements, the induction program, assessment dates

Induction Process



New Induction toolkit: Skills for Care

- Skills for Care has developed a toolkit to help managers plan and deliver a high-quality induction that fully supports new starters to quickly settle into their roles.

- This might be a tool that can be adapted for the PE welcoming the student into placement and ensuring that they are well-equipped and understand what is expected of them. This induction toolkit brings together checklists with resources and guidance for each stage of the process - from pre-arrival through to the sixth month point.

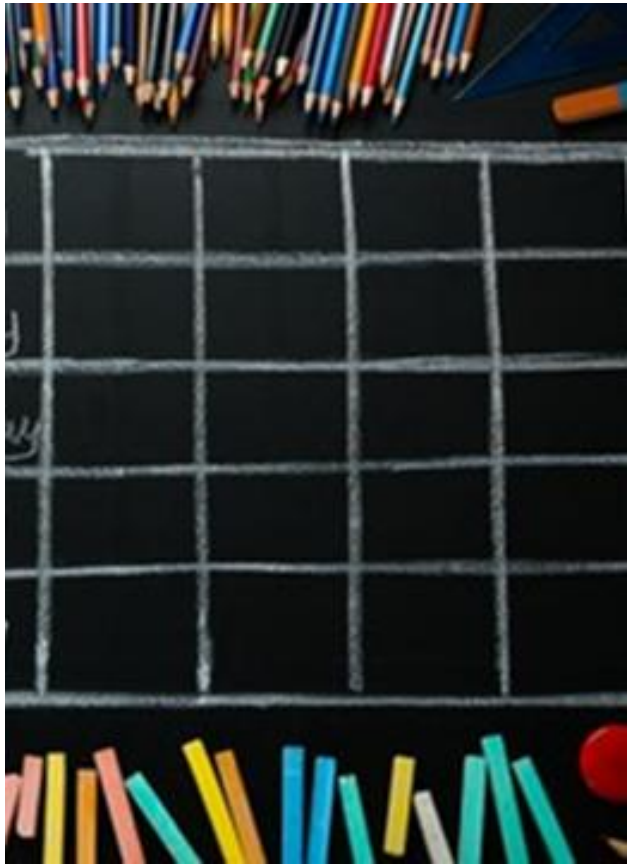
- The toolkit also includes guidance on inclusion, diversity, cultural awareness and disability.

Click on link below:

- Induction toolkit

Induction

Refer to your answer for workbook activity 6 p. 13



In pairs using the information from Activity 6 (workbook) plan your student's induction timetable (page 13).

One of you take the role of PE & the other is the student.

Student – what do you need to know ?

PE – how can you make the induction varied and supportive ?

Think about:

How will you manage the allocation of work to the student?

Who has the power of allocation in your organisation?

Induction…Top Tips!

- **Have a plan** - timetable and checklist with some gaps
- **Involve the student** - what is important to them, how do they learn, what do they think they need to know
- **Cover the basics** - Practicalities, equipment, policies & procedures, supervision
- **Bite size** - varied including shadowing opportunities and visits
- **Be accessible** – Think about what this means to you and them
- **Focus on relationships** – Roles, responsibilities, communication, introductions to key people
- **Give their role context** – Balance information with tasks so they learn how their role contributes to the wider organisation
- **Encourage reflection on learning** – Reflective logs ….
- **Essential training** – where does this fit

Social Work Values and professional standards

Recap on the Professional Standards SWE

- Promote the rights, strengths and wellbeing of people, families and communities
- Establish and maintain the trust and confidence of people
- Be accountable for the quality of my practice and the decisions I make
- Maintain my continuing professional development
- Act safely, respectfully and with professional integrity
- Promote ethical practice and report concerns

In groups look at scenarios Workbook activity 10 page 20

Professional Capability Framework

- PCF Refresh 2026

[About the Professional Capabilities Framework (PCF) | BASW]

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Recognising your power in the PE – Student relationship

Social work values suggest that each person is valued as an individual. Think about your anti-oppressive approach as a social work practitioner and how this can be transferred into your role as Practice Educator.

1. *What power do you have as a practice educator?*

2. *How could you share power with a student?*

(Relates to Activity 7 page 14)

Task

In your groups discuss what is important in the PE/student relationship.

- At the beginning/induction
- The middle
- The end of placement

Be prepared to feedback to the wider group

Anti-Racist, Anti-Discriminatory & Anti-oppressive Practice Education

Discussion Point 💡

- *How do you intentionally create an inclusive and safe learning environment for your student?*
- *How do you check your own assumptions or biases when assessing student performance?*
- *Have you ever seen oppressive behaviour in a placement setting? How was it handled?*
- *What practical steps can you take to ensure equitable access to learning opportunities?*

Social GGRRAAACCEEESSS

In pairs (one person takes PE role and the other the role of student) choose one or two of the Social Grraaccceeesss that standout for you when describing your identity.

Research

"While the numbers of black and minority ethnic students are increasing in all universities, their outcomes are considerably poorer than those of their white peers in terms of attainment and progression."

"It is deeply worrying that in a profession like social work, which prides itself on its anti-oppressive values, research has highlighted discrimination against certain students, namely those from black and ethnic minority backgrounds, students with disabilities and LGBT students."

Finch (2017) p84

(Lenkeit et al, 2015; HEFCE, 2016; HERAG, 2020; Tedam, 2021; Tedam & Cane, 2022; Bhatti Sinclair, 2022)

Supporting Diverse Students

In groups please discuss:

How will you support a student of a different culture, ethnicity, or colour to yourself?

