



the  
**SOCIAL WORK**  
**TEACHING PARTNERSHIP**  
**West Midlands**

# Welcome

**Staffordshire University**

**Placing the Spotlight on Practice Education: reflect, learn and inspire**

# Our approach to social work education and training

Jonathan Monk  
16<sup>th</sup> June 2023



# Purpose of the session:

- To outline the development of our approach to Social Work Education and Training
- To provide an update from our Education Quality Assurance programme



# Prevention and Impact

- Objective 1: Build trust and confidence in the social work profession, and in regulation, by strengthening our relationship with the sector
- Objective 2: Share the data and insight we hold about the social work profession and our regulation. This will help us to support leaders and policy makers to drive change, and ensure our processes are safe and fair
- Objective 3: Collaborate with other sector leaders to develop a clear and shared understanding of risks to the public and agree how to manage those risks
- **Objective 4: Ensure all social work students receive comprehensive and consistent education and training, in a supportive and inclusive learning environment to prepare them for practice**



# Our new approach to social work education and training

Published in June 2022

Sets out seven areas of focus for activity across the next three - year cycle and beyond:

- Equality, diversity and inclusion
- Readiness for practice
- Practice education
- Standards and guidance
- Educators and practice experience
- Student registration
- Newly qualified social workers

# Key Developments and Influences

Internal	External
Ongoing development of new guidance on 'Readiness for Professional Practice' and our <b>knowledge, skills and behaviour</b> statements.	The Department for Education's ongoing work in relation to the reform of children's social care, including development of an Early Career Framework.
Research into models of <b>practice education</b> and the role of practice educators.	Introduction of Level 7 (postgraduate) Social Work Degree Apprenticeships.
Establishment of the <b>Education and Training Advisory Forum</b> to support our work.	Reform of student finance and the phased introduction of lifelong loan entitlement.
Development of our ' <b>Education Strategy Roadmap</b> ' which will set out our timelines and work over the next business year and across our corporate cycle.	Changes in relation to the bodies responsible for the quality assurance and regulation of higher education.
<b>Development, consultation and implementation</b> of standards for Best Interest Assessor programmes and inspection of Approved Mental Health Professional courses	Decision to delay Mental Capacity Act reform and the introduction of Liberty Protection Safeguards
Learning from the first two years of regulation of initial education and training programmes to <b>develop our understanding and provide the evidence base</b>	Practice Education – Call to Action from Teaching Partnerships

# Social Work Education and Training Advisory Forum



- Social work education stakeholders engage and act as a critical friend to Social Work England on the implementation of our approach to social work education and training
- The forum has focused on supporting the implementation of the readiness for professional practice guidance, based upon the findings from our recent consultation
- Membership includes individuals with lived and learned experience of social work; organisations with a strategic interest in pre-registration social work education in England; individuals with broad experience and an expert knowledge of social work education in England
- Developing approaches to student representation and engagement with practice educators

# Education and training standards 2021

1

## Admissions

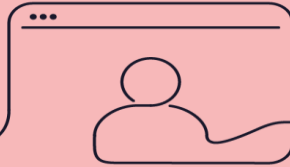
Admissions processes must be robust, transparent, ensure that applicants meet course entry requirements and involve a range of stakeholders.



2

## Learning environment

The learning environment must provide education and training opportunities that enable students to develop their skills and knowledge across all areas of social work, gain required experience in practice settings and meet the professional standards in supportive, supervised and safe settings.



3

## Course governance, management and quality

Social work courses must be governed, resourced and managed using effective and transparent processes in collaboration with employers and people with lived experience of social work. There must be processes to monitor and manage the quality and delivery of courses.



4

## Curriculum and assessment

Courses must be designed to enable students to develop the required behaviours, skills, knowledge and understanding to meet the professional standards.



5

## Supporting students

Students must receive appropriate educational and pastoral support.



6

## Level of qualification for entry onto the register

The threshold entry is a bachelor's degree with honours.

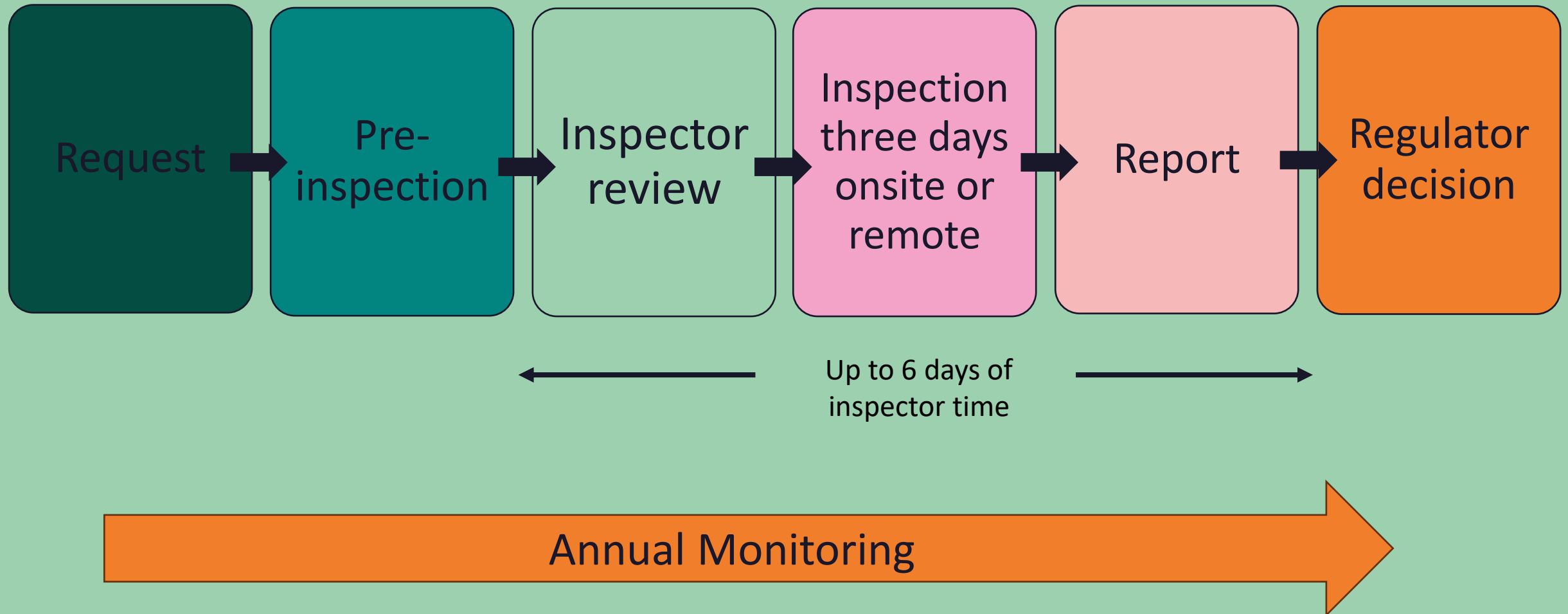




# Education Quality Assurance

- Inspections against our Education and Training Standards to approve or re-approve courses of initial education
- Mid-way through year two (Sept 22 – August 23) of a three-year programme of inspections
- Head of Education Programmes recruited
- Undertaken annual monitoring of social work courses – mandatory declarations and voluntary thematic questions
- 226 courses approved or reapproved in years one and two – over 89 inspections
- Year three schedule includes 45 reapproval inspections and 3 approval inspections, covering 98 courses
- Working with 57 Inspector Partners – development, training, appraisal and learning from feedback
- Enquiries and concerns processes
- End to end process review – to learn from first two years of inspections and ensure that our processes are efficient, effective and robust

# Our approach to Education Quality Assurance: Approval and Reapproval Process



# Our next steps over the coming year



- Education Strategy and roadmap
- Findings from our research projects
- Analyse findings from our regulation of initial education and training to develop our position and understanding
- Annual Monitoring – sharing learning
- Implementation of Best Interest Assessor Standards and approach to inspection
- Engagement with course providers, practice educators and students to develop insight
- Digital developments
- Review existing education and training standards – learning from current cycle and lessons for planning next cycle
- Providing leadership and direction within a complex landscape
- Making positive improvements to equality, diversity and inclusion in social work education and training

# Readiness for Professional Practice

Our collaborative approach to developing the knowledge, skill and behaviour statements

Rebecca Mulvaney, Policy Manager



# Background

**As the specialist regulator, we quality assure all courses of initial social work education and training in England.**

As part of this work, we require education providers to demonstrate that their courses equip students to meet the professional standards for social workers. This provides a level of assurance to the public that courses are preparing students for a safe standard of practice.

