

**THE NORTHERN IRELAND**  
**DEGREE IN SOCIAL WORK**  
**PARTNERSHIP**



**PRACTICE LEARNING**  
**MANUAL**

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Includes 2010 Updates

# **ACKNOWLEDGEMENTS**

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Northern Health and Social Care Trust  
South Eastern Health and Social Care Trust  
Southern Health and Social Care Trust  
VOCALS  
Extern  
Probation Board NI  
UU/FE  
QUB

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# INTRODUCTION

This manual has been developed by the Northern Ireland Degree in Social Work Partnership (NIDSWP) in order to assist all those involved in practice learning to carry out their role and tasks competently and confidently. The structure and content of the manual has been informed by contributions and suggestions from HEI and agency practice learning co-ordinators, senior practitioners/practice teachers, singleton practice teachers and tutors. The manual focuses on key aspects of practice learning and aims to provide you with an up-to-date resource which will assist you in your role and responsibilities whether you are a student, practice teacher, on-site facilitator or line manager. It includes documents relevant to the delivery and promotion of quality practice learning.

It includes useful tools, checklists and frameworks to aid the process of practice learning. It is hoped you will find this manual helpful in carrying out your role and responsibilities.

It is recognised that practice learning is a process and as such will inevitably involve change and development. With this in mind this manual has been designed in such a way as to accommodate additions. It is to be viewed as a working tool and a conduit for sharing practical experience of effective tools and resources. If you have any suggestions as to how the manual might be improved or you wish to make a contribution to the contents please contact the Degree Partnership Office via email. [swdegreepartners@btconnect.com](mailto:swdegreepartners@btconnect.com)

Such contributions will ensure that the manual continues to be current and relevant to your needs.

**Evelyn Magee**  
**Professional Officer**  
**NIDSWP**

**Section One:  
Standards and Good Practice  
Guidance**

## **1.1 The Standards for Practice Learning for the Degree in Social Work**

The most up-to-date version can be accessed via the Publications Section of the NISCC website:

[www.niscc.info/content/uploads/downloads/careers/SPL\\_Deg\\_40406.pdf](http://www.niscc.info/content/uploads/downloads/careers/SPL_Deg_40406.pdf)

## **1.2 Registration on the NISCC Social Care Register: Information for applicants to Honours Degree in Social Work Courses in NI**

The most up-to-date version can be accessed via the Publications Section of the NISCC website:

[www.niscc.info/content/uploads/downloads/publications/2007\\_Reg\\_Inf\\_o\\_applicants.pdf](http://www.niscc.info/content/uploads/downloads/publications/2007_Reg_Inf_o_applicants.pdf)

## **1.3 NISCC Registration of Social Work Students on the Social Care Register: Information for Social Work Course Providers**

The most up-to-date version can be accessed via the Publications Section of the NISCC website:

[www.niscc.info/content/uploads/downloads/registration/Info\\_Course\\_Providers.pdf](http://www.niscc.info/content/uploads/downloads/registration/Info_Course_Providers.pdf)

## **1.4 A Framework for Working with Disabled Social Work Students**

(Guidance for practice teachers)

**With grateful thanks to  
Evelyn Magee  
Practice Learning Coordinator  
Southern Trust**

## INTRODUCTION

Students undertaking Social Work Training are generally well supported on campus by tutors, academic staff and Disability Services. When commencing the course they are assessed by Disability Services and this allows for the identification and delivery of appropriate supports on campus.

However a student's needs in relation to undertaking work based practice learning can be very different to their needs in the educational setting.

As emphasized by the Disability Rights Commission Code of Practice (2004a, section 9.50) it is imperative that there is '**co-operation, negotiation and dialogue**' between the Practice Learning Provider and the Educational Institution to ensure that appropriate adjustments are identified and implemented.

This Framework has been developed in light of the above with a view to ensuring that a student's needs are assessed in the context of work based learning and that he/she is provided with the appropriate guidance and support prior to and during work based practice learning.

In the Framework we have used the legal definition as provided in the **Disability Discrimination Act 1995** and amended by the **Disability Discrimination (Northern Ireland) Order 2006**.

The terminology and language used within the Framework is intended to reflect the social model of disability and uses the terms used within the **DDA** definition and by the former **Disability Rights Commission** which now comes under the umbrella of the **Equality and Human Rights Commission**.

This Framework has been developed drawing upon elements of the '*Best Practice Guide: disabled social work students and placements.*' (2005) and with the kind permission of Jane Wray, The University of Hull.

Under the **Disability Discrimination Act 1995** there is a responsibility to be proactive and this guidance aims to promote a consistent and effective approach to planning and providing support

for disabled social work students undertaking practice learning in the Southern Health and Social Care Trust.

### **Definition of disability used in the Disability Discrimination Act 1995:**

*A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long –term adverse effect on his ability to carry out normal-day –to day activities.*

DDA Part1 (1)

### **Physical Impairment covers for example:**

- arthritis
- visual impairment
- hearing Impairments
- diabetes
- asthma
- epilepsy
- cancer
- multiple sclerosis
- facial disfigurements

### **Mental Impairment includes:**

- learning difficulties e.g. dyslexia
- mental ill health, such as:
  - depression
  - bipolar depression
  - schizophrenia

*The Disability Discrimination (Northern Ireland) Order (DDO) 2006 amends the definition of disability so that people with progressive conditions such as cancer, HIV infection or multiple sclerosis (MS) will be deemed to be disabled from the point of diagnosis rather than from the point when the condition has some adverse effect on their ability to carry out normal day - to -day activities. The DDO also removes the requirement in the DDA that a mental illness must be ‘clinically well recognized’ before it can count as impairment for the purposes of the DDA. People with a mental illness will still need to show that their impairment has a long-term and substantial adverse*

*effect on their ability to carry out normal day-to-day activities. The removal of the 'clinically well recognised' requirement brings DDA coverage for people with mental illnesses into line with coverage for other physical impairments.*

**(Equality Commission for Northern Ireland: Overview of the key changes brought about by the Disability Discrimination (NI) Order 2006.)**

## **SETTING THE CONTEXT**

Supporting disabled students can present challenges for all those involved and requires early identification of the student's needs and particular considerations arising.

Staff involved in the provision of practice learning supervision, assessment and support need to be clear about their roles and responsibilities to ensure effective and safe practice.

*"An effective placement learning opportunity is one in which the aims and intended learning outcomes are clearly defined and understood by all parties and where the responsibilities of the higher education, placement provider and student are made explicit"*

**(Introduction to the Quality Assurance Agency (QAA) Code of Practice on Placement Learning, 2001)**

Practice teachers and others involved in a student's learning must ensure that appropriate learning opportunities and activities exist to demonstrate his/her competency, value base and ability to be reflective.

### **The Disability Discrimination Act 1995**

- From 1st October 2004 disabled people carrying out work placement /training have rights.
- Practice learning providers have duties not to discriminate against disabled people and are required to make reasonable adjustments.

- The Code of Practice defines a practice learning provider as any person/organisation who provides a work placement to a person whom she/he does not employ.  
**(Presentation Notes, 22/09/06; Laureen Rolston; Equality Commission for Northern Ireland)**

#### Northern Ireland Framework Specification for the Degree in Social Work (DHSSPS, 2003)

- Outlines the requirements and outcomes for the honours degree. It draws on the **National Occupational Standards for Social Work (2003)** and incorporates the **Quality Assurance Benchmark Statement; Academic Standards for Social Work.**

#### The Practice Learning Requirements for the Degree in Social Work (NISCC, 2003)

- The introduction of the Degree in Social Work in Northern Ireland in 2004 has increased **direct supervised practice** to 185 days.
- It also outlines nine key areas in which students must gain experience over the course of the Degree. The majority of these must be gained through the practice learning periods. This has generated new challenges in relation to the provision of practice learning, its planning, delivery and development.

#### **The Rules for the Approval of the Degree in Social Work (NISCC, 2003: 9)**

- require Course Providers to ensure *“arrangements are in place for making provision for students with special learning needs”*. Furthermore they require that policies and procedures *“reflect a commitment to equality, rights and anti-oppressive practice”*.

### **The Standards for Practice Learning for the Degree in Social Work, (NISCC: 2006)**

- Specify the level of performance required by course providers collectively and organisations individually in relation to the planning, delivery and monitoring of practice learning provision.
- **Standard 2.3** requires that course providers have in place policies and procedures that reflect equal opportunities, human rights and anti-oppressive practice. Arrangements for allocation, provision and assessment of practice learning must also comply with equal opportunities policies and take account of **Section 75 of the Northern Ireland Act.**
- **Standard 3.5** relates to the provision of practice learning opportunities and outlines a number of requirements, including the responsibility of the organisation to include provision of resources to support students with disabilities to achieve learning outcomes and the necessary level of competence.

**Quality Assurance Agency for Higher Education (QAA) Code of Practice for THE Assurance of Academic Quality and Standards in Higher Education QAA,1999)**, provides general guidance. *Section Three: - students with disabilities* establishes a number of criteria in relation to learning of disabled students on 'placement'.

