THE NORTHERN IRELAND DEGREE IN SOCIAL WORK PARTNERSHIP

PRACTICE TEACHER & STUDENT TOOLKIT
ACKNOWLEDGEMENTS

The Northern Ireland Degree Partnership would like to acknowledge and thank all those practice learning coordinators and organisations who contributed to the development and production of the Toolkit.
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Welcome to the Practice Teacher and Student Toolkit!

This Toolkit developed by the Northern Ireland Degree in Social Work Partnership (NIDSWP) replaces the former Practice Learning Manual.

The Toolkit has been developed with the aim of providing Practice Teachers and Students with resource materials which focus on practice learning and in particular the Evidence Requirements.

The revised evidence requirements aim to promote:

- Greater emphasis on practice and less preoccupation with written work
- Less prescription
- More flexibility regarding PLO setting/Student needs/nature of work
- Greater creativity
- Enhanced use of supervision to evidence and endorse competence

The structure and content of the Toolkit therefore reflects the Three Pillars of Competence

1. Direct Practice Competence
2. Agency/Team Competence
3. Learning Competence


While each section contains materials and tools which are particularly relevant to a specific pillar of competence, it should be noted that they can also be employed across the three areas of competence.
The materials focus on key aspects of practice learning and provide up-to-date resources which will assist both Practice Teachers and Students in their roles and tasks.

The contents of the Toolkit are not exhaustive and Students and Practice Teachers should continue to make use of other tried and tested learning tools, models and resources.

Practice learning is a process and as such will inevitably involve change and development. With this in mind it is anticipated that the Toolkit will evolve over time. It has therefore been designed to accommodate additions and changes. It is hoped that the Toolkit will be viewed by Practice Teachers and Students as a conduit to share tools and resources which they have found particularly useful. If you have any suggestions as to how the Toolkit can be improved or you wish to contribute to the contents please contact the Northern Ireland Degree in Social Work Partnership office via email.
✉️ 📧 info@nidswp.com

The Toolkit should be used in conjunction with the Northern Ireland Degree in Social Work Regional Practice Learning Handbook, August 2012.

Evelyn Magee
Professional Officer
NIDSWP
INTRODUCTION

The **Learning Guide, an aide for effective evidence of professional development and practice (June 2011)** details the three key areas of competence and crucial elements of practice and learning within each of them.

This document is intended to act as a guide for Students and Practice Teachers to ensure a focused and appropriate evidence base for professional development and practice. There are regional agreements for the production of formal evidence required for all Students (see page 40: Regional Practice Learning Handbook) but it is recognised that each Student is an individual adult learner; therefore, this provides guidance on a range of tools and strategies for the production of evidence of appropriate competence. Practice Teachers and Students can use the guide to assist in the identification of learning tasks and exercises that will link with the learning needs of the Student. It is intended to act as a guide (only) rather than a prescriptive list of what Students must do.

Areas of professional development and practice evidence have been identified with associated tools/strategies and recommendations for the format of the evidence.

*The area of AOP and values has not been specifically identified. Students are expected to ensure that these areas are automatically integrated into all work.*

The guide should be used by Practice Teachers and Students to focus the supervision and planning process regarding evidence of professional development and practice. It is intended to be used in conjunction with the “**Progression to Competence**” document and the **differential statements**. (Appendix 8, NIDSWP Regional Practice Learning Handbook August, 2012). The Toolkit complements this guide in that firstly it contains a range of materials and secondly it signposts other relevant resources which can be used to promote and evidence practice competence and the learning achieved.
LEARNING GUIDE

DEVELOPMENTAL AREAS FOR EVIDENCING PRACTICE—THE THREE PILLARS OF COMPETENCE

<table>
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<th>DIRECT PRACTICE COMPETENCE</th>
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<tr>
<td>INTERPERSONAL SKILLS</td>
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<th>AGENCY/TEAM COMPETENCE</th>
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<td>RECORDING</td>
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<td>SERVICE USER SPECIFIC KNOWLEDGE</td>
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<td>ORGANISATIONAL SPECIFIC KNOWLEDGE—POLICIES, PROCEDURES ETC</td>
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<td>MULTI-PROFESSIONAL PRACTICE</td>
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<th>LEARNING COMPETENCE</th>
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<tr>
<td>INFORMING THEORY— METHOD, MODELS, APPROACHES</td>
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<td>UNDERPINNING THEORY— PSYCHOLOGY, SOCIOLOGY, SOCIAL POLICY, LAW</td>
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<td>REFLECTIVE PRACTICE.</td>
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COMPETENT IN KEY ROLES, PRACTICE FOCI AND PRACTICE LEARNING REQUIREMENTS. PROGRESSION TO COMPETENCE DOCUMENT APPLIES. ETHICAL PRACTICE INCLUDING AOP EVIDENT IN ALL WORK.

