



Practice Educator Toolkit

- ◆ Specifically tailored to meet the needs of Practice Educators in adult care to enable them to confidently prepare, support and assess a student social worker on placement
- ◆ The 1 ½ hour workshop style sessions are delivered to a minimum of eight people and a maximum of fifteen people. The '*Practice Educator Toolkit Package*' is purchased at a minimum of **FIVE**, 1 ½ hour sessions
- ◆ There are **TWO** compulsory induction sessions, followed by group choice of **THREE** Performance Capability Framework (PCF) interactive sessions
- ◆ Please note that where there are multiple option sessions in a PCF area only **ONE** session can be chosen
- ◆ Individual group 1 ½ hour workshop sessions can be purchased on request

Compulsory Induction Session 1

1. An overview of key documents to support Practice Educators including:
 - ◆ '*The National Organisation for Practice Teaching (NOPT) Code of Practice*'
 - ◆ '*Practice Placements Guidance*' Social Work England
 - ◆ Social Work England's '*Professional Standards*'
 - ◆ '*Knowledge and Skills Statements for Practice Leaders and Practice Supervisors*' (2015) Department for Education
 - ◆ '*PEPS Refresh*' British Association of Social Workers
 - ◆ '*Professional Capabilities Framework for Social Work in England Guidance on using the 2018 Refreshed PCF*' (British Association of Social Work)
2. Practice Educator Pre-Placement Preparation Checklist- a checklist of key areas to support Practice Educators to effectively plan for the arrival of a student social worker
3. Supervision Skills - an exercise to develop supervision skills with use of '*The 4 x 4 x 4 Supervision Model*'

Compulsory Induction Session 2

1. Supervision and Direct Observation Model- a suggested model to enable a Practice Educator to effectively supervise a student social worker and evidence any concerns
2. A Strength Based Approach to Supervision- a guide to support Practice Educators improve their supervision skills
3. Practice Educator Supervision Self-Appraisal Tool- a self- assessment tool to enable Practice Educators to improve their supervision skills
4. Direct Observation Self-Assessment Tool- a template to help student social workers improve their practice and prepare for assessed direct observations
5. Professional Capability Framework Report Tool- a tool to help Practice Educators prepare for the student social workers final report
6. Learning Styles- a learning style questionnaire to identify activities which would enhance a student social workers learning experience
7. Reflection Forms- a range of forms to enable a student social worker to formally reflect on key learning opportunities including:
 - ◆ Shadowing Reflection Form
 - ◆ Agency Visit Reflection Form
 - ◆ Reflection on Training Form
8. Service User and Professional Feedback Forms:
 - ◆ Professional Feedback Form- tailored to evidence the Performance Capability Framework by professionals who have observed a student social workers practice
 - ◆ Service User/Carer Feedback Form- a standard form to gain feedback
 - ◆ Service User Questionnaire- an in-depth questionnaire to gain more comprehensive feedback from a service user
 - ◆ Carer Feedback Questionnaire- an in-depth questionnaire to gain more comprehensive feedback from a carer
 - ◆ Feedback Form Designed for People with a Learning Disability- an easy read form with use of pictures
 - ◆ Practice Educator Feedback Form – a form designed to enable feedback to be provided to Practice Educators, to support their learning and development in this role

Professional Capability Framework (PCF) Sessions:

1. Professionalism

Session A

- ◆ Social work boundaries grid- a tool to explore acceptable professional standards of practice
- ◆ Professional boundaries group discussion- an exercise to analyse professional boundaries in social work using real life case examples to generate thoughtful discussion and encourage safe practice



OR

Session B

- ◆ The importance of customer care- a discussion exercise to promote high standards in customer care including the professional use of telephone and emails in practice
- ◆ Conduct hearings- an opportunity for student social workers to examine and discuss real life conduct hearings
- ◆ Quiz to assess professional boundaries-a quiz to enable student social workers to consider and discuss acceptable professional standards of practice

2. Values and Ethics

Session A

- ◆ An A to Z of values exercise- a discussion of values and the application of social work values to practice with consideration of Social Work England's Professional Standards
- ◆ Values personal experience exercise- an exercise to demonstrate the importance of empathising with others to promote good social work practice
- ◆ Value base exercise- a tool to analyse how personal values may influence a professional opinion

