Greater Manchester Social Work Academy

Practice Educator Training Guide 2024

27 August 2024

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1. Introduction

In 2022 the Greater Manchester Social Work Academy (GMSWA) moved to a 'blended learning' programme for Practice Educators. This programme has been co designed and implemented by partners from our Universities and Local Authorities who are part of the GMSWA Practice Learning Steering Group (PLSG).

This programme has been designed to fit around you, providing flexibility, to enable to you to learn at your pace. The online programme compliments different learning styles, with online modules, containing both audio and visual content, videos, activities, and quizzes. The workbook accompanies the training which you download once enrolled to the programme. The workbook is not marked by a tutor, it has been designed as a tool for you to record reflections, makes notes and includes useful tools and guides in each topic area. You are required to bring a copy of your workbook (either electronically or paper copy) to the workshop, so that you can share your learning, thoughts and ideas as part of the group activities. To augment the on-line aspect of the programme, once this is completed, you are required to attend one face to face workshop. This will enable you to ask questions, clarify your learning and actively participate in group discussions and activities. It is intended that in this way, you will consolidate your online learning collaboratively with others.

The Practice Educator Training programme is delivered in two parts;

- ***Practice Educator Training Programme (Chapter 2 of this guide)***
  - For social workers starting the training to support students/ learners on placement.
  - Requires completion of the blended course
  - Supporting a final level student on placement
  - Submission of portfolio of evidence to panel.
- ***Preparation for Stage 2 Practice Education Module (Chapter 5 of this guide)***
  - Practice Educators at stage 1 who have completed and passed the above.
  - Supporting a final level student or learner such as a Newly Qualified Social Worker (NQSW)/ Trainee Best Intest Assessor (BIA)/ Approved Mental Health practitioner) AMHP.

This guide aims to provide the details of our blended programme, from enrolment to portfolio submissions. It will provide details of additional learning opportunities and resources available to you.
See Chapter 2 for Practice Education Training Programme and Chapter 5 for Stage 2 Stage 2 Practice Educator Training.

2. Aims of the Practice Educator Training Programme:

Following this programme, participants will be able to:

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 regarding 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.

3. Practice Educator Training

We have developed our digital course with Me Learning. You may recognise this training platform from previous online training courses.

This chapter covers:

- Eligibility
- Enrolment
- Digital Programme content
- Practice Educator training workbook

Quick Guide below:

Permission	•**Discuss with line manager/learning and development team/ university rep about progression training for Practice Education and availability for having a student.** •**Providing you meet the eligibility and have approved consent, you will be enrolled on the programme by your Learning and Development Team/ University Representative.**
Enrolment	•**Enrolment on Me Learning Practice Educator Programme by Learning and development team or HEI Rep .** •**You will receive an welcome email from Me Learning taking you to the programme, where you can download the workbook.** *(check junk folder if you do not receive email)*
Training	•**Complete all 9 digitial modules and workbook activities.** •**Following completion you will then be directed to book on a face to face workshop.**
Completion	•**On completion of the digital programme Me Learning will send you a certifcate on completion.** •**On completion of the face to face workshop Me learning will send you a attendance certificate.** •**Keep <u>BOTH</u> Certificates as both will be required for your stage 1 portfolio.**
Next Steps - Student	•**You are now ready to take your first student,** •**discuss with your manager/ Learning and Development Team/ HEI Rep about begining this process**

Eligibility for training to be a Practice Educator:

- Registered Social Worker with a minimum of 2 years' post qualifying experience.
- Able to commit to completing the whole training programme – modules equivalent to 4 days digital training, accompanying workbook and 1-day workshop.
- Committing to supporting a student on placement following completion of the course.
- Permission from your manager to complete the course and take a student.
- Commitment to completing Stage 1 and Stage 2 of the Practice Educator Professional Standards.
- Commitment to ongoing continuous profession development while active as a Practice Educator.

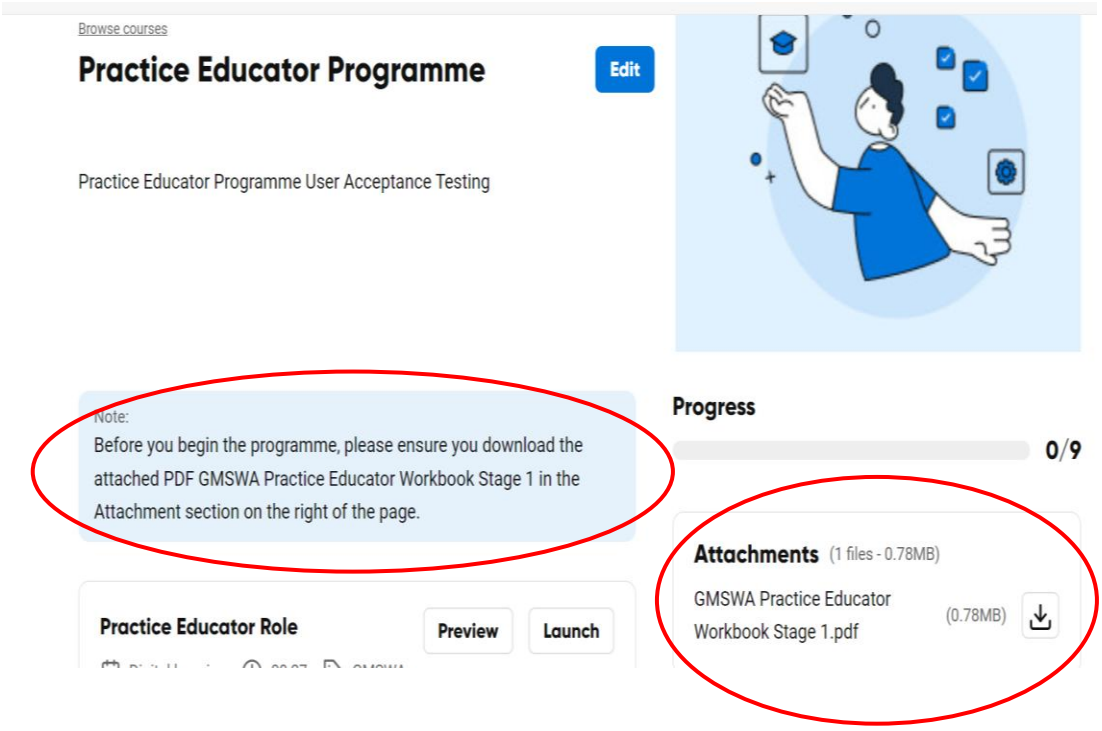
Enrolment

Once you have registered your interest with your Learning and Development Team Rep (if employed by a GM local authority or NHS organisation), or University placement team (if employed by the GM PVI sectors), they will enrol you onto the Practice Educator Training Programme. You will need to complete a consent form (provided by your employer or University representative) and provide your name, email address and other contact information for the registration.

