



Greater Manchester Social Work Academy

Practice Educator Training Programme Guide 2022



University of
Salford
MANCHESTER



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Introduction

Welcome to this course to train you to be a practice educator. The course is delivered as part of the Greater Manchester Social Work Academy (GMSWA). The GMSWA is a social work Teaching Partnership and is made up of all ten local authorities in Greater Manchester and the four universities (Manchester, ManMet, Salford and Bolton). All partners in the GMSWA have worked to develop a new approach to the training of practice educators.

Since 2020, we have seen the impact of the Covid -19 pandemic and the introduction of remote working. Social Work organisations and Education providers have had to respond quickly to new ways of working. Due to savings, efficiencies, and new ways of working the demand for good quality and frequent Practice Educator training has become a challenge. Our traditional models of training have been unable to offer the flexibility required to ensure that we have a robust and consistent approach to enabling good quality and frequent Practice Educator training.

We have seen first-hand how adaptable the profession of Social Work can be particularly during challenging times and more so during the pandemic. We have seen how virtual platforms can enhance practice and learning, improving accessibility. Therefore, we have adopted a new hybrid model to Practice Education, that aims to offer the same quality and standards of training that a traditional course offers but is delivered via a blended approach, utilising an online platform as well a face to face session.

The 'hybrid' Blended Learning Approach to Practice Education

This guide is designed to explain how the blended model will be implemented across Greater Manchester and what this means for you. The programme has been designed to fit around you, providing flexibility, to enable to you to learn at your pace. The programme compliments different learning styles, with online modules, containing both audio and visual content, videos, activities and quizzes. A workbook is provided to support you to record your reflections and makes notes and includes useful tools and guides in each topic area. 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.

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.

Practice educator Continuing Professional Development

Our practice educator training offer does not end there, following this you will be able to attend a series of Practice Education Masterclasses, designed and delivered by GMSWA partners. These masterclasses are open to all practice educators, on site supervisors and apprentice mentors, with the aim of supporting your Continuing Professional Development in practice education. As well as this, every year GMSWA hosts a Practice Education Conference, inviting experts in practice education to come and share their research, experience, learning and updates.

By undertaking this training, you will become part of practice education community in Greater Manchester, and we hope that you will continue to support the development of students and enable positive learning experiences for our future generations of social workers.

Acknowledgements

The 2022 redesign and refresh to our new Practice Educator Training Programme has been developed and supported by members of our Practice Educator Implementation Group:

Project Management - Janine McLoughlin (Project Manager – GMSWA)

Course Content and Materials: Claire Harnett (University of Manchester); Lynda

MacDonald (MMU); Amy Alajaty (University of Salford); Simone Litviatis for Stage 2 (University of Salford) Kathy Atowo (Rochdale Council).

Development and content for Workshop: Lisa Cassidy (Bolton Council and Chair or Practice Learning Steering Group); Lynda McDonald (MMU); Claire Harnett and Barbara Tisdall (University of Manchester).

Development and Design of workshop programme: The Implementation Group; Catherine Sainsbury (Trafford Council) Keeley McIvaney (Salford Council), Lisa Cassidy (Bolton Council and Chair or Practice Learning Steering Group); Lynda McDonald (MMU); Claire Harnett and Barbara Tisdall (University of Manchester), Amy Alajaty (University of Salford), Kathy Atowo (Rochdale Council), Kathryn Kennedy (MMU), Gary Law and Sheila McGuinness (Bury Council), Beck Solway, Elizabeth Garrett (Manchester City Council) and Janine McLoughlin (GMSWA)

Material have also been taken from The Induction to Work Based Learning and assessment workbook for assessors, 2nd Edition (Skills for Care) by Allison Coleman and Audrey Beverley; the GMLRN Greater Manchester Universities Required Practice Teacher Course for the Social Work Degree 2005/2006 by A. Beverley, A. Coleman and V. Cukic and the revised edition of this – the Greater Manchester Practice Educator Programme PE Course (Jan 2011) by Allison Coleman and Su McCaughan (University of Salford). Some exercises from these workbooks have been used and others are newly created for this renewed PE course.

Additional material in this guide has been supplied by: Pam Field (UCLAN) and Lesley Littler (Edge Hill University); Cathie Jasper (MMU); Claire Bellamy (MMU); Pauline Black (MMU); Claire Harnett (University of Manchester) Su McCaughan (University of Salford) and Marie Shahin (University of Salford).

Chapter 1 The Online Programme and Workbook

We have developed our online course with MeLearning. You may recognise this training platform from previous online training courses, as they are a large provider of these courses. This chapter covers:

- Eligibility
- Enrolment
- Online course content
- PE training workbook

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 online 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
- Committed to completing Stage 1 and Stage 2 of the Practice Educator Professional Standards
- Committed to Practice Education CPD while active as a Practice Educator.

You will need to sign a consent form to confirm the above

Enrolment

Once you have registered your interest with your workforce development lead (if employed by a GM local authority), or university practice learning team (if employed by the GM PVI sectors), they will enrol you onto the Practice Educator Introductory Course. You will need to complete a consent form (see appendices) and provide your name, email address and other contact information for the registration.

Once you are registered with MeLearning, you will then receive an email from MeLearning 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 MeLearning, creating a password, which will enable you to access the online course. It is recommended that you open MeLearning in Google chrome or Microsoft Edge to maximise the quality of your learning experience. In addition you may wish to add to 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 MeLearning platform, however our course is delivered on an affiliated platform, so you will be required to have another log in and password to access the PE course. 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 you existing log in details.

Once you have logged in, you are ready to start the online programme. You will have received the Practice Educator Training Programme Workbook, which accompanies the online training. **It is essential that you complete all the online modules and the workbook, before attending the face-to-face workshop.**

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.

If you require any technical support with MeLearning i.e. logging in or issues

with the programme, please contact the MeLearning helpdesk who will support you to resolve any issues helpdesk@melearning.co.uk

Online course content

There are 9 online 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 for you to read, complete activities and review video content. Each module ends with a quiz. You will need to answer at least 4 out of 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.

Each module will have a menu tab, which will include additional resources on the chapter. Additional resources can also be found in the appendices of this guide.

Practice Educator Training Programme Workbook

Each module will direct you to the PE training 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. As you complete the workbook, you will embed your learning and you will end up with a valuable resource, to reflect on in the workshop and to support your future work with students.

The online programme, workbook and workshop cover all the areas you need to feel confident when taking a social work student and 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 online work, it is essential that you have **completed all the online 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.

On completion of the online course, you need to do the feedback evaluation online (5 questions). Once you have you done this, you will be issued with a certificate by MeLearning to evidence completion. You will need to **save this certificate** for evidence in your Stage 1 portfolio.

NB. In your workbook, there is a section at the end entitled: 'Preparation for Stage 2 Practice Education Module'. These are the activities you will need to complete when you are ready to take your second student/learner and start Stage 2, so not to be completed until you have passed Stage 1.

Chapter 2 The Workshop

Once you have been enrolled on the course, you will be sent a list of available workshops to attend, these will be advertised via Eventbrite for you book on. Information will be shared with via your workforce team/university rep, and they will be available on the GMSWA website [GMSWA](#).

Where possible, try to book on the nearest available workshop from when you start the course. 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 are providing a programme of 13 workshops throughout the year. Where it is identified that additional workshops are needed, they will be arranged.

Each workshop will be delivered by one or two of the GMSWA members and hosted at different venues across Greater Manchester, to support accessibility. Full details of the venue and parking / public transport will be available to you when you have booked onto a workshop. The workshops are a full a day (9.30-16.30) and must be attended in full.

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 and rebook for an alternative date.

