

# **SWK 4011**

# **Practice Education**

# **(Stage1)**

Module Handbook 2018 – 2019 (Sept intake)  
Hendon Campus

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**School of Health and Education**

**Module Leader: Diane Apeah-Kubi**

**Student Name:**

## Contents

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<b>Table of Content</b>	
<b>Topic</b>	<b>Page No.</b>
Programme Leader's Welcome	3
Staff List and Contact Details	4
Module Timetable and rooms	5-6
Summary Calendar of Workshops	6
Module Narrative	8
Links to Knowledge and Skills Statements & PCF	11
Module Marking Sheet	12
Guide to Key Grades	13
Weekly Sessions with reading list and learning outcomes	16
Practice Educator Professional Standards for social work	19-28
Components and Assessment Criteria for Portfolio	29
Portfolio contents and anonymization checklist	32
Guidance for portfolio components	33
Example of supervision contract	38
Reflective questions for supervision	39-41
Triangulation of Evidence	42
Guide to Direct Observation	43
Evidence - based practice teaching	45
Managing the Assessment Process	47

## Module Leader's Welcome

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Dear Student,

A warm welcome to SWK 4011: Practice Education (Stage 1), the first of two modules relating to social work practice education at Middlesex University. The module is designed for social workers who will be undertaking responsibility for the practice learning and assessment of a student on a higher education qualifying course in social work.

Practice Education (Stage 1) allows candidates to gain a greater understanding of some of the main areas involved in supervising, teaching, mentoring, coaching and assessing social work students.

Successful completion of the module allows learners to progress to the Practice Education (Stage 2) module (SWK 4420) which encompasses stage 2 of the practice educator professional requirements (PEPS). Successful completion of both modules allows learners to supervise, teach and assess social work degree students up to and including their last placement.

Teaching will be delivered through full day workshops and will focus on the areas highlighted above. Teaching and learning materials will be posted onto '[My Learning/Moodle](#)', the University's Virtual Learning Environment and students may be required to undertake tasks on Moodle. Students will be required to carry out relevant reading in order to prepare for and complete formative assessments throughout the module. This handbook specifies the learning outcomes as well as the reading and assessment scheme for students undertaking this module.

The assessment for the module consists of formative and summative assessments, both of which are outlined in detail in this handbook. This handbook includes the assessment criteria (marking sheet) specific to the module and the summative assessment submission dates for the module. Further guidance on the assessment will be provided in the taught sessions. If you request a deferral from UniHub for your summative assessments please advise me as module leader as soon as possible.

**Please note that this module requires a minimum of 80% attendance and failure to meet this requirement may jeopardise your successful completion of the module.**

I will also invite guest speakers to contribute to workshops which will add to your learning experience. As your module leader I am looking forward to guiding, encouraging, supporting and challenging you. Please do not hesitate to speak with me if you have any queries.

Module Leader

## Staff List and Contact Details

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### Social Work CPD Programmes Administrator:

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### Placement Coordinator:

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For general placement-related queries, please email: [socialworkplacements@mdx.ac.uk](mailto:socialworkplacements@mdx.ac.uk)

The Social Work staff team is located at the Hendon Campus, Town Hall Annexe, Middlesex University, The Burroughs, London NW4 4BT

**Module Timetable** (see Moodle for any room change info)

<b>Date</b>	<b>Main Focus</b>	<b>Details</b>
<p>Fri 14<sup>th</sup> Sept 2018</p> <p><b>*The entire cohort will be together for this session in room CG47</b></p>	<p>Understanding the placement process: matching and placement paperwork</p>	<p>Intro to module Brief outline of assessment Looking at how students get matched to placements The Pan-London paperwork</p> <p>Roles and responsibilities of practice educator and the student</p>
<p>Thurs 20<sup>th</sup> Sept 2018</p> <p><b>Rooms:</b> Group 1: CG10 (am) Group 2: WG49 (am)</p> <p>Afternoon (whole group): C122</p>	<p>Preparing for your student</p>	<p>How to prepare for the student placement reflect upon your values and skills.</p> <p>Working with students who have additional learning needs.</p>
<p>Fri 19<sup>th</sup> Oct 2018</p> <p><b>Rooms:</b> Group 1: V103 (am) &amp; C136 (pm) Group 2: W155 (am) &amp; C138 (pm)</p>	<p>Supervision, preparing for practice tutorials and adult learning styles/learning theory (1)</p>	<ol style="list-style-type: none"> <li>1. Supervision: normative, and formative aspects of supervision;</li> <li>2. Preparing for practice tutorial.</li> <li>3. Review of summative assessment (practice tutorial critique).</li> <li>4. Adult learning theory</li> </ol>
<p>Thurs 1<sup>st</sup> Nov 2018</p> <p><b>Rooms:</b> Group 1: C207 (am) &amp; C205 (pm) Group 2: W156 (am) V103 (pm)</p>	<p>Adult learning styles/learning theory (2) &amp; Direct observations</p>	<ol style="list-style-type: none"> <li>1. Reviewing the practice tutorial;</li> <li>2. Finishing off adult learning styles/learning theory</li> <li>3. Direct observations and providing feedback;</li> <li>4. Assessment: sources of evidence.</li> </ol>
<p>Fri 23<sup>rd</sup> Nov 2018</p> <p><b>*The entire cohort will be together for the morning session in W142</b></p> <p>Afternoon: Group 1: C136 Group 2: C138</p>	<p>Dealing with struggling students</p>	<ol style="list-style-type: none"> <li>1. Dealing with failing students;</li> <li>2. Managing the Midway Meeting;</li> <li>3. Discussion of live issues.</li> </ol>
<p>Thurs 6<sup>th</sup> Dec 2018</p> <p><b>Room:</b> Group 1: W156 (am) &amp; BG09A (pm) W156 Group 2: PORT7A (am) &amp; TBC</p>	<p>Creating the Final Portfolio and Live Issues</p>	<ol style="list-style-type: none"> <li>1. Portfolio writing workshop</li> <li>2. Live Issues</li> <li>3. Consolidation of knowledge and recap of knowledge, theory and skills.</li> </ol>
<p>14/12/18</p>	<p>Submission of portfolio</p>	<p>Submit an electronic copy of your portfolio to the link on Moodle (then breathe a sigh a relief!).</p>

## Summary Calendar of Workshops and Important dates

September 2018
<ul style="list-style-type: none"> <li>• PE session 1</li> <li>• PE session 2</li> <li>• Pre-placement planning (induction, workspace etc)</li> </ul>
October 2018
<ul style="list-style-type: none"> <li>• Make contact with your Practice Assessor (PA).</li> </ul> <ul style="list-style-type: none"> <li>• Placement starts for MA students (2<sup>nd</sup> year) &amp; BA students (3<sup>rd</sup> year) - <i>Practice Learning Agreement (PLA) meeting should ideally take place within 3 weeks of placement commencing.</i></li> <li>• PE session 3</li> </ul>
November 2018
<ul style="list-style-type: none"> <li>• Placement starts for BA students (2<sup>nd</sup> year) &amp; for PG Dip/MA students (1<sup>st</sup> year) - <i>Practice Learning Agreement (PLA) meeting should ideally take place within 3 weeks of placement commencing.</i></li> </ul> <ul style="list-style-type: none"> <li>• PE session 4</li> <li>• PE session 5</li> </ul> <ul style="list-style-type: none"> <li>• One observed Practice Tutorial to take place (between now &amp; Dec)</li> </ul>
December 2018
<ul style="list-style-type: none"> <li>• PE session 6 (final session)</li> </ul> <ul style="list-style-type: none"> <li>• Placement midway review meeting to take place (between early Dec for 100-day placements &amp; Jan (for those students on 70-day placements)               <ul style="list-style-type: none"> <li>• Observed Practice Tutorial to have taken place</li> </ul> </li> <li>• <b>Submission of work for PE Stage 1</b></li> </ul>
January 2019
<ul style="list-style-type: none"> <li>• <b>Start of Practice Education (Stage 2)</b></li> <li>• Midway review Meetings to have taken place</li> </ul>