We want to ensure consistency in outcomes achieved in initial education and training, meaning that anyone graduating from any provider we have approved is prepared to meet the professional standards and can practise across the country and across the profession safely, effectively and confidently.



# What we want to achieve

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Implement new guidance for education providers which sets our expectations on the **knowledge, skills and behaviours** that a social worker should be able to demonstrate upon completing their initial education and training.



Support course providers to better deliver social work education and training in a way that is consistent, outcomes-focused and upholds public protection.



Strengthen the link between the education standards and the professional standards and begin to pave the way towards improving transition between initial education and post-qualified practice.

# Professional Standards and Education & Training Standards

## Readiness for Professional Practice

### Stage 1

Knowledge, Skills, Behaviour Statements

2022

### Stage 2

Revising of KSBS and  
drafting RPP

Implementation  
Guidance

2023

### Stage 3

Quality Measures

2024

+ Professional  
Associate in  
Education and  
Training

+ Education  
and Training  
Advisory  
Forum

# Education and training standards 2021

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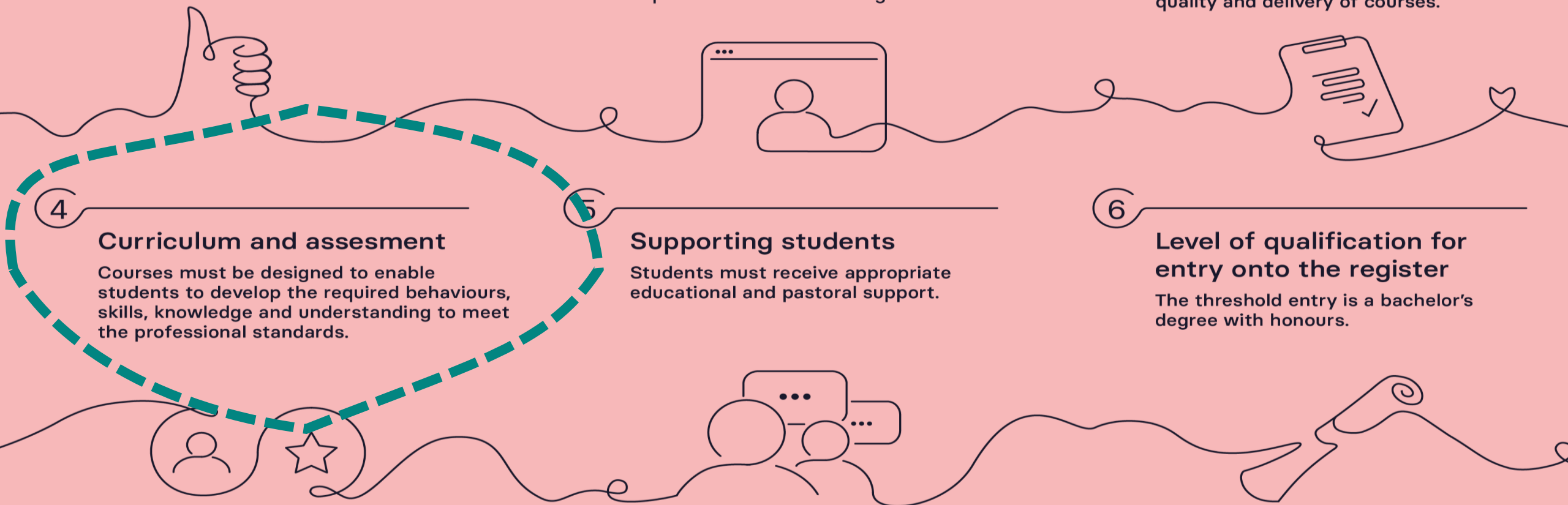
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# What does this mean for our regulation?

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## Example: Standard 4.1

Ensure that the content, structure and delivery of the training is in accordance with relevant guidance and frameworks and is designed to enable students to **demonstrate that they have the necessary knowledge and skills to meet the professional standards.**

Our current guidance on this standard refers to:

- The Professional Capabilities Framework for Social Work in England, published by the British Association of Social Workers in **2018**.
- The Knowledge and Skills Statement for Child and Family Practitioners, published by the Department for Education in March **2018**.
- The Knowledge and Skills Statement for Social Workers in Adult Services, published by the Department for Health and Social Care in March **2015**.

# Initial Drafting and Consultation Process

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Drafting and review by the Education Strategy Working Group, and internal workshops with Education Quality Assurance Inspectors, Professional Advisors, Regional Engagement Leads, Professional Case Examiners and members of our National Advisory Forum.



3 external pre-consultation workshops in early 2022 attended by social workers, students, people with lived experience of social work and representatives from national organisations. Early discussions with stakeholders including the Department for Education, Department of Health and Social Care and Chief Social Workers.



Full public consultation in June 2022 including online survey, email feedback and 5 online events open to stakeholders across the country.

# Consultation Feedback

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## Content, Structure and Categories

- Broadly supportive with some suggestions for specific revisions, gaps and areas for additional detail.
- Organisational responses from NHS Digital, Domestic Abuse Commissioner's Officer, BASW, Skills for Care, Centre of Expertise on Child Sexual Abuse, Against Violence and Abuse, ADCS, Principal Social Worker Networks, local authorities and education providers.
- Conflict between adding further statements and keeping the KSBs concise.
- Structure should be considered to ensure that the statements are easy to digest.
- Need to avoid duplication.
- Support for clear, concise language without unnecessary jargon.
- Anxiety around implementation and the 'crowded landscape'.

# Education and Training Advisory Forum

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The Education and Training Advisory Forum will act as a **critical friend**, providing robust feedback and guidance on specific areas of development and engagement. The Forum will work collaboratively to develop and progress work strands, making recommendations to Social Work England, and advising on how our work impacts the education sector and any unforeseen regulatory risk.

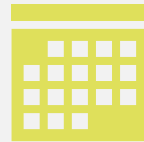
Membership includes:

- Representatives from organisations with a strategic interest in social work education in England
- Individuals with broad experience and an expert knowledge of social work education in England
- Individuals with lived and learned experience of social work, including representatives from the National Advisory Forum

## Next steps



Engaging Education and Training Advisory Forum in the ongoing development of the KSBs and Readiness for Professional Practice, and wider discussions around implementation.



Working to an initial deadline of completing the revisions to KSBs, agreeing implementation plans and sign-off of Readiness for Professional Practice by January 2024.



Intention to publish Readiness for Professional Practice ahead of any change to our Education and Training Standards, which we will consider after the end of the current reapproval cycle.