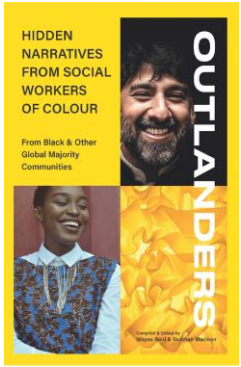
Consider what might be important to them?

In Practice

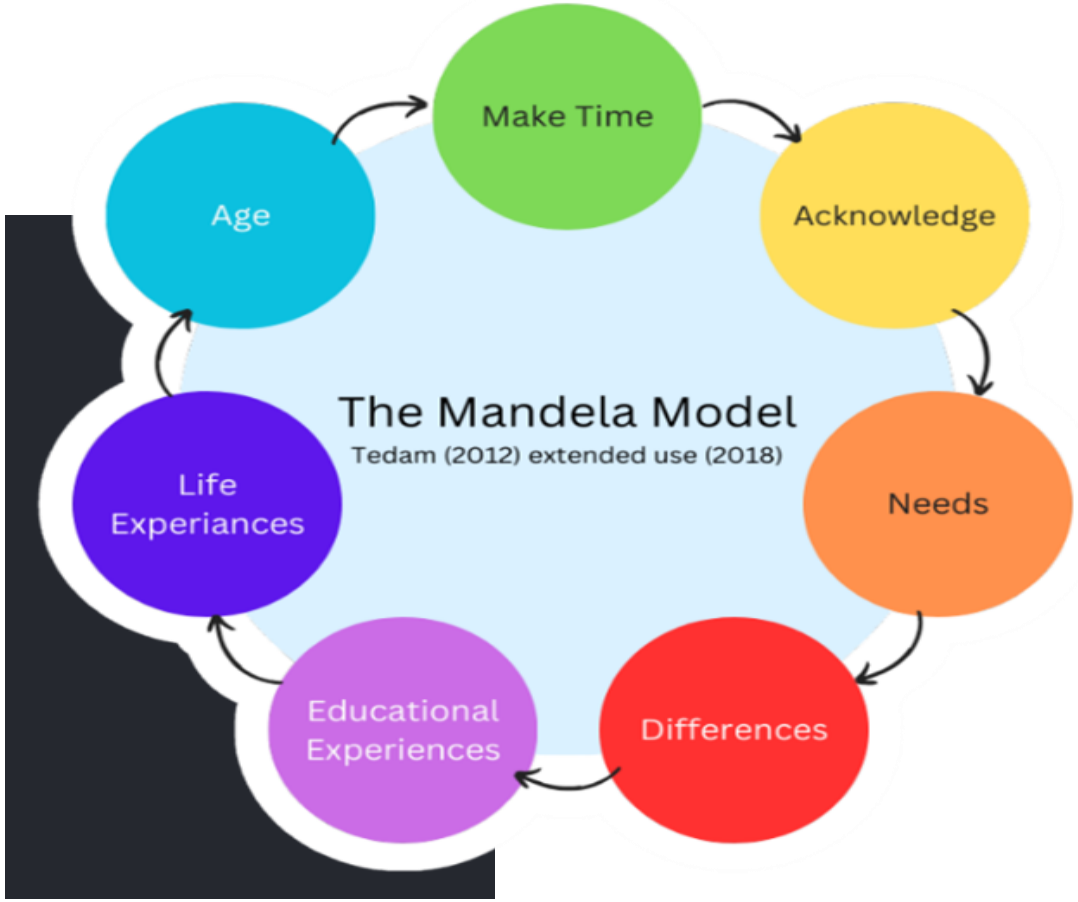
PEs should be having conversations with students about oppression, racism, racial trauma and intersectionality.

Research suggests Managers/Practice Educators/Supervisors sometimes feel uncomfortable talking openly about these issues.

- Introducing Outlanders
- The 'School of Shabs'
- Time To Talk Race Through Supervision



The MANDELA Model



Tedam (2012) promotes the Mandela Model as a way for PEs and students…..

"to understand and appreciate the differences and similarities of life experience that a student brings to the placement."

Break time

Supervision

What does good supervision look like?

Flip chart and discuss

Let’s start with a question.

“Should supervision always be a safe space, or is there a place for discomfort in professional growth?”

Think about your response, we will revisit the question together at the end.

Supervision History

Morrison, T. ‘Staff Supervision in Social Care’, Pavilion 2001:84-87

practice-supervisors-your-supervision-history-tool-pt_web.pdf

MY SUPERVISION HISTORY				
Previous Supervisor	What helped?	What hindered?	Response at the time?	Influence on me now?
Summarise how your past supervision experiences have shaped your approach to supervision.				