NOT COMPETENT
Competence can only be confirmed against the six key roles and twenty-one practice foci if the Student has produced sufficient evidence in the three identified areas and above the line of competence.

The ‘Three Pillars of Competence’ may not be equal at the summative assessment stage, however to be assessed as competent all three areas must be above the line. The following chart provides examples of tasks and exercises which can be completed in relation to each of the three areas and can aide Students and Practice Teachers in the identification of effective evidence tasks. Furthermore, where a Practice Teacher has assessed a Student at a formative point as marginal in one or more of the areas, the guide will act as a support to identify tasks that may enable the Student to produce effective evidence.
<table>
<thead>
<tr>
<th>AREA FOR EVIDENCE</th>
<th>POTENTIAL TOOLS/STRATEGIES</th>
<th>FORMAT</th>
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<td>DIRECT PRACTICE COMPETENCE</td>
<td>SKILLS AUDIT</td>
<td>WRITTEN OR VERBAL INSUPERVISION</td>
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<td>PROCESS RECORD</td>
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<td>DIRECT OBSERVATION</td>
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<td>ASSESSMENT TUNING-IN</td>
<td>WRITTEN EXERCISE</td>
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<td>AGENCY/TEAM COMPETENCE</td>
<td>INDUCTION TASK</td>
<td>WRITTEN</td>
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<td>AGENCY REPORTS</td>
<td>WRITTEN</td>
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<td></td>
<td>AUDIT OF POLICIES</td>
<td>WRITTEN &amp; VERBAL IN SUPERVISION</td>
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<td>LEARNING COMPETENCE</td>
<td>REFLECTIVE LOG</td>
<td>WRITTEN</td>
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<td></td>
<td>CRITICAL INCIDENT ANALYSES</td>
<td>WRITTEN &amp; VERBAL IN SUPERVISION</td>
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<td>COLLINGWOOD MODEL</td>
<td>WRITTEN &amp; VERBAL IN SUPERVISION</td>
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<td>REFLECTIVE RECORD</td>
<td>WRITTEN</td>
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Section One: Direct Practice Competence
1.1 TUNING IN FRAMEWORK
(adapted from Taylor & Devine, 1993)

Preparation for Contact

Answer the following questions...

First Level (Resource gathering):
- What is it like being this person?
- What knowledge or theory do I need to know about in order to help this person meet their...
  - I. Physical needs
  - II. Social needs
  - III. Emotional needs
  - IV. Psychological needs

Second level (information gathering):
- What do I already know about this person from...
  (a) The referral
  (b) Request for the assessment
  (c) Agency records
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?
Fourth Level (Myself)

- How am I feeling about this contact?

Fourth Level (Myself) cont’d

- What are my fears and concerns about this contact?

- How might these fears impact on my behaviour during the contact?

- How can I minimise this?
1.2 PREPARATION FOR CONTACT
(Douglas, H: June 2008)

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?
1.3 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:
### Legislation

<table>
<thead>
<tr>
<th>Level 2</th>
<th>Level 3</th>
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<tbody>
<tr>
<td>• 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.</td>
<td>• 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.</td>
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### Policy & Procedures

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<th>Level 2</th>
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| • 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. | • Shows a more informed understanding of policy and procedures and how they impact on Service User, worker and intervention.  
• Can highlight potential conflicts and how these might be resolved. |

### Theoretical Considerations

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<th>Level 2</th>
<th>Level 3</th>
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| • Initially may be random when highlighting theory though should move during placement to show ability to identify and discuss relevant theory  
• One would expect to see | • Shows ability to underpin work with relevant theory  
• Demonstrates ability to critically consider theoretical perspectives  
• Can show knowledge and understanding of a range |
psychological, sociological and social policy perspectives alongside social work theory relevant to the Service User and phase of work.