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# Refreshment Break

Placing the Spotlight on Practice Education: reflect, learn and inspire



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# The Impact of the Practice Educator on the Student's Social Work Journey

Rebecca Ford, *Course Director - Social Work*  
*School of Health, Science and Wellbeing, Staffordshire University.*

*Students from Staffordshire University.*

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# Linking Theory, Practice and Equity & the Critical Role of Practice Educators

**Dr Gurnam Singh, University of Warwick.**

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Twitter @gurnamskhela

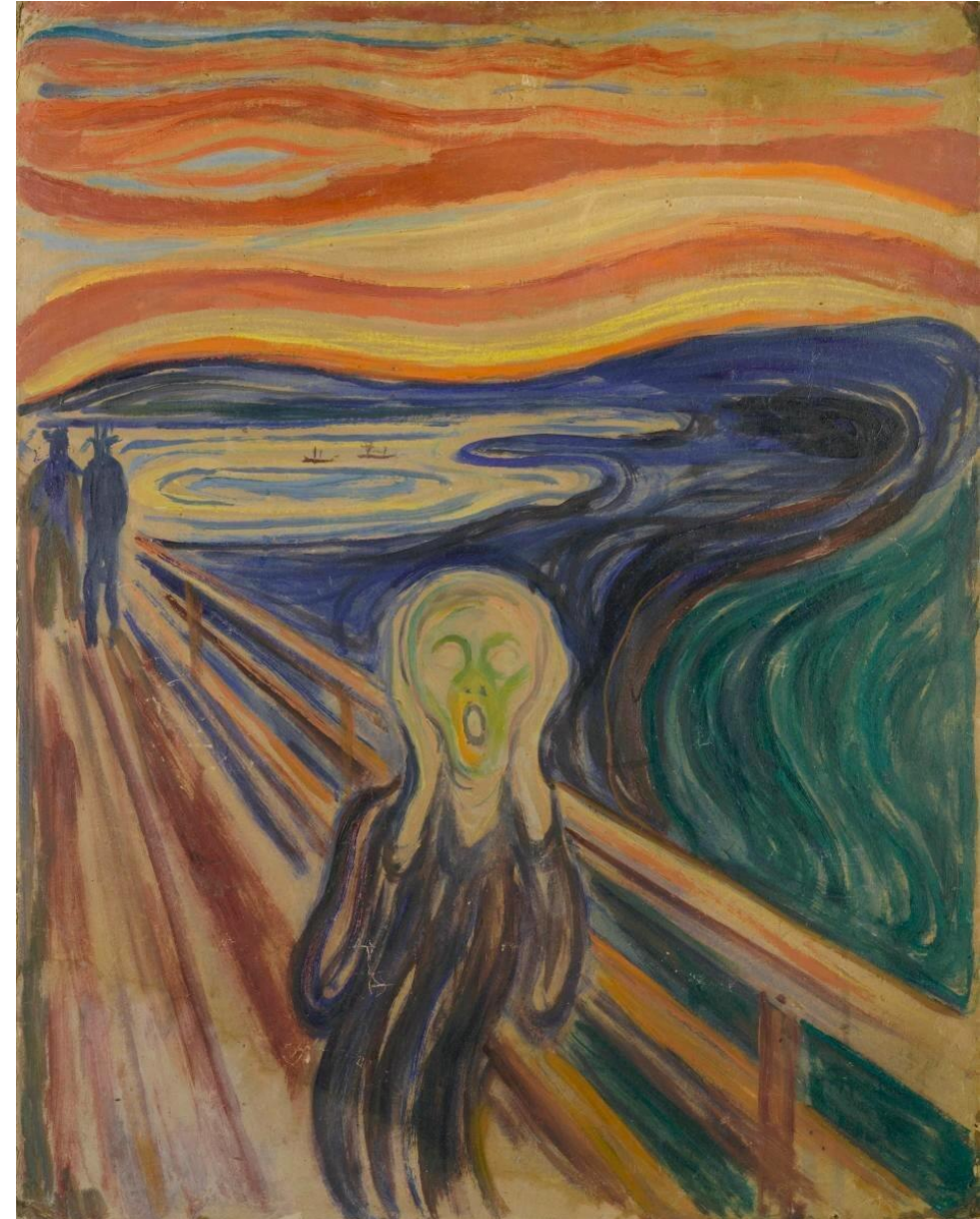
**Placing A Spotlight on Practice Education Conference,  
16th June, 2023**

**Staffordshire University**



# Introduction

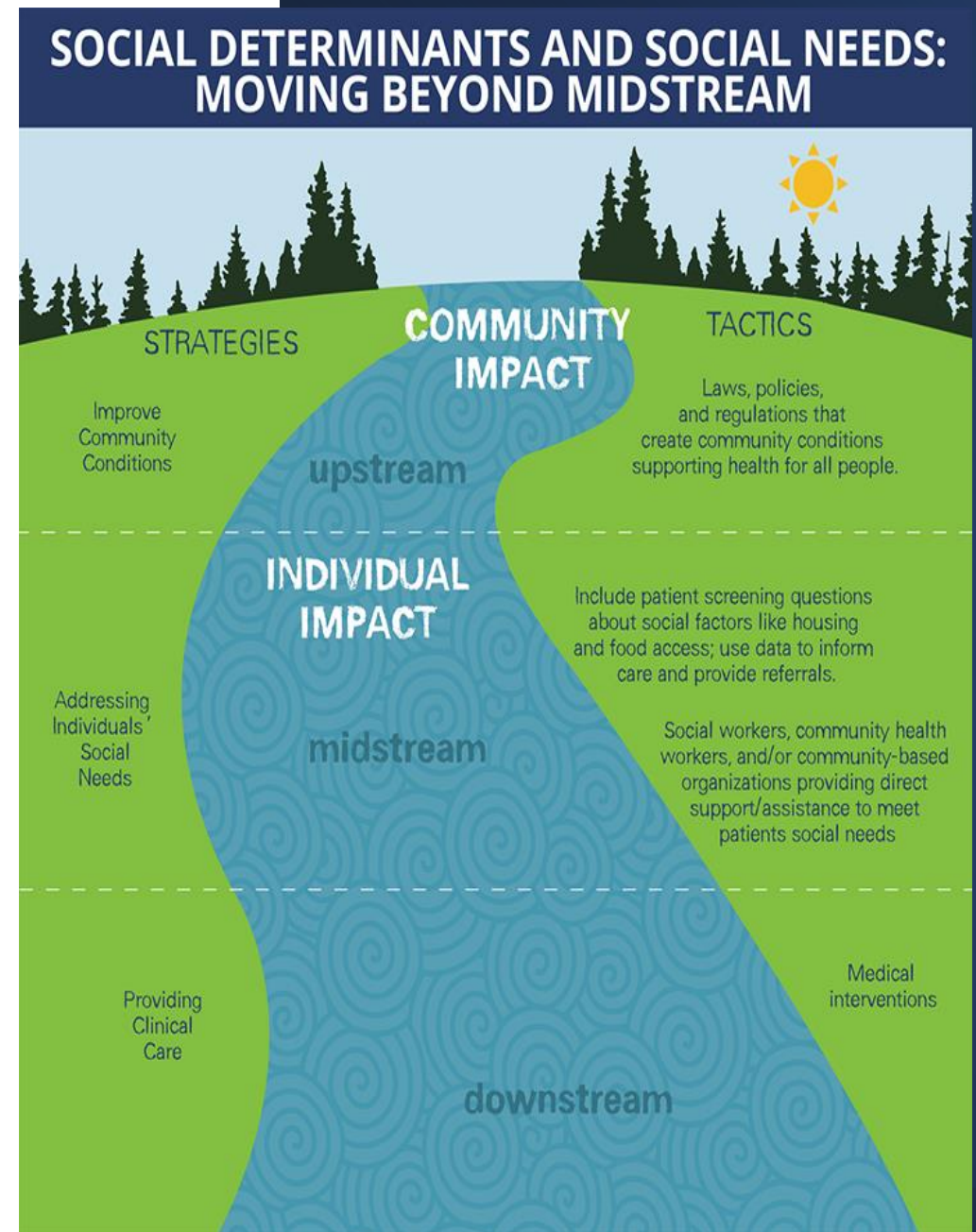
- Theme of the conference: *Placing the Spotlight on Practice Education: **reflect, learn and inspire***
- My brief: 'How to talk about Race'?  
*My focus: **theory, practice and equity.***
- *The challenge – **bringing these together***



Practice Educators role is to enable students to navigate between competing visions of social work – not an easy task!!