GROW MODEL

‘Coaching for Performance’ (Whitmore 2019)

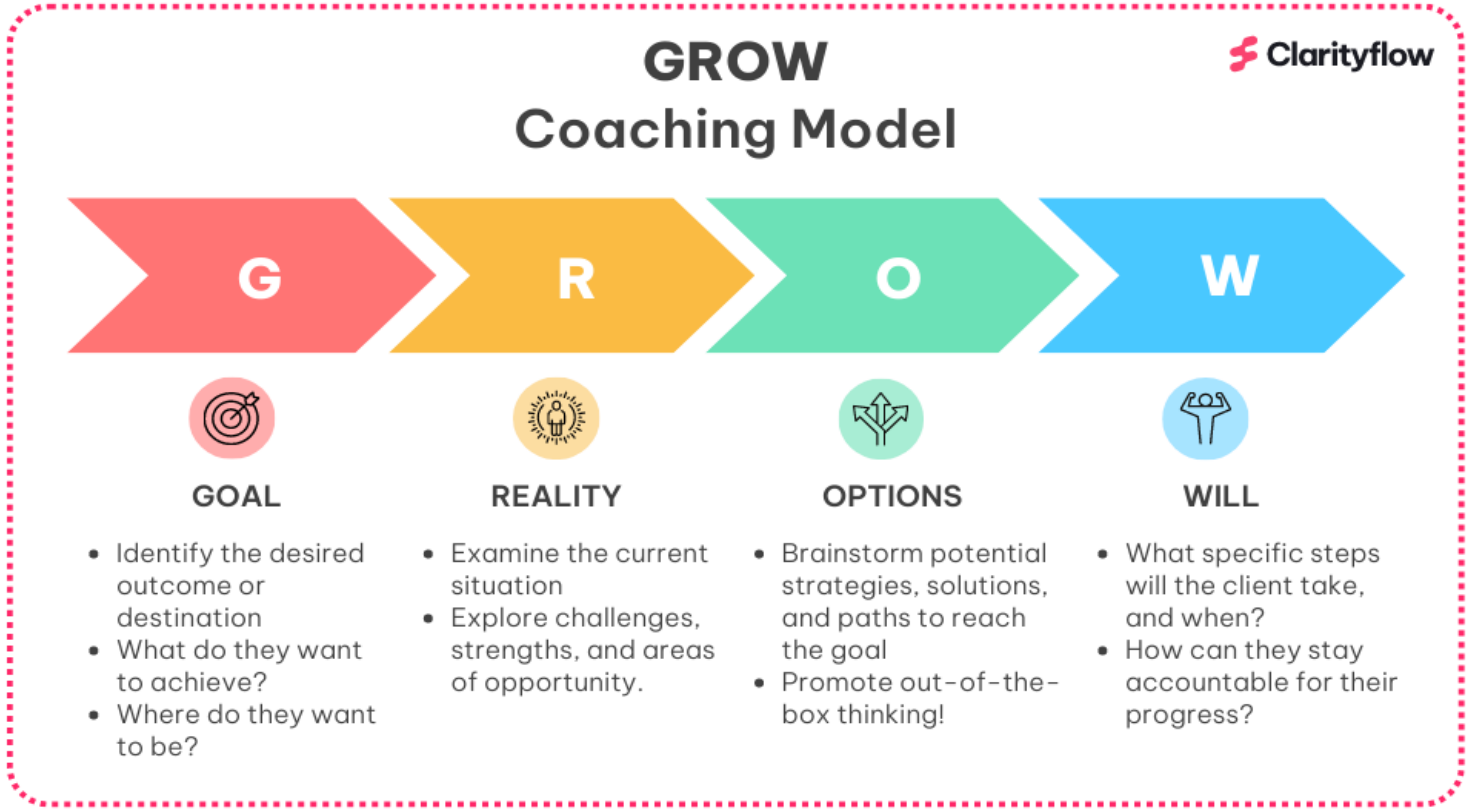


Image from: Coaching Model: Unlock Your Clients' Potential

GROW - What is a “developmental conversation”?

The CLEAR Model of Student Supervision (Peter Hawkins & Nick Smith, 2007)

C – Contracting
Agree the focus, purpose and boundaries of supervision.

L – Listening
Actively listen to understand the student's experience and perspective.

E – Exploring
Explore challenges, skills, theories and practice implications.

A – Action
Identify actions, strategies and next steps for learning and development.

R – Review
Review progress, reflect on learning and plan what comes next.

AMBIT Thinking apart & Thinking together Supervision Videos option 2

- This is the “Thinking apart” - the example of it not working so well;

https://www.youtube.com/watch?v=dhVwRaNGmtk&list=PLJK5O2B_tNfmo8FRObOGKZ0jr3dhaiM_D&index=11

- This is the “thinking together” video showing the skills;

https://www.youtube.com/watch?v=iUaWgJ2ibiE&list=PLJK5O2B_tNfmo8FRObOGKZ0jr3dhaiM_D&index=12

AMBIT Thinking apart & Thinking together Supervision Videos option 2

The Feedback Support/Challenge Matrix John Blakey & Ian Day (2012)

High Support →	**High support, low challenge:** Feedback effect: **Status quo**: Keep on doing same things	**High support, high challenge:** Feedback effect: Challenged to do more and better: **high performance**
Low Support	**Low support, low challenge:** Feedback effect: **Apathy**, boredom	**Low support, high challenge:** Feedback effect: **Stressed**
	Low Challenge →	**High Challenge**

What should we do to set the supervision scene?

- We need to know we have a shared commitment to supervision and a ‘safe’ relationship to explore and reflect on our experiences.

- We need to have a shared responsibility for supervision. It is not about doing something ‘to the student’ or ‘for the student’ … but ‘with the student’!!

- We need to offer students space to make sense of experiences and events within the supervision process

- **Reflective supervision is key**

- We need to be mindful of different learning styles

Example

Example – Supervision agreement/contract

Name of supervisee: .....

Name of supervisor: .....