- 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

- Is able to access and show understanding of research to support choice of theory

- Shows ability to be more specific about relevancy of particular theory to Service User, phase of work and agency function

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

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<th>Level 2</th>
<th>Level 3</th>
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<tbody>
<tr>
<td>• 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</td>
<td>• Demonstrates ability to gather and analyse information from a range of sources and highlight how this impacts/influences</td>
</tr>
<tr>
<td>• As placement progresses one should see the ability to use previous knowledge more effectively, showing how this has informed practice</td>
<td>• Is able to identify gaps in own knowledge etc and how this might be addressed</td>
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<td></td>
<td>• Shows ability to be pro-active in sourcing relevant theory based on what is already known</td>
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**Tuning In**

<table>
<thead>
<tr>
<th>Level 2</th>
<th>Level 3</th>
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<tr>
<td>• May begin by highlighting more general issues relating to both self and Service User. As</td>
<td>• Demonstrates self awareness in terms of how one impacts on Service User and others. Also</td>
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placement progresses one would expect to see self awareness develop and deeper understanding of Service User feelings should be evident, with links to theory

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<th>considers how Service User's feelings re: Student, agency, situation could impact and how they might address the feelings generated for both Service User and worker. Theoretical links should be evident</th>
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Skills

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<th>Level 2</th>
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<td>Initialy 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</td>
<td>Demonstrates ability to consider a broad range of skills and understand the impact of these on the Service User and phase of work</td>
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<tr>
<td></td>
<td>Moves to consider relevant skills at different stages of the social work process and how one stage impact on another</td>
<td>Is able to critically analyse relevant skills</td>
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<td></td>
<td>Tendency to focus on practical rather than emotional issues though should develop ability to begin to explore feelings and consider the use of empathy</td>
<td>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</td>
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Values and Anti-Oppressive Practice

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<tbody>
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<td></td>
<td>May initially just state values rather than show ability to explore their application to practice</td>
<td>Can highlight explicitly relevant values and the impact in a critically analytical way</td>
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<tr>
<td></td>
<td>Moves to a more informed understanding and ability to begin to highlight value</td>
<td>Shows knowledge and understanding of NISCC Code of Practice and how</td>
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<tr>
<td>dilemmas and conflicts, e.g. Personal, professional, organisational</td>
<td>one’s practice is underpinned by the Code – highlighting potential challenges</td>
<td></td>
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<tr>
<td>• Shows developing knowledge of NISCC Code of Practice and begins to explore relevancy to practice</td>
<td>• Highlights and discusses dilemmas and conflicts and show ability to work towards addressing and resolving</td>
<td></td>
</tr>
<tr>
<td>• 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</td>
<td>• Can identify and challenge oppression in an appropriate and constructive manner while also showing broad range of understanding of the impact on Service Users</td>
<td></td>
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<td>• Can identify and begin to address own prejudice</td>
<td>• Shows an informed understanding of power and its impact, actively addressing ways to redress the inherent imbalance</td>
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<td>• Can explore similarities and differences between self and Service Users</td>
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**Values & Anti-Oppressive Practice (cont)**

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<th>Level 2</th>
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<tr>
<td>• Demonstrates understanding of different forms of discrimination and oppression and the impact on Service Users</td>
<td>• Not only discusses values but also what these look like in practice</td>
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<tr>
<td>• 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</td>
<td>• A more comprehensive understanding of the care and control aspects of the social work role</td>
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<td></td>
<td>• 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</td>
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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 1st ‘Tuning In’ might be less comprehensive than the final ‘Tuning In’
1.5 GROUPWORK PLANNING CHECKLIST
(adapted from Brown, A, Groupwork)

- **The need to be met. Target Group.**
  Is there an unmet need and is groupwork an appropriate way of meeting this need?
  How might needs be met more appropriately in a group than otherwise?

- **Do I need anyone’s permission to commence this group?**
  Who do I need to negotiate with?

- **The purpose of the group.**
  What is the purpose in setting up the group? Consider agency and Service Users. Consider anti-oppressive practice. What do you think might be the participants’ aims in taking part?
  Is there sufficient common ground to promote a shared purpose and out of that the development of a “contract”?

- **The potential membership of the group.**
  Who is it for?
  Who decides on referrals/recruitment to the group?
  What size will it be? What will be the composition of the group?
  How will people know about the group? How will I inform people?
  Consider anti-oppressive practice.