### Competing visions of social work.

- *“Social work is a profession which promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being . . . Principles of Human Rights and social justice are fundamental to social work. (ASSW)”*
- *“Social work is a very practical job. It is about protecting people and changing their lives, not about being able to give a fluent and theoretical explanation about why they got into difficulties in the first place. (Jacqui Smith, UK Conservative Minister of Social Care)”*

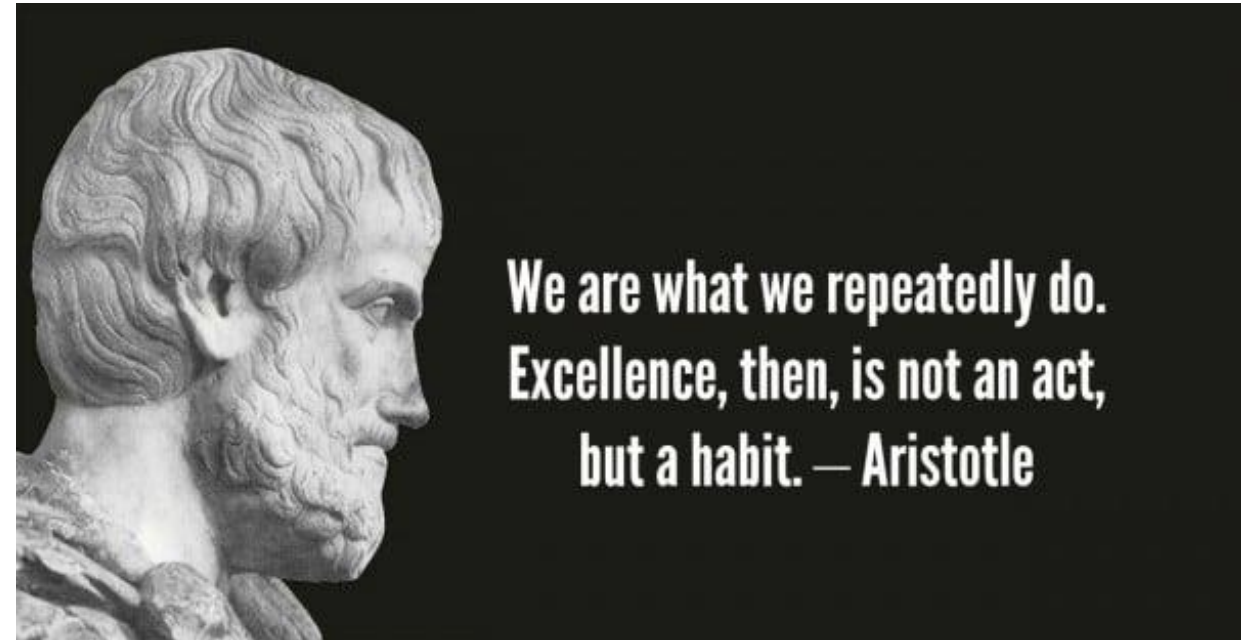


# The role of **practice** educators is to link practice to theory, but **what is practice?**

## **Aristotle's concept of practice:**

- Practice is key to the cultivation of virtues and the development of moral character.
- He distinguished between theoretical knowledge (episteme) and practical knowledge (phronesis).
- Practice (praxis) is a means to actualize moral virtues through habituation and repetition.
- Virtuous actions are not merely the result of theoretical knowledge, but are honed through repeated practice and the cultivation of virtuous habits.

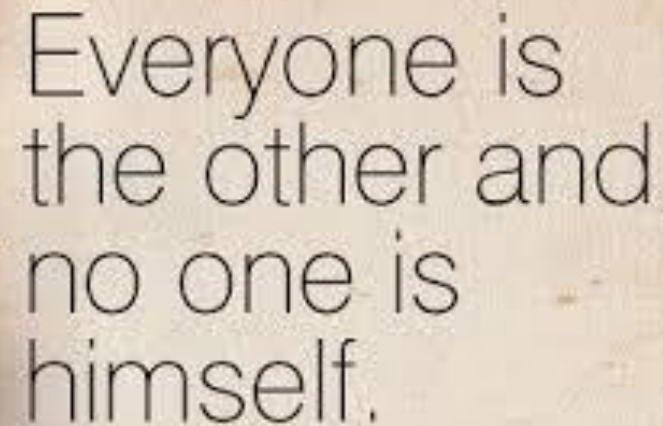
(Aristotle, "Nicomachean Ethics")



# What is practice? Another version!

- human existence is fundamentally characterized by engaged and practical activities.
- practice reveals the inherent connection between humans and the world, as our interactions with tools and objects shape our understanding and reveal the meaning of Being.
- practice is not merely a means to an end but is also constitutive of our being-in-the-world.

(Heidegger, "Being and Time")

A quote by Martin Heidegger is displayed on a light-colored wooden background. The text is in a simple, black, sans-serif font. The quote reads: "Everyone is the other and no one is himself." Below the quote, the name "Martin Heidegger" is written in a smaller, italicized font. In the bottom left corner of the wooden background, the website "meetville.com" is visible in a small, black font.

Everyone is  
the other and  
no one is  
himself.

*Martin Heidegger*

meetville.com

The role of practice educators is to **educate human beings** – but what does this mean?

## **Education**

- The origin of the word 'education' is from the Latin root educare.
- 'Educare' means 'to lead out, to draw out or bring forth'.

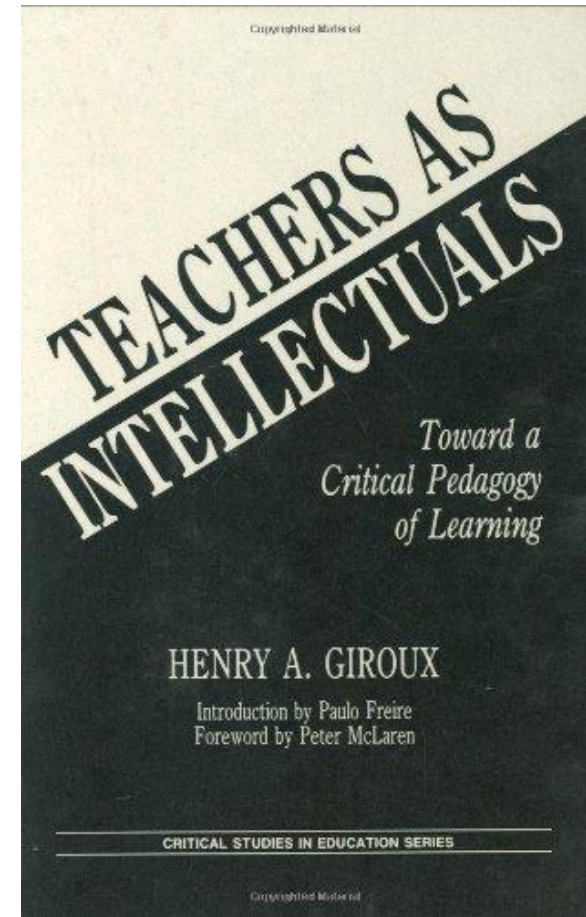
## **Human being**

- Homo sapiens, (Latin: “wise or thinking animal”)
- the species to which all modern human beings belong.

# Practice Educators and not Practice Instructors but Transformative Intellectuals.

- The term transformative intellectual was coined by Henry Giroux (1988).
- It means that teachers possess the knowledge, skills, values and attitudes to question, understand, interrogate and eventually act as change agents of structural inequities in their place of employment.
- To be anti-racist or anti-oppressive is not a choice but a defining feature of being a transformative intellectual.