As a supervisee, I agree to:

- prepare for the supervision session by:
  - working with my supervisor to agree the agenda
  - reviewing the notes of the previous meeting
  - reflecting on how the learning and development activities I've carried out have changed my practice
- make a note of the things I would like talk about
- attend and prioritise all planned supervision sessions
- approach supervision with a positive attitude
- use the session to discuss and reflect on my work
- critically reflect about what has worked well and what hasn't
- identify any situations that are beyond my ability or I'm unsure about
- read and agree the supervision record
- act upon any actions, including completing any training or learning and development activities.

Example

As a supervisor, I agree to:

- prepare for the supervision session by:
  - working with my supervisee to agree the agenda
  - reviewing the notes from the previous meeting
  - making sure supervision meetings take place in a quiet, private space and there are no interruptions
- provide constructive feedback
- provide honest and meaningful advice and support
- create a safe environment for my supervisee to bring any uncertainties, issues or dilemmas they may have
- support and encourage my supervisee to reflect on their day-to-day practice, values and attitude
- work with my supervisee to identify the outcomes that matter to them and focus of their strengths and skills.

Example

Structure of supervision sessions:

Supervision sessions will be held every:	
The length of supervision sessions will be a minimum of:	
The supervision meeting with be held at (location/venue):	
If either of us cancel, we will make the following alternative plan:	

Content:

We will set our agenda in the following way:	
The usual content of our supervision session will be:	
We will agree the following boundaries:	

Process:

We agree that a record of the supervision will be recorded by:	
We will consider requesting help from a third party in the following circumstances:	
If either of us have significant concerns about the supervision session itself of issues that have been raised in supervision, we should follow the relevant organisational policies (for example, complaints or disciplinary policy).	

Tools to help you develop the supervisory relationship and enable a safe learning environment.

- Research in Practice has a wide range of resources and templates. If you click on this link Building effective supervision relationships | Research in Practice you will see several tabs near the top of the page. If you click on each tab, you will be able to access and download a wide range of supervision templates in addition to resource below:
- This section of the Reflective Supervision Learning Hub explores using supervision agreements ps-supervision-agreement-template-web2.pdf
- This section explores what you and your supervisee bring to supervision https://www.researchinpractice.org.uk/all/content-pages/open-access-resources/reflective-supervisio...
- https://www.researchinpractice.org.uk/media/3774/what_works_for_me-1.pdf this tool enables a supervisee to think through what will best support them in supervision
- Further resources https://www.researchinpractice.org.uk/children/content-pages/open-access-resources/reflective-super...

Siobhan Maclean – YouTube

Refer to activities 14 and 15 Supervision agreements and records

Review and explore supervision agreements, why are they important?

When issues arise in supervision....

Have a look at Activity 13 page 25 in your workbook and in small groups discuss scenarios 1 – 3.

LUNCH BREAK

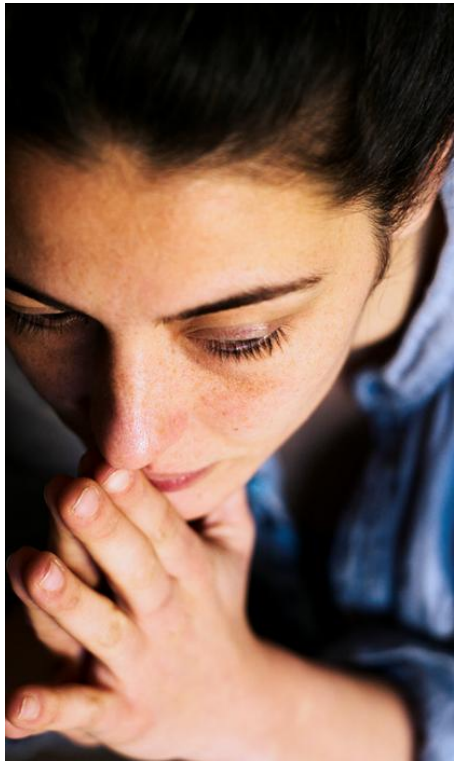
Lets break and refresh.

Working with Struggling Students….

Areas that may give you cause for concern…

- Lack of capability / performance skills
- Failure to progress
- Lack of personal awareness / insight
- Lack of theoretical insight
- Attitudes
- Lack of interpersonal and communication skills
- Unsafe practice
- Lack of insight into weaknesses
- Absence of professional boundaries and behaviour
- Poor relationships with colleagues
- Personal problems / anxieties that create barriers to learning

When you have concerns about a student



Identify the issues and raise with the student as soon as possible.

If you have placement co-ordinator share concerns and ask for support and guidance.

Make sure you are clear about what the issues are – link to the PCF/ SWEPS

Make clear supervision notes and include agreed actions. Make sure supervision notes are recorded (by the PE) and signed by both PE and student.

If concerns persist notify the University Tutor/Academic Advisor.

Ensure that the student has appropriate support and a range of learning opportunities.

Make sure their learning style has been considered.

If problems are not resolved…

- Ensure the identified issues/ concerns are evidenced against the PCF and SWEPS
- Give formal written feedback
- Arrange a 3 way meeting with the Tutor (this may be the Interim review or an extra concerns meeting
- Develop a clear action plan with targets & timescales agreed by all 3 parties
- Provide opportunities for students to meet standards by setting pieces of work, specific tasks, reflective pieces
- Arrange a review session
- Give the student every opportunity to progress
- Consequences of a lack of improvement should be transparent

Exercise – Supervision and Feedback

https://adultsdp.researchinpractice.org.uk/videos/

(See video 4)

Here the supervisor is trying to give feedback to the worker who is not engaging or seeing the value of reflective developmental supervision with their supervisor.