## Module Information

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1.	Module code	SWK4011
2.	Title	Practice Education (Stage 1)
3.	Credit points	30
4.	Start term	Autumn 2017
5.	Module Leader	D. Apeah-Kubi
6.	Accredited by	
7.	Module restrictions	
	(a) Pre-requisite	None
	(b) Programme restriction	None
	(c) Level restrictions	None
	(d) Other restrictions or requirements	None
8.	<b>Aims</b>	
	<p>The aim of the module is to facilitate the transition of qualified social workers from being enabled by others, to becoming enablers of others, and to meet the stage 1 practice education requirements as set out in the Practice Education Professional standards (PEPS), within a particular specialism such as adult, child and family, or mental health social work.</p>	
9.	<b>Learning outcomes</b>	
	<p>On completion of this module, the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate the ability to undertake an interim assessment of a social work student, exercising significant judgement and accountability for a student's learning and assessment in relation to the PCF and in line with the PEPS.</li> <li>2. Demonstrate a critical understanding of the role and tasks of a practice educator in relation to the PCF and PEPS.</li> <li>3. Skilfully and effectively negotiate individual practice learning agreements taking into account the student's needs, models of supervision, the PCF and the Knowledge and Skills Statements (KSS).</li> <li>4. Demonstrate fluency in the design and delivery of one-to-one practice tutorials through specialist skills.</li> </ol>	
10.	<b>Syllabus</b>	
	<p>The syllabus comprises:</p> <ul style="list-style-type: none"> <li>• theory and practice of adult learning, learning organisations and continuous professional development;</li> <li>• the meaning and scope of 'practice education' within a national and professional context and the role of the practice educator and practice assessor and the pre-qualifying social work student within that context (this is also in reference to the PCF and PEPS);</li> <li>• induction, mentoring and formal supervision of pre-qualifying social work students;</li> <li>• enabling others in particular areas of specialist social work practice;</li> <li>• pre-qualifying social work practice requirements and the related knowledge and values within the workplace in relation to PCF, PEPS and KSS.</li> </ul>	
11.	<b>Learning and Teaching Strategy</b>	
	<p>Teaching Delivery</p> <p>The module comprises:</p> <ul style="list-style-type: none"> <li>• formal didactic inputs;</li> <li>• representative practice exercises;</li> <li>• weekly guided reading;</li> </ul>	

	<ul style="list-style-type: none"> <li>• e-learning via UniHub and external websites;</li> <li>• employer-based support of the provision of a practice placement to a student social worker.</li> </ul> <p><b>E-learning</b></p> <p>E-learning is promoted by:</p> <ul style="list-style-type: none"> <li>• use of UniHub to promote learning outside of the classroom by posting of learning materials and formative assignments;</li> <li>• posting presentations, session notes and other learning material and resources online;</li> <li>• signposting to external websites.</li> <li>• quizzes and learning checks</li> </ul> <p><b>Diversity</b></p> <p>Trainee practice educators are sponsored by local social work agencies, all of whom are explicitly committed to (a) equal opportunities in staff recruitment, (b) in-house support to staff with disabilities, and (c) anti-discriminatory practice in direct practice with diverse user and carer groups. Learning and teaching materials reflect the well-established commitment to anti-discriminatory practice within social work education and training, and learning outcomes are explicitly articulated in relation to the PCF and PEPS. Furthermore, trainee practice educators are supported in their learning during workshops and with guidance given to students when this is required in relation to any learning support needs that may arise. Trainee practice educators are signposted to Learning Support where necessary. Teaching materials provide examples of practice incorporating a diverse range of service users within a range of contexts and stimulate discussion and reflection on the ethical underpinnings of social work practice.</p>	
12.	<p><b>Formative Assessment Scheme</b></p> <ul style="list-style-type: none"> <li>• work-based assignments, centred on <ul style="list-style-type: none"> <li>○ Reviewing induction programme and learning opportunities</li> <li>○ design of a practice tutorial</li> </ul> </li> <li>• individual feedback on the assignments from peers in the role of 'critical friend'</li> <li>• interim auditing of live issues, coping strategies and continuing professional development needs</li> </ul>	<p><b>Summative Assessment Scheme</b></p> <ol style="list-style-type: none"> <li>1 A practice tutorial outline with a critique of the tutorial including feedback from the student and practice assessor (LOs 1, 2 &amp; 4) (critique is 1500 words - 50% of final mark)</li> <li>2 A critique of a model of supervision (LO 3) (1000-1500 words - 50% of final mark)</li> <li>3 An Induction programme for the student for the first 3 weeks of the placement and an outline of the learning opportunities available in relation to the 9 domains of the PCF and the 4 domains of practice education (Graded: pass/fail)</li> </ol> <p><b>Assessment components 1 – 3 have to be passed for the module to be successfully completed.</b></p>
	Seen examination	n/a
	Unseen examination	n/a
	Coursework (no examination)	100%
13.	Timetabled examination required	NO
14.	Length of exam	n/a
15.	<p>Learning materials</p> <p>- Essential</p> <ul style="list-style-type: none"> <li>• Field, P. (2016). Practice education in Social Work. St. Albans: Critical Publishing Ltd.</li> <li>• Health and Care Professions Council (2017) <i>Standards of Proficiency for Social Workers in England</i>, <a href="http://www.hpc-">http://www.hpc-</a></li> </ul>	

[uk.org/assets/documents/10003B08Standardsofproficiency-SocialworkersinEngland.pdf](http://www.basw.org.uk/assets/documents/10003B08Standardsofproficiency-SocialworkersinEngland.pdf)

- Maclean, S. and Harrison, R. (2014) *Social Work Theory: A Straightforward Guide for Practice Educators and Placement Supervisors*, 2<sup>nd</sup> ed. Rugeley: Kirwin Maclean Associates.
- Maclean, S. and Lloyd I., (2013) *Developing quality practice learning in social work: a straightforward guide for practice educators and placement supervisors*, 2<sup>nd</sup> ed., Litchfield: Kirwin Maclean Associates.
- The College of Social Work (2012) *Practice Educator Professional Standards for Social Work*. available at: [http://cdn.basw.co.uk/upload/basw\\_105938-8.pdf](http://cdn.basw.co.uk/upload/basw_105938-8.pdf)
- Williams, S & Rutter, L (2015). *The Practice Educator's Handbook*. 3<sup>rd</sup> ed., Exeter: Sage

- Recommended

- Field, R; Gray, I, and Brown, K., (2017). *Effective Leadership, Management and Supervision in Health and Social Care*, 2<sup>nd</sup> ed. Exeter: Learning Matters
- Morrison, T. (2005) *Staff Supervision in Social Care*, Brighton, Pavilion.
- Nichols, G. (2006) 'Mentoring,' in Jarvis P. (ed.) *The Theory and Practice of Teaching*, Abingdon, Routledge.
- Yelloly, M. and Henkel, M. (1995) *Learning and Teaching in Social Work: Towards a Reflective Practice*, London, Jessica Kingsley.

## Links to Knowledge and Skills Statements (KSS)

The knowledge and skills statements sets out what the government expects child and family social workers and those working with adults to know and do. The statement for children and family social workers will **also** serve as the cornerstone for the development of the national assessment and accreditation system for the three levels of professional practice in England (Approved Child and Family Practitioner, Practice Supervisor and Practice Leader).