Once you are registered with Me Learning, you will then receive an email from Me Learning i.e. gmswa@melearning.co.uk. Please look out for this email and look in your junk mailbox, if you don't find it in your inbox. This email will provide you with a link to register with Me Learning, creating a password, which will enable you to access the digital course. It is recommended that you open Me Learning in Google chrome or Microsoft Edge to maximise the quality of your learning experience. In addition, you may wish to add the page to favourites in your browser to support you to access the site more readily.

Please note that we are aware that many organisations may already have a Me Learning platform, however our course is delivered on an affiliated platform, so you will be required to have another log in and password to access our programme. If you encounter any difficulties whereby you are being asked for an access code or authentication, then this may be because you have already registered on this platform. In this case, please use your existing log in details.

Once you have logged in, you are ready to start the online programme. You will be prompted to download a PDF copy of the workbook when you begin. During the programme you will be prompted to complete activities in your workbook.
See here:



Should you experience any difficulties logging in or issue with passwords then you can contact the Me Learning Helpdesk for support helpdesk@melearning.co.uk

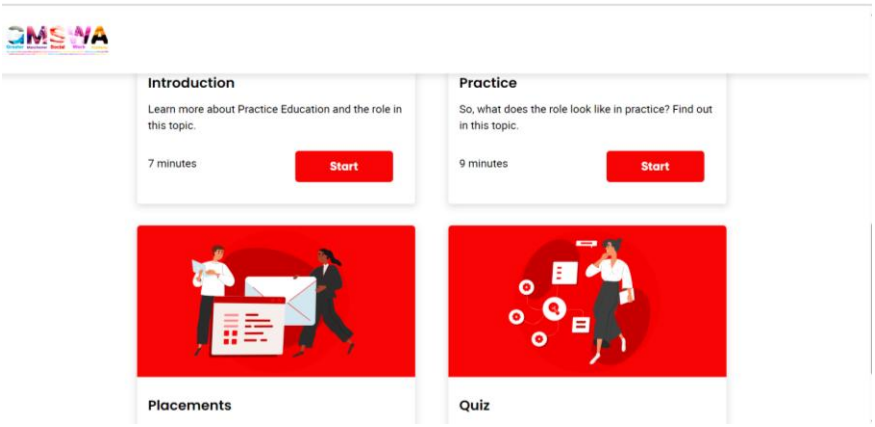
Digital Programme Content

There are 9 digital modules:

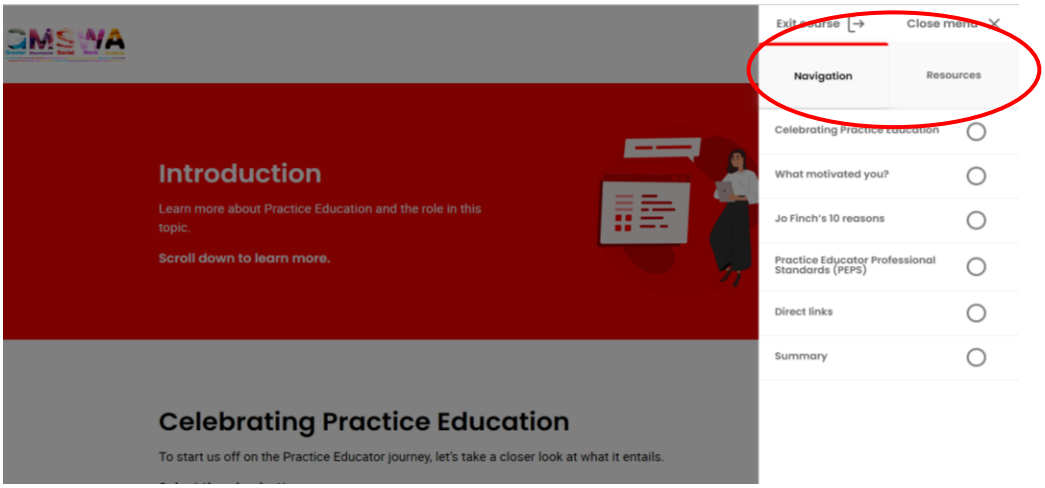
1. The Practice Educator Role
2. Preparing the setting
3. Placement Requirements
4. Supervision
5. Adult Learning
6. Assessment and Observation
7. Feedback and Assessments
8. Assessment Requirement and Marking
9. Working with struggling students

Each module consists of up to 4 chapters, where you will be required to read content, complete activities and review video content. Each module ends with a quiz. You will need to answer at least 4 out the 5 questions correctly, to enable you to move on, so please take note of the information being given to you and read the questions carefully before completing the quiz.

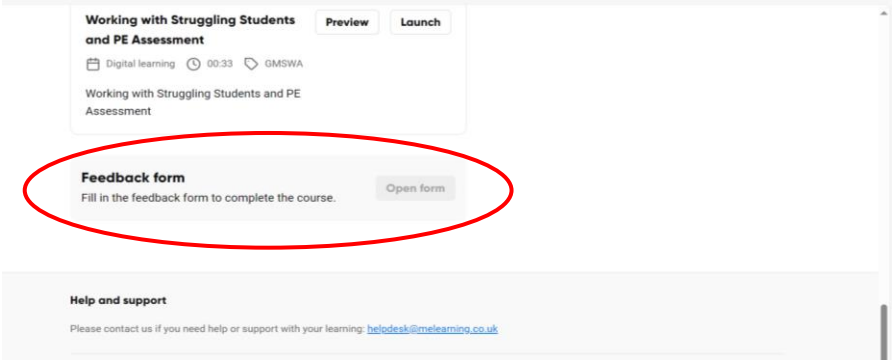
Example Module Chapter.