What else is going on here?

Key points in Difficult (courageous) Conversations

1. **Clear and Compassionate Communication:** The practice educator is clear about the issue but addresses it with empathy.
2. **Listening:** The student is given a chance to share their perspective, and the educator listens actively.
3. **Constructive Feedback:** The feedback is constructive, with specific examples and a clear plan for improvement.
4. **Supportive Environment:** The practice educator reassures the student of their support and sets a follow-up meeting.

Essential Reading:

https://www.researchinpractice.org.uk/all/content-pages/videos/supporting-practice-having-courageous-conversations/

https://www.researchinpractice.org.uk/all/content-pages/videos/dialogic-practice-garavans-six-steps/

https://www.researchinpractice.org.uk/all/content-pages/videos/non-violent-communication/

dos-and-don-ts-of-difficult-conversations.pdf (charitylearning.org)

Group Exercise….

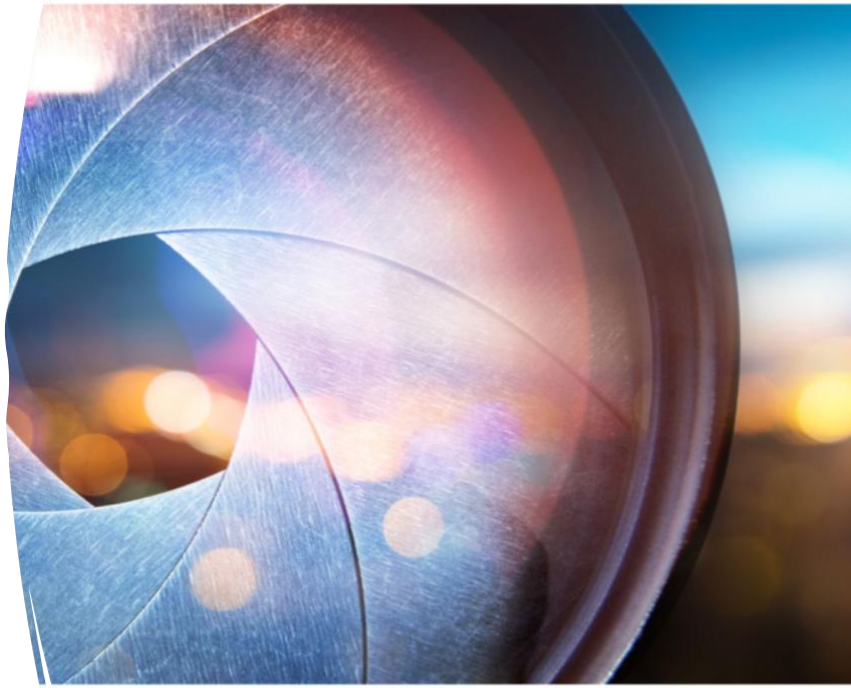
Referring to the scenarios in your online learning, let’s consider the four case studies and questions in Activity 28 page 53 in your workbook. Link the concerns to the PCF and the SWEPS

- Sarah
- Jameel
- Scott
- Alison

BREAK TIME

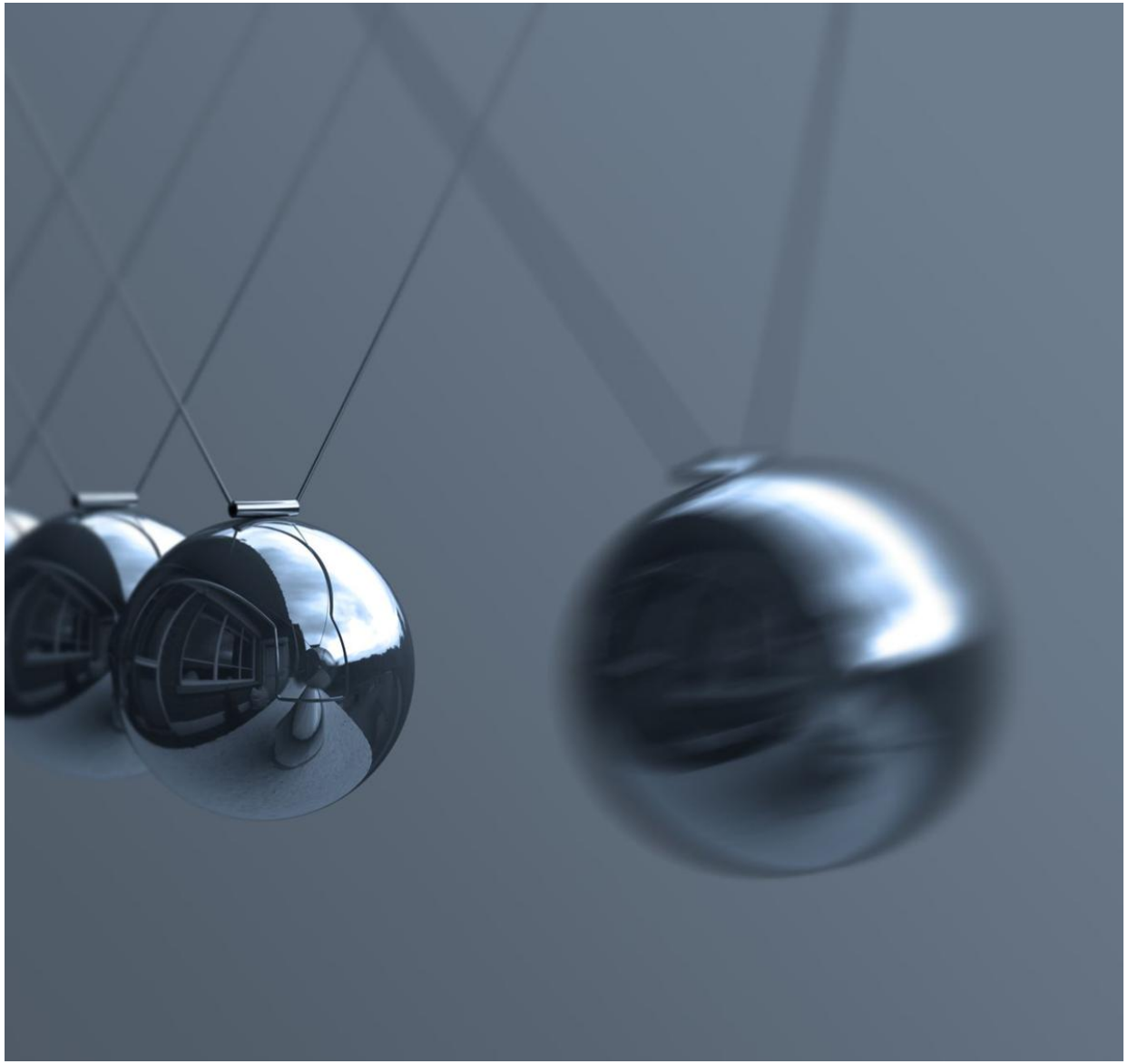
Time for a Brew!