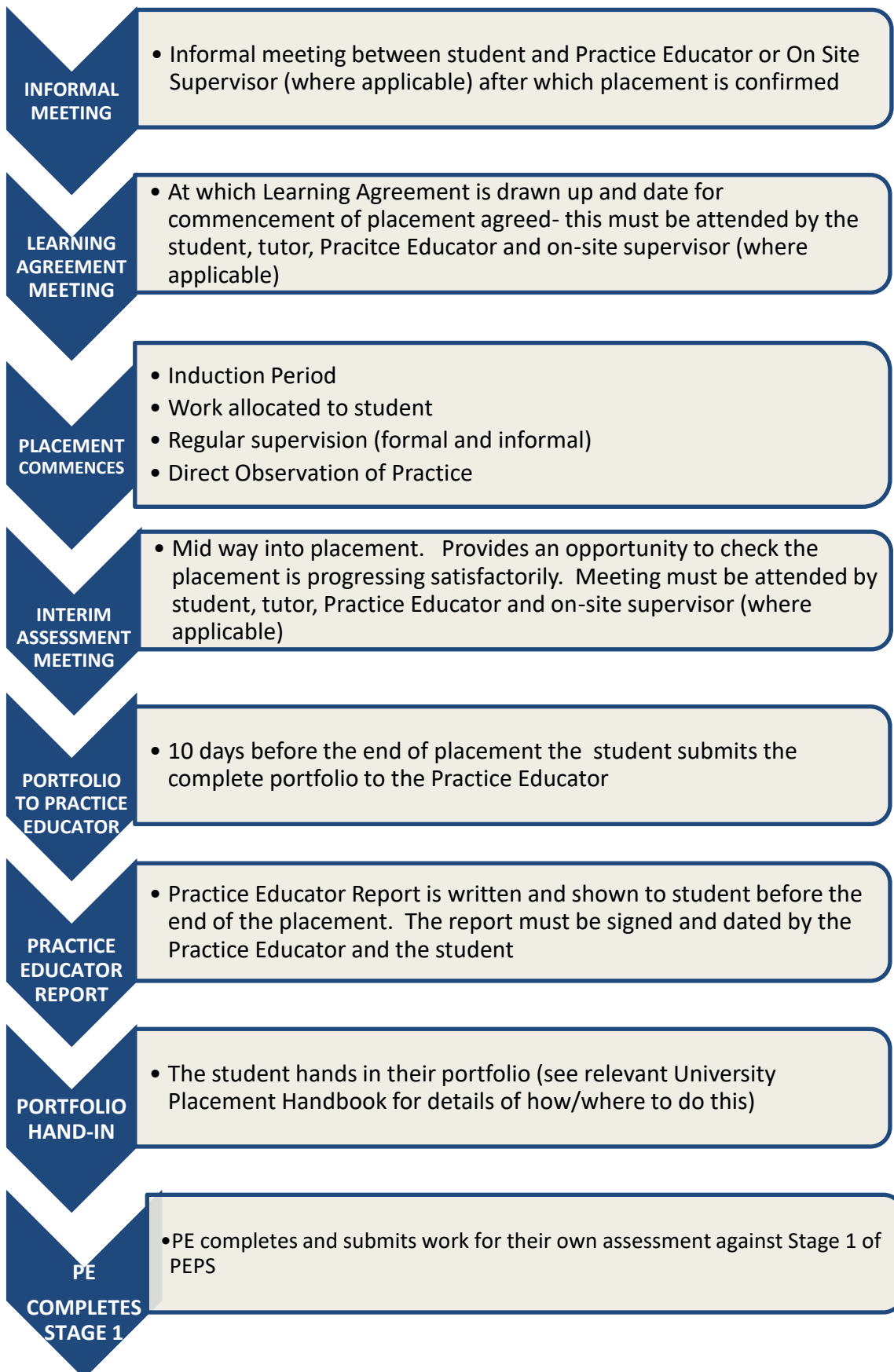
On completion of the workshop, you will receive an attendance certificate which will be emailed to you. **You will need to include the MeLearning and Workshop Certificates in your Stage 1 portfolio, as evidence of completing the course.** Please ensure that you keep these somewhere safe.

Chapter 3 What happens after the course?

Once you have completed the full programme, it is expected that you will take a student on placement soon after, this will enable you to put your learning into practice. Usually, students commence on placements from September to February, in line with the academic year. This varies across universities and course (BA/MA).

When you are ready for a student, your workforce lead 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 are in agreement, that the placement is confirmed. Please see below for the next steps in the placement process.

The Placement Process



Chapter 4 Refresher course

We recognised that having gaps 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 complete refresher training, to keep your currency as a practice educator.

In this programme, we have included the needs of those who are 'refreshing' their knowledge and skills. If this is the case for you, you will be enrolled on the online course, and will be provided with the workbook to familiarise yourself with the course content.

You have two options:

1. Complete the whole training programme and all workbook activities as new learners and attend the workshop.
2. Complete the following online modules and workbook activities and attend the workshop
 - Module 2 – Preparing the Setting – activities 6,7 and 8 in workbook.
 - Module 3 – Placement Requires – activity 10
 - Module 5 – Adult Learning – activities 18 and 19
 - Module 9 – Working with struggling students – activity 28.

If you do complete the full training, you will receive certificates from both MeLearning and your workshop provider. (You will need these for your Stage 1 portfolio).

If you choose to complete the recommended modules and workbook activities, you will only receive a certificate of attendance from the workshop. Therefore, it is important that you let your workforce lead know, so that we can send you a Refreshers certificate, which you then can submit along with your original PE course (5 day) attendance certificate, as part of your Stage 1 portfolio.

There are additional resources and further reading at the end of this guide, to offer further support in working with a student.

Chapter 5 Context and changes in Practice Education, including an introduction to Stage 1 and Stage 2 PEPS

The Social Work Reform Board 2010 recommended many changes to social work and social work education, which affected all those involved in it. Details of all of the changes can be found at: <https://www.gov.uk/government/collections/social-work-reform-board>

Examples of changes relating to the Social Work Degree included:

- A standard approach to placements and days of practice learning across England: 30 days skills development in university, a first placement of 70 days and a final placement of 100 days
- The development of placement criteria for first and final placements.
- The development of the Professional Capabilities Framework (PCF) , originally held by The College of Social Work but now by the British Association of Social Work, (BASW) details of which can be found on the following link:
<https://www.basw.co.uk/pcf/>

The PCF sets out the expectations at different stages or levels of a social worker's career - from entering the social work degree, to progressing through each placement and then throughout the qualified social worker's career. Before students can progress to their first placement, they must have met the capabilities specified in the Readiness for Direct Practice level of the PCF.

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](https://www.basw.co.uk/peps-2022)
- And further information and resources can be found at [Practice Educator Professional Standards \(PEPS\) | www.basw.co.uk](https://www.basw.co.uk/peps)

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

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 workforce leads / university reps):

Stage 1 involves the PE taking a 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, an 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, being observed a second time (see Stage 2 pack for details), 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 workforce lead 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

Stage 2 training.

When you are ready to progress to Stage 2, you will be enrolled on our Stage 2 modules, which you can access via the same MeLearning login. This follows a similar format to the initial PE training i.e. you will be expected to complete online modules, a workbook and attend a half day online live workshop.

The online Modules include:

- Critical Reflection
- Critical Analysis

As before, 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, which will include additional resources on the chapter. The workbook section for Stage 2 is entitled Preparation for Stage 2 Practice Education. Each module will direct you to the workbook to complete an activity.

It is advised that it will take around 1.5 hours to complete each module and associated workbook activity. You will then need to attend a half day virtual workshop; dates will be advertised throughout the year. This course equates to one day's training, which you will need to book as study leave in agreement with your manager, as appropriate.

A certificate will only be issued by MeLearning once you have completed feedback, following the online modules. On completion of the workshop, you will be provided with a certificate of attendance, both need to be included in your Stage 2 portfolio.

Complete PE Training

- 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.
 - You will be assessed as either competent or not yet competent.
 - At Stage 1 - you are able to take first placement students

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 able to take students at all levels for placements.
 - On completion of Stage 2 you are then able to support the development of Stage 1 Practice Educators.

Chapter 6 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

Appendices

These templates are here to support you in your PE role, in the absence of alternatives. You may have been provided with similar proformas by your workforce lead, which will be more appropriate for you to use, as they will have been created in accordance with your organisation's policies and systems.

1.	Welcoming learners to your setting
2.	Induction plan
3.	Learning Agreement example
4.	Placement Opportunities /PCF Record
5.	Supervision agreement
6.	Supervision record
7.	Good Practice for Direct Observations.
8.	Interim Review Form
9.	Learning Styles Questionnaire
10.	Further ideas and learning activities for working with students with different learning styles
11.	Learning Styles Assessment
12.	Tips for marking assignments.
13.	Reflective Questions
14.	Tools and models to help reflection
15.	Reflective Journal/ log template.
16.	Managing a struggling student
17.	Domains Descriptors of the PCF

18.	PCF and Student level descriptors.
19.	Consent form for PE training course.

Appendix 1: Welcoming Learners to Your Setting

Tick any of the following that you considered.