- **The type of group**
  Activity
  Support and discussion
  Skill development
  Therapeutic group
  Action group
  Self-help group
  Other
• **The leadership arrangements**
  Who will be involved?
  How many?
  What roles will leaders have?

• **Are there any particular theoretical perspectives or models?**
  What reading do I need to undertake?

• **What methods and techniques will be used?**
  What extent of the programme will be decided in advance and why?
  What work will the group do?

• **What will be the group structure?**
  Will it be an open or closed group?
  How often will it meet?
  What will be the duration of the group?
  Where will the group meet?
  What will be the timespan of meetings?

• **What resources will be required?**
  Time, accommodation, materials, transport
  Do I require a budget to run the group?
  Do I need to elicit the help and co-ordination of colleagues?
  Are there any special requirements? Consider anti-oppressive practice.

• **What will be my role?**
  Facilitation
  Recording, monitoring and evaluation
  Activities
  Supervision/consultation
  Health and Safety
  Managing endings

• **What might be obstacles to starting the group?**
  What action might I undertake to overcome the obstacles?
1.6 Process Recording

The aim of a process recording is to encourage the Student to explore the process of the interaction and in doing so the dynamics of the interview including the thoughts and feelings which lie behind them. The real value of a process record as a learning tool is not a verbatim record but the insights it can provide in terms of e.g.

- a Student’s use of communication skills,
- Student’s understanding of the situation
- how he/she deals with emotions and conflict ,
- his/her value base,
- assumptions that are made
- his/her ability to keep the interview focused
- his /her level of confidence
### 1.7 Suggested Format for Process Recording

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Verbal Communication</th>
<th>Non-Verbal Communication</th>
<th>Thoughts and Feelings</th>
<th>Skills and Values</th>
<th>Practice Foci</th>
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1.8 CONSENT TO WORK WITH SERVICE USERS/CARERS: SAMPLE PROFORMA
(reproduced with kind permission of SHSCT)

Sample

Consent – Social Work Students

As part of all social work training, Student Social Workers must gain experience of directly working with Service Users. This work experience allows students the opportunities to develop their skills and knowledge and ultimately to provide a quality social work service.

All Students are required to adhere to the Organisation’s standards in relation to
- Confidentiality
- Recording
- Data Protection and other policies and procedures.

During his/her work period the Student is assessed and closely supervised by a Practice Teacher who is an experienced Social Worker. His/her work is monitored and observed to ensure it meets the standard of practice required. The Practice Teacher may ask you to provide feedback on the Student’s work.

The Student is required to seek your consent to work with him or her, and if using your case notes to evidence his/her work must ask your permission to do so.

The contribution of Service Users to the training of Social Work Students is invaluable and we hope that you will agree to the Student working with you for a time limited period. If you decide after discussion with the Student that you prefer to work with a qualified Social Worker then you can be assured the services you receive will in no way be affected by your decision.
Consent Form.

I _______________________

Give my consent to ___________________ Social Work Student undertaking social work tasks with myself □ and or/____________________ □ (tick)

Please state relationship to person named ______________

I understand that the Student Social Worker will be supervised by suitably qualified staff. □

The Student has provided information on his/her Student status and the supervisory process in place. □

He/she has provided the name of the Supervisor and the Practice Teacher. □

I consent to the Student using anonymised case records to evidence his/her practice □

Signed _________________________

Date_________
1.9 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 (see Practice Learning Handbook; page 52 for further guidance). 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 Carers and forms 2, 3 and 4 for Service Users).

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.
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

responded to appropriately?

Not good enough > > > Very good

1 2 3 4 5
given space to talk?
Not good enough  >  >  >                           Very good
1  2  3  4  5

Able to ask questions?
Not good enough  >  >  >                           Very good
1  2  3  4  5

Do you have any additional comments you would like to make?
FORM 2: 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?
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?
FORM 4: Feedback – for use with Service Users  
(adapted from East Anglian Association of Practice Teachers Resource Pack, 1998)

Name of Student:

1. Thinking back to when you first knew __________________, what were your first impressions of him/her as a Social Worker?

2. Have your views changed – if so – how?

3. Do you find it easy to talk to him/her – if so, why?

   If not – why not?