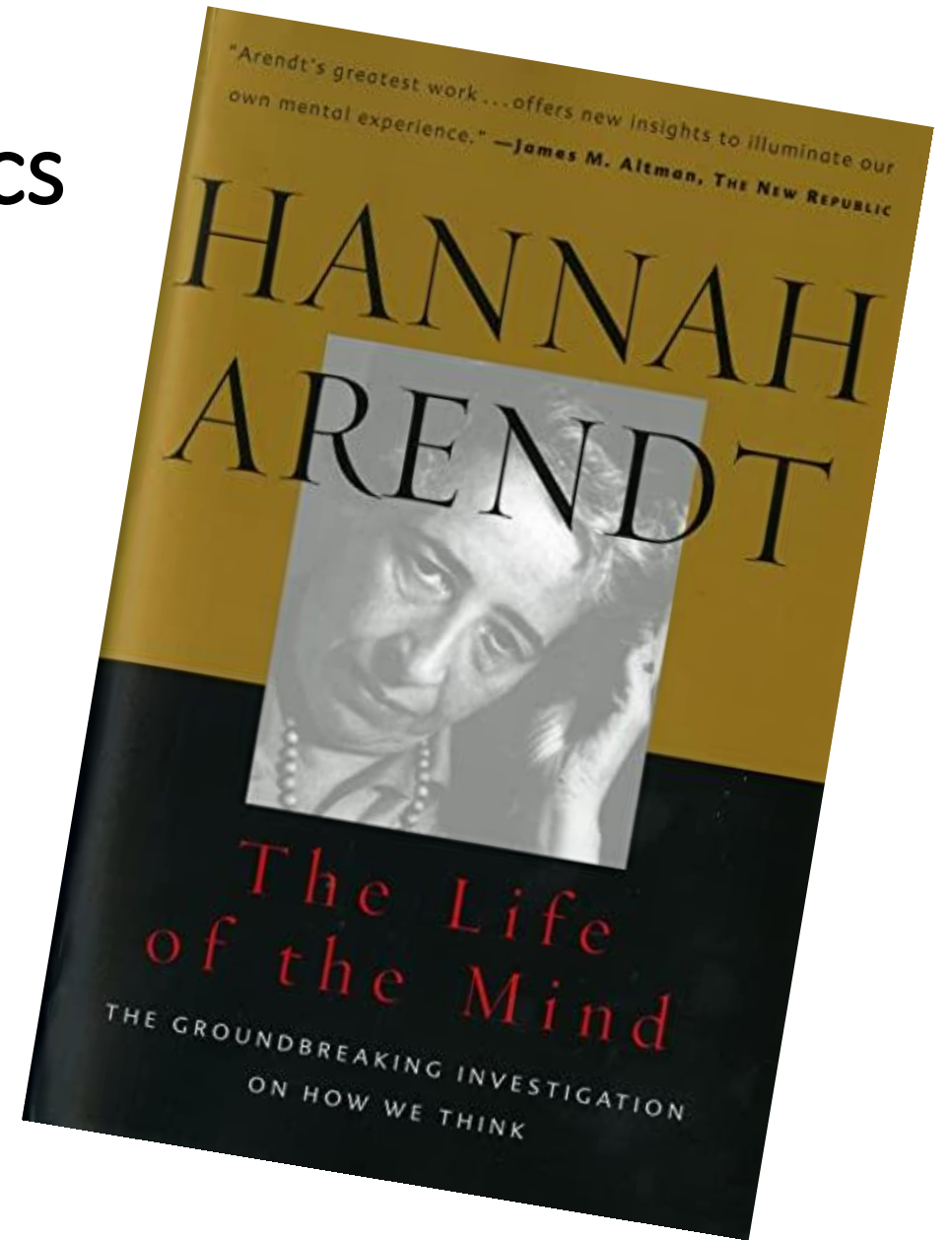
See: Singh, G., & Cowden, S. (2009). The social worker as intellectual: Der Sozialarbeiter als Intellektueller. *European Journal of Social Work*, 12(4), 479-493. <https://shorturl.at/qBKS8>



# Linking practice to theory to ethics through praxis?

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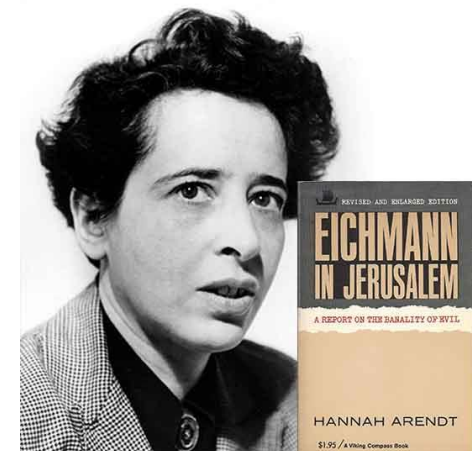
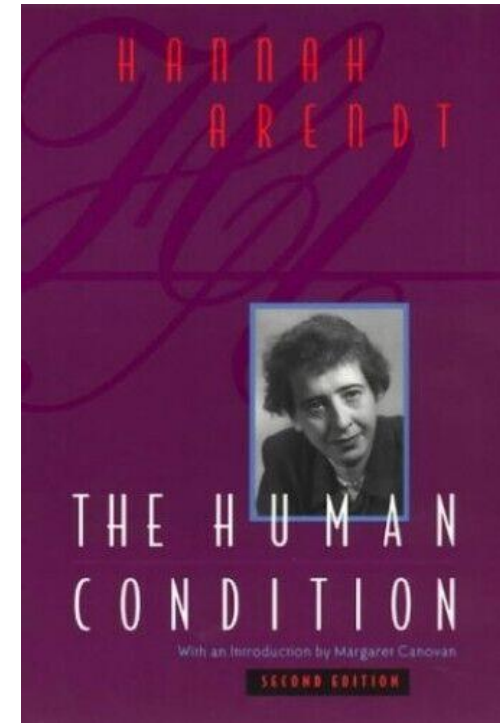
- Western philosophy too often has focused on the contemplative life (**vita contemplativa**) and has neglected the active life (**vita activa**) which has led humanity to frequently miss much of the everyday relevance of philosophical ideas to real life.
- **Praxis is the highest and most important level of the active life** which is the true realization of human freedom – applies to all citizens. Our capacity to analyze ideas, wrestle with them, and engage in active **praxis** is what makes us **uniquely human**. (*The Human Condition*)



# Practice education – nurturing thoughtful practitioners.

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- “Evil comes from a failure to think. It defies thought for as soon as thought tries to engage itself with evil and examine the premises and principles from which it originates, it is frustrated because it finds nothing there.”  
*(That is the banality of evil)*
- “...absence of thought is not stupidity; it can be found in highly intelligent people, and a wicked heart is not its cause; it is probably the other way round, that wickedness may be caused by absence of thought ...  
“There is a strange interdependence between thoughtlessness and evil.” *(Life of the Mind)*