## FRAMEWORK

### PHASE ONE

#### ALLOCATION OF PRACTICE LEARNING.

*The Organisation Practice Learning Coordinator provides details of student programme and level in writing to the practice teacher.*

*If student has disclosed an impairment the Organisation's Practice Learning Coordinator will indicate this in her correspondence and request that the practice teacher contact her to discuss this further.*

*It is the practice teacher's responsibility to liaise with the on-site facilitator where appropriate.*

**PHASE TWO**

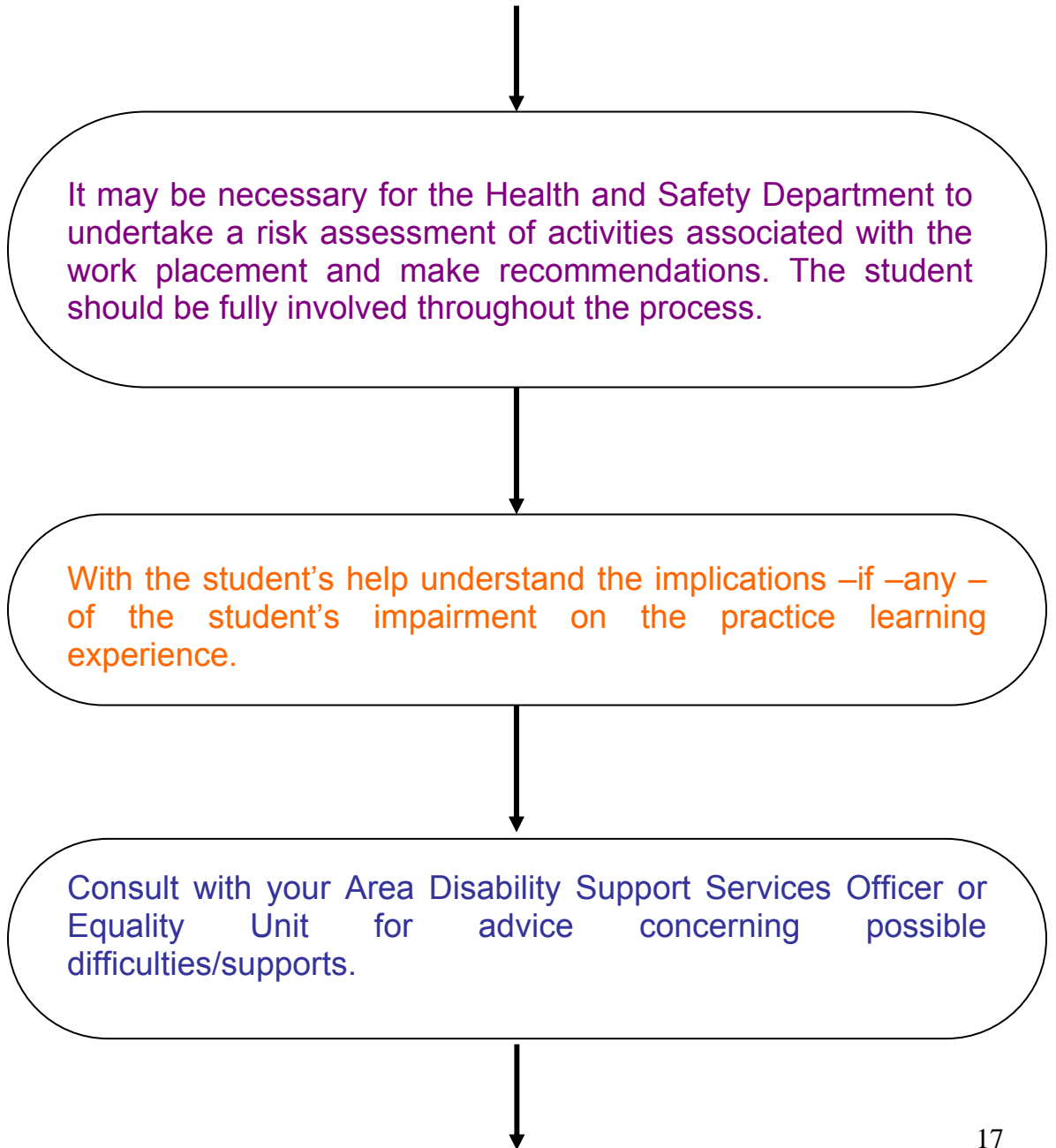
**PREPARATION  
AND PLANNING**

Make contact with the tutor as early as practicable to begin preparation and planning.

Check if University Disability Support Services have undertaken an assessment in relation to the student commencing work - based learning. The student's needs in the workplace can be very different to those in the University.

**If so**, seek information as to the level and types of support that may be required and what reasonable adjustments may be appropriate.

**If not**, request University tutor to arrange an assessment with the student's permission. You should also request a copy of the Disability Services Assessment Report and any recommendations in relation to reasonable adjustments. You should advise that this report will be shared with your organisation's Occupational Health Department to ensure that any concerns or potential issues can be identified at an early stage. Student should be fully involved throughout this process



```
graph TD; A[ ] --> B[You should consider your role in communicating the needs of the student to the on-site facilitator (if appropriate), the line manager and colleagues. You should consider the key question? Who needs to know and why? Again the student's permission should be sought and a clear explanation given regarding the need for such information to be shared and with whom.]; B --> C[At an early stage you should discuss with your line manager any additional work that may be generated through preparation, assessment, supervision, management and monitoring the student's practice learning experience.];
```

You should consider your role in communicating the needs of the student to the on-site facilitator (if appropriate), the line manager and colleagues. You should consider the key question? Who needs to know and why? Again the student's permission should be sought and a clear explanation given regarding the need for such information to be shared and with whom.

At an early stage you should discuss with your line manager any additional work that may be generated through preparation, assessment, supervision, management and monitoring the student's practice learning experience.

**PHASE THREE**

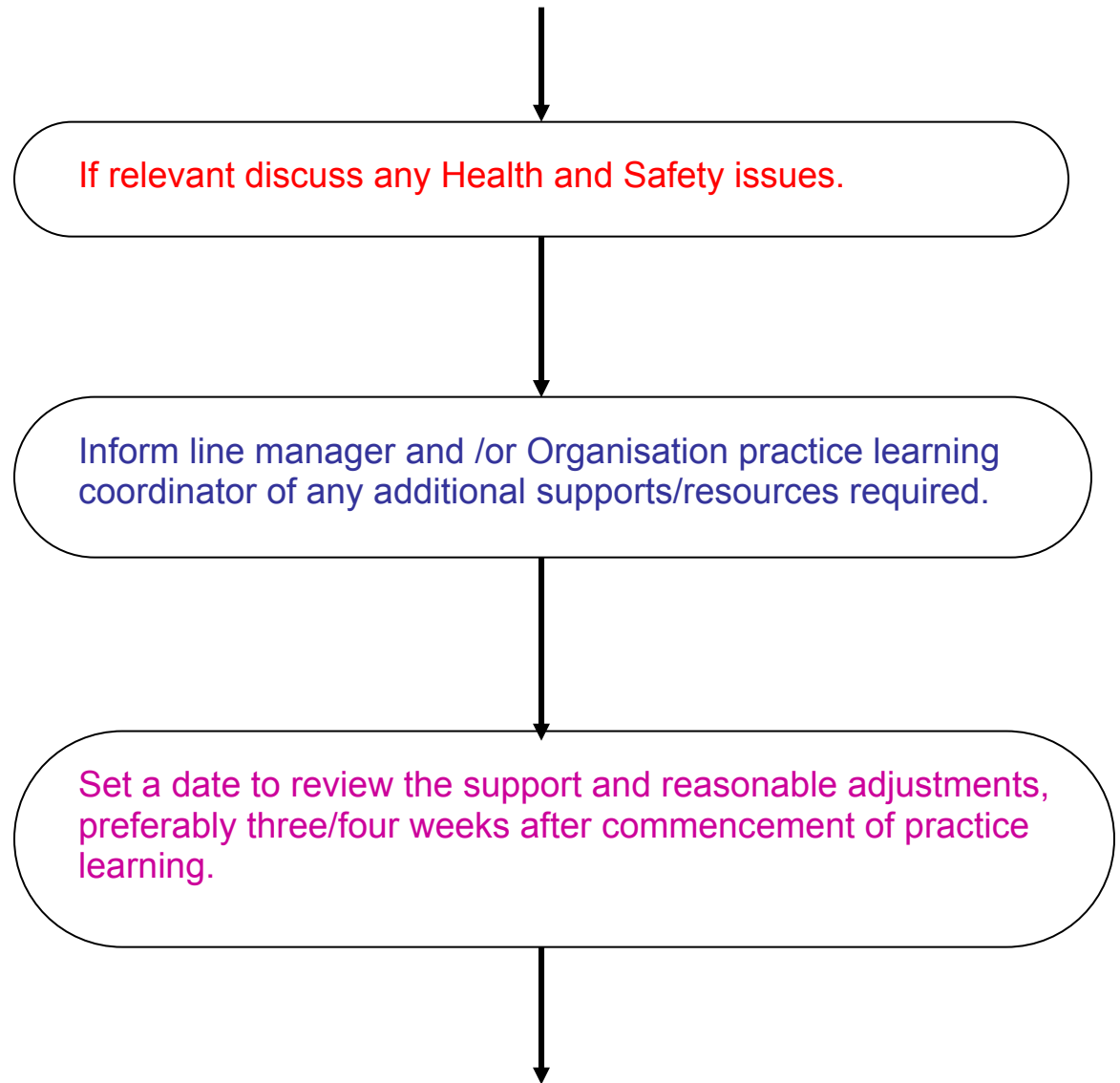
**PRACTICE  
LEARNING  
AGREEMENT**

Negotiated prior to the commencement of practice learning.

Include discussion of student's particular needs and the supports required.

Identify, agree and **record** reasonable adjustments and who is responsible for what. Reasonable adjustments in the workplace may be very different from the student's learning support needs in University.

Identify respective responsibilities of the Organisation and University in supporting the student including resources.