- | | Tick |
|--|--------------------------|
| • Sending a map or directions on how to get to the setting | <input type="checkbox"/> |
| • Informing people where to park or what bus/train to catch | <input type="checkbox"/> |
| • Informing people who to ask for on arrival | <input type="checkbox"/> |
| • Ensuring people were met promptly on arrival | <input type="checkbox"/> |
| • Spending time with people on arrival telling them about what is expected of them in relation to dress code, behaviour, break times etc | <input type="checkbox"/> |
| • Discussing what is expected of them as a learner e.g. what sort of work they will do | <input type="checkbox"/> |
| • Discussing how they will know whether they are making progress | <input type="checkbox"/> |
| • Informing people about the service which is offered and the people who use the service | <input type="checkbox"/> |
| • Informing people about the other staff they might meet | <input type="checkbox"/> |
| • Allowing time for any questions or any concerns | <input type="checkbox"/> |
| • Ensuring people have time to settle in and orientate themselves to the service | <input type="checkbox"/> |
| • Providing a specific person to whom they can relate | <input type="checkbox"/> |
| • Including people in relevant meetings or activities | <input type="checkbox"/> |
| • Providing information about office protocol e.g. how does the tea fund work? | <input type="checkbox"/> |
| • Ensuring discussions take place about what the individual wants to know or learn | <input type="checkbox"/> |

Appendix 2 Induction plan

	Induction	Date completed
1.	Introduction to team and tour of building including fire tour.	
2.	Diary, telephone book, etc given.	
3.	Health and safety issues discussed including signing in and out, car parking, tea, coffee, lunch arrangements, etc.	
4.	Negotiate adequate office space and clerical support as appropriate.	
5.	Contact numbers, office layout, maps given.	
6.	Confidentiality procedure and security systems discussed and given.	
7.	Visits to other teams, agencies and individuals arranged.	
8.	Support mechanisms in place in absence of practice Educator.	
9.	Key Policies and procedures given.	
10.	SSD Induction day booked.	
11.	IT training organised.	
12.	Meetings planned/highlighted.	
13.	Shadowing opportunities organized.	
14.	Supervision sessions diarised.	
15.	Student induction pack given.	
16.	List of student training and support sessions given.	
17.	Expectations of student and practice Educator discussed.	
18.	Agency profile given.	
19.	ID badge organized.	
20.	Practical support organized i.e. desk/phone.	
21.	Vehicle Insurance Documents	

22.	DBS Check, if appropriate	
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Appendix 3: Learning agreement example

This template is an example of what the learning agreement pro forma might look like and contain. Usually, the university tutor completes this with your input, during the meeting

Students Name		
Students Contact Address		
Email address		
Contact Phone Number(s)		
Emergency contact number		
Name of Practice Learning Base		
Placement Address		
Email address		
Additional Setting		
Contact Phone Number(s)		
Placement Start Date		
Placement End Date		
Practice Educator		
Onsite/Offsite (please circle)	Onsite	Offsite
Practice Educator Qualification	Stage 1	Stage 2
	Working towards Stage 1 2	Working towards Stage 2

Email address	
On-Site Supervisor's Name (If Applicable)	
Contact Phone Number(s)	
Email address	
Name of agency worker supervising the student in the absence of the Practice Educator or placement supervisor	
Contact Phone Number(s)	
Email address	
Tutor's Name	
Contact Phone Number(s)	
Email address	
Practical Arrangements	
Days & hours of Work	
Any specific learning requirements of the student. How will these be met? Has the student support plan been shared?	

Specific requirements (e.g. Health and Safety, accountability, student's responsibilities etc., including the name of the person to whom any concerns should be reported).
Facilities and support available to the student (Including support groups/ workspace/ admin support/ learning resources)
Supervision arrangements with Practice Educator or Off-site Practice Educator and On-site supervisor where applicable) covering frequency, preparation and respective responsibilities, e.g. for recording
Programme requirement = minimum of 1 hour per 5 working days

Sample of Record of Supervision to be provided at Interim Review

Appendix 4: Placement learning opportunities

It is useful to consider what learning opportunities will be available to the student and how these relate to the PCF domains. These will be asked for during the learning Agreement meeting.

Domain	Learning Opportunities Available
Professionalism	
Values and Ethics	
Diversity	
Rights, Justice and Economic Wellbeing	
Knowledge	
Critical Reflection and Analysis	
Contexts and Organisations	
Professional Leadership	

Appendix 5 Supervision Agreement

Date: __/__/__ Review Date: __/__/__

Student Social Worker: _____

Practice Educator: _____

1. _____ and _____ (Practice Educator) will meet on a fortnightly basis for formal supervision. This will be for a period of between 2 – 3 hours.

2 The session will take place in a private room at an agreed venue

(_____).

- 3 _____ and _____ (Practice Educator) will be prompt for supervision and will try to keep cancellations to a minimum. If either party has to cancel, a satisfactory explanation should be given and the session rearranged as soon as possible.
- 4 Interruptions to supervision will only be accepted in situations which require an immediate response.
- 5 Supervision should be a process based on an open and honest interaction between both parties. Confidentiality will be respected in accordance with agency policy.
- 6 _____ and _____ (Practice Educator) will each prepare an agenda and this will be prioritised at the start of each session.
- 7 _____ and _____ (Practice Educator) will try to ensure that all work is carried out in an anti-discriminatory and anti-oppressive manner. Power issues will be openly acknowledged and addressed by both parties.
- 8 Work/tasks undertaken by _____ will be discussed during supervision. This may include deadlines for work and evaluation of work undertaken to date.
- 9 _____ (student) to provide _____ (Practice Educator) with a copy of his/her Reflective log prior to each supervision session (preferably typed).
- 10 Supervision will be a forum in which to identify and review _____'s learning needs _____ (Practice Educator) will support _____ by identifying opportunities to meet any identified gaps in _____'s learning.
- 11 _____ (Practice Educator) will assist _____ with his/her learning during supervision. Discussions will contribute to assessment and will provide evidence for the final report/portfolio.
- 12 Evidence of _____'s performance and achievement against the PCF will be identified and discussed during supervision. Discussions will contribute to the Practice Educator's holistic assessment of the student and will provide evidence for the Practice Educator's final report.
- 13 If the Practice Educator is off-site, he/she will arrange regular three way meetings with the student and on-site supervisor to discuss the student's progress. These meetings will be formally recorded.
- 14 Following discussion, if agreement or compromise cannot be reached on a given matter, advice and guidance will be sought from an appropriate third party i.e. Line manager, tutor, practice learning co-ordinator.
- 15 _____ and _____ (Practice Educator) will formally record sessions. They will be typed and checked/signed by both parties and copies kept. NB: Supervision records may need to be provided to the tutor at the Interim review

and/or in the case of any dispute may provide evidence of actions agreed and taken.

Signed _____ (Student)

Signed _____ (PE)

Appendix 6 Supervision Record

Student:

Practice Educator:

Date:

	ITEM	ACTION
1	Update	
2	Workload/Service User	
3	Reflective Log/Reflective Practice Personal/Organisational	
4	Direct Observation	
5	Written work for placement	
6	PCF	
7	Student/Practice Educator Concerns	
8	Other	

Date for next supervision: ___/___/___

Signed:

Student _____

Practice Educator _____

Appendix 7 Good Practice Guidelines for Direct Observations

The aim of a direct observation is for a formal, planned and recorded assessment of the student's practice. They also provide an excellent teaching tool and source of feedback to the student. It is key to feedback that the service user/s involved in the interaction are invited to comment on their experience of the student's practice.

General:

Observations must be of the student directly working with service users. Whilst presentations to team meetings and other events contribute to learning and assessment they cannot stand as one of the formal observations.

Planning is key to a useful direct observation

Don't introduce formal observation too early into placement as the student is likely to be apprehensive. Use the early stages to informally observe practice and give regular feedback. This will encourage the student and help them feel more confident with the formal assessment.

Acknowledge differences between the learner and enabler including power, class, race, gender, sexuality, and age as these can become more accentuated when practice is being observed.

The observer should look at what is actually happening between the student and service user and not work from assumptions about the student's performance.

Ensure there is time to rearrange another observation should there be a problem in the one undertaken or should the student be struggling in practice

Recognise that the student will demonstrate knowledge and skills from which the practice educator can also learn.

One must take place before the Interim review meeting and the completed form should be available for the tutor. This will contribute to the assessment of progress at mid-point.

If it is appropriate, a colleague can undertake one of the formal observations as feedback from a variety of sources is welcomed.

The direct observation pro forma are completed and included in the portfolio as evidence of capability.