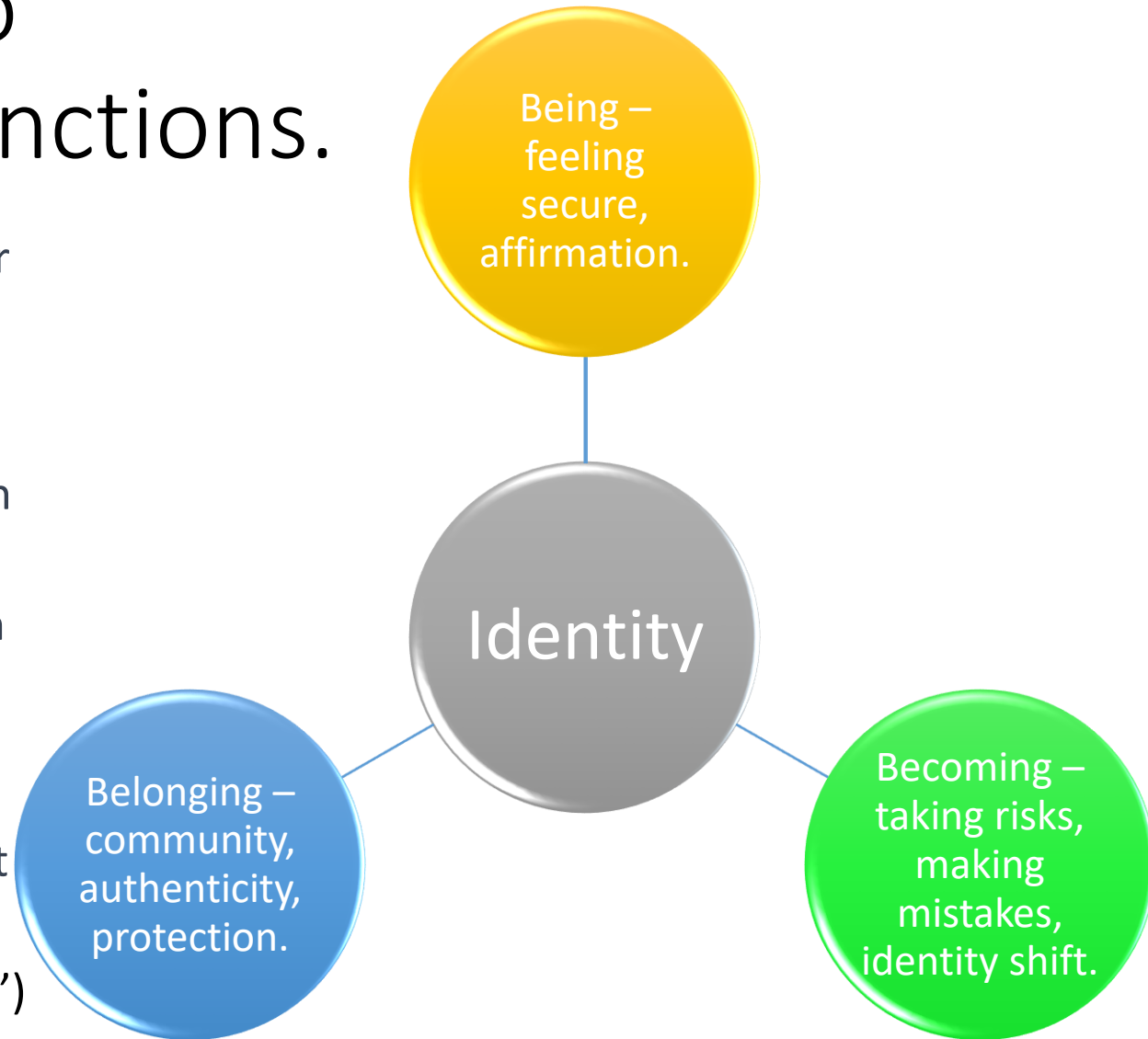




# Equity is closely linked to identity, its forms and functions.

- 1. Product of discourses:** identities are not inherent or natural but are constructed through discourses and cultural practices.
- 2. Site of struggle and negotiation:** identities are not static or unified; multiple, overlapping identities can with power dynamics in oppression and resistance
- 3. Process of identification:** certain that resonate with their experiences and aspirations. Through cultural practices, symbols and ideologies, we construct a sense of self and belonging.
- 4. Difference and diversity:** Identity categories are not fixed nor whole, but multiple. Hybrid and diverse.

(Stuart Hall (1996), "The Question of Cultural Identity")



Equity is not about ‘treating everybody the same’, but about understanding the absolute importance of diversity.

*"Contrary to what the politicians and religious leaders would like us to believe, the world won't be made safer by creating barriers between people... The complexity and diversity of the world is the hope for the future."*

Source: Michael Palin "Letter from London" (18 September 2003)

<https://www.palinstravels.co.uk/static-51?topic=1752&forum=12>



# Valuing diversity is not a choice but critical for our survival?

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- Diversity plays a critical function in complex adaptive systems such as human societies and nature.
- It underpins system level robustness by allowing for multiple responses to external shocks and internal adaptations.
- It drives innovation and creativity, which leads to increased chance of success and survival, whether in nature or organisations.
- Why? Because limited variety leads diminished chances of coping with environmental variability compared to a organisations and species with greater diversity.



## What does all this mean for having brave/honest conversations about 'race'?

- For some confronting race(ism) is not a choice or job requirement, but an act of survival.
- Avoid thinking of anti-racism as a 'prescription' and more an invitation to healthy living – there are no easy answers or quick fixes.
- Do not assume that BAME people completely understand racism – nobody is the expert!
- Don't ignore the pain and trauma of racism over the life course, but also the cultural and psychological strengths and resources that can be developed through resistance.
- Move from surface to deep diversity, that means stepping outside of one's comfort zone and practicing genuine cultural humility.



# Cultural Humility

- Recognising the dynamic and delicate balance between difference (individuality) and sameness (common humanity).
- Culture is not something that one possesses, but a pervasive and complex set of forces that shape all our relationships – there is nothing outside of culture!
- Self-awareness about one's own privileges, power, values, and beliefs and how these inform our intellectual, emotional, and practical responses towards people who we perceive to be different.
- Recognise the **lasting trauma of racism and oppression and the need for healing.**
- Seeing 'non-knowing' as a precondition to generate safe spaces to enable the articulation of different and conflicting viewpoints that promotes the co-creation of solutions.



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# LUNCH

**Placing the Spotlight on Practice Education: reflect, learn and inspire**

# Good Practice in Practice Educator Quality Assurance

Why have this framework?

Recognition that a practice educator quality assurance framework could make a positive contribution to raising the professional status of practice educators and contribute to developing, retaining and valuing experienced practice educators.

Intended practice educators see this as a constructive and positive development.



# What it covers?

## Three sections

A. Ensuring Ongoing Capability – will look at in more detail.

B. Maintaining Currency – considers the PEPS 2022 refreshed guidance and other activities suggested by partners which practice educators can undertake as an alternative to taking a student every 2 years.

C. Regaining Currency – activities which can be undertaken if practice educators have not been involved in practice education for more than 2 years ( eg refresher courses).





# What it covers?

Section A : Ensuring ongoing capability.

Key principles agreed by the teaching partnership:

- All organisations should have a QA Framework for practice educators (pragmatic/flexible).
- Organisations set timescales to review practice educator capability, suggestion being at least every 2 years.
- Each employer/ Higher Education Institute ( HEI) to nominate a Practice Educator Quality Assurance (PEQA) lead. ( Practice Assessor/Mentor level)
- Current quality assurance tools to be fully utilised eg feedback from QAPL forms shared with the practice educator and designated PEQA lead.



# What it involves and suggested templates and tools

The QA Framework outlines the process for evidencing the ongoing capability of active practice educators on a regular basis, suggested every 2 or 3 students. At least two pieces of evidence could be gathered through the following processes:

- Observation of Practice Educators by a PE Stage 2 qualified Practice Educator/ Practice Assessor (suggested observation templates provided in Annex B & C) with feedback framed as a practice/professional development conversation.
- Feedback or reports from standardisation or Practice Assessment Panels from HEIs .
- Feedback from QAPL reports.
- Relevant CPD and professional development activity (example templates Annex D & E – CPD log examples)
- This process should be recorded on a simple template (example templates Annex F & G ) completed by the PEQA lead with a short commentary detailing strengths and any areas for further development.



# Good Practice in Practice Educator Quality Assurance

Any questions?



# WORKSHOP SELECTIONS

13:45-14:45 – WORKSHOP 1		14:45-15:30 – WORKSHOP 2	
WORKSHOP TITLE	ROOM	WORKSHOP TITLE	ROOM
<b>Workshop: Exploring Critical Conversations in Supervision</b> Satvir Panesar, Advanced Practitioner in Children’s Social Care at the City of Wolverhampton Council	Main Room	<b>Workshop: Practice Educators Supporting Neurodivergent Students</b> Deb Soloman, Social Worker within Adult Care and Practice Development Lead and Chair of the UK wide BASW Neurodivergent Social Workers Special Interest Group.	Main Room
<b>Workshop: Supporting Students with the Complexities of Professionalism’</b> Alaine Shaw, Academy Manager, Sandwell Children’s Trust	Room 207	<b>Workshop: Suicide Safer Placements</b> Tom Henri, Assistant Professor (Education) Social Work Practice Learning Co-Lead, Social Work and Social Care, University of Birmingham	Room 207
<b>Workshop: The Critical First Two Weeks of Placement</b> Helen Franklin, Lecturer in Social Work at Keele University	Room 208	<b>Workshop: Supporting Social Work Apprentices</b> Sarah Brain, Social Work Lecturer/Practice Educator, Staffordshire University	Room 208



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# Critical conversations in Supervision

**Satvir Panesar: Advanced Practitioner**  
City of Wolverhampton Council: Children's services

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# Learning Objectives

- Anti-racism
- Social work values
- Introducing the Critical Conversations model
- Social Graces
- Supervision and Critical reflection



# What is Anti-Racism

‘Anti-racism’ is a belief that all races and ethnic groups are equal and deserving of the same opportunities. But the most important part of antiracism is the next step, which is to do something about the existing inequality.