The key statements that this module will help you evidence (either in full or in part) are:

<p><b>Knowledge and skills statement for work with <u>Adults</u></b></p>	<p><b>Knowledge and skills statement for work with <u>Children and Families - Approved Child and Family Practitioner level</u></b></p> <ul style="list-style-type: none"> <li>• 1. Relationships and effective direct work</li> <li>• 2. Communication</li> <li>• 6. Child and family assessment</li> <li>• 7. Analysis, decision-making, planning and review</li> <li>• 9. The role of supervision</li> <li>• 10. Organisational context</li> </ul>
<ul style="list-style-type: none"> <li>• 7. Direct work with individuals and families</li> <li>• 8. Supervision, critical reflection and analysis</li> <li>• 9. Organisational context</li> <li>• 10. Professional ethics and leadership</li> </ul>	<p><b>Knowledge and skills statement for work with <u>Children and Families - Practice Supervisor level</u></b></p> <ul style="list-style-type: none"> <li>• 1. Promote and govern excellent practice</li> <li>• 2. Developing excellent practitioners</li> <li>• 3. Shaping and influencing the practice system</li> <li>• 4. Effective use of power and authority</li> <li>• 5. Confident analysis and decision-making</li> <li>• 6. Purposeful and effective social work</li> <li>• 7. Emotionally intelligent practice supervision</li> <li>• 8. Performance management and improvement</li> </ul>

## Links to the Professional Capabilities Framework



We expect this module to contribute towards all of the domains of the PCF at the following levels:

[Experienced Social Worker\\*](#)

[Advanced Level\\*](#)

\*Click above links to read the PCF statements for the stated level (from page 51 onwards)

**Middlesex University School of Health and Social Sciences  
 Marking Sheet Practice Education (Stage 1)  
 Course Work Assessment Level 7**

<b>SWK Assessment Criteria</b>	<b>Grade</b>				
	1-4	5-8	9-12	13-16	17-20
Breadth and depth of relevant knowledge is critically reviewed and consolidated					
Demonstration of the ability to integrate and consolidate values and ethics					
Evidence of critical analysis and evaluation of concepts					
Discussion is focused, literate, fluent and accurate, and the arguments lead to specific conclusions					
Reference is made to relevant literature; referencing and the reference list are accurate and follow University guidelines					
Work is within the required word limit Yes / No					

**Additional Comments**

**First marker:**

**Second marker:**

**Date:**

**Grade:**

Note: Please note that the grades awarded to you are subject to confirmation by the Assessment Board. The Assessment Board has the right to alter any grade after due consideration and discussion, taking into account the External Examiner's view

## KEY TO GRADES

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### Grading scheme

All grades are on the basis of the 1-20 scale as given in the University Regulations.

Table B: The 20-point scale

Grade	Class of Honours Degree	Other Qualifications
1 2 3 4	FIRST CLASS	DISTINCTION
5 6 7 8	UPPER SECOND	MERIT
9 10 11 12	LOWER SECOND	PASS
13 14 15 16	THIRD	
17	FAIL – MARGINAL Compensation allowed	FAIL – MARGINAL Compensation allowed
18	FAIL – Compensation allowed	FAIL – Compensation allowed
19	FAIL – Compensation not allowed	FAIL – Compensation not allowed
20	FAIL- Incorporating failure to participate in assessment necessary to achieve all learning outcomes. Compensation not allowed	FAIL- Incorporating failure to participate in assessment necessary to achieve all learning outcomes. Compensation not allowed

A student's performance in a module will be given an overall grade and/or code using:

i pass grades (1 to 16) on the 20-point grading scale; or

ii the fail grades (17\*, 18\*, 19\*, 20\*, X)

\* Please note: Following failure of a module at the first attempt, **one** reassessment attempt is permitted at the next available opportunity (you will be advised of the reassessment date).

## Weekly sessions with Reading list

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### Workshop 1

<p><u>Understanding the placement process &amp; preparing for your student:</u></p> <ol style="list-style-type: none"><li>1. Placement portfolio paperwork;</li><li>2. Placement process: Learning Agreement;</li><li>3. PCF &amp; learning opportunities;</li><li>4. Brief outline of the module assessment.</li><li>5. Roles and responsibilities of practice educator and the student;</li></ol> <p><i>Recommended Reading</i></p> <p>Field, P., Jasper, C. &amp; Littler (2016) <i>Practice Education in Social Work: Achieving Professional Standards</i>. Critical Publishing. (Chapter 3)</p> <p>Wonnacott, J. (2012) <i>Mastering Social Work Supervision</i>. Jessica Kingsley.</p>	<p><u>Learning objectives:</u></p> <ul style="list-style-type: none"><li>• Identify the key documents that are required to be completed during the course of supervising a social work placement.</li><li>• Identify the module assessment and its' criteria.</li></ul> <p><i>Recommended Reading</i></p> <p>Middlesex University's Practice Learning Placements Handbook (2017-18)</p> <p>Smith, A., McAskill, H and Jack, K (2009) <i>Developing Advanced Skills in Practice Teaching</i>. Basingstoke: Palgrave Macmillan. (Chapters 3 &amp; 4)</p> <p>Williams, S &amp; Rutter, L (2015). <i>The Practice Educator's Handbook</i>. 3rd ed., Exeter: Sage (chapter 1)</p>
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## Workshop 2

<p style="text-align: center;"><b>Preparing for your student</b></p> <p>Session outline:</p> <ol style="list-style-type: none"><li>1. PE roles and responsibilities</li><li>2. Preparation for your student</li><li>3. Supervision contracts</li><li>4. Working with students with additional learning needs</li></ol> <p><i>Recommended Reading</i></p> <p>Beverley, A and Worsley, A (2007) <i>Learning and Teaching in Social Work Practice</i>. Basingstoke: Palgrave. (Chapters 2 and 5).</p> <p>Field, P., Jasper, C. &amp; Littler (2014) <i>Practice Education in Social Work: Achieving Professional Standards</i>. Critical Publishing. (Chapter 5)</p> <p>Nicholas, W. and Kerr, J. (2015). <i>Practice educating social work students</i>. Maidenhead, Berkshire, England: McGraw Hill Education/Open University Press (chapter 1)</p> <p>Smith, A., McAskill, H., Kirsten, J. (eds.) (2009) <i>Developing advanced skills in practice teaching</i>. Basingstoke: Palgrave Macmillian.</p> <p>Walker, J., Crawford, K. and Parker, J (2008) <i>Practice Education in Social Work: A Handbook for Practice Teachers, Assessors and Educators</i>. Exeter: Learning Matters. (Chapter 5).</p>	<p><u>Learning outcomes:</u></p> <ul style="list-style-type: none"><li>• Explain the roles and responsibilities of practice educators and students</li><li>• Describe the PCF and PEPS and how they influence the learning opportunities for students and your role as a PE.</li><li>• Prepare for the interviewing and induction of your student, and for the first 3-way meeting</li></ul>
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### Workshop 3

<p style="text-align: center;"><b>Supervision, Adult Learning Styles/Learning Theory &amp; Practice Tutorials</b></p> <p>Objectives of session:</p> <ol style="list-style-type: none"><li>1. To provide an overview of adult learning theory;</li><li>2. Learning styles and a learner-centred focus;</li><li>3. To examine issues of Power and how they manifest in the supervisory relationship</li><li>4. Explore models of supervision</li></ol> <p><i>Recommended Reading</i></p> <p>BASW/CoSW England (2011) <a href="#">research on supervision in social work, with particular reference to supervision practice in multi disciplinary teams</a></p> <p>Beverley, A. and Worsley, A. (2007) <i>Learning and Teaching in Social Work Practice</i>, Basingstoke: Palgrave MacMillan (read the supervision chapter)</p> <p>Cartney, P. (2000). Adult learning styles: Implications for practice teaching in social work. <i>Journal of Social Work Education</i>, 19(6), pp.609-626.</p> <p>Davys, A. and Beddoe, L. (2009). The Reflective Learning Model: Supervision of Social Work Students. <i>Journal of Social Work Education</i>, 28(8), pp.919-933.</p> <p>Honey and Mumford (2000) <i>The Learning Styles Questionnaire</i>. Maidenhead: Peter Honey.</p> <p>Knowles, M. (1980). <i>The modern practice of adult education</i>, revised and updated. Englewood Cliffs: Prentice Hall Regents.</p>	<p><u>Learning outcomes:</u></p> <ul style="list-style-type: none"><li>• Describe and prepare for, and provide supervision, including its' normative, formative, and restorative aspects.</li><li>• Describe and apply adult learning theory in practice teaching.</li><li>• Discuss power difference in actions, interactions, communications and in relation to the role of the practice educator.</li><li>• Critically examine issues of power and difference.</li><li>• Reflect upon what it means to be a professional and a practitioner.</li><li>• Apply concepts of adult learning to the preparation of a practice tutorial</li></ul> <p><i>Recommended Reading</i></p> <p>Teater, B. (2011). Maximizing Student Learning: A Case Example of Applying Teaching and Learning Theory in Social Work Education. <i>Journal of Social Work Education</i>, 30(5), pp.571-585.</p> <p>Smith, R. (2008) <i>Social Work and Power</i>. Basingstoke: Palgrave Macmillan.</p> <p>Smith, A., McAskill, H and Jack, K (2009) <i>Developing Advanced Skills in Practice Teaching</i>. Basingstoke: Palgrave Macmillan. (Chapter 2)</p> <p>Walker, J., Crawford, K. and Parker, J (2008) <i>Practice Education in Social Work: A Handbook for Practice Teachers, Assessors and Educators</i>. Exeter: Learning Matters. (Chapters 1 and 5)</p>
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## Workshop 4