Reflective Supervision

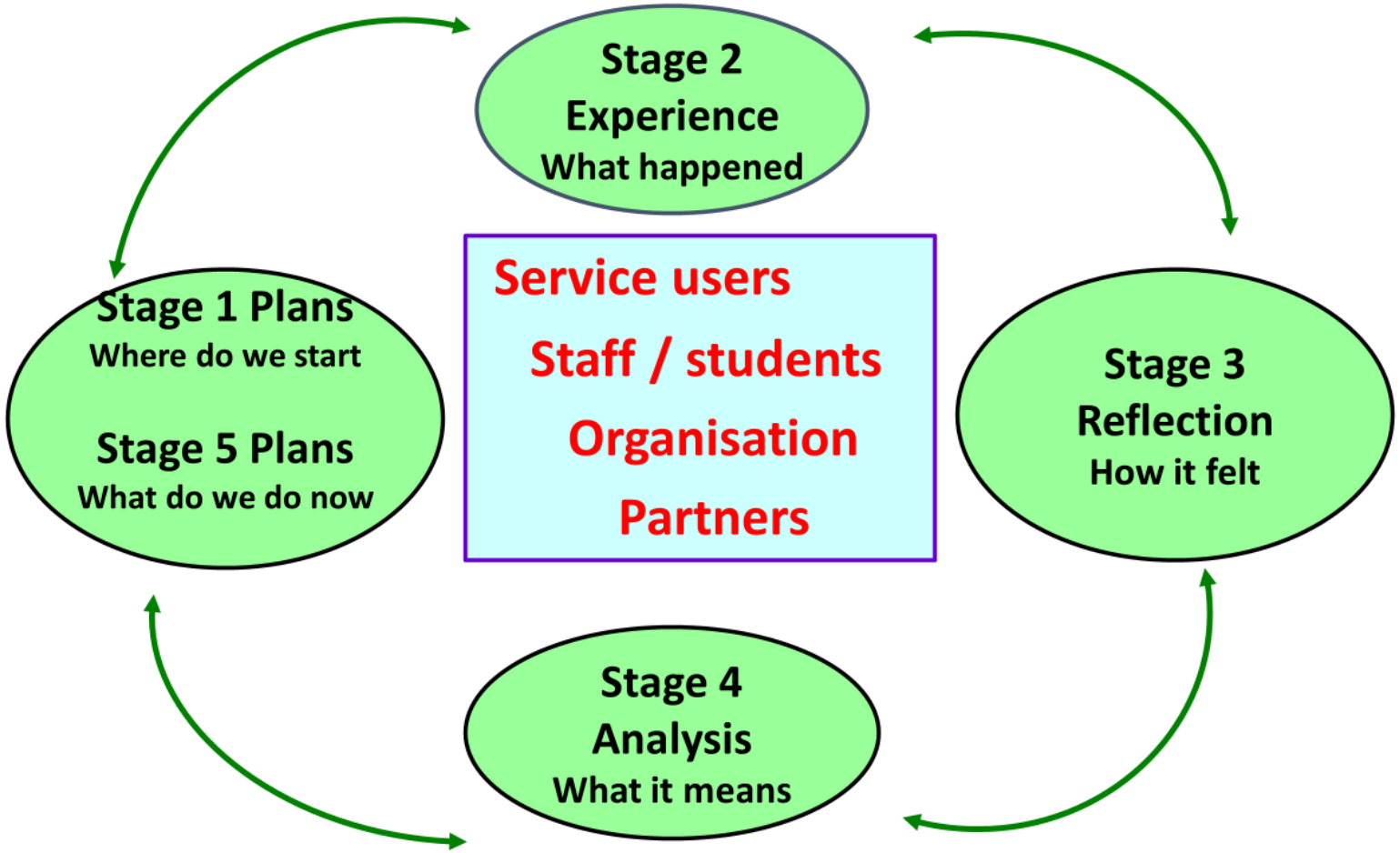


- Establish a climate for reflection, including clarifying with the student why reflection is important.
- Discussion in supervision using the student's reflective log
- Use reflective questions and prompts.
- Give students' tools to use and examples of models of 'structured reflection'.
- Provide a forum for the practice educator to inform, evaluate, assess and encourage the student