OR

Session B

- ◆ Dignity in care learning tool - an application of the dignity challenge in practice and consideration of the '*Crabbit Old Woman*' poem to promote good social work practice in particular relation to dignity and respect
- ◆ Values personal experience exercise- an exercise to demonstrate the importance of empathising with others to promote good social work practice

3. Diversity and Equality

- ◆ Identity work exercise- a tool to examine a service users identity, beliefs and unique qualities
- ◆ Diversity learning tool- an exercise to help a student social worker examine diversity in practice
- ◆ Recognising difference and power implications- a tool to recognise factors which can impact power in society, promoting anti-oppressive practice

4. Rights, Justice and Economic Well-Being

- ◆ Advocacy learning tool - an exercise to encourage thoughtful discussion of advocacy in practice
- ◆ Advocacy and whistleblowing exercise- an exploration of advocacy in practice and examination of whistleblowing considering real life practice examples to promote safe good practice



5. Knowledge

Session A

- ◆ Knowledge learning tool- an exercise to compare a range of social work theories to practice

OR

Session B

- ◆ Strength based approach- a discussion of a strength based approach with use of the '*five-quadrant model*' and practical application of the Care Act, to improve student social work assessment skills in line with this legislation

6. Critical Reflection and Analysis

Session A

- ◆ Critical analysis learning tool 1 - a session to discuss, apply and analyse a range of reflection models to practice including:
 - ◆ '*Driscoll's model of reflection*'
 - ◆ '*Share model*'- Maclean, Finch and Tedam (2018)
 - ◆ '*Gibb's reflective cycle model*'
 - ◆ '*The three-stage theory framework*'- the application of Pat Collingwood's '*Three Stage Theory Framework*' to help student social workers relate theory to practice in a pictorial way

OR

Session B

- ◆ Critical analysis learning tool 2- a session to discuss, apply and analyse a range of reflective tools/templates to practice including:
 - ◆ Reflective discussion template- a tool to record in depth case reflection
 - ◆ Critical analysis of practice tool- a tool to enable student social workers to engage in critical thinking about their social work practice
 - ◆ Assessment reflection tool - a tool to help student social workers dissect a social work case and structure their understanding into key areas

7. Intervention and Skills

- ◆ Social work skills learning tool- an exercise to analyse and discuss social work skills
- ◆ Social work skills self-assessment- an in depth social work skills assessment tool to help student social workers map their progress over time
- ◆ A number of real life case studies with questions to help student social workers understand how to use their skills in practice



8. Contexts and Organisations

Session A

- ◆ Contexts and organisations learning tool- an exercise to examine some organisational issues in practice including funding and complaints
- ◆ Good recording exercise- an exercise to promote good recording in social work practice including a quick reference guide

OR

Session B

- ◆ Working nine to five learning tool- an exercise to support student social workers to learn how to prioritise and manage their time and workload effectively

OR

Session C

- ◆ Lone working- an exercise to raise awareness about the risks of lone working in social work practice and exploring how these can be minimised, to improve personal safety and the safety of other colleagues

OR

Session D

- ◆ Critical analysis of multi-agency working- an exercise to examine the strengths and limitations of multi-agency working in practice
- ◆ A number of real life case studies with questions to help student social workers consider how they could effectively work in a multi-agency way in practice

OR

Session E

- ◆ Managing professional conflict exercise- an exercise to help student social workers to manage professional conflict with confidence
- ◆ A number of real life case studies with questions to help student social workers consider how they could effectively work in a multi-agency way in practice

9. Professional Leadership

- ◆ Professional leadership learning tool- an exercise to help student social workers identify and demonstrate how they have acted in a lead role

10. Safeguarding Adults

- ◆ Safeguarding Adults- an overview of safeguarding and an opportunity to address any fear and concerns student social workers may have in this area of practice
- ◆ 'Safeguarding Adults NHS England North' a discussion of a key document designed and produced by NHS England North Designated Professionals for Safeguarding Adults
- ◆ Safeguarding Adult case studies- a number of real life case studies with questions to improve confidence and generate thoughtful discussion and encourage safe practice



- ◆ If purchasing the '*Practice Educator Toolkit Package*' please make a group choice of **THREE** PCF sessions
- ◆ Please note that where there are multiple option sessions in a PCF area only **ONE** of these sessions can be chosen as part of the toolkit package