In each chapter there will be a menu in the right-hand corner, this will include additional resources you can download or view relating to the topic. Additional resources can also be found on our GMSWA website [Home – GMSWA]

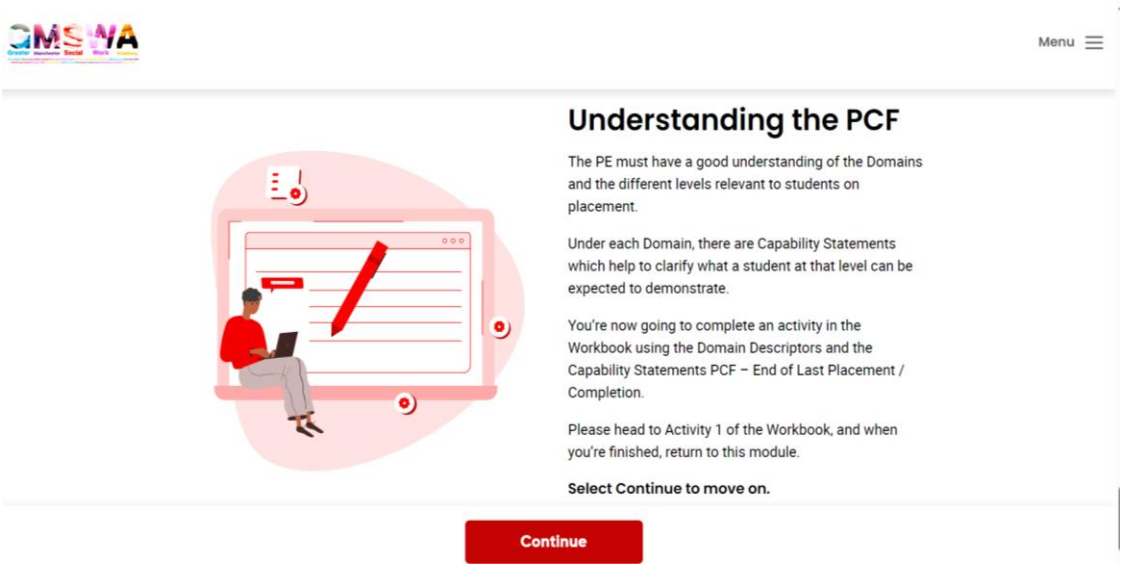


On completion of all modules, you will need to complete the feedback form to complete the programme. You will then be able to download your completion certificate. After this you will be enrolled to the workshop page to book on a face-to-face workshop.



Practice Educator Training Programme Workbook

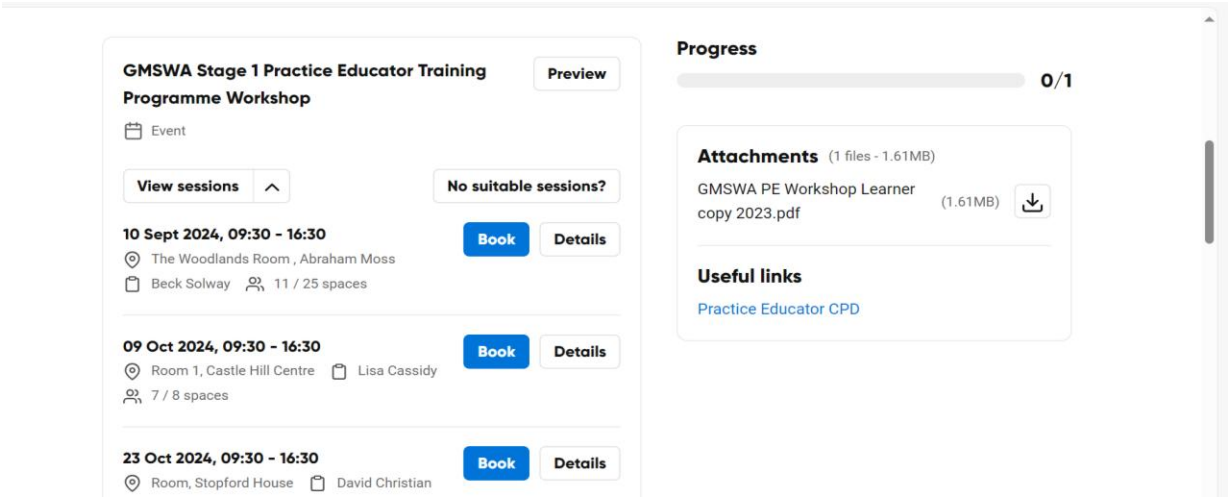
On starting the digital programme, you will be prompted to download the workbook. Each module will prompt you to the Practice Educator workbook to complete an activity. For example, in Module 1 Chapter 2, you will be advised to go to activity 1 in your workbook, which is an activity around the PCF and placements (see below). As you complete the workbook, you will embed your learning. At the end of the programme you will have a valuable resource, to reflect on in the workshop and to support your future work with students.



You are required to bring a copy of your workbook (either electronically or paper copy) to the workshop. This is an opportunity to check any activities that you were unsure of and to share your learning, thoughts and ideas as part of the group activities.

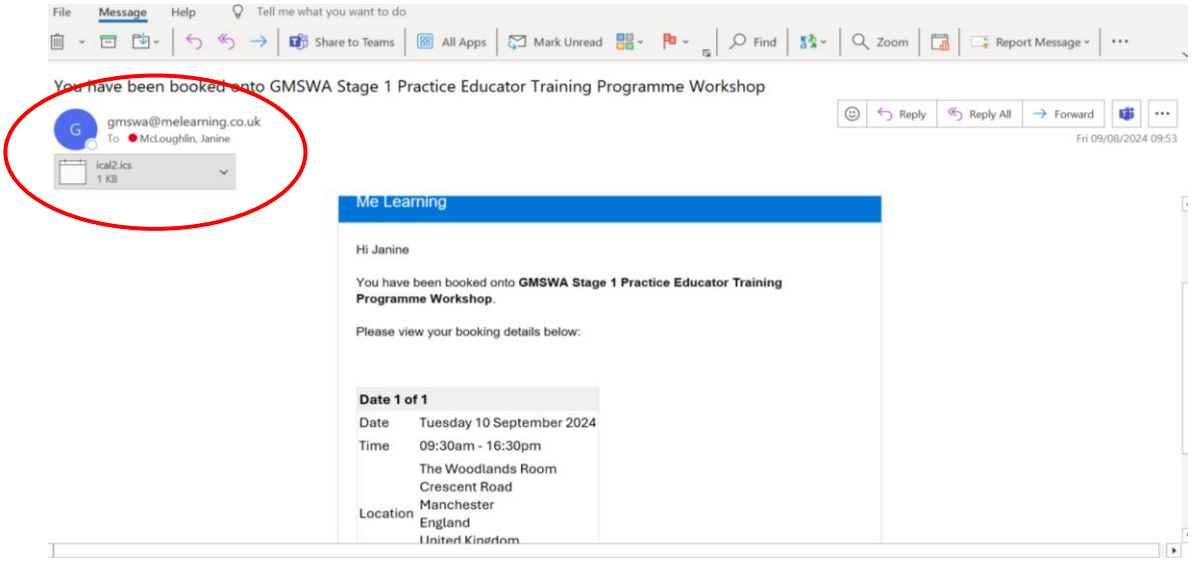
The Workshop

Once you have completed the modules and feedback, you be automatically enrolled on to the Practice Education Training Workshops. You will receive an email telling you that you have been enrolled.
On this page you, once you have booked a workshop, you will be able to download a copy of the workshop slides and will have access to the GMSWA CPD link which takes you to our training brochure to access additional resources and sessions.