<p><b><u>Direct Observation and Assessment</u></b></p> <ol style="list-style-type: none"><li>1. Live issues: opportunity to explore any issues arising.</li><li>2. Reviewing the practice tutorial;</li><li>3. Direct observations and providing feedback;</li><li>4. Assessment: sources of evidence.</li></ol> <p><i>Recommended Reading</i></p> <p>Cowburn, M., Nelson, P. and Williams, J. (2000). Assessment of social work students: Standpoint and strong objectivity. <i>Journal of Social Work Education</i>, 19(6), pp.627-637.</p> <p>Field, P., Jasper, C. &amp; Littler (2016) <i>Practice Education in Social Work: Achieving Professional Standards</i>. Critical Publishing. (Chapter 6)</p> <p>Parkinson, C., Hingley-Jones H., Allain L., (2017). <i>Observation In Health And Social Care</i>. [S.L.]: Jessica Kingsley. (chapter 3)</p>	<p><u>Learning outcomes:</u></p> <ul style="list-style-type: none"><li>• Prepare for conducting direct observations.</li><li>• Explain the role of direct observations in relation assessment of student social workers</li><li>• Identify the range of evidence to use to contribute towards assessing students</li><li>• Evaluate the value of different types of evidence in assessing students</li></ul> <p><i>Recommended Reading</i></p> <p>Shardlow, S &amp; Doel, M (1996) <i>Practice Learning and Teaching</i>. Basingstoke: Macmillan. (Chapter 6)</p> <p>Smith, A., McAskill, H and Jack, K (2009) <i>Developing Advanced Skills in Practice Teaching</i>. Basingstoke: Palgrave Macmillan. (Chapter 13)</p> <p>Williams, S. and Rutter, L. (2015) <i>The Practice Educator's Handbook (3rd Edition)</i>, UK: Sage Publications Ltd (part 3)</p>
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## Workshop 5

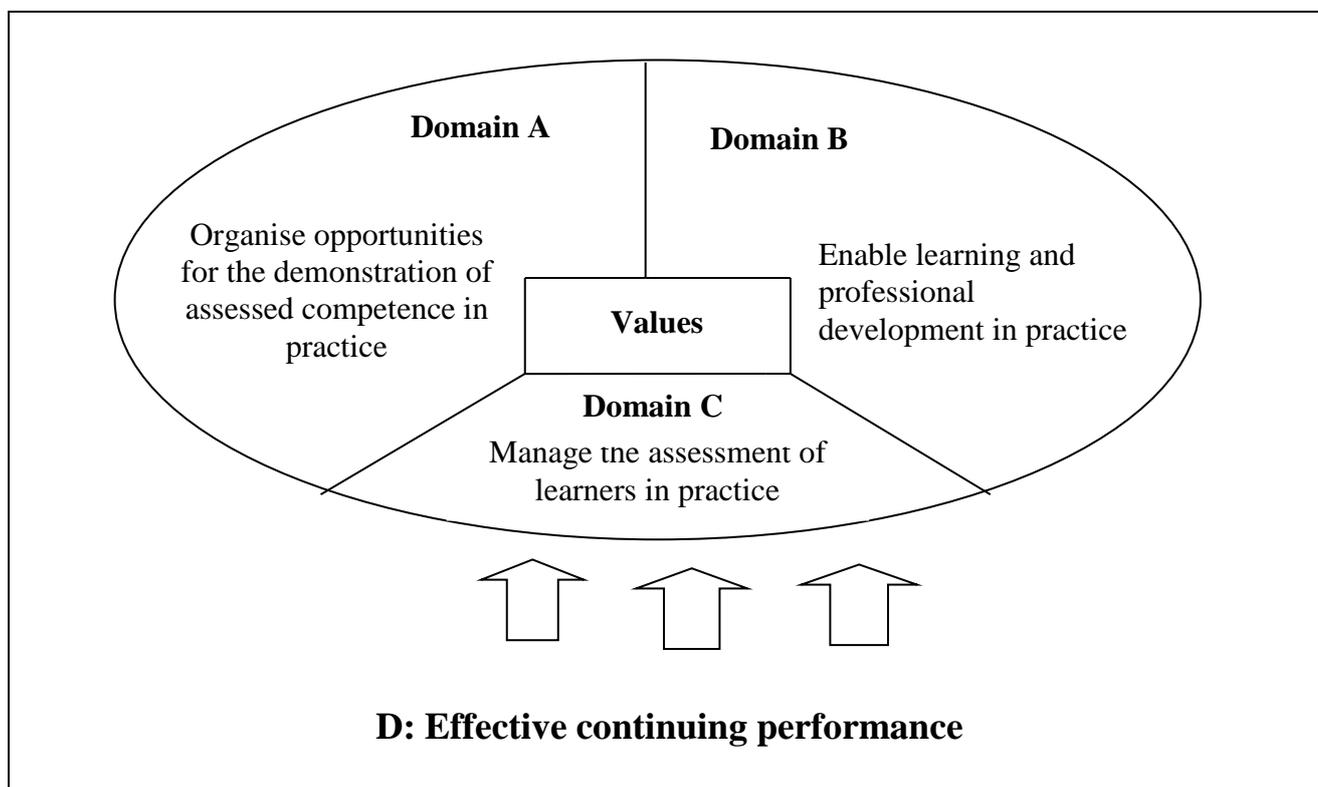
<p><b><u>Dealing with Struggling and Failing students</u></b></p> <p>Objectives of session:</p> <ul style="list-style-type: none"> <li>• How to deal with failing students</li> <li>• To look at any issues arising from block placement weeks and review/recap any pending questions from midway meetings and/or paperwork.</li> <li>• Live issues and dealing with challenging students/ placements.</li> </ul> <p><i>Recommended Reading</i></p> <p>Field, P., Jasper, C. &amp; Littler (2016) Practice Education in Social Work: Achieving Professional Standards. Critical Publishing. (Chapter 7)</p> <p>Finch, J. and Taylor, I. (2013). Failure to Fail? Practice Educators' Emotional Experiences of Assessing Failing Social Work Students. Journal of Social Work Education, 32(2), pp.244-258.</p>	<p>Learning outcomes:</p> <ul style="list-style-type: none"> <li>• Explain why some students struggle on placement</li> <li>• Devise appropriate strategies to help manage struggling/failing students</li> <li>• Reflect upon live placement-related issues</li> </ul> <p><i>Recommended Reading</i></p> <p>Finch, J., Schaub, J. and Dalrymple, R. (2013). Projective Identification and the Fear of Failing: Making Sense of Practice Educators' Experiences of Failing Social Work Students in Practice Learning Settings. Journal of Social Work Practice, 28(2), pp.139-154.</p> <p>Nicholas, W. and Kerr, J. (2015). Practice educating social work students. Maidenhead, Berkshire, England: McGraw Hill Education/Open University Press (chapter 6)</p>
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## Workshop 6

<p><b><u>Portfolio workshop and Live Issues:</u></b></p> <p>Objectives of session:</p> <ul style="list-style-type: none"> <li>• Review assignment criteria</li> <li>• Review drafts of assignments</li> <li>• Consolidation of knowledge, skills and theory.</li> </ul>	<p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>• Identify expectations of the summative assessments.</li> <li>• Review and critique a sample portfolio.</li> </ul>
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## Practice Educator Professional Standards for social work

The PEPS were hosted by TCSW and were created to set standards for the training of practice educators and their own continuing professional development. The following pages are an adapted version of the full document which can be found on BASW's website [here](#).