**PHASE FOUR**

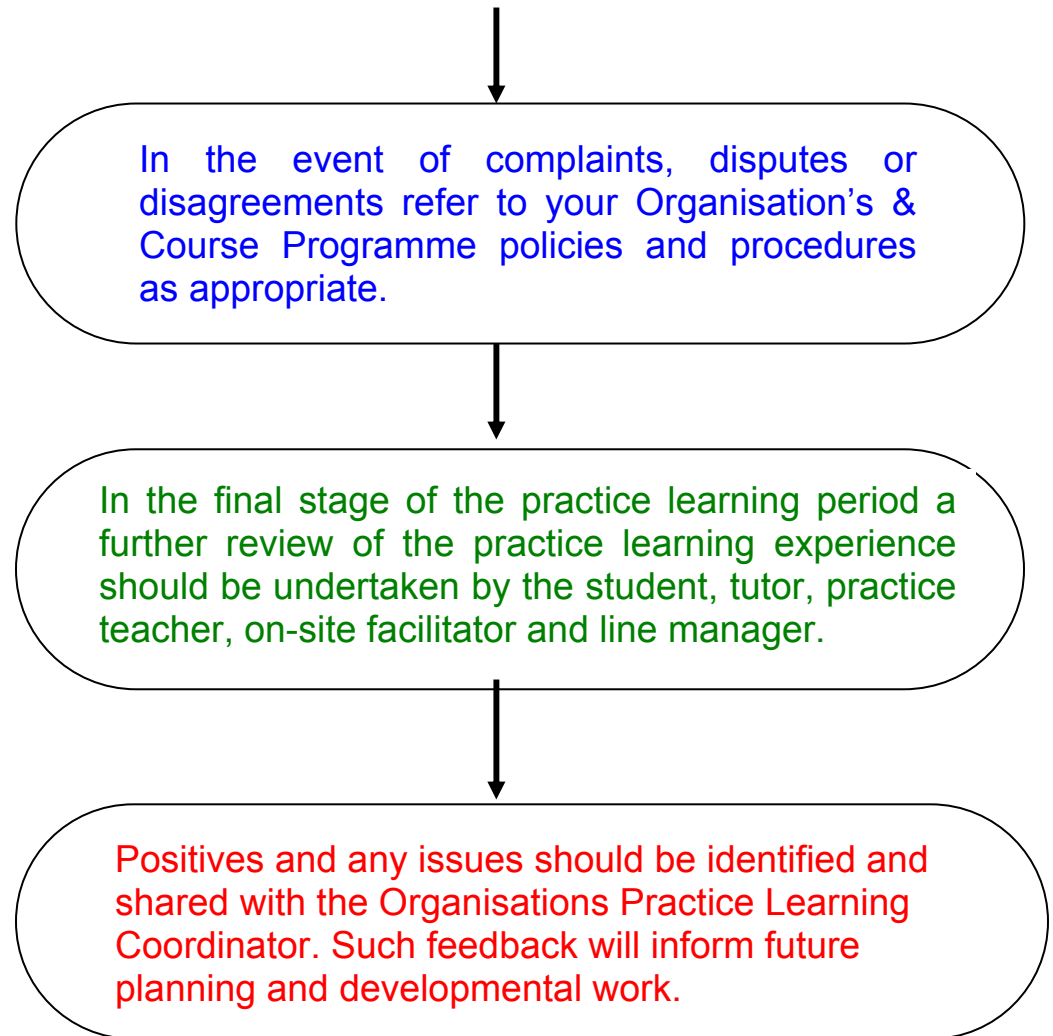
**MONITORING  
AND  
REVIEWING  
SUPPORT**

Reasonable adjustments/supports are implemented

Student's training team reviews reasonable adjustments 3 to 4 weeks into the practice learning period. It is essential that the tutor and on-site facilitator (if appropriate) are involved.

Adjustments and supports should be continually monitored throughout the practice learning period

If issues arise consult with the Organisation practice learning coordinator and Disability Support Officer.



**\*All discussions and agreements reached should be fully recorded.\***

**Note:**

Part II, 6 (1) of the DDA states It is the duty of the employer to make adjustments:

Where -

(a) any arrangements made by or on behalf of an employer  
or

(b) any physical feature of premises occupied by the employer,

place the disabled person concerned at a substantial disadvantage in comparison with persons who are not disabled,

(See DDA 1995 for a list of factors which may have a bearing on whether an adjustment is reasonable or not.)

## USEFUL REFERENCES AND WEBSITES

- Campbell, J. and Cowe, T. (1998) 'Working with DipSW Students with Dyslexia: a guide for Practice Teachers', Strathclyde: University of Strathclyde, Faculty of Education
- Disability Discrimination Act 1995. London, HMSO
- Disability Discrimination (NI) Order 2006 .HMSO
- The Equality Commission for Northern Ireland :[www.equalityni.org](http://www.equalityni.org)
- Northern Ireland Social Care Council (Dec. 2002) Code of Practice for Employers of Social Care Workers and Code of Practice for Social Care Workers, Belfast, NISCC.
- [www.niscc.info](http://www.niscc.info)
- Department of Health, Social Services and Public Safety (March 2003) Northern Ireland Framework Specification for the Degree in Social Work. DHSSPS: Belfast.
- The Professional Education and Disability Support Project (PEdDs) , Project website: <http://www.hull.ac.uk/pedds>
- Quality Assurance Agency (1999) Code of practice for the assurance of academic quality and standards in higher education. Section 3: Students with disabilities Gloucester; QAA.
- Quality Assurance Agency (2001) Code of Practice on Placement Learning Gloucester: QAA.
- Sapey, B., Turner, R. and Orton, S. (2002) 'Access to Practice: Overcoming the barriers to practice learning for disabled social work students', Brighton: SWAP.
- **Special Educational Needs and Disability (Northern Ireland) Order 2005.**

- Wray, J., Fell, B., Stanley, N., Manthorp, J. and Coyne, E. (2005) **'PEdDs: Disabled students and placement'**, Hull: The University of Hull.

## 1.5 Quality Assurance

### Student Practice Learning Opportunity Evaluation

#### ***Introduction***

Practice Learning Periods also known as Practice Learning Opportunities (PLOs) are an integral part of professional social work training. PLOs are provided by social work agencies throughout N. Ireland and should provide work and learning opportunities which facilitate students to develop their professional practice to a level commensurate with core competence requirements for newly qualified workers as laid down by NISCC.

#### **Quality Assurance**

*Quality assurance is an integral aspect of the arrangements for the delivery of the Social Work Degree and these include formal feedback mechanisms about practice learning opportunities from agency and college perspectives. The Practice Assessment Panel also fulfils a quality assurance role in respect of PLOs by its reading and sampling of PLO evidence and assessment requirements.*

*Students are an important component of the quality assurance process and the Social Work Programmes are committed to gathering feedback about your experience and views of your PLO.*

#### ***Feedback Loop***

Feedback is only useful if it is used to inform, change or improve existing practices. Feedback from students about practice learning opportunities will therefore be used in a variety of ways:-

- *As the basis of a report about practice learning opportunity satisfaction generally which will be shared with practice teachers and practice learning opportunity co-ordinators*
- *As a means of informing the Programme's policy by sharing feedback with the Management Boards.*
- *As a means of identifying particular issues which will be dealt with on an individual level between the college and the agency*

- *As a means of guiding the Practice learning opportunity Co-ordinator in practice learning opportunity allocation decisions*
- *As a means of improving standards based on what works*
- *As a means of sharing information with fellow students*

### ***Feedback – Practice Guidelines***

The Programmes offer the following practice guidelines about how feedback will be used which aim to protect the professional integrity of all involved.

- *Feedback to agencies/practice teachers will only occur after the PLO ends.*
- *Concerns about individual practice learning opportunities will be discussed with student and/or tutor to inform any subsequent action.*
- *Feedback about individual practice learning opportunities will only be made to agencies where it appears that required standards have not been met. This will be done between the college and agency.*
- *Individual practice teachers and/or practice learning opportunities will not be identifiable in the general report which will be for wide circulation.*

Maureen Greig & Susannah McCall, QUB & UU PLO Coordinators  
May 2005.

# REGIONAL PRACTICE LEARNING EVALUATION FORM

## STUDENT

In which Higher Education institution are you located? Please tick.  
UOU .....; QUB ..... ; BIFHE .....; SERC.....; NWRC.....; SWRC .....

On which programme are you currently enrolled? Please tick.  
Two year RGR Programme ..... Three year UGR programme .....

Level 2..... Level 3 .....

In which Agency did your Practice Learning Opportunity take place ?  
.....  
PLO site location? .....

Service User Group?.....

Dates of PLO .....

This evaluation form is designed to facilitate quantitative and qualitative analysis, where appropriate space has been given for comments of up to 200 characters.

Please rate, where appropriate, using the following scale;  
1 = very poor; 2 = poor; 3 = average; 4 = good; 5 = very good; 6 = excellent

### **1. Would you recommend this PLO to another student?**

YES ..... No .....

### **2. What advice would you give to a student going on this PLO e.g. reading, preparation, preplacement visit, expectations, experience, car etc?**

Please comment, limit to 200 characters

### **3. Please rate each of the following aspects of the PLO/College arrangements?**

Practice Teacher

1            2            3            4            5            6

On Site supervisor – if there was one

1            2            3            4            5            6

Agency Team

1            2            3            4            5            6

Admin support

1            2            3            4            5            6

**4. Supervision – how useful was it?**

1                    2                    3                    4                    5                    6

Please comment, limit to 200 characters

**5. Individual Supervision with your practice teacher – how frequently did this occur?**

1. Weekly    2. Fortnightly    3. Monthly

Please comment, limit to 200 characters

**6. Group Supervision – how frequently did this occur?**

1. Weekly    2. Fortnightly    3. Monthly    4. Not Applicable

Please comment, limit to 200 characters

**7. College support (tutor support throughout PLO)?**

1                    2                    3                    4                    5                    6

Please comment, limit to 200 characters

**8. PLO Management (allocation; tripartites; regional practice learning handbook, etc) ?**

1                    2                    3                    4                    5                    6

Please comment, limit to 200 characters

**9. Was your PLO**

A core practice learning site ( ) or a core & supplementary practice learning site? ( )

Please comment, limit to 200 characters

**10. How would you rate your learning in the PLO, in particular your knowledge/skills and values?**

1                    2                    3                    4                    5                    6

Please comment, limit to 200 characters

**11. To what extent was your practice stretched/developed?**

1                    2                    3                    4                    5                    6

Please comment, limit to 200 characters

**12. How would you rate your experience of the assessment process (formal & informal feedback from P/T, OSS, others)?**

1                    2                    3                    4                    5                    6

Please comment, limit to 200 characters

**13. Did you have access to your university/college intranet whilst on PLO?**

YES ..... NO .....