There will be selection of workshops available across various sites in Greater Manchester. As above you will be able to see the full list available which will include the date and time, how many spaces are available, who will be the facilitator and the venue details, when booking you can select venue details for further information on the venue address and travel/ parking information. The workshops are a full a day (9.30-16.30) and must be attended in full.

On booking a workshop you will receive an email from GMSWA@melearning.co.uk to confirm, in this email you will receive a diary attachment, which you can open to add the event to your electronic calendar, see below circled red is the event attachment.
If you do not receive an email, then please check your junk folders.



Where possible, try to book on the nearest available workshop from when you start the programme. It recommended that you do not leave it longer than 3 months from the start of the online programme to completing the workshop.

We recognise that spaces for each workshop will be limited, therefore we aimed to provide 13 or more workshops every academic year to meet your needs. Where it is identified that additional workshops are needed, they will be arranged.

Workshop content:

1. Induction
2. Power and anti-discriminatory practice
3. Supervision
4. Working with struggling students

The workshop will refer to activities that you will have completed in your workbook, therefore it is **important that you bring your workbook with you on the day.** You can bring it in either paper or electronic format.

The workshop is designed to provide an overview of the above topics and to give you the opportunity to discuss activities in your workbook as a group. In this way, you will consolidate the online training. The workshop is intended to be a participative session, so please attend with any questions you may have and ready to actively engage in the activities and group discussions.

If you have booked on a workshop and are then no longer able to attend, please cancel the booking in Me Learning and select another workshop.

Cancelling a session

To cancel a session:

- Go to: **Events (at top page listed next to courses and requests)** → find the desired event → select **View** → Find the desired session → select **View**

- Select ⋮ → select **Cancel session**, this will display a pop up
- There are two cancellation options:
    - Select **Cancel** to cancel the session and all bookings
    - Select **Cancel session and copy bookings** to cancel the session and move the bookings to another session

If your workshop is cancelled or rescheduled, we will aim to notify you at the earliest opportunity, so that you can book an alternative date if needed.

On completion of the workshop, once your trainer has confirmed your attendance, you will be able to download an attendance certificate. Make sure you save this as you will need it for your stage 1 portfolio of evidence.

Summary

The digital programme, workbook and workshop cover all the areas you need to feel confident when taking a social work student/ learner and will guide you through the important areas of practice education: implementing a good induction, supervision, reflective practice, teaching and learning, assessment, working with challenging and struggling students and the practice educator final assessment report.

It is estimated that it will take around 3 hours to complete each module and associated workbook activity. In which case, it will take around 27 hours (4 days) to complete the online programme and workbook. Exactly how you choose to undertake these can be flexible, for example you could book as study time two days a week, over two weeks, or one day a week over four weeks. In whatever way you plan the time to undertake the digital learning, it is essential that you have **completed all the digital content and workbook before you attend a workshop.** Please be mindful of this when booking onto a workshop, to ensure you have enough time. You will need to ensure that your manager is clear that this course continues to be 5 days' long and you will not be available for work while you are undertaking the course.

Checklist:

- Ensure you have permission to complete the programme and take a student.
- Ensure you have enough time booked to complete the whole programme.
- Complete digital Programme, workbook and feedback – **save certificate**
- Attend a face-to-face workshop – take workbook and **save certificate**
- Ensure you have both certificates for your portfolio of evidence for Stage 1.
- Ready to take a student – see below for what happens next?

4. What happens after the Programme?

Once you have completed the digital learning, workbook and workshop, it is expected that you will take a final year student on placement soon after, this will enable you to put your learning into practice. Usually, final year students commence on placements from September to February, in line with the academic year.

When you are ready for a student, the Learning and Development Team or University Practice Learning Team will contact you and provide with a student Placement Application Form (PAF) for you to look over to identify whether you can meet the development needs of the student. If it agreed that you can offer a placement, then you will meet your student for an 'informal meeting' to explore their needs further. It is after this meeting, if both parties agree, that the placement is confirmed.

Please see below for the next steps in the placement process.

The Placement Process

Informal Meeting	•Informal meeting between student and Practice Educator or On Site Supervisor (where applicable) after which placement is confirmed.
Learning Agreement	•At this meeting a Learning Agreement is drawn up and date agreed for the commencement of placement. This meeting must be attended by the student, tutor, Practice Educator and on-site supervisor (where applicable)
Placement Commences	•Induction Period •Work allocated to student •Regular supervision (formal and informal) •Direct Observations of Practice
Interim Assessment	• Happens at a mid point during the placement. •This meeting provides an opportunity to check the placement is progressing satisfactorily. Meeting must be attended by student, tutor, Practice Educator and on-site supervisor (where applicable)
Student shares portfolio	•10 days before the end of placement the student submits the completed portfolio to the Practice Educator to review and assess.
Practice Educator Report	•Practice Educator to complete their report, evidencing the student's progress and recommendation (pass/ fail). The report is written and shown to student before the end of the placement. The report must be signed and dated by the Practice Educator and the student.
Student hands in Portfolio	•The student hands in their portfolio (see relevant University Placement Handbook for details of how/where to do this)
Practice Educator - Stage 1 Portfolio.	•Practice Educator completes and submits their portfolio of evidence for assessment against Stage 1 of PEPS

5. Practice Educator – Refresher Training.

We recognised that having gaps in between the training and having a student can happen due unexpected life events. In these cases, whereby it has been 2 years or more in between the training and having a student, we recommend that you in the first instance have a discussion with your manager/ Placement lead / University representative about your options.

The GMSWA with other Northwest Teaching Partnerships and colleagues provide Refresher Training. These are full day online workshops which are delivered quarterly throughout the year. Following attendance at a Refreshers workshop you will be expected to attend a local (Greater Manchester) session which will be 1-2hours where details of the local Universities placement processes and PEPS processes will be provided.

Details of how to book your refresher place and the dates available please see our website training brochure for details Home – GMSWA

If there has been a significant gap in between your Practice Educator Training and having a student or supporting a learner. It might be advisable to complete the full programme, so please discuss with your Placement lead or University representative regarding which option is best for you to enable you to carry out the duties and responsibilities as a Practice Educator.

6. Introduction to Stage 1 and Stage 2 PEPS and Stage 2 Training.

Practice Educator Professional Standards (PEPS) Stage 1 and Stage 2

Following the social work reform, the development of the Practice Educator Professional Standards began and came into effect in 2013 (PEPS). This set out the requirements for Practice Educators at two stages, defining the differences, levels of complexity and responsibility required in teaching, assessing, and supporting social work degree students.