In the above diagram:

- Values are central
- Management, teaching and assessment operationalise the values
- Reflective practice should assist in ensuring effective continuing performance across all domains

These Practice Educator Professional Standards (PEPS) set out requirements at two stages, commensurate with the different levels of complexity and responsibility in teaching, assessing and supervising social work degree students. The standards may also be helpful for those supporting and assessing newly qualified social workers, experienced social workers undertaking formal or informal continuing professional development or others engaging in learning and development activities.

**These standards came into effect in October 2013, and are minimum requirements. From October 2015 all practice educators of social work students must be registered social workers.**

## **Staged Approach**

The PEPS outline two stages of progression for practice educators:

### **Stage 1**

Practice educators at this stage will be able to supervise, teach and assess social work degree students up to but **not including** the final assessment prior to qualification. At this stage they **may contribute to the last placement but not take full responsibility for assessment** or act as the practice educator on a day-to-day basis.

### **Stage 2**

Practice educators at this stage will be able to supervise, teach and assess social work degree students up to and **including the last placement**. In effect, these practice educators will have the authority and capability to recommend, on the basis of appropriate evidence, that the social work students are fit to practise at the point of qualification.

## **Assessment, accreditation and maintaining currency**

Practice Educators should keep a record of CPD relevant to their role as a practice educator and be prepared to present this as evidence for re-registration (if requested by the regulator). Practice Educators normally need to maintain currency through taking full responsibility for a social work student at least every two years.

Practice educators, as registered social workers, need to apply their professional value base to whatever role they undertake in a range of contexts. Practice educators will need to ensure that the values on which they base their own practice and on which they teach, supervise and assess learners are in line with current expectations of The College of Social Work, and also the Health and Care Professions Council's standards of conduct, performance and ethics.

## **Links with the Professional Capabilities Framework**

The Practice Educator Professional Standards are cross referenced within the PCF at social worker and experienced social worker levels.

## Practice Educator Professional Standards

Requirement	Stage One	Stage Two and Combined Stage 1 and 2 pathways
<b>Professional Qualification</b>	Registered Social Worker	Registered Social Worker
<b>Experience</b>	Two years' relevant work experience before taking full responsibility for assessing a social work placement, qualified for two years.	Three years' relevant work experience, qualified for two years by the end of the programme.
<b>Knowledge, skills and values – linked to learning outcomes</b>	Pathways and programmes must support practice educator candidates to meet <b>stage one outcomes</b> in Domains <b>A, B and C</b> and apply values to practice.	Pathways and programmes must support practice educator candidates to meet <b>all</b> learning outcomes in Domains <b>A - D</b> and apply values to practice.
<b>Support</b>	Guided support from an appropriate mentor (Practice Educator Stage 2) on individual or group basis	
<b>Assessment Process</b>	Applicants for the role must evidence achievements against learning outcomes in domains A – D, according to arrangements made by local or regional employer networks	
1.Evidence	Applicants for the role must evidence achievements against learning outcomes in domains A – C, according to arrangements made by local or regional employer networks	Applicants for the role must evidence achievements against learning outcomes in domains A – D, according to arrangements made by local or regional employer networks
2. Observation of Practice	One direct observation of a practice educator candidate teaching, supervising and assessing a social work student against the Professional Capabilities Framework.	Two direct observations of a practice educator candidate teaching, supervising and assessing against the Professional Capabilities Framework.  Evidence of work-based competence from taking full responsibility for one social work student and one other being assessed against the Professional Capabilities Framework.
3. Assessors	All assessors of practice educator candidates, including those observing a candidate's practice, must be appropriately qualified at stage 2 or equivalent.	
4. Assessment standards	Partnerships will wish to develop mechanisms which ensure that all their PEs are meeting the standards. This will form part of The College's endorsement criteria. The final assessment decision will be made jointly by the HEI and employer representatives.	

Requirement	Stage One	Stage Two and Combined Stage 1 and 2 pathways
<b>Links with QAPL</b>	All candidates should: <ul style="list-style-type: none"> <li>• Contribute to the completion or review of a QAPL<sup>1</sup> audit</li> <li>• Complete a QAPL practice educator feedback form for each student they assess</li> </ul>	
<b>Programme structure</b>	There should normally be some core input around domains A and B before the practice placement starts	Additional learning outcomes to be met either by an additional assessed module, through APL/APEL processes or via flexible CPD learning opportunities (e.g. in-house training, practice education conferences, e-learning, distance learning, a sequence of workshops). Achievement of learning outcomes from flexible learning opportunities must be evidenced

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<sup>1</sup> Quality Assurance benchmark statement and guidance on monitoring of social work practice placements (QAPL)  
[http://www.skillsforcare.org.uk/socialwork/practiceplacements/sw\\_quality\\_standards\\_for\\_practice\\_placements.aspx](http://www.skillsforcare.org.uk/socialwork/practiceplacements/sw_quality_standards_for_practice_placements.aspx)

# GUIDANCE STATEMENTS

## Domain A

Organise opportunities for the demonstration of assessed capability in practice

### **Practice educators at stage one and two should:**

1. Take responsibility for creating a physical and learning environment conducive to the demonstration of assessed practice capability.
2. Devise an induction programme that takes into account a learner's needs and their previous experience.
3. Negotiate with all participants in the workplace, including service users and carers, the appropriate learning opportunities and the necessary resources to enable the demonstration of practice capability.
4. Work openly and co-operatively with learners, their line managers, work place colleagues, other professionals, and service users and carers, in the planning of key activities at all stages of learning and assessment.
5. Co-ordinate the work of all contributors. Ensure they are fully briefed, understand their roles and provide them with feedback.
6. Complete or review an audit and complete a practice educator feedback form for each student they assess in line with the Quality Assurance for Practice Learning (QAPL) framework
7. Monitor, critically evaluate and report on the continuing suitability of the work environment, learning opportunities, and resources. Take appropriate action to address any shortcomings and optimise learning and assessment.
8. Contribute to the learning and development of the agency as a training organisation. Help to review and improve its provision, policies and procedures and identify barriers for learners.

## **Domain B**

### **Enable learning and professional development in practice**

#### **Practice educators at stage one and two should:**

1. Teach the learner using contemporary social work models, methods and theories relevant to the work, powers and duties, and policy and procedures of the agency, demonstrating the ability for critical reflection.
2. Establish the basis of an effective working relationship by identifying learners' expectations, the outcomes which they have to meet in order to demonstrate practice capability, and their readiness for assessment. Agree the available learning opportunities including multi professional contexts, methods, resources, and timescales to enable them to succeed.
3. Discuss, identify, plan to address and review the particular needs and capabilities of learners, and the support available to them. Identify any matters which may impact on their ability to manage their own learning.
4. Discuss and take into account individuals' learning styles, learning needs, prior learning achievements, knowledge and skills. Devise and deliver an appropriate, cost-effective teaching programme, which promotes their ability to learn and succeed.
5. Make professional educational judgments about meeting learners' needs within the available resources, ensuring the required learning outcomes can be demonstrated in accordance with adult learning models.
6. Identify which aspects of the management of the learning and assessment programme learners are responsible for, in order to achieve their objectives. Describe and agree the roles of the practice supervisor and/or educator in mentoring, coaching, modelling, teaching, supervision and management and support of the placement.
7. Establish how the learning and assessment programme is to be reviewed. Encourage learners to express their views, identify and agree any changes and how disagreements on any aspects of it are resolved.
8. Advise learners how to develop their ability to manage their learning. Advise, guide and respond to any difficulties encountered by them and where necessary provide instruction.
9. Support learners in gathering evidence according to programme requirements.

#### **Additional learning outcome for practice educators at Stage 2**

10. Apply an appropriate range of supervisory models, roles and skills, which recognise the power dynamics between practice educator and learner.