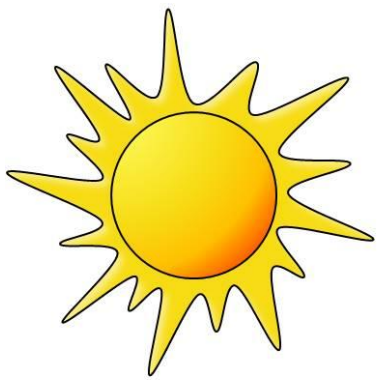
Process & Component Models of Reflection



Kolbs Process Model of Reflection



Siobhan Maclean's Weather Model



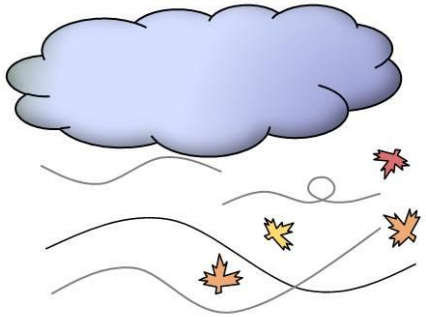
Sunny

Cloudy

Stormy

Snowy

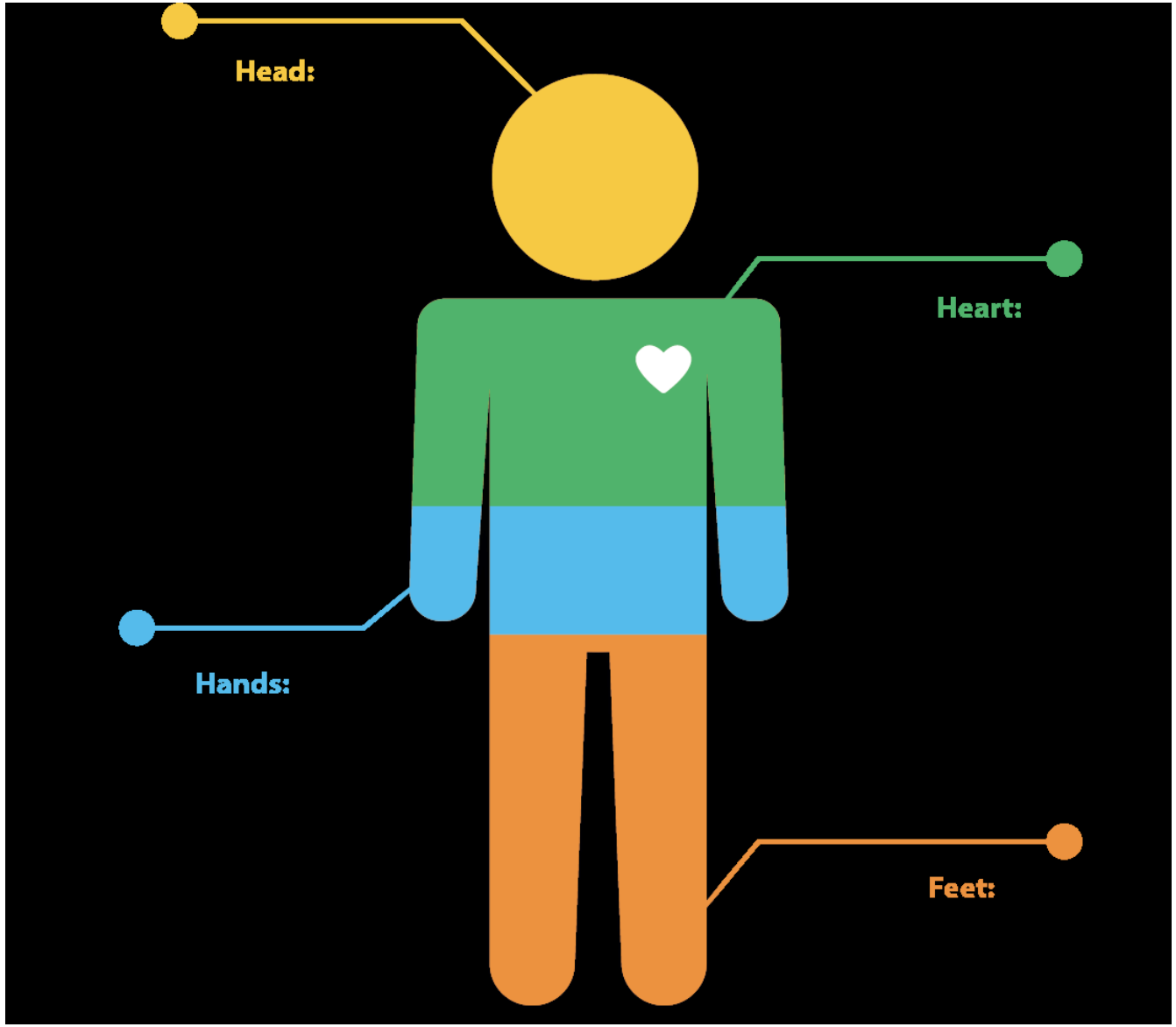
Rainy



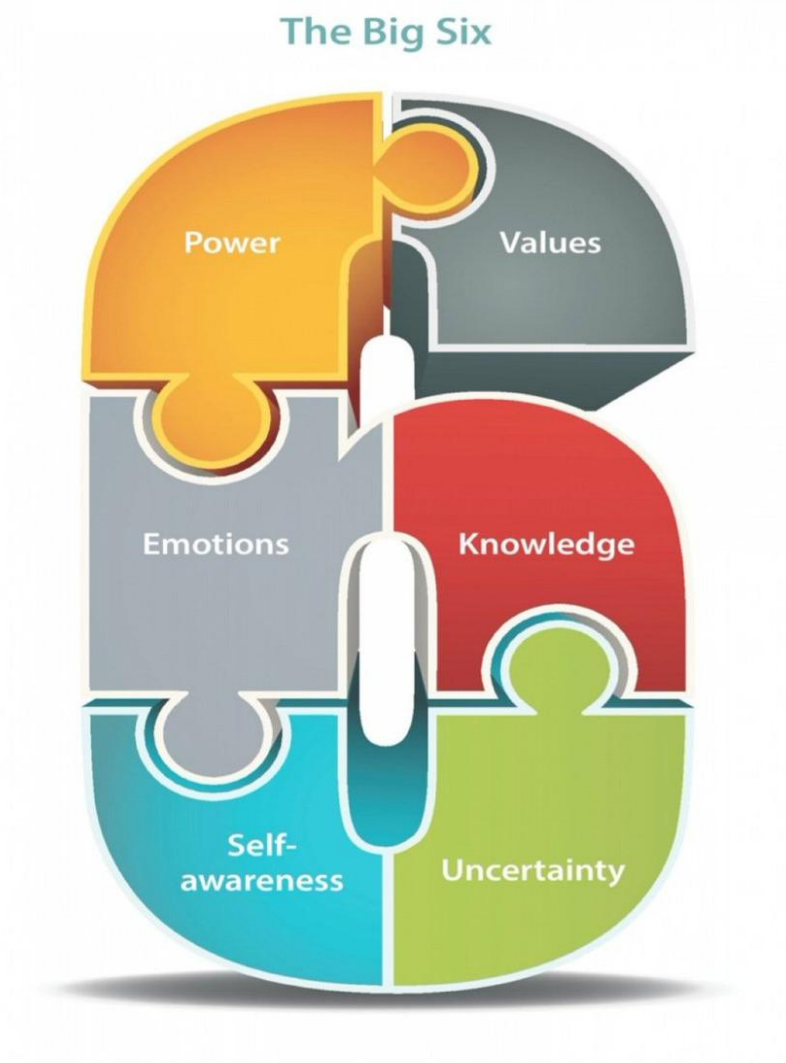
Windy

http://thefilesofmrse.com

Head, Heart, Hands & Feet – Siobhan Maclean



The Big Six – Siobhan Maclean



Stages of Practice Education Training…

Complete PE Training

- Commence with Student on placement. It is generally expected that this will be a final year student
- Once you have had a student you will need to complete the assessment for Accreditation at Stage 1 of the Practice Education Professional Standards for Social Works (PEPS 2022) Practice Educator Professional Standards (PEPS) www.basw.co.uk
- Practice Educators are assessed in two stage see below……

Stage 1

- Stage 1 - You will be provided with Stage 1 Assessment Pack this includes
  - Portfolio (of evidence) requirements and contents
  - Assessment task - either written/ presentation or professional conversation.
  - The PEPS domains (A/B/C) and Statement of Values for Practice Educator - which you have to evidence.
  - The domain indicators and Values are used holistically by the assessment panel to determine whether you meet the Practice Educator Requirements for Stage 1.
  - You will be assessed as either competent or not yet competent.
  - At Stage 1 - you are expected to take a final year student.

Stage 2

- Stage 2 - You will be provided with a Stage 2 Assessment Pack this includes
  - Requires additional training, you will see in the Practice Educators Training Programme Workbook there is a separate section for Stage 2 training and this include a short online course and a half day taught session.
  - When you have passed Stage 1 you can then move onto Stage 2.
  - You will to have had another student or be working with another student to progress to stage 2.
  - Portfolio (of evidence) requirements and contents.
  - Assessment task - either written/ presentation or professional conversation.
  - The PEPS domains (B10/ C15 and 16 and all Domain D) and Statement of Values for Practice Educator - which you have to evidence.
  - At Stage 2 - you are expected to a final year student or learner i.e. NQSW/ BIA/ AMHP.
  - On completion of Stage 2 you are then able to support the development of Stage 1 Practice Educators.

Evaluation questionnaire

GMSWA Practice Educator Course
26/27

Thank you for attending today's session.

- Any questions?
- Keep your certificates from both me learning and today you will need them for your portfolio.
- For information and how to book on the following sessions…
- PE Masterclasses
- PE Drop Ins
- Go to our website and look at our training brochure: GMSWA
- And good luck with your student ☺

Greater Manchester Social Work Academy