Since then, the PEPS has been refreshed, both in 2019 and in 2022, to promote the development and awareness of the Professional Standards in Social Work Education and practice, and with the inclusion of people with lived experience of social work. The aim of this refresh was to provide a wider understanding of the role of the practice educator for students, employers and other involved in practice education.

See below for the 2022 updated PEPS:

- BASW England Practice Educator Professional Standards for social work (PEPS) 2022 | www.basw.co.uk
- And further information and resources can be found at Practice Educator Professional Standards (PEPS) | www.basw.co.uk

The Greater Manchester Practice Educator Programme is now under the remit of the Practice Learning Steering Group of the Greater Manchester Social Work Academy. This group oversees the development and assessment of practice educators in Greater Manchester only.

It is important to note that completion of the Practice Educator online programme, workbook and workshop is only the beginning of the training. After this training you will need to take a student, then complete and submit your stage 1 portfolio to the PEPS Panel, if successful you will then be certified as a Practice Educator (at stage 1).

Below is a brief outline of the assessment process for practice educators at Stage 1 and Stage 2 of PEPS (Stage 1 and Stage 2 packs containing full details will be sent to you by your placement lead / University reps):

Stage 1 involves the PE taking a final level student on placement; being observed in their supervision with the student, submitting a portfolio of their practice with the student and undertaking an assessment task.

Stage 2 involves the PE working with a second learner: either a second social work student, a Newly Qualified Social Worker (NQSW) undertaking their Assessed and Supported Year in Employment or a social worker undertaking the AMHP training. Being observed in their supervision with the second learner, submitting a portfolio of their practice with the learner and undertaking a written assessment task.
The PE portfolio is submitted electronically to the GMSWA – PEPS Panel, via your

Learning and Development Team or University rep. This panel takes place 4 times a year.

PEPS Domains which PEs must meet:

- Domain A: Work with others to organise an effective learning environment
- Domain B: Teaching, facilitating, and supporting learning and professional development in practice
- Domain C: Manage the fair and transparent assessment of students in practice
- Domain D: Developing knowledge and continuing performance as a practice educator.

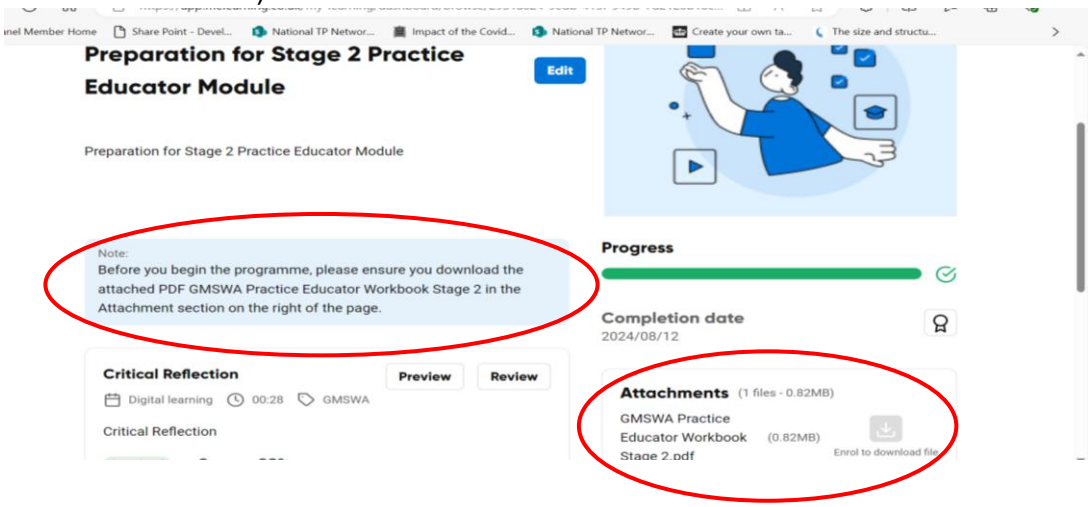
Details of the domains can be found here: [BASW England Practice Educator Professional Standards for social work (PEPS) 2022 | www.basw.co.uk]

Stage 2 Practice Educator Training.

When you are ready to progress to Stage 2, you must be enrolled on our Preparation for Stage 2 modules. To do this you will need to discuss this progression with your manager/ placement lead who can enroll you to the programme. If you have completed our Practice Educator Training Programme via Me learning, you can log in using your existing log in details, if you are new to our Me Learning programme, your placement lead will create you an account (see Enrollment chapter on page 6).

This is a blended training course which involves digital learning and then attendance at an online workshop. You will need to complete both elements to fully complete the programme.

On starting the digital programme, you will be prompted to download the workbook (see screen shot below)

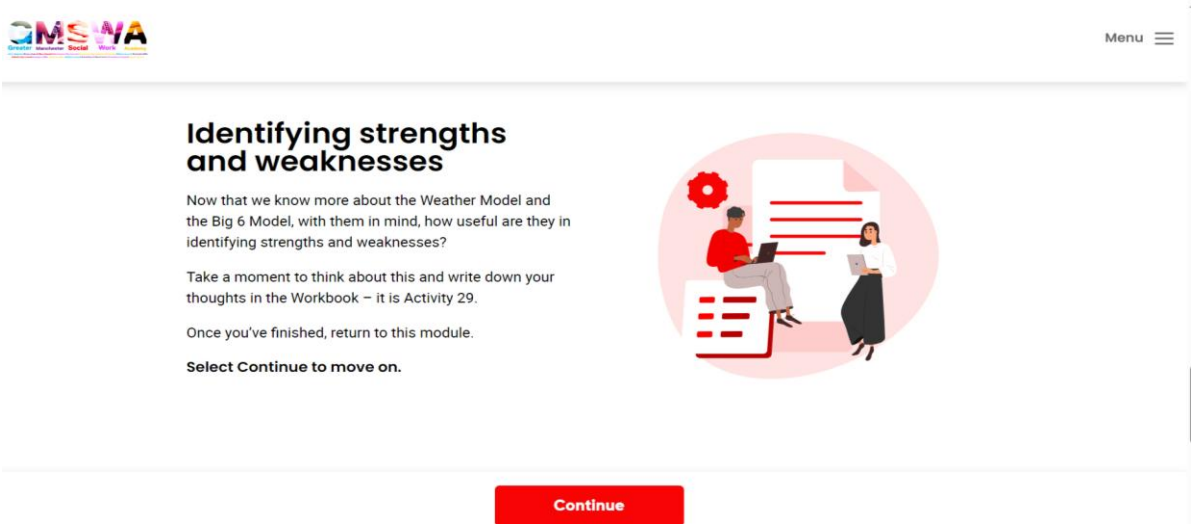


There are two modules for this course;

- Critical Reflection
- Critical Analysis

Each module consists of chapters for you to read, complete activities and review video content. Each module ends with a quiz, of which you must answer 4 out of 5 questions correctly to be able to move on. Each module will have a menu tab in the right-hand corner, make sure to check this out as there will be attachments and resources available for you to download.