**14. Any other additional comments you would like to make?**

.....  
.....  
.....

Thank you for taking the time to complete this evaluation.

**REGIONAL PRACTICE LEARNING EVALUATION FORM**

**PRACTICE TEACHER**

Practice Teacher Name.....
Agency & Site Location .....
.....
Student Name & Programme/Level .....
.....
Dates of Practice Learning Opportunity.....

This evaluation form is designed to facilitate quantitative and qualitative analysis, where appropriate space has been given for comments of up to 200 characters.

Please rate, where appropriate, using the following scale;  
1 = very poor; 2 = poor; 3 = average; 4 = good; 5 = very good; 6 = excellent

**1. Pre-PLO information arrangements e.g student profile and contact details?**

1                      2                      3                      4                      5                      6

Please comment, limit to 200 characters

**2. Did your student attend a pre- PLO visit?**

Yes    NO

**3. How prepared was your student for the PLO e.g. knowledge & preparation for practice learning experience?**

1                      2                      3                      4                      5                      6

Please comment, limit to 200 characters

**4. Please rate the usefulness of recall days?**

1                      2                      3                      4                      5                      6

Please comment, limit to 200 characters

**5. How would you rate the management of the tripartite/quadrupartite process?**

1                      2                      3                      4                      5                      6

Please comment, limit to 200 characters

**6. How would you rate the usefulness and availability of tutor support throughout the PLO?**

1                      2                      3                      4                      5                      6

Please comment, limit to 200 characters

**7. How would you rate the quality of the information in the Regional Practice Learning Handbook?**

1                      2                      3                      4                      5                      6

Please comment, limit to 200 characters

**8. How would you rate your experience of the assessment requirements, e.g. live observations ?**

1                      2                      3                      4                      5                      6

Please comment, limit to 200 characters

**9. How would you rate your student's engagement in supervision?**

1                      2                      3                      4                      5                      6

Please comment, limit to 200 characters

**10. How would you rate the availability and effectiveness of consultation and support systems within your Organisation.**

1                      2                      3                      4                      5                      6

Please comment, limit to 200 characters

**11. Do you have any suggestions for the enhancement of the PLO experience from an Agency/Organisation or University/College perspective?**

Please comment:

.....  
.....  
.....

**12. Any other comment?**

.....  
.....  
.....

Thank you for taking the time to complete this evaluation.

**REGIONAL PRACTICE LEARNING EVALUATION FORM**

**ON SITE SUPERVISOR/FACILITATOR**

On Site Supervisor/Facilitator Name.....
Agency & Site Location .....
.....
Student Name & Programme/Level .....
.....
Dates of Practice Learning Opportunity.....

This evaluation form is designed to facilitate quantitative and qualitative analysis, where appropriate space has been given for comments of up to 200 characters.

Please rate, where appropriate, using the following scale;  
1 = very poor; 2 = poor; 3 = average; 4 = good; 5 = very good; 6 = excellent

**1. Pre-PLO information arrangements e.g student profile and contact details?**

1                      2                      3                      4                      5                      6

Please comment, limit to 200 characters

**2. Did the student attend a pre- PLO visit?**

Yes    No

**3. How prepared was the student for the PLO e.g. knowledge & preparation for practice learning experience?**

1                      2                      3                      4                      5                      6

Please comment, limit to 200 characters

**4. Did you participate in tripartite/quadrupartites?**

Yes    No

**5. How would you rate the management of the tripartite/quadrupartite process?**

1                    2                    3                    4                    5                    6

Please comment, limit to 200 characters

**6. How would you rate the usefulness and availability of tutor support throughout the PLO?**

1                    2                    3                    4                    5                    6

Please comment, limit to 200 characters

**7. How would you rate the working relationship between you and the practice teacher?**

1                    2                    3                    4                    5                    6

Please comment, limit to 200 characters

**8. How would you rate the quality of the information in the Regional Practice Learning Handbook?**

1                    2                    3                    4                    5                    6

Please comment, limit to 200 characters

**9. How would you rate your experience as an on site supervisor/facilitator in this instance?**

1                    2                    3                    4                    5                    6

Please comment, limit to 200 characters

**10. How would you rate the student's engagement in supervision?**

1                      2                      3                      4                      5                      6

Please comment, limit to 200 characters

**11. How would you rate the availability and effectiveness of consultation and support systems within your Organisation.**

1                      2                      3                      4                      5                      6

Please comment, limit to 200 characters

**12. Do you have any suggestions for the enhancement of the PLO experience from an Agency/Organisation or University/College perspective?**

Please comment:

.....  
.....  
.....

**13. Any other comment?**

.....  
.....  
.....

Thank you for taking the time to complete this evaluation.

## REGIONAL PRACTICE LEARNING EVALUATION FORM

### TUTOR

Tutor Name:

In which Education Institution are you located? Please tick.

UOU .....; QUB ...; BMC.....; SERC.....; NWRC...; SWRC .....

For how many students did you have tutorial responsibility? Level 2 ( );

Level 3 ( ); Both ( )

Total number of students.

0 - 5 ( ); 6 -10 ( ); 11 - 15 ( ); 16 - 20 ( ); 20 - 25 ( ); 26 - 30 ( ).

This evaluation form is designed to facilitate quantitative and qualitative analysis, where appropriate space has been given for comments of up to 200 characters.

Please rate, where appropriate, using the following scale;

1 = very poor; 2 = poor; 3 = average; 4 = good; 5 = very good; 6 = excellent

#### **1. Pre-PLO information/arrangements by Agencies & Colleges (agency profile) ?**

1                    2                    3                    4                    5                    6

Please comment, limit to 200 characters

#### **2. Agency (OSS/PT/others) contact prior to commencement and during PLO, (e.g. Participation at tripartites, phone liaison, e-mail communication)?**

1                    2                    3                    4                    5                    6

Please comment, limit to 200 characters

#### **3. How would you rate the induction programme?**

1                    2                    3                    4                    5                    6

Please comment, limit to 200 characters

#### **4. Please rate the usefulness of recall days?**

1                    2                    3                    4                    5                    6

Please comment, limit to 200 characters

**5. How would you rate the management and effectiveness of the tripartite/quadripartite process?**

Please comment, limit to 200 characters

**6. Please rate the quality of the regional practice learning handbook?**

1                      2                      3                      4                      5                      6

Please comment, limit to 200 characters

**7. How would you rate your experience of the assessment process?**

1                      2                      3                      4                      5                      6

Please comment, limit to 200 characters

**8. How frequently did supervision with the practice teacher usually occur for your students?**

1. Weekly (    );    2. Fortnightly (    );    3. Monthly (    );    4. Group (    ).

**9. How supportive were Agencies of students experiencing difficulty in achieving the required level of competence?**

1                      2                      3                      4                      5                      6

Please comment, limit to 200 characters

**10. Do you have any suggestions for the enhancement of the PLO experience from an Agency/Organisation or University/College perspective?**

Please comment, limit to 200 characters

**11. Overall was the Agency workload appropriate to the PLO level?**

Please comment, limit to 200 characters

Thank you for taking the time to complete this evaluation.

## **Section Two: Tools, Frameworks and Resources**



## **Second level (cont'd)**

- **What do I already know about ...**  
**(d) this person's relationship with their family**

**(e) this person's relationship with their  
community/neighbours**

**(f) this person's relationship with their previous contact with  
the agency**

## **Third level (about this specific contact):**

**Ask yourself:**

- **Is this my first visit with this person?**
- **How is this person likely to feel about me?**  
**(agency role, age, gender, racial status, religious  
background, student status)**
  
- **What hopes and/or fears might this person have regarding  
this contact?**



**Guidelines For 'Tuning In' Content for  
Level 2 and Level 3 Students**

**Legislation**

Level 2	Level 3
<ul style="list-style-type: none"> <li>Initially may have a scatter gun approach and may produce lists. One should see a move to demonstration of knowledge of legislation specific to agency function, service user and phase of work.</li> </ul>	<ul style="list-style-type: none"> <li>Able to demonstrate specific aspects of legislation linked to the service user, piece of work and agency function, stating how legislation impacts. Evidence of critical understanding should be evident.</li> </ul>

**Policy & Procedures**

Level 2	Level 3
<ul style="list-style-type: none"> <li>May start with limited knowledge and understanding and may make a list. During placement however, one would expect to see more informed selection of relevant material, making links to work being undertaken.</li> </ul>	<ul style="list-style-type: none"> <li>Shows a more informed understanding of policy and procedures and how they impact on service user, worker and intervention.</li> <li>Can highlight potential conflicts and how these might be resolved.</li> </ul>

**Theoretical Considerations**

Level 2	Level 3
<ul style="list-style-type: none"> <li>Initially may be random when highlighting theory though should move during placement to show ability to identify and discuss relevant theory</li> <li>One would expect to see psychological, sociological and social policy perspectives alongside</li> </ul>	<ul style="list-style-type: none"> <li>Shows ability to underpin work with relevant theory</li> <li>Demonstrates ability to critically consider theoretical perspectives</li> <li>Can show knowledge and understanding of a range of perspectives and ability to choose those most relevant. Does not rely on</li> </ul>

<p>social work theory relevant to the service user and phase of work.</p> <ul style="list-style-type: none"> <li>• May be more limited in range of theoretical understanding and may be more repetitive at times. May consider an interview in isolation but should move to greater understanding of each interview in the context of the social work process</li> </ul>	<p>a limited theoretical understanding</p> <ul style="list-style-type: none"> <li>• Is able to access and show understanding of research to support choice of theory</li> <li>• Shows ability to be more specific about relevancy of particular theory to service user, phase of work and agency function</li> </ul>
--	--