4. Is he/she reliable?

   Does he/she arrive on time?

   Does he/she listen?

   Does he/she make you feel comfortable?

   Has he/she planned the visits?
5. Have you always understood the next step?

Does he/she explain things carefully?

Does he/she answer your questions?

6. Have you had reason to complain about the service you have received from the Student?

7. Do you have any areas of difficulty with him/her as your Social Worker – however small?

8. What do you think the Student needs to work on in his/her next practical placement before he/she becomes qualified?

9. What are the Student’s good points as a Social Worker?

What are his/her not so good points?

10. Any other comments?

Your comments will be shared with the Student. Many thanks for your help.
1.10 Direct Observation Records


1.11 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: _____________________________________

Note: Reference should be made to the Provider Organisation’s Standards for Supervision Contracts and Records
# 1.12 Skills Audits

**Form 1** (reproduced with kind permission of University of York)

<table>
<thead>
<tr>
<th>What skills did I use well?</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>What skills do I need to use better?</td>
<td>Comments</td>
</tr>
<tr>
<td>What skills did I unexpectedly find that I did not need?</td>
<td>Comments</td>
</tr>
<tr>
<td>What skills did I unexpectedly find that I did need?</td>
<td>Comments</td>
</tr>
<tr>
<td>What skills did I find especially challenging and why do I think that is?</td>
<td>Comments</td>
</tr>
</tbody>
</table>

**Note any issues to take to supervision:**

**Note any areas for follow up reading:**
Form 2: Interview Skills Checklist (adapted from East Anglian Association of Practice Teachers Resource Pack, 1998)

How good are you at doing the following?

<table>
<thead>
<tr>
<th>Very Good</th>
<th>Not Very Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Planning an interview – deciding what needs to be covered and in what order

Explaining clearly the purpose of the interview

Forming realistic impressions from appearance, speech, mannerisms

Asking clear and concise questions

Encouraging the interviewee to talk freely

Working with a person who talks too much about irrelevant matters

Working with a silent or withdrawn person

Assessing the mood of the interviewee

Summarising what has emerged from the interview in a manner that is accurate and acceptable

Concluding on a positive note
1.13 Case Analysis (reproduced with kind permission of Pauline Graham, SEHSCT)

Relevant Psychological Perspectives

Legislative Framework

AOP Perspectives

Relevant Sociological Perspectives

Service User Issues

Value Issues/Dilemmas and/or Conflicts

Relevant Social Policy Perspectives

Relevant SW Theory

Relevant Research
Section Two: Agency/Team Competence
2.1 INDUCTION TASK

See Regional Practice Learning Handbook, August 2012, pages 50-51

2.2 AGENCY REPORTS

As per agency policies and procedures.

2.3 AUDIT OF POLICIES

Evidence of appropriate knowledge and application of policies can be demonstrated through supervision and or tuning in and evaluations.
LEVEL 3 ENDORSEMENT OF ASSESSMENT

In line with criterion 2.6.5 of The Standards for Practice Learning for the Degree in Social Work (NISCC:2009)

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 ________________________________
Section Three: Learning Competence
3.1 Personal & Professional Development Workbook

Please refer to page 11 of Regional Practice Learning Handbook, August 2012.

3.2 Individual Learning Plan

Please see Appendix 1 in Regional Practice Learning Handbook, August 2012.
Reflective practice is central to the learning process and provides the link between teaching, learning and practice. Through Critical analysis Practice Teachers can assist Students to make sense of the complexities of face to face practice within the Practice Learning context.

Critical reflection allows the Student to consider and question assumptions regarding context, consent and process, while promoting understanding of the Service Users situation and how knowledge, values and beliefs they bring to the situation can shape the interaction.

There are a number of methods which can be drawn on to support this process of learning:

- Discussion
- Questioning
- Reflective Journal
- Role Play

The following tool has been devised to promote Student learning through the recognition and identification of their own learning needs from the practice experience.

The definition of Critical Incident for the purpose of this tool is the reference to an event (in practice) which for that Student is regarded as important or significant to learning.

The tool has three stages: Reflect on the Critical Incident
Critical Analysis of the Incident
The Learning & Change Process
### Stage One  Reflecting on the Critical Incident

The headings below provide a structure to support the reflective process.