## **Domain C**

### **Manage the assessment of learners in practice**

#### **Practice educators at stage one and two should:**

1. Engage learners in the design, planning and implementation of the assessment tasks.
2. Agree and review a plan and methods for the holistic assessment of learners' performance against the PCF at the relevant level.
3. Ensure that holistic assessment decisions are the outcomes of informed, evidence-based judgments and clearly explain them to learners.
4. Evaluate evidence for its relevance, validity, reliability, sufficiency and authenticity according to the agreed standard.
5. Use direct observation of learners in practice to assess performance.
6. Base holistic assessment decisions on all relevant evidence and from a range of sources, resolving any inconsistencies in the evidence available.
7. Encourage learners to self-evaluate and seek service users, carers and peer group feedback on their performance.
8. Provide timely, honest and constructive feedback on learners' performance in an appropriate format. Review their progress through the assessment process, distinguishing between formative and summative assessment.
9. Make clear to learners how they may improve their performance. Identify any specific learning outcomes not yet demonstrated and the next steps. If necessary, arrange appropriate additional assessment activity to enable them to meet the standard.
10. Ensure that all assessment decisions, and the supporting evidence, are documented and recorded according to the required standard. Produce holistic assessment reports which provide clear evidence for decisions.
11. Ensure that disagreements about assessment judgments and complaints made about the assessment process are managed in accordance with agreed procedures.
12. Seek feedback from learners on their experience of being assessed, and the consequences of the assessment programme for them. Incorporate the feedback into future assessment activity.
13. Contribute to standardisation arrangements and the agreed quality-assurance processes which monitor the organisation's training strategy.
14. Demonstrate the ability to make difficult holistic assessment decisions around areas of development, which may include marginal or failing learners.

### **Additional learning outcomes for practice educators at stage 2**

15. Demonstrate the ability to mark learner's academic and/or assessed work
16. Demonstrate an ability to use a range of assessment methods including recording, reports, and the feedback of people who use services and carers, professionals and other colleagues.

### **Domain D**

#### **Effective continuing performance as a practice educator**

##### **Practice educators at stage two should:**

1. Critically reflect upon and evaluate their own professional development and apply learning to subsequent practice education experience using a range of methods.
2. Demonstrate critical reflection on their own development as practice educators including the use of feedback from direct observations, colleagues and HEI tutors and other assessment sources.
3. Demonstrate knowledge of current HEI **quality assurance** systems and ability to liaise and negotiate HEI processes.
4. Maintain information and data relevant to the development of practice.
5. Demonstrate an applied knowledge of contemporary issues in research, policy, legislation and practice including agency policy, procedures and practice.
6. Demonstrate an ability to transfer practice educator skills, knowledge and values to new roles in mentoring, supervision, teaching and/or assessment.
7. Establish and maintain effective resources for their own support and supervision in respect of the Practice Educator role and demonstrate the ability to consult and work with others in contentious and challenging contexts such as dealing with failing learners and formal appeals and complaints.

## **Values for practice educators and supervisors**

This guidance focuses on the implications of social work values in relation to the assessment process. The values statements closely reflect The College of Social Work's core values for endorsement. In order to promote anti-oppressive and anti-discriminatory practices, practice educators and supervisors will:

- Identify and question their own values and prejudices, the use of authority and power in the assessment relationship, and recognise and act upon the implications for their assessment practice.
- Update themselves on best practice in assessment and research on adult learning and apply this knowledge in promoting the rights and choices of learners and managing the assessment process.
- Respect and value the uniqueness and diversity of learners and recognise and build on their strengths, and take into account individual learning styles and preferred assessment methods.
- Accept and respect learners' circumstances and understand how these impact on the assessment process.
- Assess in a manner that does not stigmatise or disadvantage individuals and ensures equality of opportunity. Show applied knowledge and understanding of the significance of
  - poverty
  - racism
  - ill health and disability
  - gender
  - social class
  - sexual orientationin managing the assessment process;
- Recognise and work to prevent unjustifiable discrimination and disadvantage in all aspects of the assessment process, and counter any unjustifiable discrimination in ways that are appropriate to their situation and role.
- Take responsibility for the quality of their work and ensure that it is monitored and appraised; critically reflect on their own practice and identify development needs in order to improve their own performance, raise standards, and contribute to the learning and development of others.

## **Glossary of terms**

**HEI.** Higher Education Institution.

**Off-site practice educator:** A person employed through the agency or university social work degree course to undertake the role of practice educator who is not located in the same work site as the student. The off- site practice educator normally partners a designated individual who is the on -site practice supervisor.

**Practice educator (PE):** This person takes overall responsibility for the student's learning and assessment, utilising information from his/her own assessment and other sources. The practice educator is the person who makes the recommendation to the course examination board about the student's competence in relation to the PCF.

**Practice supervisor:** A person in the same work site as the student who is designated to manage the day-to day activity of the student and who contributes to the student's learning and assessment.

**QAPL:** Quality assurance benchmark statement and guidance on monitoring of social work practice placements.

# The Portfolio

## Components for Practice Education (Stage 1) portfolio

- A critical reflection on a practice tutorial demonstrating:
  - an applied knowledge of contemporary issues in research, policy, legislation and practice including agency policy, procedures and practice in candidate's specialist area of practice
  - rationale for the tutorial demonstrating the integration of adult learning theories;
  - a critique of the tutorial including feedback from the student and practice assessor

(Learning Outcomes: 1, 2 & 4) (1500 words - 50% of final mark)

- A critique of a model of supervision, drawing on relevant literature and research and its application to practice based on the candidate's experience from supervision with the candidate's student. **Your supervision contract/agreement with your student social worker (SSW) should be appended to this critique.** \*

(Learning Outcome: 3) (1000-1500 words - 50% of final mark)

- An Induction programme for the student for the first 3 weeks of the placement and an outline of the learning opportunities available in relation to the 9 domains of the PCF and the 4 domains of the PEPS. This work is not assessed as part of the module but is part of the requirement for completing the module and needs to be appended in the portfolio as they triangulate evidence produced in the other two pieces of work. The induction programme and the learning opportunities provide evidence of how an appropriately planned placement has been provided and managed. \*
- One observation of your Practice Tutorial undertaken by a Practice Assessor (graded by the Assessor as Pass/fail. The form the Assessor will use to observe you can be found on the module Mylearning/Moodle site). \*
- One observation of the SSW undertaken by the you as the trainee Practice Educator (ungraded)

**Confidentiality and anonymity: All portfolios items need to be anonymised.** The items with a \* next to them are those that tend not be thoroughly anonymised so **please** take particular care with these documents!

# Submission Requirements

## How to submit?

**Please submit your portfolios electronically via My Learning / Moodle by 14 Dec 2018 (11:59pm).**

If you are having problems which may prevent you from submitting your assessment, please read the information on the Middlesex website [here](#), which highlights the process for submitting a deferral request to Unihelp.

**Please note lecturers do not grant deferrals. However, please inform the module leader and/or your lecturer if you seek a one and the outcome of your deferral.**

Do **not** give written assessed coursework directly to your tutor.

BEFORE submitting coursework please ensure the following information is clearly marked on the front of your portfolio:

1. your name
2. your student number
3. the module code (your module code is SWK 4011)
4. the module leader's name

### **Presentation:**

All components must comply with the current proformas and/or guidance notes as outlined in this handbook and is other guidance notes that will be issued throughout the module.

**Evidence in portfolios must be anonymised** to ensure the right to confidentiality of users of services, carers, and clients. The same applies to students' agency colleagues and college personnel, except with their express permission.

**Use Tippex, a thick marker pen or initials to block out or anonymise names. You may find 'find and replace' function in Microsoft Word a useful tool to help you quickly identify where names have been used in a document.**

Documents that have been signed in hard copy can be scanned into your portfolio. Please see the guidance notes on how to do this on the module MyLearning site.

### **Exceptional Circumstances:**

Candidates experiencing serious disruption to practice teaching (e.g. chronic ill health, placement breakdown) and/or the assessment of their own teaching practice should seek tutorial guidance at the first available opportunity. If a candidate needs to defer their assessed coursework they will need to apply for a deferral. (please see guidance notes above).

## PORTFOLIO CONTENTS AND ANONYMISATION CHECKLIST

Please remember it is YOUR responsibility to ensure you submit all portfolio items. Merge all portfolio items to create one document for uploading onto 'MyLearning'/ Moodle study space.