Ibram X.Kendi- How to Be an Anti-racist



# Where are you in becoming anti-racist?







# Anti Racism Survey Report

- ❑ Nearly 2000 social workers responded
- ❑ 9% of respondents reported experiencing racism five or more times from colleagues and managers in the previous 12 months,
- ❑ One in ten respondents has considered leaving their organisation because of racism
- ❑ Nearly one in five respondents (19%) reported that workplace racism had increased their anxiety, and 13% reported worsened mental health.



# Our Professional Standards

Maintain my continuing professional development

As a social worker I will:

4.2 Use supervision and feedback to critically reflect on, and identify my learning needs, including how I use research and evidence to inform my practice



What conversations are happening around inequality within your supervision?



# Critical Conversations Model

1. Making the decision to engage in a critical conversation
2. Constructing the critical conversation
3. Build, scaffold and develop shared understanding
4. Dive into the conversation
5. Transition forward
6. After the session: reflection



# 1. Making the decision to engage in a critical conversation

- Interpersonal dynamics to be considered between the supervisor and supervisee: difference/sameness
- Consider the power dynamic between supervisor and supervisee
- Reflect and name the dynamics and power differences

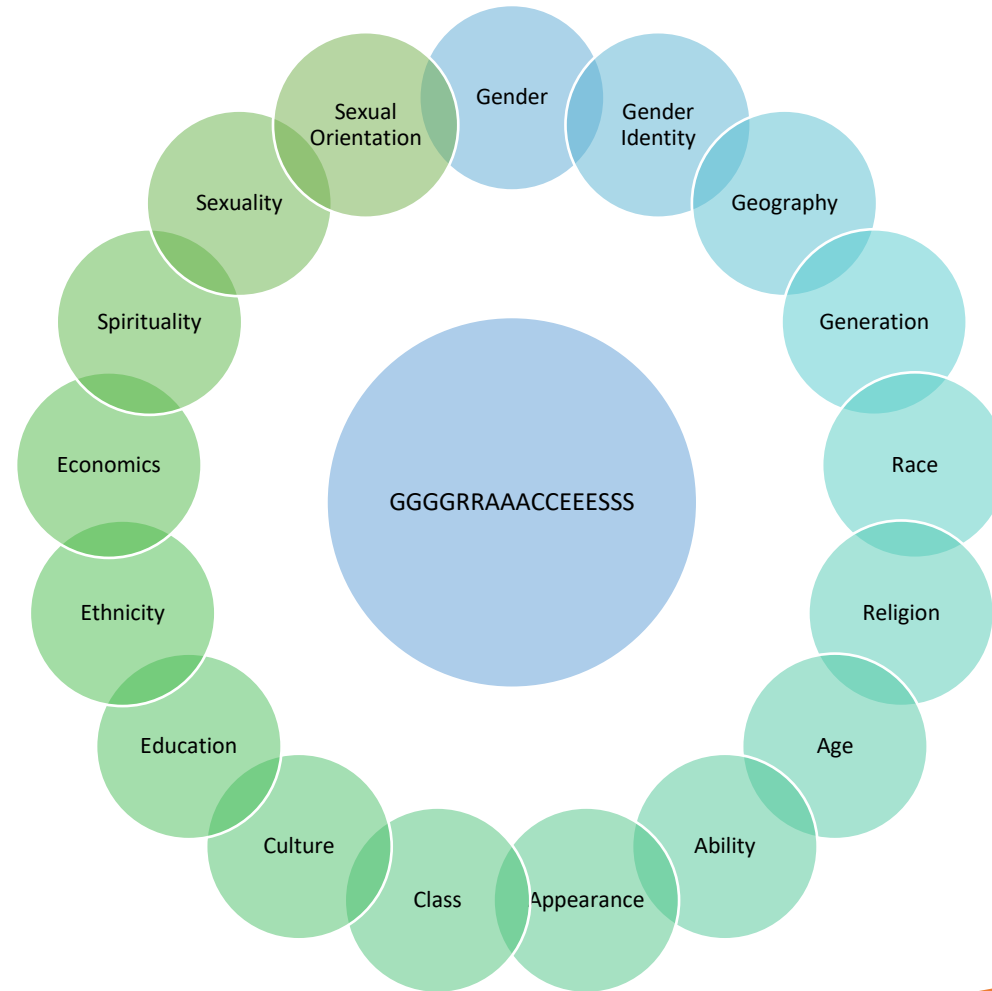


## 2. Constructing the critical conversation

- Consider own social graces around personal and social identity that may be impacting on the supervision experience

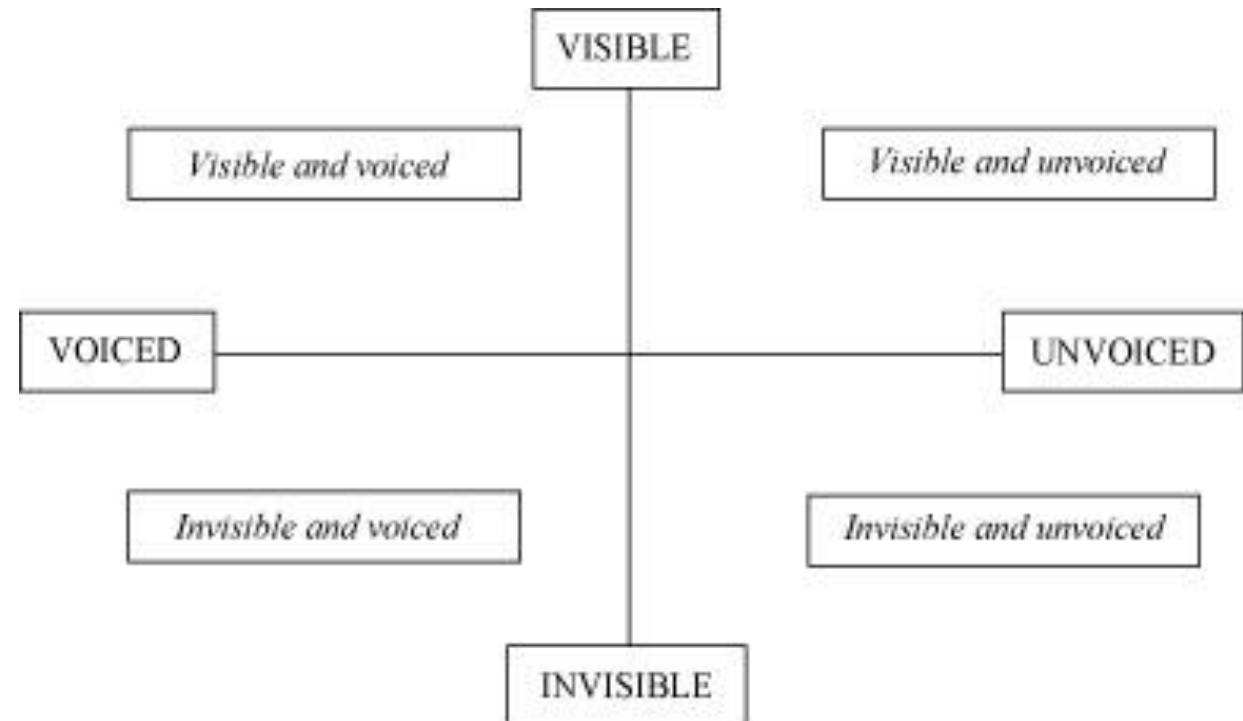


# Social Graces model





# A tool to address inequality







## 3. Build, scaffold and develop shared understanding

- Introduce the critical conversations framework and explain the purpose
- The framework allows both the supervisor and supervisee to engage in reflexivity and critical reflection



# Cultural Competence Self- assessment awareness Checklist

Awareness		Never	Sometimes/ Occasionally	Fairly Often/ Pretty Well	Always/ Very Well
Value Diversity	I view human difference as positive and a cause for celebration.				
Know myself	I have a clear sense of my own ethnic, cultural, and racial identity.				
Share my culture	I am aware that in order to learn more about others I need to understand and be prepared to share my own culture.				
Be aware of areas of discomfort	I am aware of my discomfort when I encounter differences in race, color, religion, sexual orientation, language, and ethnicity.				
Check my assumptions	I am aware of the assumptions that I hold about people of cultures different from my own.				
Challenge my stereotypes	I am aware of my stereotypes as they arise and have developed personal strategies for reducing the harm they cause.				