<table>
<thead>
<tr>
<th>Context/Background to the Incident</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Detail of the interaction which was significant to professional learning</td>
<td></td>
</tr>
<tr>
<td>Students thoughts/reactions at the time</td>
<td></td>
</tr>
</tbody>
</table>
Stage Two  |  Critical Analysis of the Incident

The Student considers the following question in relation to the nature of the intervention.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What Preconceptions did I bring to this situation</td>
<td></td>
</tr>
<tr>
<td>How did these influence the intervention</td>
<td></td>
</tr>
<tr>
<td>What assumptions had I made</td>
<td></td>
</tr>
<tr>
<td>Where there situational –circumstances which influenced my intervention</td>
<td></td>
</tr>
<tr>
<td>Did I consider the other persons perceptions of me</td>
<td></td>
</tr>
<tr>
<td>Has who I am influenced the intervention</td>
<td></td>
</tr>
</tbody>
</table>
## Stage Three  The Learning and Change Process

The Student having considered why they practiced in that way are prompted to contemplate change and formulate alternative approaches to practice.

<table>
<thead>
<tr>
<th></th>
<th>Skills</th>
<th>Knowledge</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>How could this intervention have been different</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What more do I need to know</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What were my expectations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What personal / professional changes will I make (Values, Attitudes, Beliefs)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How will I change my approach</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Adapted from Fook & Gardener 2008

Practice
Intervention
Incident

Reflect on what took place

Contemplate
Change
formulate new practice

Make sense of the interaction and the influences
3.4 Collingwood Model

Form 1: 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?
Form 2: 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
Form 3: Evaluation of a group work session

The evaluation of a group work 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 group work session. This could be extended to the evaluation of your practice of a whole group work 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 group work 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?

List of Suggested Reflective Phrases:

- After observation …
- The significance of this activity …
- This comment tells me …
- It is important for me to realise …
- In this situation I should have …
- This is significant because …
- Because of this activity I was prompted to …
- I acknowledge that …
- This is an indication of …
- I focused on … because …
- To promote continued thinking I …
- I realised that …
- The intent of my question …
- In the future …
- In retrospect …
- I have since concluded …
- After this activity I found … to be significant because …
3.7 Case Summary
(adapted from East Anglian Association of Practice Teachers Resource Pack, 1998)

Referral Details:

Assessment:

Work Plan:

Methods of Intervention:
Outcome:

Evaluation/Learning Points:

Theory to Practice:

Issues of Anti-Discriminatory Practice:

Date: ..................................................
Section Four:
Miscellaneous
4.1 Evaluation of PLO Proformas

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 Northern 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.

Feedback is therefore sought from Students, Practice Teachers, Tutors and On-Site Supervisors. It is the responsibility of each to complete the relevant regionally agreed evaluation sheet at the end of 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 Coordinator 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.**

Feedback from Practice Teachers, Tutors and On-Site Supervisors will be used in a variety of ways:-

• **To inform future delivery of practice learning**
• **To inform DPLPs Annual Monitoring Report to NISCC**
• **To assist DPLPs in identifying particular strengths and issues within their organisation**
• **To contribute to quality assurance of practice learning activity within the organisation.**
Student Practice Learning Opportunity Evaluation

Quality assurance is an integral aspect of the delivery of the Social Work Degree and this includes using formal feedback mechanisms about practice learning opportunities. 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 regional report about practice learning opportunity satisfaction
• As a means to recognise and consolidate good practice
• To facilitate the development and improvement of learning opportunities and consequently enhance students’ practice learning experiences.

Feedback – Practice Guidelines
• The general report, summarising student feedback will only be circulated once PLO ends.
• Individual students or practice learning opportunities will not be identifiable in the general report which will be for wide circulation. The report will be shared with QUB, UU/FE, Northern Ireland Degree in Social Work Partnership (NIDSWP), Northern Ireland Social care Council (NISCC), and those organisations across NI which have provided PLOs.
• Feedback about individual practice learning opportunities will only be shared with PLO Providers where the student feedback raises concern that required standards have not been met. In such circumstances the student and University/College will be advised as to how these concerns will be addressed.

The Northern Ireland Degree in Social work Partnership staff who will complete the report have no involvement whatsoever in the assessment of students’ work. Students’ assessment will NOT be affected in any way by their evaluation of the PLO experience.
It is the responsibility of each student to complete the regionally agreed evaluation pro–forma in the last week of PLO.