### **Previous Knowledge of Service User/Family/Group**

Level 2	Level 3
<ul style="list-style-type: none"> <li>• Demonstrates ability to begin to gather and consider previous knowledge from other workers, files etc, though may be less able to consider how this impacts / influences. This should however develop as the placement progresses</li> <li>• As placement progresses one should see the ability to use previous knowledge more effectively, showing how this has informed practice</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to gather and analyse information from a range of sources and highlight how this impacts/influences</li> <li>• Is able to identify gaps in own knowledge etc and how this might be addressed</li> <li>• Shows ability to be pro-active in sourcing relevant theory based on what is already known</li> </ul>

### **Tuning In**

Level 2	Level 3
<ul style="list-style-type: none"> <li>• May begin by highlighting more general issues relating to both self and service user. As placement progresses one would expect to see self awareness develop and</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates self awareness in terms of how one impacts on service user and others. Also considers how service user's feelings re: student, agency, situation could</li> </ul>

deeper understanding of service user feelings should be evident, with links to theory	impact and how they might address the feelings generated for both service user and worker. Theoretical links should be evident
---	--

### Skills

Level 2	Level 3
<ul style="list-style-type: none"> <li>• Initially may focus on limited range of skills, i.e., questioning, listening and summarising but should develop ability to highlight and discuss a broad range of skills and the impact they have</li> <li>• Moves to consider relevant skills at different stages of the social work process and how one stage impact on another</li> <li>• Tendency to focus on practical rather than emotional issues though should develop ability to begin to explore feelings and consider the use of empathy</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to consider a broad range of skills and understand the impact of these on the service user and phase of work</li> <li>• Is able to critically analyse relevant skills</li> <li>• Demonstrates a greater use of self and ability to highlight emotional issues rather than merely practical issues, showing an ability to understand empathy and its impact. Will also consider skills such as challenging and negotiation more readily</li> </ul>

### Values and Anti-Oppressive Practice

Level 2	Level 3
<ul style="list-style-type: none"> <li>• May initially just state values rather than show ability to explore their application to practice</li> <li>• Moves to a more informed understanding and ability to begin to highlight value dilemmas and conflicts, e.g. Personal, professional,</li> </ul>	<ul style="list-style-type: none"> <li>• Can highlight explicitly relevant values and the impact in a critically analytical way</li> <li>• Shows knowledge and understanding of NISCC Code of Practice and how one's practice is underpinned by the Code – highlighting potential</li> </ul>

<p>organisational</p> <ul style="list-style-type: none"> <li>• Shows developing knowledge of NISCC Code of Practice and begins to explore relevancy to practice</li> <li>• May initially focus on the 'care' aspects of social work role though moves to show developing understanding of care and control aspects of social work role</li> <li>• Can identify and begin to address own prejudice</li> <li>• Can explore similarities and differences between self and service users</li> </ul>	<p>challenges</p> <ul style="list-style-type: none"> <li>• Highlights and discusses dilemmas and conflicts and show ability to work towards addressing and resolving</li> <li>• Can identify and challenge oppression in an appropriate and constructive manner while also showing broad range of understanding of the impact on service users</li> <li>• Shows an informed understanding of power and its impact, actively addressing ways to redress the inherent imbalance</li> </ul>
---	--

### **Values & Anti-Opressive Practice (cont)**

Level 2	Level 3
<ul style="list-style-type: none"> <li>• Demonstrates understanding of different forms of discrimination and oppression and the impact on service users</li> <li>• A beginning ability to show that the above is informed by theory with some understanding of the service user perspective. There may be an over reliance on one AOP model though some evidence of additional knowledge is to be expected</li> </ul>	<ul style="list-style-type: none"> <li>• Not only discusses values but also what these look like in practice</li> <li>• A more comprehensive understanding of the care and control aspects of the social work role</li> <li>• The above is clearly informed by theory and includes service user perspectives either directly or from secondary sources. The use of more than one AOP model is expected</li> </ul>

## **Notes for Further Consideration**

- Focus should be on quality rather than quantity
- One would not expect to see all of the above in one 'Tuning In', rather one would expect to see this when considering all Tuning In exercises completed during a Practice Learning period
- Theoretical work should be referenced properly and a reference list attached to the 'Tuning In'
- Attention to structure, grammar and spelling should be in keeping with academic expectations
- Consideration should be given to the focus of each 'Tuning In' rather than every 'Tuning In' looking almost identical (eg. If legislation has previously been explored in depth then the focus should shift to another aspect to be considered in more depth, ie, values and AOP)
- One would expect to see development as the placement progresses, therefore the 1<sup>st</sup> 'Tuning In' might be less comprehensive than the final 'Tuning In'

# Proformas for Tuning In Piece

## Tuning In:

- A tool for comprehensive exploration and tuning in prior to contact
- Consider the following:

**Legislation** – What provides the mandate for the intervention?  
What about statutory roles, responsibilities and requirements?

**Policy and procedures** - What agency policies and procedures are relevant?  
How do they impact on, or direct this intervention?

**Theoretical considerations** – Relating to this situation.  
Relating to the method(s) of intervention

**Previous knowledge** – Held by agency / others.  
Student's experience of similar situations could be drawn on?

**Tuning in** – To own feelings relating to situation (self – awareness)  
To client's possible feelings re the agency, the student, the situation (preliminary empathy)  
To a strategy to intervene in the situation (purpose, beginnings & contracting)

**Skills** – What skills might be most relevant? Degree of confidence and competence in using these?

**Values** – What are the issues around oppression, discrimination and rights in the situation? What are the implications for?

## **Alternative Tuning in Tool**

**1. What are the issues? (What information do you have, e.g. – referral/previous contacts)**

**2. How is the client likely to be feeling regarding these issues and about completing a monthly summary with a student social worker?**

**3. How do I feel regarding client's situation?**

**4. How do I feel about the interview in general?**

**5. What information do I need to know for this particular client?**

**6. What knowledge, skills and values do I bring to this situation?**

**i) Knowledge**

**ii) Skills**

**iii) Values**

**7. What am I hoping to achieve from the initial meeting?**

## **Tuning in to a groupwork session**

### ***Session: Number ..... of ..... (e.g. session number 3 of 8)***

1) What are the main issues that have presented themselves in the group so far?

2) What are the issues now in terms of:

a) the whole group

- i) What stage is the group at in terms of group development? (e.g. forming, storming etc.; inclusion, control, affection, separation)
- ii) How cohesive is the group?
- iii) What issues of control and power are evident?
- iv) What is the prevailing mood and atmosphere?
- v) Other issues

b) the individual?

- i) Are there any individuals who seem isolated? uncomfortable? unhappy?
- ii) Are individuals adopting particular roles, which are either helpful or unhelpful to the group
- iii) Are you aware of anything in their personal lives which might have a bearing on how the individuals are in the group?

c) the interpersonal

- i) What pairings or subgroups are evident? How are these impacting on the group?
- ii) What issues are evident in terms of attraction and conflict?

d) the personal (including interpersonal between co-facilitators)

- i) What are my feelings about facilitating the group?

- ii) What are my feelings about groupings or individuals in the group?
- iii) What is the character of my relationship with my co-facilitator?
  - (1) Are there unresolved issues between my co-facilitator and me?
  - (2) How might these have a bearing on how we work together?
  - (3) Is there any unfinished business from the previous session to which I need to attend in this session?
  - (4) What is the aim of this session?
  - (5) What is the plan or programme for the session?
  - (6) Facilitation Roles: - who has responsibility for what?
  - (7) What knowledge do I need for this session?
  - (8) What skills might be most relevant? What is my degree of confidence and competence in using these?
  - (9) Values: What are the issues around power, oppression, discrimination and rights in the session?
  - (10) How will I be able to tell whether the session has been successful?

**Template included with permission of:  
Lindsay, T and Orton, S. (2008) *Groupwork Practice in Social Work*. Exeter: Learning Matters**

## 2.2 MODEL FOR EVALUATION

AIM: To develop reflective and analytical practice

### 1. Objectives

(a) Did the contact meet the Agency's objectives? (yes/no – state why)

(b) Did the contact meet the Worker's objectives? (yes/no – state why)

**(c) Did the contact meet the Service User's objectives? (yes/no – state why)**

2. Main Issues being presented during contact

### 3. Use of Skills

(a) With reference to a specific skill(s) used effectively during this contact, identify how and why this skill was used (supporting your answer with relevant theory when appropriate).

(b) With reference to a specific skill used less effectively during this contact, describe how the skill was used, make suggestions as to alternative approaches/comments and how these may have impacted on the situation (again use theory to support your answer when appropriate)

### 4. Use of Values

(a) With reference to a specific value(s) used positively during this contact, describe your approach (supporting your answer with relevant theory)

(b) With reference to a value(s) used in a negative manner, describe the circumstances, suggesting alternative approaches/comments and how these might have impacted on the contact (again were possible support your comments with relevant theory)

5. What did you consider to be good about the interview? why? (what theories informed your method of intervention/practice )

6. Future implications

What impact did this contact have:

(a) on your relationship/work with the Service User and/or Agency?

(b) on your development as a professional social worker?