In the modules, there will be prompts for you to go to the Practice Educator workbook to complete an activity. For example, in the Module Critical Reflection in Chapter 2 you will be advised to go to activity 29 in your workbook, looking reflective models. As you complete the workbook, you will embed your learning. At the end of the programme the workbook will be a valuable resource, to reflect on in the workshop and to support your future work with students. (see below).

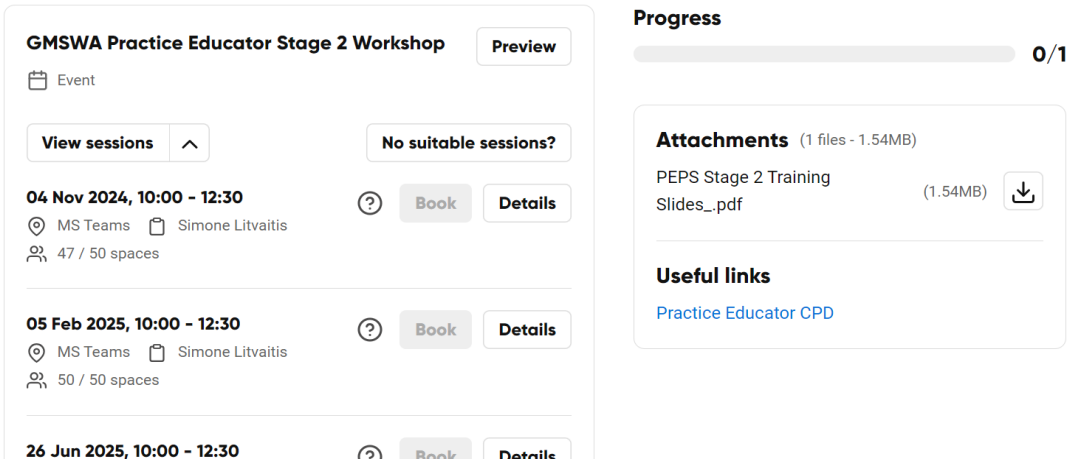


On completion of all modules, you will need to complete the feedback form to complete the programme. You will then be able to download your completion certificate. After this you will be enrolled to the workshop page to book on an online workshop.

The Workshop

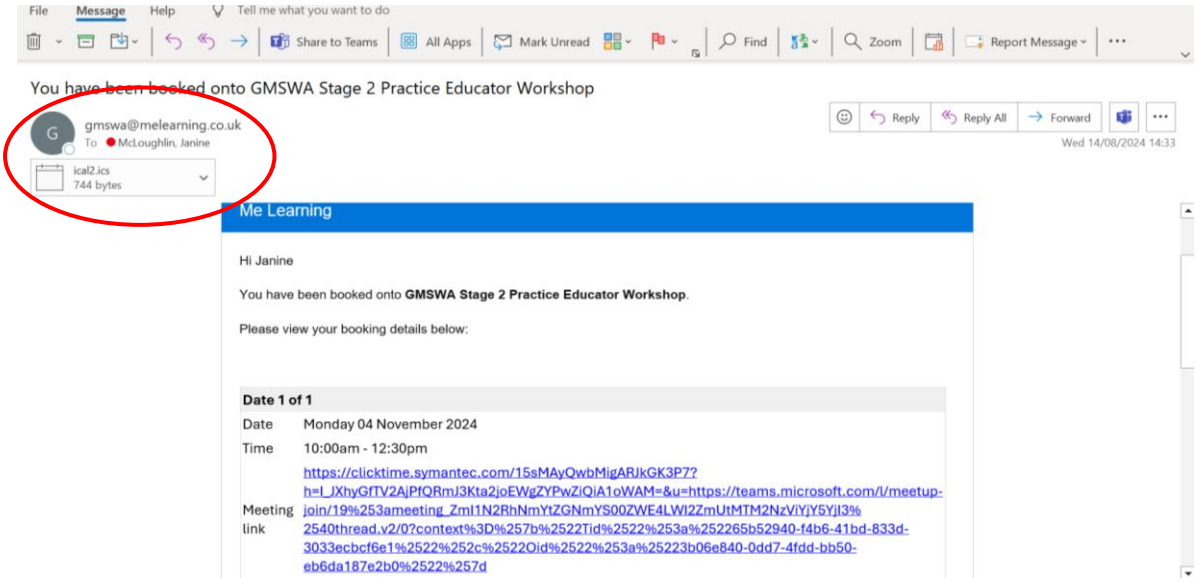
Once you have completed the digital modules and feedback, you be automatically enrolled on to the Practice Education Stage 2 Workshops. You will receive an email telling you that you have been enrolled.
On this page you, once you have booked a workshop, you will be able to download a copy of the workshop slides and will have access to the Practice Educator CPD link which take you to our training brochure to access additional resources and sessions.

Read more



There will be selection of workshops available throughout the year, these workshops are online via MS teams. As above you will be able to see the full list available which will include the date and time, how many spaces are available and who will be the facilitator.

On booking a workshop you will receive an email from GMSWA@melearning.co.uk to confirm, in this email you will receive an diary attachment, which you can open to add the event to your electronic calendar, see below circled red is the event attachment.
If you do not receive an email, then please check your junk folders. Your MS team's link is included in this email so please copy and paste the link into your calendar invite.



Where possible, try to book on the nearest available workshop from when you start the training programme.

Workshop content:

The online workshop will aim to cover:

1. Critically reflect together on teaching, learning and assessment methods used in practice education.
2. Explore the PEPS Standards and statement of values in relation to supporting struggling students
3. Understand the requirements of the PEPS Stage 2 portfolio & Assignment.

The workshop will refer to activities that you will have completed in your workbook, therefore it is **important that you have your workbook to hand on the day.**

The workshop is designed to provide an overview of the above topics and to give you the opportunity to discuss activities in your workbook as a group. In this way, you will consolidate the online training. The workshop is intended to be a participative session, so please attend with any questions you may have and ready to actively engage in the activities and group discussions.

If you have booked on a workshop and are then no longer able to attend, please cancel the booking in Me Learning and select another workshop.