The completed pro-forma must be returned to the NIDSWP Office either by email: info@nidswp.com or post: NIDSWP, Graham House, Knockbracken Healthcare Park, Saintfield Road, Belfast, BT8 8BH by the last day of PLO.
REGIONAL PRACTICE LEARNING EVALUATION FORM

STUDENT

Name………………………………………………
In which Higher Education institution are you located? Please tick.
UU ....; QUB ..... ; BMC ..... SWC...... Other…….
On which programme are you currently enrolled? Please tick.
RGR Programme .....  UGR programme .....  Part-time Route……  Other ……..
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 answer all questions.

1. How would you rate the pre-PLO preparation? (E.g. Student profile forms, availability of agency/practice teacher contact details)

<table>
<thead>
<tr>
<th>Extremely Poor</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

Comments

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
2. Did you get sufficient and timely information about the allocation of PLOs process?
Yes [ ] No [ ]

3. Did you make a pre – PLO visit?
Yes [ ] No [ ]

4. Would you recommend this PLO to another Student?
Yes [ ] No [ ]

5. How would you rate this PLO?

<table>
<thead>
<tr>
<th>Extremely Poor</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Very Good</th>
<th>Excellent</th>
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<tr>
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<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

6. Did you have access to opportunities in relation to the entire social work process?
Yes [ ] No [ ]

Which of the following parts of the social work process did you have the opportunity to complete?
- Assessment [ ] Yes [ ] No [ ]
- Care Planning [ ] Yes [ ] No [ ]
- Intervention [ ] Yes [ ] No [ ]
- Review [ ] Yes [ ] No [ ]
7. Did you have to access supplementary opportunities to fulfil the assessment requirements? E.g. Article 8 report, group work

Yes [ ] No [ ]

Please give examples of additional opportunities provided

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

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

8. What advice would you give to a Student going on this PLO e.g. reading, preparation, pre-placement visit, expectations, experience, car, etc.?

Please comment

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

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

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

9. How would you rate the level of support from?

<table>
<thead>
<tr>
<th></th>
<th>Extremely Poor</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practice Teacher</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td><strong>On Site Supervisor /Facilitator (if applicable)</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td><strong>Agency Team</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>
**Tutor**

<table>
<thead>
<tr>
<th>Extremely Poor</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Very Good</th>
<th>Excellent</th>
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<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

Please comment

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

10. **Individual Supervision with your Practice Teacher – how frequently did this occur?**

Weekly [ ] Fortnightly [ ] Monthly [ ]

11. **Group Supervision - how frequently did this occur?**

Weekly [ ] Fortnightly [ ] Monthly [ ]

12. **How would you rate supervision?**

**(a) Individual**

<table>
<thead>
<tr>
<th>Extremely Poor</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Very Good</th>
<th>Excellent</th>
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<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
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</tbody>
</table>

**(b) Group**

<table>
<thead>
<tr>
<th>Extremely Poor</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Very Good</th>
<th>Excellent</th>
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<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

Please comment

.............................................................................................................................
13(a) Did practice learning meetings (initial and mid-point) take place within the recommended timeframes?

Yes ☐ No ☐

13(b) How would you rate the management of the practice learning meetings?

<table>
<thead>
<tr>
<th>Extremely Poor</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
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<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

13(c) Did you access?

The Regional Practice Learning Handbook  Yes ☐ No ☐

The Regional Practice Teacher and Student Toolkit  Yes ☐ No ☐

Please comment

---------------------------------------------------------------------------------------------------------------

---------------------------------------------------------------------------------------------------------------

---------------------------------------------------------------------------------------------------------------

14. How would you rate your learning in PLO in relation to?

**Knowledge**

<table>
<thead>
<tr>
<th>Extremely Poor</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Very Good</th>
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**Skills**

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Please comment


15. To what extent was your practice developed?

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16. How would you rate your experience of being assessed while on PLO?

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17. Did you get feedback during your PLO from?

Practice Teacher                              Yes ☐       No ☐
On Site Supervisor (if applicable)            Yes ☐       No ☐
Service Users & Carers                        Yes ☐       No ☐
Tutor                                          Yes ☐       No ☐

18. How useful was feedback from?

**Practice Teacher**

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<tr>
<th></th>
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**On Site Supervisor/Facilitator (if applicable)**

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**Service Users & Carers**

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**Tutor**

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Please comment

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19. Did you have access to your university/college intranet while on PLO?