BEFORE THE DIRECT OBSERVATION –

- Student and Practice Educator to negotiate a suitable interaction to be observed
- Service user agreement sought; student prepares the service user
- The setting/seating arrangements etc. are considered (e.g. Practice Educator out of the line of sight of the student and the service user, sit to one side etc.)
- Student and Practice Educator to discuss goals, aims, professional standards that they hope will be evidenced in the observation (realistic number)
- Student and practice educator discuss and agree how the service user comments will be obtained after the observation
- Consider the 'Keep/Change' Rule (Doel et al 1996) beforehand – student and practice educator both to ensure that discussion afterwards about the direct observation involves a specific 'what I would keep' statement before a 'what I would change' statement. Encourages students to consider positive aspects of the interaction and to make affirming comments about themselves and their practice
- Consider how feedback will be given – i.e., first impressions immediately and then a planned session very soon after to discuss feedback more fully
- Consider "what if." situations and potential difficulties during the observation; in what situations would the practice educator intervene?
- Some direct observation situations arise naturally – joint visits etc.; others are planned specifically with a purpose in mind.

DURING THE OBSERVATION –

- Practice educator takes notes

Consider:

- How did the student prepare for the observation?
- Demonstration of communication skills
- Demonstration of values in their practice
- How far did the student meet their objectives?
- How did they respond to any unanticipated events?
- Overall performance

AFTER THE OBSERVATION – GIVING FEEDBACK

- Arrange for a feedback session between student and Practice Educator as soon as possible. Allow time for immediate informal feedback as soon as the observation is over.

- Feedback – needs to be constructive and include positive feedback - affirms the student’s practice and the use of certain methods and is encouraging and motivating. Constructive feedback can also include negative comments which highlights less successful aspects of the observed practice but which also suggests change and alternatives. Doel et al (1996) refers to there being two kinds of feedback – “affirming” and “challenging”. To be helpful, feedback needs to have an appropriate balance between the positive and the negative and to refer to specifics and offer alternatives.
- Need to:-
 1. Ensure the feedback is given as soon after the event as possible to alleviate any anxiety.
 2. Seek the student’s own assessment of their performance before giving your own. Students often learn most from self-identifying where they can improve.
 3. Prepare for the feedback and be clear - it is better to make one or two points (more likely to be remembered?). Approach the feedback as a dialogue.
 4. Keep the feedback balanced - use the ‘Keep/Change’ format; student comments first and a positive ‘I would keep...’ first.
 5. Refer to specifics – i.e. “it was good when you said/did...” or “I didn’t find it helpful when you...because...” is better than more general comments such as “that was good” or “I didn’t like your general attitude”.
 6. Seek the student’s views, particularly if you are pointing out a less successful part of the interaction – “I wondered what you felt about that?”
 7. Make suggestions and offer alternatives –“You handled the grandmother’s presence very well and were skilful in getting her opinion but I felt she had more to say and you cut her short as time was running on...can you think of how you could have dealt with this in another way?” (**Then** “..Perhaps you could have acknowledged that you had another appointment and asked to return to discuss the grandmother’s issues another time?”)
 8. Own the feedback – use “I” or “It seemed to me” statements – these are your views about what you have observed and are based on your thoughts, feelings and values.
 9. Be aware that giving and receiving feedback is not always easy and can provoke strong feelings of anxiety on both sides – perhaps the practice educator can ‘shy away’ from giving challenging feedback or the student can become ‘defensive’. Doel et al (1996:78) suggests treating the feedback as a “valuable source of information rather than as a personal criticism (and)..a way of discovering more about yourself”.
 10. Be aware of the power issues involved in direct observations and in giving feedback – i.e. ensure you are prepared to receive feedback as well as give it. Also, are there any personal and cultural differences in patterns of giving and receiving feedback?

Preparing Service Users for Observation

It is essential to obtain consent from service users /carers before involving them in an observation. The student should be proactive in this process and provide evidence of their actions in the report.

With good planning this can be an opportunity to empower people using the service by stressing the significance of their involvement in educating new professionals. The student should actively identify issues of values, ethics and confidentiality and how these will be addressed. It is essential to adhere to the HCPC Guidance on Values and Ethics for Students.

Ensure that service users involved feel comfortable providing feedback and offer them the opportunity to put their views in writing later.

Appendix 8 Interim Review form

This template is an example of what the pro forma might look like and contain. Students and PEs need to complete an interim report before the interim meeting.

Placement Details			
Course BA /MA	Mode Full-Time/ Part-time	Placement Details First/Final	Practice Educator On-site/Off-site
Placement Start Date Placement End Date		Interim Review Date	
Placement Days Per Week Monday/Tuesday/Wednesday/Thursday/Friday			Working Hours 9.00 – 5.00 /other
Number of placement days completed		Number of placement days remaining	
Students Name		Students Worksite Address	
Student's Email Address			
Students Phone Number(s)		Emergency Contact Number	
Tutors Name		Tutors Postal Address	
Tutor's Email Address			

Tutor's Phone Number	Emergency Contact Number
Name of Placement Agency	Placement Agency Address
Name of Practice Educator	
Email address	Practice Educators Phone Number(s)
On-Site Supervisor's Name (If Applicable)	Onsite Supervisors Phone Number(s)

Placement Arrangements
<p>Placement Agreement: Are any amendments required to the placement agreement? Yes/No If yes please give details.</p>
<p>Supervision Has supervision has been provided to at least the minimum requirement 1 hour per 5 days of placement? Yes/No If no please give details. Please attach a sample of a supervision record.</p>
<p>Students Work Has the placement provided the range of learning opportunities as envisaged in the learning agreement? Yes/No If no please give details of a strategy to provide the required range of learning opportunities by the end of the placement.</p>
<p>Direct Observations of student's practice: Please give dates of observations undertaken. Have any concerns about the students capability been identified in these observations? Yes/No. If yes please give details.</p>

<p>Interim assessment of student's capability with reference to PCF domains and Level Descriptors</p>
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Evaluation of student's capability

Comment on the student's progress to date? Are they making satisfactory progress towards the PCF?

Summary of any issues or concerns

Action Plan for second half of placement including future learning needs

Are there any alterations to submission dates or placement end date?

Signatories to Agreement

Student	Name	
	Signature	Date

Practice Educator/ Off-Site Practice Educator (please delete)	Name	
	Signature	Date
On-Site supervisor (If applicable)	Name	
	Signature	Date
Tutor	Name	
	Signature	Date

Appendix 9 Learning styles questionnaire

Circle the question number depending on whether you mostly agree with the statement

	Statements
1	I like to be mostly correct about things
2	I quite like taking risks
3	I prefer to solve problems with a step by step approach rather than by guessing
4	I prefer simple, straight forward things rather than something complicated.
5	I often do things because I feel like it, rather than thinking about it first.
6	I often don't take things for granted; I like to check things out for myself.
7	What matters most about what you learn is whether it actually works when you put it to the test
8	I actively look for new things to do.
9	When I hear about a new idea, I immediately start working out how I can try it out.
10	I am quite keen on sticking to fixed routines, keeping to timetable and so on
11	I take great care in working things out. I don't like jumping to conclusions
12	I like to make decisions very carefully and usually after weighing up all the possibilities first
13	I prefer to see things fit into some sort of pattern
14	In discussions I like to get straight to the point.
15	I like the challenge of trying something new and different
16	I prefer to think things through before coming to a conclusion
17	I find it difficult to come up with unusual ideas 'off the top of my head'
18	I prefer to have as many bits of information about a subject as possible. The more I have to sift through the better.
19	I prefer to jump in and do things as they come along rather than plan things out beforehand
20	I tend to judge the usefulness of ideas on how they actually work in practice
21	I don't think you can make a decision just because something feels right. You have to think about the facts

22	I am rather fussy about how I do things – a bit of a perfectionist
23	In discussions I usually come up with a lot of unusual ideas
24	In discussions I put forward ideas that I know are practical
25	I prefer to look at a problem from as many different angles as I can before I start on it
26	Usually I talk more than I listen
27	Quite often I can work out more practical ways of doing things
28	I believe that careful, logical thinking is the most important way to get things done.
29	If I have to write an essay or formal letter I prefer to try out several rough drafts before settling on the final version
30	I like to consider all the alternatives before I make up my mind
31	I don't like wild ideas. They're not very practical
32	It's best to look before you leap
33	I usually do more listening than talking
34	It doesn't matter how you do something, as long as it works
35	I can't be bothered with rules and plans because they take all the fun out of things
36	I'm usually the 'life and soul of the party'
37	I do whatever I need to get the job done
38	I like to find out how things work
39	I like meetings or discussions to follow a proper pattern and to keep to a timetable
40	I don't mind if things get a bit out of hand.