**PE Stage 1 PORTFOLIO - DUE DATE: 14 Dec 2018**

PORTFOLIO ITEM	Page	Tick to confirm inclusion/completion
Cover sheet (inc. your name, module name/code and module leader)		
1. A practice tutorial session outline		
2. Practice tutorial critique		
3. A critique of a model of supervision		
4. Identified learning opportunities (this information is in the practice learning agreement). *		
5. Supervision agreement/contract *		
6. Induction timetable *		
7. One observation of Trainee Practice Educator's 'Practice Tutorial' undertaken by a Practice Assessor. *		
8. One observation of the SSW undertaken by Trainee Practice Educator.		
<b>Confidentiality and anonymity: All portfolios items need to be anonymised.</b> The items with a * next to them are those that tend not be thoroughly anonymised so <b>please</b> take particular care with these documents!	N/A	
<b>Referencing:</b> <a href="#">Harvard style</a> (click the link for help with referencing)	N/A	
<b>Text, font and format:</b> Font size should be 11 or 12. Times New Roman, Arial or Calibri are acceptable fonts. Please use 1.5 line spacing for the supervision critique and tutorial critique.	N/A	

## Further Guidance for portfolio components:

### Induction Programme and Supervision Contract

To draw up an induction programme covering the **first 3 weeks of the placement**, identify relevant learning opportunities in accordance with the 9 domains of PCF, and considering the 4 domains of practice education as evidenced in PEPS (LO 2,3,4), and produce a supervision agreement that provides a clear framework for how supervision will operate during the placement; and demonstrating the developing ability to:

- Work openly and co-operatively with learners, their line managers, work place colleagues, other professionals, and service users and carers, in the planning of key activities at all stages of learning and assessment (A3).
- Make professional educational judgments about meeting learners' needs within the available resources, ensuring the required learning outcomes can be demonstrated in accordance with adult learning models (B4).
- Agree and review a plan and methods for assessing learners' performance against agreed criteria (C2).
- Respect and value the uniqueness and diversity of learners and recognise and build on their strengths, and take into account individual learning styles and preferred assessment methods (V3).

## **Practice Tutorial 'Relating Theory and Practice'**

To design a practice tutorial on an aspect of learning relevant to your agency demonstrating:

- an applied knowledge of contemporary issues in research, policy, legislation and practice including agency policy, procedures and practice in your specialist area of practice;
- a rationale for the tutorial demonstrating the integration of adult learning theories.

### **What is a practice tutorial?**

The practice tutorial is a tool used within practice teaching but draws on the principles of 'teaching' and can be used to formally structure your student's learning. Practice tutorials can be used within supervision. It is a learning activity that is pre-planned, tailored to student's learning needs and can be used with either individuals or groups of students. Designing a practice tutorial draws on the knowledge from previous sessions on 'supervision', adult learning theory and social work theories. The practice tutorial provides an opportunity for direct teaching, for rehearsal, reflection and assimilation of learning. The activity of designing your practice tutorial and getting feedback will enable you to broaden your repertoire of practice teaching methods.

### **Using a model for your practice tutorial**

An example of a practice tutorial is provided below. You are encouraged to produce an outline of your tutorial in similar format:

## An example of a practice tutorial outline

### Theme / Topic

Relationship-based practice (RBP)

### Teaching Objectives

- To articulate the psychodynamic underpinnings of relationship based practice.
- To develop an understanding of the importance of relationship based practice.
- To consider the challenges to developing relationships with service-users.

### Methods

- Discussion during supervision
- Guided reading (pre-prepared questions relating to article detailed below)
- Reflective writing

### Practice Educator's preparatory notes

Describe the theoretical basis of RBP - psychodynamic concepts.

### Questions to student

*Pre-prepared questions shared with student when article allocated:*

- Consider what Sudbery says about 'Transference' on p 152. Can you think of an example of transference which you have experienced between yourself and a service user?
- Did you recognise it as transference at the time? Do you think this transference helped or hindered your helping relationship?
- How significant do you think 'relationship' has been in your experience of social work practice?

*Homework question only (student encouraged to write their thoughts in response to this question in their reflective diary)*

- Have you thought about your relationship with yourself and the impact that this may have upon your practice? (Student only has to share this information if they choose to)

### Guided Reading

Sudbery J (2002), 'Key features of therapeutic social work: the use of relationship', *Journal of Social Work Practice*, Vol.16, No. 2: 149-162

### Action techniques

Doel and Shardlow (1996) have utilised different techniques for thinking about how to meet your student's learning needs in a way that addresses different learning styles.

Think about how you make choices about the materials you might use; think about which methods will match your learning objectives.



(adapted from Doel and Shardlow, 1996, p.129)

**Reference:** Doel, M., Shardlow, S. (1996) *Practice Learning and Teaching*. Basingstoke, Macmillan

### Guidance for supervision assignment

*A critique of a model of supervision, drawing on relevant literature and research and its application to practice drawing on personal experience from supervision with the candidate's student. (1500 words).*

You need to identify a model of supervision that was either covered in one of the taught sessions or one you have found in the literature. You need to outline the model and then describe how you applied this in your practice with your student. In doing so, you should draw on the strengths of the model but also its limitations. What worked well for you and what was difficult? In your critique of the model you should make comparisons with other models. Finally you need to evaluate your application of this model and identify any learning useful for your development as a practice educator.

Some further points for consideration:

1. What are the main aspects of the model? When was it devised and by whom. For whom is it intended to be used? These might be explicit or implicit.
2. What does the model claim as its 'knowledge' base and what sorts of sources of knowledge are being cited? What is the theoretical underpinning of the model? Is it based on research evidence? What sort of 'evidence' is drawn on and how reliable do you think it is?

3. What does the model espouse about the relationship between the student, practice educator, university, agency, service users, the profession or any other organisations such as the regulatory body, its agencies, professionals and service users and carers? Is there anything new or changing that is relevant?
4. Does the model offer solutions, actions or tools? How prescriptive or open is it and what is its relevance to practice?
5. Once you have got a 'feel' for the model and applied it in practice with your student, the next stage is to try and critique with reference to other models.
6. Finally, you will need to think about how the model impacts upon practice education within social work and apply it to your local context. Try to identify any gaps in the knowledge base and particularly think about how you can use your learning from the model to inform your emerging practice.

### **Writing a good assignment**

Refer back to your notes from the sessions on supervision, the emotional context of social work, critical reflection, using knowledge to teach practice and practice teaching research and the recommended reading.

**Introduction** – Introduce the model and explain what you plan to do in the assignment.

A **description** of the model and why you have chosen it.

**Literature** examined and key issues and debates identified

A **critical discussion** of the overall model and particularly how this impacts on your practice with your student.

A **summary** with a conclusion and some recommendations in relation to further development needs in order to improve your practice.

A full **reference list** using the guidance given.

**An outline example of a supervision contract:**

<b>Details of Parties</b>	
<b>Nature of relationship</b>	
<b>Values</b>	
<b>Agenda setting</b>	
<b>Scheduling</b>	
<b>Record keeping</b>	
<b>Accountability</b>	
<b>Confidentiality</b>	
<b>Review and evaluation</b>	
<b>Signature of both parties</b>	

## Reflective questions for supervision

### 1. Event

What have you brought to supervision today?  
Why have you brought this particular situation?  
What would a successful outcome look like?  
Where do you want to start?  
What is your top priority for today?  
What do you want from me?  
What don't you want from me?  
What is the goal for the issue?  
What is it you wish to take away from the session regarding the issue?  
How will you know you have got what you want?  
Tell me about it.  
How much do I need to know in order to understand the situation?

### 2. Exploration (Impact)

What have you done so far?  
How are you feeling now about this situation?  
How were you feeling at the time?  
What, if anything, has changed since this happened?  
Have you been in a situation like this before?  
What has helped you on previous occasions?  
How is this situation different from others in the past?  
What stops you from...?  
If there were no consequences what would you like to do/say now?  
If you were to give yourself wise counsel, what would it be?  
How do you see your relationship with this person/client?  
Who do they remind you of?  
How much of yourself do you see in the client?  
Have you discussed this with the person/client?  
What do you like about this client/family?  
What do you think this client/family likes about you?  
What do you not like about this client/family?  
How do you think this client sees you?  
What is your greatest concern?  
How important is it for you that the client...?  
How does this situation affect you?  
Who have you been able to talk to about this?  
What is your greatest fear?  
When this happens what are you thinking?  
When this happens what are you feeling?  
What do you do with your feeling of?  
What do you think might be going on for the client?  
How might the client be feeling?  
What prevents you/makes you hesitate/ignore etc?  
Whose problem is this?  
What is your gut feeling about this situation?