Cancelling a session

To cancel a session:

- Go to: **Events (at top page listed next to courses and requests)** → find the desired event → select **View** → Find the desired session → select **View**

- Select ⋮ → select **Cancel session**, this will display a pop up
- There are two cancellation options:
    - Select **Cancel** to cancel the session and all bookings
    - Select **Cancel session and copy bookings** to cancel the session and move the bookings to another session

If your workshop is cancelled or rescheduled, we will aim to notify you at the earliest opportunity, so that you can book an alternative date if needed.

On completion of the workshop, once your trainer has confirmed your attendance, you will be able to download an attendance certificate. Make sure you save this as you will need it for your stage 2 portfolio of evidence.

Summary

It is advised that it will take around 1.5 hours to complete each module and associated workbook activity, so 3 hours in total for the digital learning. You will then need to attend a half day virtual workshop; dates are available to book via Me Learning. This course

equates to one day's training, which is split into two half days, so please ensure that you discuss and plan your study leave with your manager as appropriate. It is essential that you have **completed all the digital content and workbook before you attend a workshop.**

A certificate will only be issued by Me Learning once you have completed feedback, following the online modules. On completion of the workshop, once the trainer has confirmed your attendance you will then be able to download your certificate of attendance.

You will need to save your certificates for both the digital training and workshop as they will be required for Stage 2 Portfolio.

Checklist:

- Ensure you have permission to complete the programme and take a student/ learner.
- Ensure you have enough time booked to complete the whole programme.
- Complete digital Programme, workbook and feedback – **save certificate**
- Attend a face-to-face workshop – take workbook and **save certificate**
- Ensure you have both certificates for your portfolio of evidence for Stage 2.
- Ready to take a student or learner.

The process for Stage 1 and Stage 2 is shown on the next page.

Complete PE Training

- Complete the Practice Educator Training Programme.
- Commence with Student on placement.
- 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.
- Portfolio is then submitted to the PEPS Panel.
- You will be assessed as either competent or not yet competent.
- When you have passed Stage 1 you can then move onto Stage 2.

Stage 2

- Stage 2 – You will need to complete MeLearning Stage 2 Training Programme inc Stage 2 Workbook, and 1/2 day online session.
- You will need to take another student or learner (NQSW/ trainee AMHP) to progress to stage 2.
- **Stage 2 - You will be provided with a Stage 2 Assessment Pack this includes:**
- 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.
- Portfolio is then submitted to the PEPS Panel.
- On completion of Stage 2 you are then able to support the development of Stage 1 Practice Educators.

7. Practice Educator learning opportunities and CPD offers.

As a trainee/ Practice Educator in Greater Manchester, you will have access to our CPD programme see below for details ...

Practice Educator Masterclasses

These PE Masterclasses are short online focussed sessions which are often repeated throughout the academic year to support attendance needs. The sessions cover a wide variety of topics such reflective supervision, Induction, linking theory to practice and many more. The Masterclass programme can be found in our training guide on our website: Home – GMSWA

Student Masterclasses

Similarly to the PE masterclasses we provided a selection of masterclasses aimed at students on placement. These sessions cover a range of topics such as reflection and linking theory to practice, which as a PE you can share with your students and encourage them to attend for extra support during their placement. These can be found in our training guide on our website: Home – GMSWA

PE Conference

Each year the GMSWA host an annual conference centred on pertinent issues in Practice Education. The conference is an opportunity to meet other PE's, network across all partners. We include relevant keynote speakers sharing key research, updates, learning and experiences, and provide tailored workshops for delegates to attend, maximising their learning and development. Future dates and announcement for the Annual Conference can be found on our website in our Practice Education page or speak to your workforce/ university lead for details. Home – GMSWA

Drop in sessions

Throughout the academic year we provide a series of drop-in sessions for Practice Educators to attend. The drop-in sessions are another networking opportunity, sharing experiences/ knowledge and ideas. These sessions are hosted by a University and Local Authority representative who be able to support and provide guidance from both sectors. On registering you will be able to provide an agenda item which will be shared with facilitators prior to the event. Dates for these can be found on our website or speak to your workforce/ university lead for details. CPD – GMSWA

NB Once you have registered and completed the online course you will be able to continue to access the content in Me Learning, should you wish to return to refresh over the modules. To do this, log into to Me Learning, select My Learning next to your initials, select view completed courses and next to the course you wish to view select view and

you can view this course.

8. Social Work England and Practice Education

Social Work England (SWE) has produced a set of Professional Standards, which set out what a social worker in England must know, understand and be able to do after completing their social work education or training. These are the threshold standards considered necessary for safe and effective practice.
https://www.socialworkengland.org.uk/standards/professional-standards/

At present, Social Work students are not registered with SWE, although this could be subject to change in the future. Currently SWE state:

"*Although we do not regulate students, we do expect them to understand and work towards our professional standards in preparation for when they apply for registration.* ***Students should make sure that during their course, including while they are on placement, they do not do anything that contravenes the professional standards or the policies and procedures of their course or placement provider****"*.

Therefore, students and practice educators should be aware of SWE Professional Standards:

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

Practice educators are not assessing students against the Professional Standards but do need to be mindful of them when working with and supervising students, particularly at final placement.

The SWE Practice Placements Guidance (19/2/2020) states the following regarding placements:

Practice settings

Ensure that students spend at least 200 days (including up to 30 skills days) gaining different experiences and learning in practice settings. Each student will have:

- *Placements in at least two practice settings providing contrasting experiences.*
- *A minimum of one placement taking place within a statutory setting, providing experience of sufficient numbers of statutory social work tasks involving high-risk decision making and legal interventions.*

It is important that students gain experience in practice settings that prepare them to register with us and practise as social workers.

Days spent in practice settings

Students must spend at least 200 days in practice over the duration of their course. Up to 30 of these days can be allocated to students developing their skills for practice, also known as 'skills days'. ***It is mandatory for students to attend all placement days, including any skills days (where these are provided).***

Placement patterns may vary across course providers, but usually a student's final placement will consist of 100 days and will take place in their final year of study. A placement day is usually taken to mean no less than 7 hours (plus a lunch break), but exact hours and working patterns may vary depending on the placement provider.

Statutory placements

A statutory placement is one which takes place within a statutory setting that meets the following definitions, and which requires students to carry out tasks that involve high-risk decision-making and legal interventions:

A statutory placement is one which:
• Takes place in a local authority setting or settings delivering delegated statutory functions on behalf of the local authority.
• Involves enough work on either s17 and s47 cases (under the Children Act 1989) or on delivering requirements of the Care Act 2014 and Mental Capacity Act 2005.
• Requires case records to be updated by the student, under appropriate supervision.