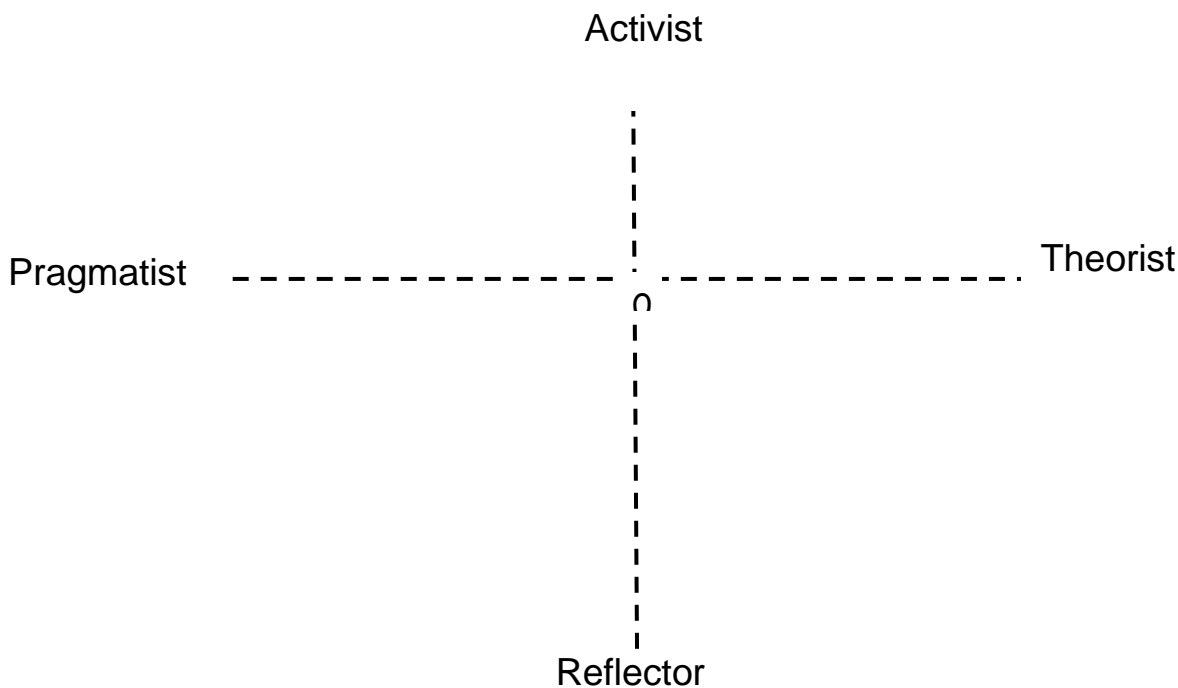
Score Key

For each question number that you have circled on the other sheets circle the same question number on this sheet. Add up the numbers circled and put the total in the box below each column

ACTIVIST	REFLECTOR	THEORIST	PRAGMATIST
2	11	1	4
5	12	3	7
8	16	6	9
15	18	10	14
19	21	13	20
23	25	17	24
26	29	22	27
35	30	28	31
36	32	38	34
40	33	39	37

Where does your preference lie?

Plot the scores on the arms of the cross below to see the relative strengths and weaknesses of each learning style



Appendix 10 Further ideas and learning activities for working with students with different learning styles

Learning Code for each type of student learner

Patricia Cartney (2004) carried out a small research study into student learning 'types' and developed some ideas and a 'learning code' that might be suitable for each type of student learner.

Reflector

- Stressed need for time and space
- Need to provide opportunities for observing others before undertaking tasks alone
- Provide reflective supervision with time to discuss process/outcomes/potential outcomes and actions.
- Suggest reading material to be discussed at next supervision to allow thinking time prior to discussion
- Provide encouragement to move to action as the end product of reflection – i.e. action plans; time scales on supervision notes

Pragmatist

- The importance of problem solving and utilising 'what works'
- Provide opportunities for problem solving and planning – could be in relation to casework, projects, specific issues etc.

- Provide opportunities to see different ways of working –e.g. co-working with colleagues with varied work styles, specialism’s etc.
- Provide opportunities for the student to ‘see the wood for the trees’; use supervision to help the student reflect on how their work fitted with wider issues (societal, Structural) and make connections between their discrete tasks and the wider picture
- In supervision, provide opportunities for the student to put theoretical ideas into practice – e.g. one particular piece of work could be looked at from a variety of different perspectives and the pros and cons of each explored.

Theorist

- Need for a clear, organised teaching framework stressed
- Provide structured and organised plan for both induction and placement process showing how the visits/work undertaken links to the student’s identified learning needs
- Provide opportunities to link theories to practice in supervision, in relation to different cases etc: how the parts link with the whole
- Provide encouragement that it’s OK not to know all the answers sometimes – discussions on the possibility of ‘safe uncertainty’

Activist

- Need for learning through ‘hands’ on experience
- Provide accelerated induction packages with quick movement to performing tasks rather than observing others
- Provide varied learning experiences which are outlined at the contract stage
- Provide opportunities to initiate and become involved in new projects and pieces of work
- Provide opportunities to slow down and reflect – may be needed but will not be initiated by the student – e.g. by asking them in supervision to consider the pros and cons of a range of differing alternative courses before moving to an action plan.

Appendix 11 Learning Styles Assessment

Read the words in the first column and tick the description that is nearest to how you deal with situations.

	Column A	Column B	Column C
When you SPELL	Do you try and see the word?	Do you sound the word?	Do you write down the word to see if it is right?
When you TALK	Only talk a bit and don’t like listening for a long time?	Like to listen, but want to get on with talking yourself?	Use your hands and body a lot?
When you	Does a messy room	Do sounds or	Do things that are

CONCENTRATE	or people moving about distract you?	noises distract you?	happening around you distract you?
When you MEET SOMEONE AGAIN	Forget names, remember faces?	Forget faces, remember names?	Remember best what you did together?
When you CONTACT PEOPLE	Do you like to meet face to face?	Do you like to use the telephone?	Talk with them while walking or doing something?
When you RELAX	Do you like to watch TV, a play or film?	Do you like to listen to the radio, music or read?	Do you like to play games or work with your hands?
When you READ	Do you like to read a book with lots of descriptions?	Do you like a book where there is a lot of talking or an audio book?	Do you like action stories or don't like books much at all?
When you DO SOMETHING NEW	Do you like to be shown what to do or look at diagrams?	Do you like someone to tell you what to do?	Do you like to jump right in and try it yourself?
When you PUT SOMETHING TOGETHER	Do you look at the instructions and the pictures?	Like to talk to someone and talk to yourself as you work?	Ignore instructions and figure it out as you go along?
When you TEACH SOMEONE TO DO SOMETHING	Do you show them what to do?	Do you tell them what to do?	Do it for them or ask them to try it?
	TOTAL A's	TOTAL B's	TOTAL C's

Now add up the total number of ticks in each column and write it at the bottom of each column.

Learning styles Assessment - How did you get on?

If you answered mostly A's you learn best by seeing.

If you answered mostly B's you learn best by hearing.

If you answered mostly C's you learn best by doing.

If you answered a mixture of A's, B's and C's you use a mixture of learning styles.

The person who learns best by seeing is a VISUAL LEARNER	The person who learns best by hearing is an AUDITORY LEARNER	The person who learns best by doing is a KINAESTHETIC LEARNER
---	---	--



If you are a visual learner:

- You will learn best there is a lot of visual information. Try using colour pens and paper to help sharpen your memory.
- Practice mind maps
- Make sure your desk is tidy and clear from clutter before you start working
- Practice improving visual memory, “photograph” information you learn
- Try playing relaxing music quietly in the background when you are concentrating

If you are an auditory learner:

- You will learn best by listening and discussing
- You will be able to concentrate best in a quiet room
- If this is not possible play relaxing music very quietly on headphones. You may find this works best if the volume is turned off in your right ear
- Try using a tape recorder for learning material or planning assignments
- Get copies of any visual materials used in training sessions
- Ask your trainer to explain things to you in words if you do not understand something

If you are a kinaesthetic learner:

- You will learn best by doing things and practicing.
- Get good notes from training sessions, from someone else if necessary
- You may find it difficult to sit still to learn. This could be difficult in a training room so you could try using something like worry beads or squeeze ball if it is not possible to walk around.

Appendix 12 Tips for marking student assignments

(from Tim Ward (2002) A Toolkit for Practice Educators SCOPT)

- Be clear from the programme and tutor how far you can advice/read drafts of the student’s work.

- Read it through quickly to get a gut reaction as to whether it is good, bad or marginal.
- Read it through more slowly using the criteria. All criteria will need to have been met.
- Note down strengths and weaknesses perhaps under criteria headings, if there are more strengths than weaknesses then a pass is generally indicated.
- Feedback should provide an overall statement about the quality of the work followed by more specific comments. Try to balance negatives with positives.
- Where a piece of work has failed you need to be very specific about what parts have failed.