What assumptions have you made?  
What is the basis of your assumptions?  
What is the most challenging aspect of this situation for you?

### **3. Exploration (Implication)**

What have you thought of so far?  
What were you thinking at the time?  
What do you think now?  
What have you done on previous occasions?  
How is this situation different?  
How has your presence/intervention changed the situation?  
Who else could have done what you have done?  
What did you see?  
What did you say?  
When did this.... start?  
How do you determine your priorities?  
How did you come to that conclusion/decision?  
What is the advantage of what you do now?  
What are the disadvantages of what you do now?  
What would happen if you stopped....?  
What is your role?  
Who is your client?  
Who are you accountable to?  
When you do ....., what is the client learning?  
What are the tasks associated with your role?  
What is your goal?  
What do you need to remember to say, do or look out for?  
What other approaches could you take?  
How do you acknowledge difference in this situation?  
Who holds the power here?  
What are the socio-political implications of this?  
Have you considered...?  
What is your area of strength?  
What are your limitations?  
Why might the client be behaving as they are?  
What are the implications for you/the client/the agency etc?  
What is the purpose of your thinking on this matter?  
From what perspective are you thinking?  
What assumptions are you making?  
What information are you using?  
How are you interpreting that information?  
What conclusions do you come to?  
What is the theoretical base of your interventions?  
Why have you taken this approach?  
If you were the client what would you have noticed?  
What do you think you have done well?  
What strengths does this client/family have?  
What changes have you observed in this client/family?  
What goals does this client/family have?

How might you ascertain what the client/family thinks/wants?  
What expectations does the client/family have of you/agency?  
What are the limitations of your role?  
What would you have liked to change about this situation?  
If this situation was resolved what would it look like?  
What do you wish you had done differently?  
What are the policies and procedures which direct your work?

#### **4. Experimentation**

Where are you going to start?  
When are you going to....?  
What are you going to do first?  
How might you approach this person?  
What might you do?  
How are you going to say that?  
What words will you use?  
What is the most likely response from the client/family?  
How will you respond to the client's/family's response?  
What response are you most concerned about?  
How would you deal with resistance/refusal/aggression/denial?  
What are the possible consequences of your plan?  
Who needs to be there?  
What resources might you need?  
What would happen on a future occasion if this occurred?  
How could the decision be sabotaged – by whom?  
What if there is no change in this situation?  
What contingency plan do you have in mind?  
Who else needs to know?  
How will results be measured?  
What will you notice different about your/your client's behaviour?  
What have you learned?  
What areas do you need to work on here – skills, knowledge, attitude?  
What do you need to record about this session/client/family?  
Are there issues of safety involved?

#### **5. Evaluation**

Given where you started where are you now?  
How has the issue been addressed?  
At the beginning how would you rate...?  
How would you rate.....now?  
What other issues have arisen?  
How will we follow up, review, evaluate, debrief?  
What is the time frame?  
Any issues remaining about the issue or with me?

Davys & Beddoe (2010)

## Sources of Evidence of Student Capabilities A Triangulation Strategy

1. It is **not** expected that all competences are evidenced equally via all sources, although **values** should be implicit whatever the source.
2. Different sources are particularly suited to gather evidence on **particular** competences/values.
3. Direct observation of practice is a **privileged** source of evidence in social work qualifying programmes.
4. Best practice is that all evidence of competence is drawn from a **minimum** of 2 sources ('triangulation')\*
5. The following table indicates a **possible** triangulation strategy for social work degree students:

Direct observation (service users)
Direct observation (other)
Student's oral accounts
Student's written work
Feedback (professionals)
Feedback (users)
Other

**\*Triangulation**: 'derived from processes of mapping unknown territory in land surveys [...] Measurements can be taken from different points to map the territory by identifying the position of key land-marks [...] Similar principles apply in the measurement of students' practice competence, though it is much easier to measure land than student competence!' (Shardlow & Doel, 1996: 145)

## A Brief Guide to Direct Observation

### Plan ahead

- Start thinking about direct observation early in the placement
- Inform service users early and consult them fully
- Take a positive approach with service users: 'This is to help me learn how to help you better.'
- Consult other key players
- Choose a variety of situations (not just 1-1 interviews) so that different areas of competence can be assessed
- Arrange the observations to take place at different stages of the placement – e.g. beginning, middle and end
- Remember that one **MUST** be completed before the midway meeting
- Consider the suitability of different venues e.g. court, case conference, service user's home

### Before the observation

- Consider seating arrangements so that the practice assessor's presence has minimal impact – don't be afraid to alter them if necessary
- Anticipate potential difficulties and develop a strategy, e.g. under what circumstances might the PA intervene? If the service user keeps addressing the PA what will you do?
- Book a room if required
- Negotiate goals and write them down
- Make sure your plans match your goals. If a goal is to see how a student manages the process of a session, including beginnings, middles and ends, then the PA will have to stay for the duration
- Ensure the feedback session is in the diary

### During the observation

- Keep in mind that the overall goal is for the practice assessor to observe the student, and do whatever is necessary to aid that process (providing the interests of the service user are not jeopardised)

- Take detailed notes or make an audio recording of the session, having obtained consent
- Keep the negotiated goals in mind but make space to respond to unanticipated concerns
- Intervene if failure to do so would lead to harm or injury

**After the observation**

- Where possible, seek feedback from the service user in relation to the goals
- Exchange first impressions immediately
- Where possible, allow time for reflection before the feedback session

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## Evidence:

The way you get to show that you know about relevant MATTERS OF FACT. It is presented to the assessor in one of 3 ways, or any combination of them;

- 1 Oral evidence
  - Given by oral statement by you
- 2 Documentary evidence
  - Any record of information brought to the attention of the assessor e.g. your report on a student or the student's SER
  - A record of an interview between the student and a service user; a video or audio recording, etc.
- 3 Real evidence
  - A physical object produced for the assessor to inspect

While it is important to note that you will rely chiefly on documentary evidence in relation to your student, it is worth observing that in legal contexts, oral and documentary evidence may be either

- Direct hearsay, or
- Hearsay evidence

Direct evidence is

- A statement by a witness that s/he perceived a fact with one or more of her/his five senses, i.e. by sight, hearing, touch, smell, taste.

Hearsay evidence is

- A statement made by someone who is NOT called as a witness, but is reported to the court via a document or witness, and is intended as PROOF OF THE FACTS STATED. NB Children Act 1989 s96, hearsay evidence is allowed, as it can when you make an EPO (s44)

## Evidence

- You should aim to keep records and reports that are concise, as objective as possible, and readable.
- You should create records and reports that meet their purpose
- You should separate fact from opinion
- You should avoid technical language which mystifies rather than clarifies your view
- You should avoid value judgements that give the appearance of professional assessments

In preparing your documentary evidence, ask:

- Is it relevant to its purpose?
- Is it reliable? Can others vouch for its authenticity?
- Is it valid? Can the statements be justified? What evidence from what source supports its validity?
- Is it factually accurate?
- Is it hearsay? If it is, how is it justified?
- Is it balanced? For example, does it avoid negative stereotypes or recognise and validate strengths?
- Has it been shared where possible, in draft form, with other parties?
- Have the student's views about the content of the written account been officially recorded?

## **Managing the Assessment Process**

At **induction** stage, jointly clarify:

**WHO?**  
**WHAT?**  
**HOW?**  
**WHEN?**  
**WHY?**

In **formal supervision**, jointly review:

- **Content/process of practice**
- **Professional development**
- **Ongoing learning needs**

Prior to **direct observation of practice**, jointly agree:

- **Roles**
- **Focus**
- **Feedback channels**

At **report writing** stages, jointly specify:

- **Range of evidence**
- **Relevance to requirements/PCF**
- **Outstanding learning needs**
- **Prospective/final recommendation**