# **Suggested Format for Evaluation of Practice**

**Nature & date of intervention:**

**1. How I prepared for this piece of work?**

**2. My primary purpose in these pieces of work was:**

**3. My main aims achieved were:**

**4. The main skills used were:**

**5. The main knowledge used was:**

**6. The main values I used were:**

**7. Future learning requirements indicated by this piece of work:**

**Signed:** \_\_\_\_\_  
Practice Teacher

**Signed:** \_\_\_\_\_  
Student

**Date:**

**ALTERNATIVE EVALUATION TOOL:**

**Evaluation of Practice**

**Student:**

**Date:**

**In what way did your preparation help or hinder your practice and the effectiveness of the contact?**

**Comment on how you met the identified objectives and identify those not met and explain why**

**What theory informed your practice and how did this impact?**

**Identify any gaps in knowledge highlighted as a result of this work and show how you intend to address these**

**Discuss specific skills you used and how they impacted, identifying clearly those you used effectively and those which were used less effectively**

**Can you state how you might address any limitations in relation to skills which have arisen as a result of this work?**

**Highlight value issues pertinent to the work. You might wish to highlight any value dilemmas or conflicts or discuss the complexities of working with the social work value base**

**What AOP issues are pertinent to this work and how did you address these?**

**What action, if any, do you feel you need to take to prepare for future work so that you can develop your practice more effectively?**

**Demonstration of Specific Key Roles and Practice Foci**

## Evaluation of a groupwork session

The evaluation of a groupwork session is not quite the same as the evaluation of a one-to-one session. There are some particular questions that it will be useful to ask yourself. The format below has been adapted to meet the needs of students undertaking an evaluation of their practice in a groupwork session. This could be extended to the evaluation of your practice of a whole groupwork project.

1. How I prepared for this piece of work.
  - a. What did I hope to contribute to the group?
  - b. In what areas did I wish to improve my practice
  - c. What was I hoping to learn from others in this piece of groupwork practice?
  - d. How could I have improved on my planning?
  
2. What was my primary purpose in this piece of work?
  
3. How successful was I in achieving my main aims?
  - a. Reactions of the group workers and members
  - b. Changes in attitudes
  - c. Acquisition of knowledge and skills
  - d. Behavioural change
  - e. Organisational change
  - f. Benefits to members and their carers or those for whom they care
  
4. What were the main skills that I used?
  - a. What are were my strengths in groupwork practice?
  - b. Would I start the group in the same way if I were to do it again?

- c. What roles and styles came easily to me and which were more difficult?
  - d. What have I learned about my facilitation style?
  - e. With what sorts of activities did I feel most (and least) comfortable?
5. What knowledge did I employ?
6. What values were evident in this piece of work?
7. What future learning requirements are indicated by this piece of work?

**Template included with permission of:  
Lindsay, T and Orton, S. (2008) *Groupwork Practice in Social Work*. Exeter: Learning Matters**

## 2.3 Suggested Format for Process Record

Speaker	Verbal Communication	Non-Verbal Communication	Thoughts and Feelings	Skills and Values	Practice Foci

## 2.4 CHRONOLOGY

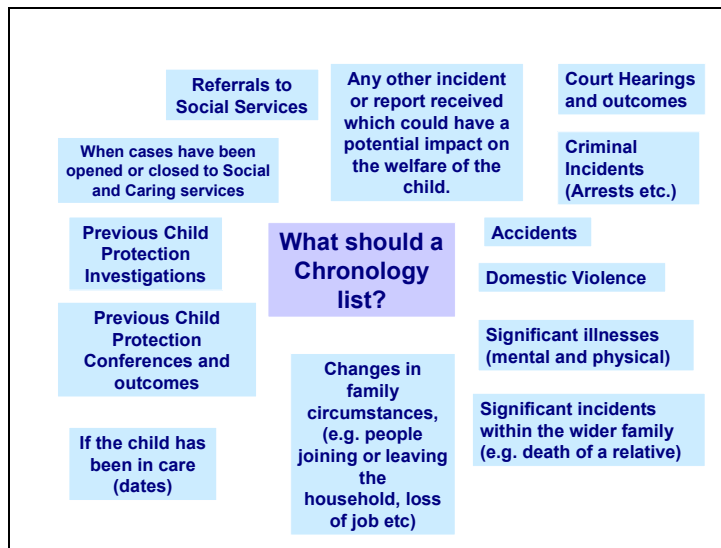
### Chronology

- Chronologies are thinking tools but also practical aids in communicating about your case with colleagues.
- Good chronologies make it easy for everyone to share case knowledge
- **Guidance**
  - Begin creating the case chronology immediately.
  - Take copies of the initial chronology to your second client meeting, and use it to clear up any misunderstandings.
  - Every time you enter a fact into your chronology, pause and read the whole chronology
  - Every so often thereafter, conduct a brainstorming session in which you think about the facts on an issue-by-issue basis.

### Chronology

Chronology is far more than incident records.

- The 'Protocol for Judicial Case Management in Public Law Children Act Cases' says '*Social Work Chronology is a schedule containing a succinct summary of the significant dates and events in the child's life in chronological order.*'
- *A contemporaneous record of significant events*
  - *being no more than two or three lines in length*' (West Sussex)
  - *It is not intended to replace the more detailed recording within the file*



**CHRONOLOGIES**

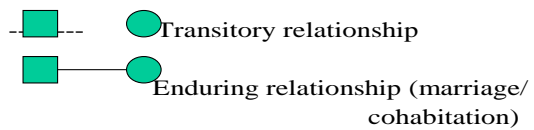
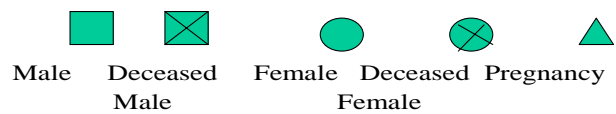
DATE:	EVENT	RECORDS
4 /01/1985	Mother asks SW (Berkshire) to place baby Karl in care, threatens to harm baby	<i>No record</i>
19/01/1985	Karl dies – death recorded as cot death	
22/05/1986	Doreen born	
16/04/1987	Mother asks SW (Southwark) to place Doreen in care, threatens to harm baby	
13/09/1987	Doreen dies	

***“the best indication of dangerousness is past evidence – it should never be forgotten”***  
**(Scott’s Maxim quoted in Aston Inquiry)**

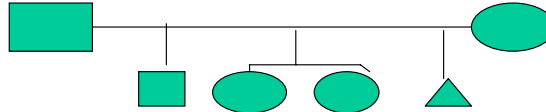
## 2.5 GENOGRAM

### The Genogram (Family Tree)

#### Symbols:



## The Genogram



### Rules :

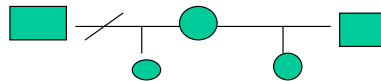
- place eldest sibling on left, youngest sibling on right
- put ages inside symbols
- note significant dates (marriage/divorce/ expected birth)
- plot out at least 3 generations
- draw a dotted line around the individuals who live in the same house
- the genogram is a 'snap-shot' date it

- Remember the information which is not known by the Service User is every bit as important as the information known.

-

## The Basic Information Sheet (R2)

### Family Genogram



### 2. A 'Chronology' of SIGNIFICANT EVENTS:

30/6/01 PARENTS SEPARATE

9/11/01 JOE BLOGGS JOINS FAMILY HOME

1/2/02 KATIE BORN

3/4/02 CONTACT ORDER MADE

27/5/03 REFERRAL MADE TO SOCIAL SERVICES re:NAI

4/6/03 INITIAL CHILD PROTECTION CASE CONFERENCE

**Inquiry Report into death of Victoria  
Climbie**

**Recommendation 58:**

**“Directors of Social Services must  
ensure that every child’s case file  
includes, on the inside cover, a  
properly maintained chronology”**

**Lord Laming 2003**

## **2.6 Guidance and Proformas for Obtaining Feedback from Service Users/Carers**

### Practice Teacher Guidance

Students are assessed in a range of ways while in practice. One method required is to ask users to feedback on student performance. The forms in this section are specifically designed to assist the practice teacher to obtain independent feedback from at least 2 of the service users/carers with whom the student was working. Students cannot gather this feedback for the purposes of the practice teacher's assessment. Four models have been provided for practice teachers to use at their discretion (form 1 is specifically for service users, form 2 is for carers).

The objective of gathering service user and carer feedback is not necessarily to gain accolades and applause. Students should not be alarmed by non-responsive service users, reluctant service users and negative feedback. What is more important to practice teachers is how students respond to and interpret that reaction, what students learn from that experience and how they apply the learning to other work.

### **Student Guidance**

As part of their own practice development, students may take feedback from service users and these forms may be useful to them.

### **Suggested Invitation to Service users:**

You are invited to make some comments on the student social workers who work with you or your dependant(s). You are under no obligation to do so. It is up to you. If you do not wish to give feedback, this will not affect the services provided to you in any way.

The comments you make will be anonymous and kept confidential to the student and Practice Teacher. On occasion, students' work is

sampled by those in University or College who assess students' performance.

**The following forms are designed in Arial font size 14 but can be amended to suit the needs of the service user and/or carer.**





6) **Service user, to what extent were you involved in decisions made about you or your relatives?**

Not good enough      >    >    >      Very good involvement  
1                      2                      3                      4                      5

7) **As a service user , to what extent were you treated in a caring manner?**

Not good enough      >    >    >                      Very good  
1                      2                      3                      4                      5

**with dignity and respect ?**

Not good enough      >    >    >                      Very good  
1                      2                      3                      4                      5

**with openness and honesty?**

Not good enough      >    >    >                      Very good  
1                      2                      3                      4                      5

**with sensitivity?**

Not good enough      >    >    >                      Very good  
1                      2                      3                      4                      5

**listened to and understood ?**

Not good enough      >    >    >                      Very good  
1                      2                      3                      4                      5

**responded to appropriately?**

Not good enough      >    >    >                      Very good  
1                      2                      3                      4                      5



## Form 2 Feedback from Carer

**As a carer, to what extent were you involved in decisions made about you or your relatives?**

Not good enough	>	>	>	Very good involvement
1	2	3	4	5

**As a carer, to what extent were you treated in a caring manner?**

Not good enough	>	>	>	Very good
1	2	3	4	5

**with dignity and respect ?**

Not good enough	>	>	>	Very good
1	2	3	4	5

**with openness and honesty?**

Not good enough	>	>	>	Very good
1	2	3	4	5

**with sensitivity?**

Not good enough	>	>	>	Very good
1	2	3	4	5

**listened to and understood ?**

Not good enough	>	>	>	Very good
1	2	3	4	5



### Form 3 Feedback from Service User

Could you please tell me how you felt about the student's work with you? This form will remain anonymous

Please circle the number you feel best represents your experience

5 = very good -

0 = very poor

- Did you feel the student introduced themselves properly to you and explained their role and what they would/could/could not do for you?