Appendix 13 Reflective Questions

Adapted from Brockbank and McGill: Facilitating Reflective Practice in Higher Education (1995)

Reflective questions at the planning stage of work are directed at:

- ❖ Focussing on the key issues.
- ❖ Assisting students to take responsibility for their plans.
- ❖ Identifying specific actions to be taken.

WHAT

- do you want to achieve?
- is the framework for the interview you are planning?
- might happen if you?
- could you do if?
- if you can't get them to?
- would help?
- might get in the way?

HOW

- do you know that?
- do you feel about?
- can you make X happen?
- will you respond if?

- will you know if your plan has worked?

Reflective questions for supervision, discussion and direct observation.

WHAT

- were you trying to achieve?
- were the crucial interventions?
- affected the interview/meeting?
- do you think was happening when.....?
- can you do about that now?
- changes would you make in the future?
- did you do differently this time?
- what affect do you think your saying/doing had on X?
- could you do to make it easier / clearer?
- will do differently next time?

HOW

- do you think that went?
- do you feel about.....?
- far do you think you achieved your aims?
- do you know that was what they wanted/felt?

IN WHAT WAY

- do you think you?

WHERE

- do you go from here?

Appendix 14 Tools and models to help reflection

1. Johns' model of reflection (1996)

Description

Write a description of the experience

What are the key issues within this description that I need to pay attention to?

Reflection

What was I trying to achieve?

Why did I act as I did?

What are the consequences of my actions?

- For the patient/service user and family?
- For myself?
- For people I work with?

How did I feel about this experience when it was happening>

How did the service user/patient feel about it?

How do I know how the service user/patient feels about it?

Influencing factors

What internal factors influenced my decision making and actions?
What external factors influenced my decision making and actions?
What sources of knowledge did or should have influenced my decision making and actions?

Alternative strategies

Could I have dealt better with the situation?
What other choices did I have?
What would be the consequences of these other choices?

Learning

How can I make sense of this experience in light of past experience and future practice?
How do I NOW feel about this experience?
Have I taken effective action to support myself and others as a result of this experience?
How has this experience changed my way of knowing in practice?

Appendix 15 Template for a Reflective Learning log/ journal

A student can use this template. This structure helps the student consider thoughts, feelings and behaviour, the knowledge they used and learning achieved. (Parker, 2010:39)

Reflective Journal DATE:
Brief description of significant event
What was I feeling at the time?
How did I react and why? What was informing my decisions?

On reflection, I achieved/ learned.....
And what I could have done differently.....
What are my future learning needs?

Appendix 16: Managing a struggling or student repeating their placement

The Informal visit

An important occasion in which to discuss the nature of the placement and exchange appropriate information as well as to establish the students' interests and learning needs. It's also important at this point to communicate to the student your expectations of a student placement within your team. If the potential placement setting is usually busy for example or relies upon specific qualities and skills, the student may need to consider these factors before accepting the placement.

As a Practice Educator you would also need to decide whether you felt that the student would also be able to meet their learning needs and be able to work within your team before offering the placement.

With regard to final year placement students, it is appropriate to ask them to bring the Practice Educator report from their first year placement. This can be used in order to identify and discuss needs or issues raised by their last Practice Educator.

The pre placement meeting

If a weak or even complacent student is identified strategies can be developed jointly by student, tutor and Practice Educator and incorporated into the learning agreement/ contract. Where problems are anticipated, the contract should reflect this so that there will be no doubt or confusion.

Supervision and communication

All communication should be open and shared. Collusion needs to be avoided, however well intended, as this creates confusion, hidden agendas and an unprofessional assessment process.

Supervision both structured and unstructured should be recorded and signed by all parties. This should include issues raised, concerns, feedback given, any conflict and actions or strategies agreed.

Complete and accurate records of supervision and other communication, when appropriate, will provide a firm basis of evidence of the way the placement has been managed and the way the student or Practice Educator has responded to issues.

Clear, regular supervision records are essential when trying to plot the history of a problem and can make a major contribution to resolving it. Supervision records may also be asked for to provide evidence if there is a dispute or suggestions of discrimination or oppression by the student. Direct observations are an ideal opportunity to offer a student positive but honest feedback about practice. Make sure that at least one takes place well before mid-placement so that another can be arranged quickly if serious problems exist. Direct observation feedback should be both verbal and written and will provide important evidence of competence, and if appropriate, of areas where the student is not performing.

Interim review meeting

It is essential that at this point that any issues or difficulties are raised and incorporated into the agreement. It is important to be clear if a student is not making satisfactory progress and to identify how this might be addressed with clear objectives and expectations outlined.

A student should be prepared if difficulties or problems are going to be raised at the Interim review. Regular, honest and sensitive communication should have taken place consistently throughout the placement process.

Concerns meetings

If there are concerns or issues to resolve, meetings with the tutor can be called by the Practice Educator or student at any time during the placement. These three way meetings should provide an opportunity to address and try to resolve difficulties. The Practice Educator Co-ordinator may also be asked to attend.

Helpful hints

- Be clear with the student and team members of the student's role, responsibilities and boundaries, so that there is clear expectations and understanding from all concerned.
- Make sure that the students' working environment is adequate with appropriate practice opportunities.
- Be aware of the student's preferred learning style as this can affect the type of learning opportunities that you would offer. It is also important to deliver information and teaching to the student in a way that will make sense to them. An activist might have problems reading lots of material and trying to relate it to practice, where as a theorist might find reading in depth around a subject much more meaningful.
- Always try to relate areas where the student is not performing to the competencies, as this offers clarity to Practice Educator, student and tutor.
- Involve and obtain feedback from others who are working closely with the student in order to gain a full overview of the students' competence.
- Seek support from the tutor, Practice Educator Co-ordinator and any significant others. Make sure that the tutor is aware from the beginning of any difficulties or issues.
- Don't feel alone in assessing a struggling or failing student.
- Possible Issues of oppression, discrimination and difference should be raised with all students within supervision. It is important that a student's ability to meet both competencies and learning needs are not being impaired by cultural or discriminatory factors.
- Be clear throughout the assessment process of your own expectations of the student and communicate this clearly to them.

Appendix 17



Level Descriptors for social work students

Point of entry to training:

By the point of entry to social work qualifying programmes, prospective students/candidates should demonstrate awareness of the social context for social work practice, awareness of self, ability to develop rapport and potential to develop relevant knowledge, skills and values through professional training.

Readiness for practice:

By the point of assessment of readiness for direct practice (prior to first placement), students should demonstrate basic communication skills, ability to engage with service users, capacity to work as a member of an organisation, willingness to learn from feedback and supervision, and demonstrate basic social work values, knowledge, theories and skills to be able to make effective use of first practice placement.

End of first placement:

By the end of the first placement students should demonstrate effective use of knowledge and skills and commitment to core values in social work in a given setting, predominantly dealing with situations of lower complexity, with supervision and support. They will have started to demonstrate capacity to work with situations of greater complexity and where solutions and outcomes are uncertain or less clear-cut. They will have started to use specific social work models, skills and interventions and to have evaluated their impact

End of last placement/completion of qualifying course:

By the end of qualifying programmes newly qualified social workers will have demonstrated capabilities in applying social work approaches with a range of service user groups, the ability to undertake a range of tasks and social work interventions at a foundation level and evidenced the capacity to work effectively with more complex situations. They may have deepened specific skills in one or more social work field. They should be able to work with appropriate autonomy, whilst recognising that final decisions will often rest with their supervisor or other senior authority. They will seek appropriate support, supervision and be ready to pursue continuing professional development. These capabilities will have been demonstrated through the last (or latter parts of their) placement together with the final assessment of other work in the qualifying programme.