Yes ☐       No ☐
20. Any other additional comments you would like to make?

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Thank you for taking the time to complete this evaluation.
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 the 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/quadrapartite 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:

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12. Any other comment?

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Thank you for taking the time to complete this evaluation.
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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?

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 tripartites/quadripartites?

Yes    No

5. How would you rate the management of the tripartites/quadripartites 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:

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13. Any other comment?

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Thank you for taking the time to complete this evaluation.
4.2 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
**What should a Chronology list?**

- Referrals to Social Services
- Previous Child Protection Investigations
- Previous Child Protection Conferences and outcomes
- If the child has been in care (dates)
- Any other incident or report received which could have a potential impact on the welfare of the child.
- Court Hearings and outcomes
- Criminal Incidents (Arrests etc.)
- Accidents
- Domestic Violence
- Significant illnesses (mental and physical)
- Significant incidents within the wider family (e.g. death of a relative)
- Changes in family circumstances, (e.g. people joining or leaving the household, loss of job etc)

**CHRONOLOGIES**

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

"the best indication of dangerousness is past evidence – it should never be forgotten"

(Scott’s Maxim quoted in Aston Inquiry)
4.3 GENOGRAM

The Genogram (Family Tree)

Symbols:

- Male
- Deceased Male
- Female
- Deceased Female
- Transitory relationship
- Enduring relationship (marriage/cohabitation)
- Separation
- Divorce

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
4.4 COMMUNITY DEVELOPMENT TEMPLATES
(Reproduced with kind permission of Mary Anderson)

TEMPLATE 1:

A MODEL FOR EVIDENCING COMMUNITY DEVELOPMENT

Who & what is the community?
• Macro or micro?
Community profiling
Skills of research, clarifying task.
Increased awareness of where SU’s live.
Social model approach.

What have I learnt?
Reflection & evaluation on profiling.
Developing skills of evaluation
Opportunities to link with AOP & “contested society” requirement

How does this inform practice—mine and the projects?
Real facts & figures, issues & challenges re SU’s.
Increased capacity/skill re macro tuning-in

How will I apply it?
Work planning & appropriate action.
Critical, thinking re meaning

How will I evidence it?
Know the practice foci & key roles
Use of matrix
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.

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.


• 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.

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.
TEMPLATE 2:

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

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?
4.5 Resources Relating to Anti-Oppressive Practice

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

Web Based Resources

www.equalityhumanrights.com (Equality & Human Rights Commission)

www.equalityni.org (Equality Commission, NI)

www.mentalhealthequalities.org.uk

www.voypic.org (Voices of Young People in Care)

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 (person centred resource materials)

www.socialinclusion.org.uk

www.helensandersonassociates.co.uk (PCP)

www.learningcommunity.us (The Learning Community for Person Centred Practices)

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

www.ageconcern.org.uk (Age Concern)
www.olderpeoplewales.com (Older People’s Commissioner for Wales)

www.mentalhealth.org.uk (Mental Health Foundation)

www.mentalhealthrecovery.com (Recovery)

www.scie.org.uk (Social Care Institute for Excellence)

www.swap.ac.uk (Social Policy and Social Work)

www.niscc.info (Northern Ireland Social Care Council)

www.ofmfmni.gov.uk (Office of the First Minister & Deputy First Minister)

www.dhsspsni.gov.uk (Department of Health, Social Services and Public Safety)

www.incore.ulst.ac.uk (International Conflict Research Institute)

www.cain.ulst.ac.uk (Conflict Archive on the Internet)

www.ninis.nisra.gov.uk (Northern Ireland Neighbourhood Information Service)

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


4.6 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 (Revised January 2012)

- Practice Learning Requirements for the Degree in Social Work (Revised August ‘10)

- The Standards for Practice Learning for the Degree in Social work (Revised June ‘09)

- Learning, Teaching and Assessment Requirements for the Degree in Social Work (March ’04)

- 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


The Ten Cs of Reflection (Johns 2000: 36)

Hampton, Martin, Academic Skills Unit (ASK), Department of Curriculum & Quality Enhancement, University of Portsmouth “Written Assignments No: WA13a, Reflective Writing A Basic Introduction”