5 4 3 2 1 0

- Was the student on time for meetings?

5 4 3 2 1 0

- How did the student explain the reasons for their visits or meetings?

5 4 3 2 1 0

- How did the student listen to what you said?

5 4 3 2 1 0

- Did you have enough time to put across your views?

5 4 3 2 1 0

- Did you think the student understood what you were hoping for?

5 4 3 2 1 0

- How well informed did the student keep you about what (s)he was doing?

5 4 3 2 1 0

- If expected, did the student get back to you promptly?

5 4 3 2 1 0

- Did the student try to allow you to manage the things you could yourself?

5 4 3 2 1 0

- If you had any additional needs (e.g. interpreter, help with access, visual aids etc) how helpful was the student in organising these resources?

5 4 3 2 1 0

- Did you feel the student treated you with respect?

5 4 3 2 1 0

- Did you feel involved in the work with the student?

5 4 3 2 1 0

Would you like to make any other comments?

**Form 4: This form is designed to be completed with service user and then shared with student. The service user should be allowed to talk freely to the questions and the practice teacher try to capture an agreed brief note of the main points.**

### **Feedback from Service User & Carers**

This is an agreed record of a semi-structured meeting between a service user & carer with whom the student had worked during the practice learning opportunity learning period. The purpose of the meeting was to obtain the service user's view of the service received from the student.

What was your perception of the student's role?

How well do you feel that the student explained this role? Did it turn out the way it was explained or were there any surprises?

If a friend of yours was to come to this agency how would you describe the student to them?

What did the student do that you really liked?

What could the student do that could help her or him do the job better?

In what ways has the student's work been helpful to you? What difference, if any has it made to your life?

Finally, is there anything else that you would like to say about the student?

## 2.7 Suggested Template for Supervision Contract

### **Aims of Supervision**

- ❖ To facilitate the student's development as a social worker
- ❖ To provide a forum for the practice teacher to access the student's work
- ❖ To provide a forum for assessment of practice
- ❖ To provide support for the student

### **Supervision Process**

- ❖ The student and practice teacher should have a prepared agenda for each supervision session. The priority for items on the agenda will be set and agreed by student and practice teacher at the beginning of each session
- ❖ Minutes of each session will be written up, initially by practice teacher, signed off and shared by both parties
- ❖ Future work/tasks and completion dates will be agreed in each session
- ❖ Work should be completed by the agreed date
- ❖ The student will inform the practice teacher of any absence
- ❖ The student is expected to take responsibility for own learning

### **Student's expectations of Supervision**

**Student's concerns about Supervision**

**Practice Teacher's expectations of Supervision**

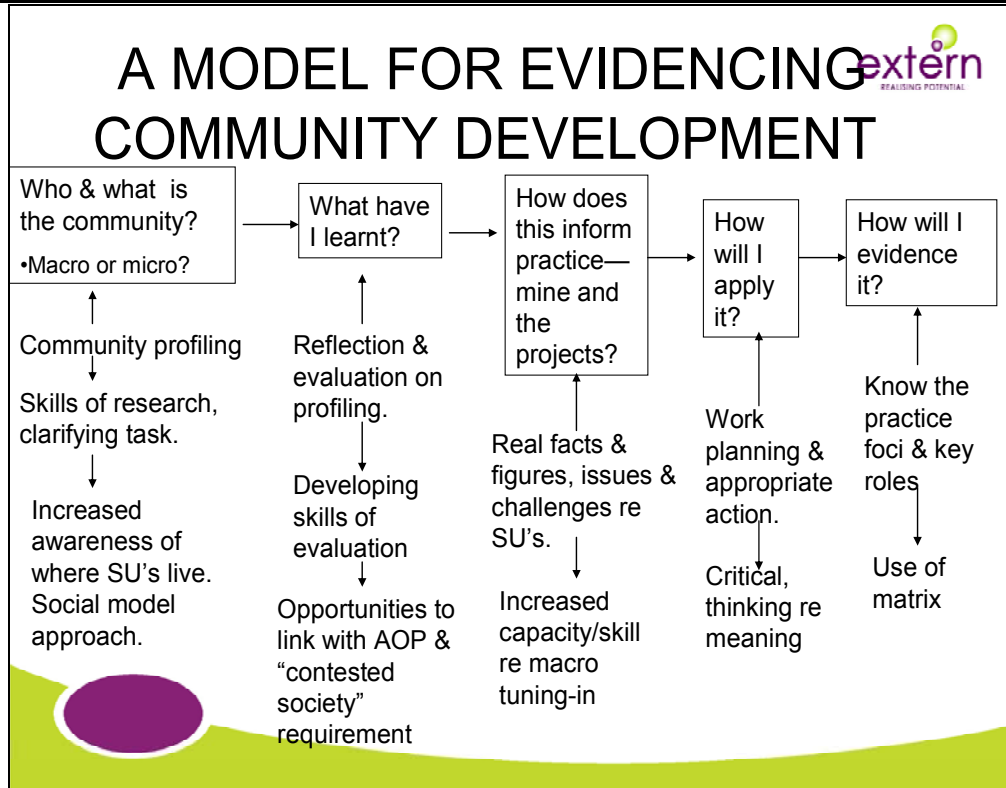
**Assessment Methods**

**Signed:**

**Student:** \_\_\_\_\_

**Practice Teacher:** \_\_\_\_\_

## 2.8 COMMUNITY DEVELOPMENT TEMPLATES



## WHAT CAN BE PRODUCED?

- A community profile—*section 2 PDR?*  
*General or specific? Should it be compulsory?*
- An evaluation of the meaning of the information gained through the profile
  - A social model awareness
  - Increased understanding of opportunities and barriers for SU's
  - Personal/professional reflection on working with the opportunities and barriers. This should lead to action planning re skills/knowledge development.

## WHAT CAN BE PRODUCED?



*Essentially the student is completing a macro tuning-in re the nature of the SU group and where they live in a social model sense following the completion of a profile. This raises the AOP issue immediately at a generalist level—ensuring the student has tuned into real issues re oppression service users experience.*



## SOME FORMATS FOR EVIDENCE



- COMPLETED PROFILE

- A resource “pack” of resources within a specified geographical area—could be an estate; a “patch” or Council or Trust area.
- A demographic analysis of an identified geographical area—number of young people; lone parents; levels of unemployment etc.

The completed profile would need a “top and tail” of how the student completed the profile and where it links to competence.

Potential evidence of competence:--  
A1,A3,A7,A15,A17,A18,A21.



## SOME FORMATS FOR EVIDENCE

- MACRO TUNING-IN

- PCS model?

The student could use the PCS model to explore and analyse the community in terms of an identified theme—eg homelessness, addiction etc and look at what prevailing issues there might be for the “personal”, “cultural” & “structural”. This analysis should be underpinned with a theoretical base that refers to community development literature particularly for the “structural” and “cultural”. Would explicitly evidence social work in a contested society.

Potential evidence of competence:--A1, A3, A5, A10, A17, A18, A21.

## SOME FORMATS FOR EVIDENCE

- EVALUATIVE PIECE ON STUDENT'S INCREASED AWARENESS ON OPPORTUNITIES & BARRIERS—MINI ESSAY

- The student considers how the community profile and realities empowers or disempowers service users re access to resources, services or opportunities for example. Would be important to have a tight focus. Could explicitly discuss social work in a contested society requirement.

Potential evidence of competence:--A1, A2, A3, A5, A9, A10, A14, A15, A18, A21.

## SOME FORMATS FOR EVIDENCE

- INDIVIDUAL WORK PLANS

- From the wider community profile knowledge established the student explicitly refers to community issues in all assessments and work-plans. Concept of risk could be considered in a structural sense with a consideration by the student on the impact of community issues on the wellbeing of an individual service user or family.

Potential evidence of competence:--A1, A2, A3, A5, A7, A9, A12, A14, A15, A18, A21.

## SOME FORMATS FOR EVIDENCE

- PRESENTATION TO TEAM/COLLEAGUES

- Student delivers a presentation to team and/or other stakeholders that provides detail of the geographic or thematic community from which service users come.

Potential evidence of competence:--A7, A14, A15, A17, A18, A21.

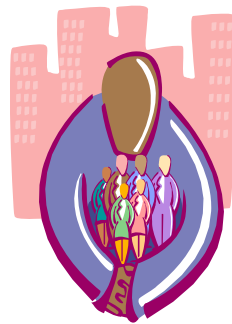


## SO WHAT?

- Students connect with the “community” from the outset
- By profiling in whatever way, they are automatically exploring systems, cultures, resources and opportunities which will point to areas of oppression
- Students will have to link the issues—knowledge—to practice—skills & values.

## SO WHAT?

- Students connect with the “community” from the outset
- By profiling in whatever way, they are automatically exploring systems, cultures, resources and opportunities which will point to areas of oppression
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The following has been developed by Gerry Skelton (Lecturer, practitioner and community development enthusiast), and is commended as a suggested template for the consideration of issues germane to undertaking community development processes and approaches.

This is not an exhaustive or prescriptive series of prompts, but hopefully acts as a catalyst to garner interest, direction and motivated engagement. Please feel at liberty to choose the most relevant facets and address accordingly in supervision, planning, action, reflection, evaluation and write-up.