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Professional Capabilities Framework (2018) Prequalifying Student Level Indicators

(British Association of Social Workers, 2018)

1. PROFESSIONALISM - Identify and behave as a professional social worker, committed to professional development		
<p>Social workers are members of an internationally recognised profession. Our title is protected in UK law. We demonstrate professional commitment by taking responsibility for our conduct, practice, self-care and development. We seek and use supervision and other professional support. We promote excellent practice, and challenge circumstances that compromise this. As representatives of the profession, we safeguard its reputation. We are accountable to people using services, the public, employers and the regulator. We take ethical decisions in the context of multiple accountabilities.</p>		
In readiness for direct practice I	By the end of first placement I	By the End of Final Placement I.....
can describe the role of the social worker	recognise the role of the professional social worker in a range of contexts	am able to meet the requirements of the professional regulator
can describe the mutual roles and responsibilities of supervision	recognise the important role of supervision, and make an active contribution demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness	am able to explain the role of the social worker in a range of contexts, and uphold the reputation of the profession
can describe the importance of professional behaviour in all contexts and across all media	with guidance take responsibility for managing my time and workload effectively	understand that social work is an international profession with a global definition
can describe the importance of personal and professional boundaries	am able to show awareness of personal and professional boundaries in all contexts and media	demonstrate an effective and active use of supervision for accountability, professional reflection and development
demonstrate motivation and ability to learn, using a range of approaches	with guidance, recognise my limitations, and how to seek advice	demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness
can describe the importance of self-care and emotional resilience in social work	recognise and seek to meet my own learning needs in response to practice experience	take responsibility for managing my time and workload effectively, and begin to

		prioritise my activities including ensuring supervision time
	show awareness of my own safety, health, well-being, self-care priorities and emotional resilience, and seek advice as necessary	recognise the impact of self in interaction with others, making appropriate use of personal experience and awareness, and begin to develop effective use of 'self' in practice.
	identify concerns about practice, procedures or ethos in the workplace and how they might be questioned and/or improved	recognise and maintain personal and professional boundaries in all contexts and media
		recognise my professional strengths and limitations and how to seek advice
		demonstrate a commitment to my continuing learning and development
	with support, take steps to manage and promote own safety, health, well-being, self-care and emotional resilience	
	Identify concerns about practice, procedures and ethos in the workplace, and seek support to find appropriate means of challenge and/or offer suggestions for improvement.	

2. VALUES AND ETHICS - Apply social work ethical principles and values to guide professional practices		
Social workers have an obligation to conduct themselves and make decisions in accordance with our Code of Ethics. This includes working in partnership with people who use our services. We promote human rights and social justice. We develop and maintain our understanding of the value base of our profession throughout our career, its ethical standards and relevant law.		
In readiness for direct practice I	By the end of first placement I	By the End of Final Placement I.....
understand the profession's ethical principles as described in our Code of Ethics and their relevance to practice	understand and, with support, apply the profession's ethical principles from our Code of Ethics (LINK)	understand and apply the profession's ethical principles (as defined in the Code of Ethics and legislation, taking account of these in reaching decisions
understand the profession's ethical principles as described in our Code of Ethics and their relevance to practice	recognise and with support, explore and manage the impact of my own values on professional practice	recognise and, with support, explore and manage the impact of own values on professional practice
	identify and, with guidance, manage potentially conflicting values and ethical dilemmas	manage situations of potentially conflicting or competing values, and, with guidance, recognise, reflect on, and work with integrity with ethical dilemmas
	elicit and respect the needs and views of service users, carers and families, and with support, promote their participation in decision-making wherever possible.	demonstrate respectful partnership work with service users and carers, eliciting and respecting their needs and views, and promoting their participation in decision-making wherever possible
	recognise and, with support, promote individuals' legal and ethical rights to autonomy and self-determination	recognise and promote individual's rights to autonomy and self-determination
	promote and protect the privacy and confidentiality of individuals within and outside their families and networks, recognising the requirements of professional accountability and appropriate information sharing	promote and protect the privacy and confidentiality of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing.

3. DIVERSITY AND EQUALITY - Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice

Social workers understand that diversity characterises and shapes human experience and is critical to the formation of identity. Diversity is multi-dimensional and includes race, disability, class, economic status, age, sexuality, gender (including transgender), faith and belief and the intersection of these and other characteristics. We understand that because of difference, and perception of difference, a person's life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim. We identify this and promote equality

In readiness for direct practice I	By end of first placement I	By end of final placement I
recognise the importance of diversity in human identity and experience, and the application of anti-discriminatory and anti-oppressive principles in social work practice	understand how an individual's identity is informed by factors such as culture, economic status, family composition, community, life experiences and characteristics – and the intersection of such factors - and take account of these to understand their experiences	understand how an individual's identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics – and the intersection of such factors – and take account of these to understand their experiences, questioning assumptions where necessary
	with reference to current legislative requirements, I recognise personal and organisational discrimination and oppression, and identify ways in which they might be challenged by me and by service users and families	with reference to current legislative requirements, I recognise personal and organisational discrimination and oppression and, with guidance, I make use of a range of approaches to challenge them, working in partnership with people using services, carers, families and/or communities where possible
	recognise and, with support, manage the impact on people of the power invested in my role	recognise and manage the impact on people of the power invested in my role.in accordance with our Code of Ethics

4. RIGHTS, JUSTICE AND ECONOMIC WELLBEING - Advance human rights and promote social justice and economic wellbeing

Social workers recognise and promote the fundamental principles of human rights, social justice and economic wellbeing enshrined in national and international laws, conventions and policies. These principles underpin our practice and we use statutory and case law effectively in our work. We understand and address the effects of oppression, discrimination and poverty. Wherever possible, we work in partnership with people using services, their carers and families, to challenge inequality and injustice, and promote strengths, agency, hope and self-determination.

In readiness for direct practice I	By end of first placement I	By end of final placement I
understand the principles of rights, justice and economic well-being, and their significance for social work practice.	Understand and, with support, apply in practice the principles of human rights, social justice, inclusion and equality	understand, identify and apply in practice the principles of human rights, social justice, inclusion and equality
understand the principle of working in partnership with service users and carers wherever possible, to promote their rights and self-determination	Understand how legislation and policy can advance or constrain people's rights	understand how legislation and policy can advance or constrain people's rights and recognise how the law may be used to protect or advance their rights and entitlements
	Work within the principles of human and civil rights and equalities legislation	work within the principles of human and civil rights and equalities legislation, differentiating and beginning to work with absolute, qualified and competing rights and differing needs and perspectives
	Recognise the impact of poverty and social exclusion and promote enhanced economic status, income and equal opportunities through access to education, work, housing, health services and welfare benefits	recognise the impact of poverty and social exclusion and promote enhanced economic status, income and equal opportunities through access to education, work, housing, health services and welfare benefits
	Recognise the value of independent advocacy	recognise the value of – and aid access to – independent advocacy
		demonstrate skills and approaches to practice that promote strengths, agency, hope and self-determination in people using services, carers, families and communities

5. KNOWLEDGE – Develop and apply relevant knowledge from social work practice and research, social sciences, law, other professional and relevant fields, and from the experience of people who use services

We develop our professional knowledge throughout our careers and sustain our curiosity. As a unified profession, we develop core knowledge that relates to our purpose, values and ethics. We also develop specific knowledge needed for fields of practice and roles. Our knowledge comes from social work practice, theory, law, research, expertise by experience, and from other relevant fields and disciplines. All social workers contribute to creating as well as using professional knowledge. We understand our distinctive knowledge complements that of other disciplines to provide effective services.

In readiness for direct practice I	By end of first placement I	By end of final placement I
demonstrate an initial understanding of the application of research, theory, evidence and knowledge from social work and other relevant fields (e.g. sociology, social policy, psychology, health, human growth and development and from the experience of people who use services)	with guidance, apply research, theory, evidence and knowledge from social work and other relevant fields (e.g. sociology, social policy, psychology, health, human growth and development and from the experience of people who use services) to social work practice	demonstrate a critical understanding of the application to social work of research, theory, evidence and knowledge from social work and other relevant fields (e.g. sociology, social policy, psychology and health and human development and from the experience of people who use services)
demonstrate an initial understanding of the legal and policy frameworks and guidance that inform and mandate social work practice	understand the legal and policy frameworks and guidance that inform and mandate social work practice, relevant to my placement setting	demonstrate a critical understanding of the legal and policy frameworks and guidance that inform and mandate social work practice, recognising the scope for professional judgement and its importance to ethical practice. This may include Knowledge and Skills statements in adults and children's social work.
demonstrate an initial understanding of a range of theories and models for social work intervention, including the knowledge needed for the particular field of practice on placement/in work-based learning	understand forms of harm, their impact on people, and the implications for practice	demonstrate and apply to practice a working knowledge of human growth and development throughout the life course

	apply knowledge from a range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them	recognise the short and long-term impact of psychological, socio-economic, environmental and physiological factors on people's lives, taking into account age and development, and how this informs practice
	value and take account of the expertise of service users and carers and other professionals in my practice and judgement	understand the value of systemic approaches and how they can be used to understand and work with the person in their environment, social context and relationships, and inform social work practice
		Acknowledge the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience
		Understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to practice
		Demonstrate a critical knowledge of the range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them

		<p>Demonstrate a critical understanding of social welfare policy, its evolution, implementation and impact on people, social work, other professions, and interagency working</p>
		<p>Recognise the contribution, and begin to make use, of research and evidence to inform practice</p>
		<p>Demonstrate a critical understanding of research methods</p>
		<p>Value and take account of the knowledge and expertise of service users and carers and other professionals.</p>
		<p>Develop knowledge and understanding of the opportunities and risks of online communications, virtual environments and social media in social work</p>

6. CRITICAL REFLECTION AND ANALYSIS - Apply critical reflection and analysis to inform and provide a rationale for professional decision-making

Social workers critically reflect on their practice, use analysis, apply professional judgement and reasoned discernment. We identify, evaluate and integrate multiple sources of knowledge and evidence. We continuously evaluate our impact and benefit to service users. We use supervision and other support to reflect on our work and sustain our practice and wellbeing. We apply our critical reflective skills to the context and conditions under which we practise. Our reflection enables us to challenge ourselves and others, and maintain our professional curiosity, creativity and self-awareness.