'High-risk decision-making' is defined as those decisions which balance care vs control and rights vs risks, and which involve appropriate knowledge, understanding and application of the law in relation to areas such as mental health sections, deprivation of liberty, best interest assessments, child protection planning, and court proceedings.

By 'sufficient numbers of statutory social work tasks', we mean that students must be involved in enough statutory tasks to enable them to experience and understand the realities of high volume, high-risk work within a statutory environment. We do not set a minimum number of statutory tasks. Instead, we will consider this within the overall context of the placements you provide. All students must undertake at least one placement which meets this definition of statutory. All placements should help prepare students for the statutory aspects of social work.

Private, voluntary and independent sector (PVI)

We recognise that some organisations within the private, voluntary and independent sector (PVI) offer placements that deliver statutory work and that they provide valuable learning experiences for students. A placement at a PVI can be defined as being in a statutory setting if:

i. The local authority has delegated a statutory function to the PVI; and

ii. There is opportunity at the PVI for students to be directly involved with children and families who are subject to s17 and s47 (under the Children Act 1989); and/or

iii. There is opportunity at the PVI for students to be involved in delivering requirements of the Care Act 2014 and Mental Capacity Act 2005, such as: a. Carers' charities which have been commissioned by the local authority to undertake carers' assessments;

b. Advocacy organisations that employ individuals to work as independent mental capacity advocates;

c. Hospices that require individuals to undertake Mental Capacity Act assessments; and/or

iv. There is opportunity at the PVI for students to be involved in court-ordered work or work with offenders.

In addition to the above, a placement in a PVI should require case records to be updated by the student, under appropriate supervision

9. Practice Education Resources

Further Reading

Social Work

Trevithick,P (2012) Social Work Skills and Knowledge – A Practice Handbook OU Press

Practice Teaching in General / Teaching and Learning

Beesley, P and Taplin, S (2023) Practice Education in Social Work: Achieving professional standards, 3rd Edition, available from *www.criticalpublishing.com*.

Beverley, A and Worsley, A (2007) Learning and Teaching in Social Work Practice Hampshire: Palgrave Macmillan

Doel, M and Shardlow,S (2005) Modern Social Work Practice. Teaching and Learning in Practice Settings Ashgate

Finch, J (2017) Working with Struggling Students on placement: A practical Guide: Policy Press.

P.Field, C.Jasper and L.Littler (2014) Practice Education in Social Work: Achieving Professional Standards, *available from www.criticalpublishing.com*

Parker, J (2010) Effective Practice Learning in Social Work Exeter Learning Matters

Thompson ,N (2006) Promoting Workplace Learning BASW Polity Press

Walker, J, Crawford, K and Parker, J (2008) Practice Education in Social Work: a Handbook for Practice Educator's, Assessors and Educators Learning Matters Exeter

Williams, S and Rutter, L (2010) The Practice Educator's Handbook Learning Matters Exeter

Anti Oppressive Practice

L. Dominelli (2014) Anti oppressive social work theory and practice London Palgrave Macmillan

Tedam, P. (2021) Anti-oppressive social work practice. London: Learning Matters (Transforming social work practice).

Singh, S. *et al*. (2013) Anti-racism in social work practice. London: Critical Publishing (Critical Approaches to Social Work).

N Thompson (2003) Promoting Equality London Palgrave Macmillan

Parrot, L (2006) Values and Ethics in Social Work Exeter Learning Matters

Supervision

Hawkins,P and Shohet, R (2000) Supervision in the Helping Professions Buckingham OU Press

Howe, K and Gray, I (2013) Effective Supervision in Social Work. SAGE. London.

Morrison T (2001) Staff Supervision in Social care Pavillion Brighton

Reflective Practice

Boud, D et al Reflection: Turning Experience into Learning London Kogan Paul

Brockbank A and McGill (1998) Facilitating Reflective Practice in Higher Education OU Press

Mantell, A. and Scragg, T. (eds) (2019) *Reflective practice in social work*. 5th edn. London: Learning Matters, an imprint of Sage Publications (Transforming social work practice

Moon, J (1999) Reflection in Learning and Professional Development Kogan Page London

Moon, J (2001) Short Courses and Workshops: Improving the Impact of Learning and Professional Development Kogan London

Taylor, C. & White, S. (2000) Practising Reflexivity in Health and Welfare:
Making Knowledge Open University Press Buckingham

Competence and assessment

Beesley, P. (2019) Making the most of your social work placement. 1st edn. London: SAGE Publications.

Edmondson, D. (2014) Social work practice learning: a student guide. Los Angeles, California: SAGE.

Fenge, L.-A. *et al*. (2014) The social work portfolio: a guide for students. Maidenhead: Open University Press.

Maclean, S and Caffrey, B (2009) Developing a Practice Learning Curriculum: A Guide for Practice Educators Kirwin Maclean Associates Limited

O'Hagan, K. (1996) Competence in Social Work Practice: A Practical Guide for Professionals Jessica Kingsley Bristol.

O' Loughlin, M and O Loughlin, S (2014): Effective Observation in Social Work Practice. SAGE. London

Useful websites

www.skillsforcare.org.uk
www.scie.org.uk
www.socialworkengland.org.uk
www.BASW.co.uk
www.nopt.org.uk
www.siobhanmaclean.co.uk/ Siobhan Maclean - YouTube
School of Shabs: - Shabnam Ahmed - YouTube

Padlett Resources shared by University of Manchester

Day 1: Setting the Scene, The PCF, Planning and Preparation, Managing the Placement

https://manchester.padlet.org/mdnmsch8/wk7w15gbu2rrqwad

https://manchester.padlet.org/mdnmsch8/d93wh0m9r5nldww9

https://manchester.padlet.org/mdnmsch8/7gmz61txy4d07jeg

Day 2: Anti Oppressive Practice & Supervision

https://manchester.padlet.org/mdnmsch8/iwp9opa6exctmu9v

https://manchester.padlet.org/mdnmsch8/z9x7uimdzp2jrewi

Day 3: Teaching and Learning & Theory and Practice

https://manchester.padlet.org/mdnmsch8/k96a83wnp3wy5iu0

https://manchester.padlet.org/mdnmsch8/nwka0xxz2mbwg2rw

Day 4: Holistic Assessment

https://manchester.padlet.org/mdnmsch8/dv8c3ma66ipib8k5

Day 5: Struggling Students, PE Report, PE Assessment Portfolio

https://manchester.padlet.org/mdnmsch8/661c5led2ztzg4qn

https://manchester.padlet.org/mdnmsch8/voybdm6dwrdhjk6k