I welcome your evaluative responses to these prompts and I can be contacted by email at: [gskelton@belfastmet.ac.uk](mailto:gskelton@belfastmet.ac.uk)

Community development, like any other intervention, impacts on the personal, collective, cultural, institutional and ideological levels. Therefore, it is important to tune-in to your own experience (s) as an initial starting point.

### **Personal tuning-in:**

1. What does the term 'community' mean to you?
2. How many 'communities' are you a member of or involved in?
3. What 'communities' are you not a member of?
4. Have you ever been involved in a community development initiative and what was your role / experience?

### **Academic considerations:**

1. What is 'community'?
2. What is 'community development' and how has it evolved?
3. What is 'community work'?
4. How is community development a legitimate social work intervention?
5. What is the legislative, policy and procedural base underpinning community development?
6. What is the supporting theory?

### **Placement tuning-in:**

1. What does community development mean in the placement area?
2. How are 'community work' and 'community development' similar / different?
3. How many 'communities' can be identified within the local area?
4. What 'community support mechanisms' are already in place?
5. What additional 'support mechanisms' would help?
6. Is there any particular or general 'community focus' in the area?

**Practitioner questions:**

1. What is the attitude and approach to community development of your:
  - Practice teacher?
  - Lecturer / Tutor?
  - Line manager / OSS?
  - Team?
  - Trust?
2. How does the placement agency and Trust support the promotion of community development in the local / regional area?
3. What are the community development priorities, targets, etc of the Trust you are placed in and how are these apparent?
4. How is community development evident in your placement?
5. Can you identify some examples of community development initiatives in the placement area / vicinity?
6. Where are the local community development worker (s) / team based?

**Student considerations:**

Obviously all of the above prompts will have contributed to this section. However, some practical suggestions might assist including:

- What need is evident?
- How will community development meet this need?
- Who are the key 'Stakeholders'?
- What are the core skills, abilities and attributes required?
- What additional knowledge / understanding do you require?
- What do you anticipate the contribution of the community development worker (s) / team might be?
- Can you identify possibilities to co-work with others (service users; practitioners; managers; students) in addressing community development?
- How will you negotiate this?
- What are your planning and preparation priorities?
- What sources of support will you need and how will this be secured?
- What is your action / implementation plan?
- What are your time-frames?
- What permissions do you require and from whom?
- What form of recording and reporting will you employ?
- What potential barriers might be encountered and how can these be (successfully) negotiated?
- How will you cascade your good work to others (possible presentation to team, peers, Trust or an article)?

### **Generic considerations:**

1. Why is community development important?
2. What has prompted social work to place community development back on its agenda?
3. What are the core Values, Principles and Ethics underpinning community development?
4. What are the underpinning Theoretical positions:  
(Sociological; Psychological; Social work; Political; Economic; Etc)?
5. What 'community development' Models are available to draw upon?
6. Evaluate Anti-Oppressive Practice implications including:
  - Does the NI understanding of 'community' / 'communities' impact?
  - Are there any sectarian, racist, etc challenges apparent?
  - How might the above be successfully negotiated?
  - How does community development differ locally, nationally and internationally?
  - How does an emphasis on 'communitarianism' challenge social work?

## 2.9 SHSCT LINE MANAGER'S ENDORSEMENT RECORD: Level 3 Students. Sample Proforma



### LINE MANAGER ENDORSEMENT

In line with criterion 2.6.5 of The Standards for Practice Learning for  
the Degree in Social Work (NISCC:2006)

I \_\_\_\_\_ Address: \_\_\_\_\_  
\_\_\_\_\_

certify that;

\_\_\_\_\_ Social Work Student, Level 3  
\_\_\_\_\_ Social Work Degree Programme  
\_\_\_\_\_ Dates of Practice Learning Period  
\_\_\_\_\_ Practice Learning Site

has demonstrated the appropriate level of practice competence and  
confidence and is ready to undertake the Assessed Year in  
Employment.

My endorsement is based on

- (a) Professional supervision
- (b) Agency records/reports
- (c) Participation in the student's training team meetings
- (d) Feedback from colleagues and service users

Signed \_\_\_\_\_

Date \_\_\_\_\_

## 2.10 Resources Relating to Anti-Oppressive Practice

### Books

- Back Les & Solomos John (Ed) (2000) "Theories of Race and Racism", Routledge
- Baines Donna (2007) "Doing Anti-oppressive Practice: Building Transformative, Politicized Social Work"
- Dalrymple & Burke (2006) "Anti-Oppressive Practice: Social Care and the Law"
- Dominelli Lena (2002) "Feminist Social Work Theory and Practice", Palgrave
- Dominelli Lena (1997) "Anti-Racist Social Work", 2<sup>nd</sup> Edition, BASW
- Kingsley Kent Susan (1999) "Gender and Power, In Britain, 1640 – 1990", Routledge
- Laird S (2008) "Anti-Oppressive Social Work", Sage Publications Ltd
- Lentin Ronit & McVeigh Robbie (Ed) (2002) "Racism and Anti-Racism in Ireland", BTP Publications Ltd
- Liechty Joseph & Clegg Cecelia (2001) "Moving Beyond Sectarianism, Religion Conflict and Reconciliation in Northern Ireland", Columba Press
- McLachlan Hugh (2005) "Social Justice, Human Rights and Public Policy", Humming Earth
- Mullender Audrey & Thompson Neil (2003) "Promoting Equality: Challenging Discrimination and Oppression", 2<sup>nd</sup> Ed, Palgrave Macmillan
- Nzira Viola & Williams Paul (2008) "Anti-Oppressive Practice Health and Social Care"
- Smyth Marie (1998) "Half The Battle, Understanding the impact of the Troubles on children and young people", INCORE
- Pithouse Andrew & Williamson Howard (Ed) (1997) "Engaging the User in Welfare Services, Venture Press"
- Thompson Neil (2006) "Anti-Discriminatory Practice", (BASW series), 4<sup>th</sup> Ed, Palgrave Macmillan

- Thompson Neil (2006) “Power and Empowerment (Theory Into Practice”, Russell House Publishing Ltd

### **Web Based Resources**

[www.equalityhumanrights.com](http://www.equalityhumanrights.com) (Equality & Human Rights Commission)

[www.equalityni.org](http://www.equalityni.org) (Equality Commission, NI)

[www.mentalhealthequalities.org.uk](http://www.mentalhealthequalities.org.uk)

[www.voypic.org](http://www.voypic.org) (Voices of Young People in Care)

[www.youngminds.org.uk](http://www.youngminds.org.uk) (emotional wellbeing and mental health of children and young people + many resources for parents, carers, children and professionals)

[www.inclusion.com](http://www.inclusion.com) (person centred resource materials)

[www.socialinclusion.org.uk](http://www.socialinclusion.org.uk)

[www.helensandersonassociates.co.uk](http://www.helensandersonassociates.co.uk) (PCP)

[www.learningcommunity.us](http://www.learningcommunity.us) (The Learning Community for Person Centred Practices)

[www.in-control.org.uk](http://www.in-control.org.uk) (independent charity – promoting active citizenship, community development and the reform of the welfare state)

[www.ageconcern.org.uk](http://www.ageconcern.org.uk) (Age Concern)

[www.olderpeoplewales.com](http://www.olderpeoplewales.com) (Older People’s Commissioner for Wales)

[www.mentalhealth.org.uk](http://www.mentalhealth.org.uk) (Mental Health Foundation)

[www.mentalhealthrecovery.com](http://www.mentalhealthrecovery.com) (Recovery)

[www.scie.org.uk](http://www.scie.org.uk) (Social Care Institute for Excellence)

[www.swap.ac.uk](http://www.swap.ac.uk) (Social Policy and Social Work)

[www.niscc.info](http://www.niscc.info) (Northern Ireland Social Care Council)

[www.ofmdfmi.gov.uk](http://www.ofmdfmi.gov.uk) (Office of the First Minister & Deputy First Minister)

[www.dhsspsni.gov.uk](http://www.dhsspsni.gov.uk) (Department of Health, Social Services and Public Safety)

[www.incore.ulst.ac.uk](http://www.incore.ulst.ac.uk) (International Conflict Research Institute)

[www.cain.ulst.ac.uk](http://www.cain.ulst.ac.uk) (Conflict Archive on the Internet)

[www.ninis.nisra.gov.uk](http://www.ninis.nisra.gov.uk) (Northern Ireland Neighbourhood Information Service)

[www.heacademy.ac.uk](http://www.heacademy.ac.uk) (The Higher Education Academy)

### **Other Resources**

- “Care in The System, This is How We See It” (DVD), contact:  
Kate Mooney, Social Work Study Centre, South Tyrone  
Hospital, Carland Road, Dungannon
- Carr, Sarah (2004) “Has service user participation made a difference to social care services?” SCIE
- Duffy, Joe (2006) “Citizen Involvement in Social Work Education in the NI Context, A Good Practice Guide”

## 2.11 References

- NISCC Codes of Practice for Employers of Social Care Workers and NISCC Codes of Practice of Social Care Workers (Dec '02)
- NI Framework Specification for the Degree in Social Work (March '03)
- Rules for the Approval for the Degree in Social Work (May '03)
- Practice Learning Requirements for the Degree in Social Work (June '03)
- NISCC Practice Learning Standards (April '06)
- Learning, Teaching and Assessment Requirements for the Degree in Social Work (March '04)
- Investing in Practice Learning. Investing in the Future Workforce. NISCC Standards for Practice Learning Providers – A Consultation Document (March '05)
- Curriculum Guidance for the Degree in Social Work: Community Social Work and Development (Oct '05, only available on website in publications section.)
- Curriculum Guidance for the Degree in Social Work: The Northern Ireland Context (Oct '05, only available on website in publications section.)

**All the above can be obtained directly from NISCC at 028 9041 7601 and are also downloadable from [www.niscc.info](http://www.niscc.info)**