In readiness for direct practice I	By end of first placement I	By end of final placement I
understand the role of reflective practice and demonstrate basic skills of reflection	recognise the importance of applying imagination, creativity and curiosity to my practice	Apply imagination, creativity and curiosity to practice
understand the need to construct and apply hypotheses in social work practice	inform my decision-making through the identification and gathering of information from more than one source and, with support, evaluate its reliability and validity	Inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources
recognise and can describe why evidence is important and how it can be used in social work practice.	with guidance use reflection and analysis in practice	With support, rigorously question and evaluate the reliability and validity of information from different sources
	With guidance understand how to evaluate and review hypotheses in response to information available at the time and apply in practice	Demonstrate a capacity for logical, systematic, critical and reflective reasoning and apply the theories and techniques of reflective practice
	with guidance, use evidence to inform decisions	Know how to formulate, test, evaluate, and review hypotheses in response to information available at the time and apply in practice
		Begin to formulate and make explicit, evidence-informed judgements and justifiable decisions.

7. INTERVENTION AND SKILLS - Use judgement, knowledge and authority to intervene with individuals, families and communities to promote independence, provide support, prevent harm and enable progress		
Social workers engage with individuals, families, and communities, working alongside people to determine their needs and wishes, and what action may be helpful. We build productive working relationships and communicate effectively. Using our professional judgement, we employ appropriate interventions, promoting self-determination, support, protection and positive change. We develop and maintain skills relevant to our roles. We understand and take account of power differentials and use our authority appropriately. We evaluate our own practice and its impact, and how we improve outcomes for those we work with		
In readiness for direct practice I	By end of first placement I	By end of final placement I
demonstrate core communication skills and the capacity to develop them further	with guidance, use a range of verbal, non-verbal and written methods of communication relevant to the placement	identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples age, comprehension and culture
demonstrate the ability to engage with people and the potential to build compassionate, effective relationships	with guidance communicate information, advice, instruction and opinion to advocate, influence and persuade others	am able to communicate information, advice, instruction and professional opinion to advocate, influence and persuade
demonstrate awareness of a range of frameworks to assess and plan intervention	demonstrate the ability to build and conclude compassionate and effective relationships appropriate to the placement setting	demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships
demonstrate the ability to produce written documents relevant for practice	with guidance, demonstrate a holistic approach to the identification of needs, circumstances, rights, strengths and risks	demonstrate a holistic approach to the identification of needs, circumstances, rights, strengths and risks
demonstrate initial awareness of risk and safeguarding.	identify and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate progress and outcomes	select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with service users

	with guidance, demonstrate the application of a planned and structured approach, informed by at least two relevant social work methods and models	use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence and to prevent harm
	recognise the importance of community resources, groups and networks for individuals	understand and can apply knowledge, skills and interventions in accordance with organisational and national policy while maintaining professional, evidence informed critical perspectives
	demonstrate skills in recording and report writing appropriate to the setting	recognise how the development of community resources, groups and networks enhance outcomes for individuals and understand social work's role in promoting this
	with guidance demonstrate skills in sharing information appropriately and respectfully	maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgement and organisational responsibilities
	demonstrate awareness of the impact of multiple factors, changing circumstances and uncertainty in people's lives	demonstrate skills in sharing information appropriately and respectfully
	with guidance understand the authority of the social work role	recognise complexity, multiple factors, changing circumstances and uncertainty in people's lives, to be able to prioritise your intervention

	with guidance identify the factors that may create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including yourself	understand the authority of the social work role and begin to use this appropriately as an accountable professional
	with guidance identify appropriate responses to safeguard vulnerable people	recognise the factors that create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including yourself, and contribute to the assessment and management of risk
		with support, identify appropriate responses to safeguard vulnerable people and promote their well being

8. CONTEXTS AND ORGANISATIONS – Engage with, inform, and adapt to changing organisational contexts, and the social and policy environments that shape practice. Operate effectively within and contribute to the development of organisations and services, including multi-agency and inter-professional settings.

Social workers are informed about and pro-actively respond to the challenges and opportunities that come from changing social, policy and work contexts. We fulfil this responsibility in accordance with our professional values and ethics, as individual and collective professionals and as members of the organisations in which we work. We collaborate, inform and are informed by our work with other social workers, other professions, individuals and communities.

In readiness for direct practice I	By end of first placement I	By end of final placement I
demonstrate awareness of the impact of organisational context on social work practice	with guidance, recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts	recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts
understand social workers have a role in shaping and challenging organisational effectiveness	with guidance, understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and practice, and service user and carer experience	understand the roles and responsibilities of social workers in a range of organisations, lines of accountability and the boundaries of professional autonomy and discretion
	with guidance work within the organisational context of your placement setting and understand the lines of accountability	understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and practice
	understand and respect the role of others within the organisation and work effectively with them	am able to work within an organisation's remit and contribute to its evaluation and development
	take responsibility for my role and impact within teams and with guidance contribute positively to team working	understand and respect the role of others within the organisation and work effectively with them

	understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and, with guidance, demonstrate partnership working	take responsibility for your role and impact within teams and be able to contribute positively to effective team working
		understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working

9. PROFESSIONAL LEADERSHIP – Promote the profession and good social work practice. Take responsibility for the professional learning and development of others. Develop personal influence and be part of the collective leadership and impact of the profession.

We develop and show our leadership, individually and collectively, through promoting social work’s purpose, practices and impact. We achieve this through diverse activities which may include: advancing practice; supervising; educating others; research; evaluation; using innovation and creativity; writing; using social media positively; being active in professional networks and bodies; contributing to policy; taking formal leadership/ management roles. We promote organisational contexts conducive to good practice and learning. We work in partnership with people who use services and stakeholders in developing our leadership and aims for the profession.

In readiness for direct practice I	By end of first placement I	By end of final placement I
demonstrate awareness of the importance of professional leadership in social work	identify how professional leadership in social work can enhance practice	recognise the importance of, and begin to demonstrate, professional leadership as a social worker, promoting our professional purpose, practice and impact
	recognise the value of sharing and supporting the learning and development of others.	recognise the value of - and contribute to supporting - the learning and development of others
	understand my responsibility to develop individual and collective/collaborative professional leadership capabilities	begin to contribute to collective/collaborative professional leadership
		recognise own ongoing responsibility to seek, plan and undertake continuing professional development throughout my career.
		recognise the significant opportunities and risks of online communications, virtual environments and social media use in social work

GMSWA Practice Educator Course Consent Form

Please tick below to confirm you meet the eligibility requirements

I am a Registered Social Worker

I have a minimum of 2 years post-qualifying experience

I have line management agreement to complete this course and have organise the dates for my attendance (5days)

I have line management agreement to take a student after completion of the course

I understand I will need to complete an assessment process as a Practice Educator in training.

I am consenting to participate in the Evaluation of this course

NAME:	
NAME OF LINE MANAGER:	
TEAM	
WORK BASE ADDRESS:	
CONTACT TEL:	
EMAIL:	
DATES BOOKED FOR THE TRAINING.	

Return to: To workforce/ Learning and Development Lead.

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FURTHER READING: Practice Teaching in General / Teaching and Learning

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FURTHER READING: Reflective Practice

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FURTHER READING: Competence and assessment

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Useful websites

www.skillsforcare.org.uk

www.scie.org.uk

www.swap.ac.uk

www.practicelearning.org.uk

www.support4learning.org.uk/education/htm

www.peterhoney.com

Padlet links to Practice Education Online resources:

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

<https://manchester.padlet.org/mdnmsch8/wk7w15qbu2rrqwad>

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

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

Day 2: AOP & 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/voybdm6dwrhjk6k>