What do you think some of the barriers are in discussing racism and other forms of structural inequality within supervision?



## 4. Engage in conversation

- Critically reflect on observations
- Name power dynamics
- The main aim is to disrupt dynamics of superiority, stereotypes, bias, racism and microaggressions



## 5. Transition forward

- Appreciate what parties have brought to the supervision discussion
- Conversation starts to close to begin the process of reflection



## 6. Reflection after the session

- Reflect on the critical conversation and how it made you feel
- You may want to ask yourself how you are feeling, what went well, is there anything I could do differently



# Supervision and Critical reflection

- Remember supervision is also about considering the adults, children and families we support
- Learning from Child Safeguarding reviews highlights there is insufficient focus on the impact of race, culture, ethnicity, asylum seeking status, faith as well as disability or poverty when working with adults, children and families
- Professional curiosity
- Hypothesising



# References

- ❑ Anti-racism survey report: [Anti Racism Survey Report - What Works for Children's Social Care \(whatworks-csc.org.uk\)](http://whatworks-csc.org.uk)
- ❑ Andrew M. Ibrahim/Gita Ramdharry: Anti-Racism Zones-Becoming Anti-Racist
- ❑ Ibram X Kendi: How to Be an Antiracist
- ❑ Research in Practice: Exploring Diversity in supervision
- ❑ Research in Practice: Critical Conversations in Social Work Supervision





# Neurodiversity

Deb Solomon

# What is Neurodiversity?

## **Reflection point:**

- Take a minute to think about what 'Neurodiversity' means to you



## The Legal Requirement

**The Equality Act 2010 defines disability as:**

A physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities

**“Substantial”** – more than minor or trivial with an impact on your daily life.

**“Long-term”** – having lasted – or likely to last 12 months

# We are all Neurodiverse...but a few are Neurodivergent



- ▶ Neurodiversity is often misunderstood as ‘you are different from me’- where one is neurotypical and the other is NOT... but what it really stands for is the acknowledgement of simply **‘being different from each other’** (Fletcher-Watson, 2021).

# The History...

Our brains (neuro-) naturally vary from person to person (are diverse) and are a part of human variation.

The way we think, process, move, communicate will vary for us all.

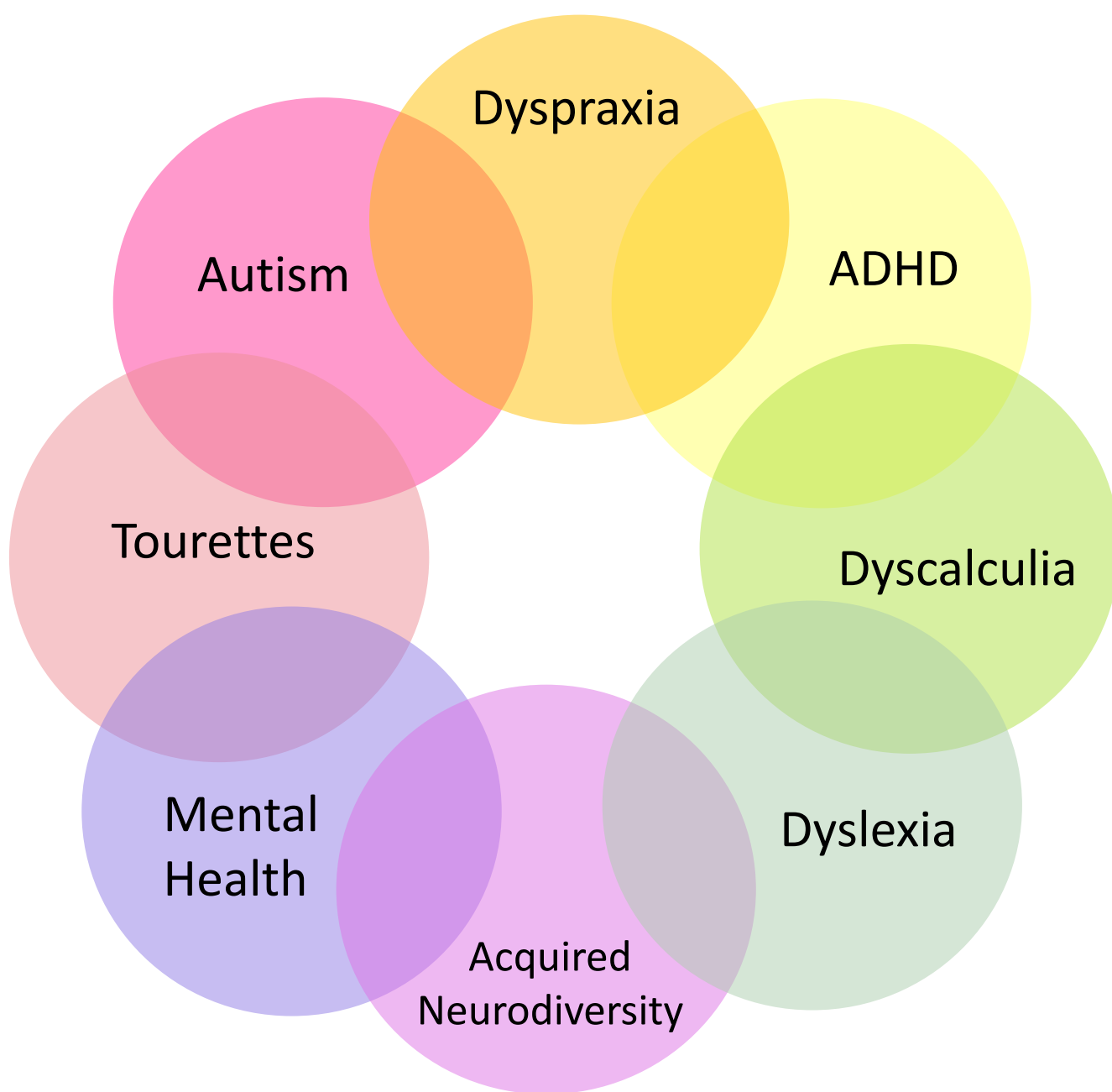
Judy Singer and Harvey Blume discussed this in late 90s

One definition: “The diversity or variation of cognitive functioning in humans.”

The ND paradigm equates neurotype as a valid diversity identity alongside others such as ethnicity, and gender.

The neurodiversity movement argues neuro “normal” is a social construct and there is no “right” neurodevelopment, rather what society determines it to be. It is this stigmatisation that causes disability and trauma





**We are all neurodiverse...  
but a few are  
neurodivergent**

It is estimated that 1 in 7 people  
in the UK are neurodivergent.

The remaining majority are  
“neurotypical”.

**Neurotype:** The way someone's brain is wired, often corresponding to a person's diagnosis or lack thereof. For example, “autistic” is one neurotype, “neurotypical” is another.

**Neurodiverse:** Describes a group of people who have different neurotypes.

**Neurodivergent:** A person whose neurology or brain wiring is different from ideals of neurotypicality

**Neurotypical:** not displaying or characterized by autistic or other neurologically atypical patterns of thought or behaviour. (Oxford dictionary)

# Unconscious Bias

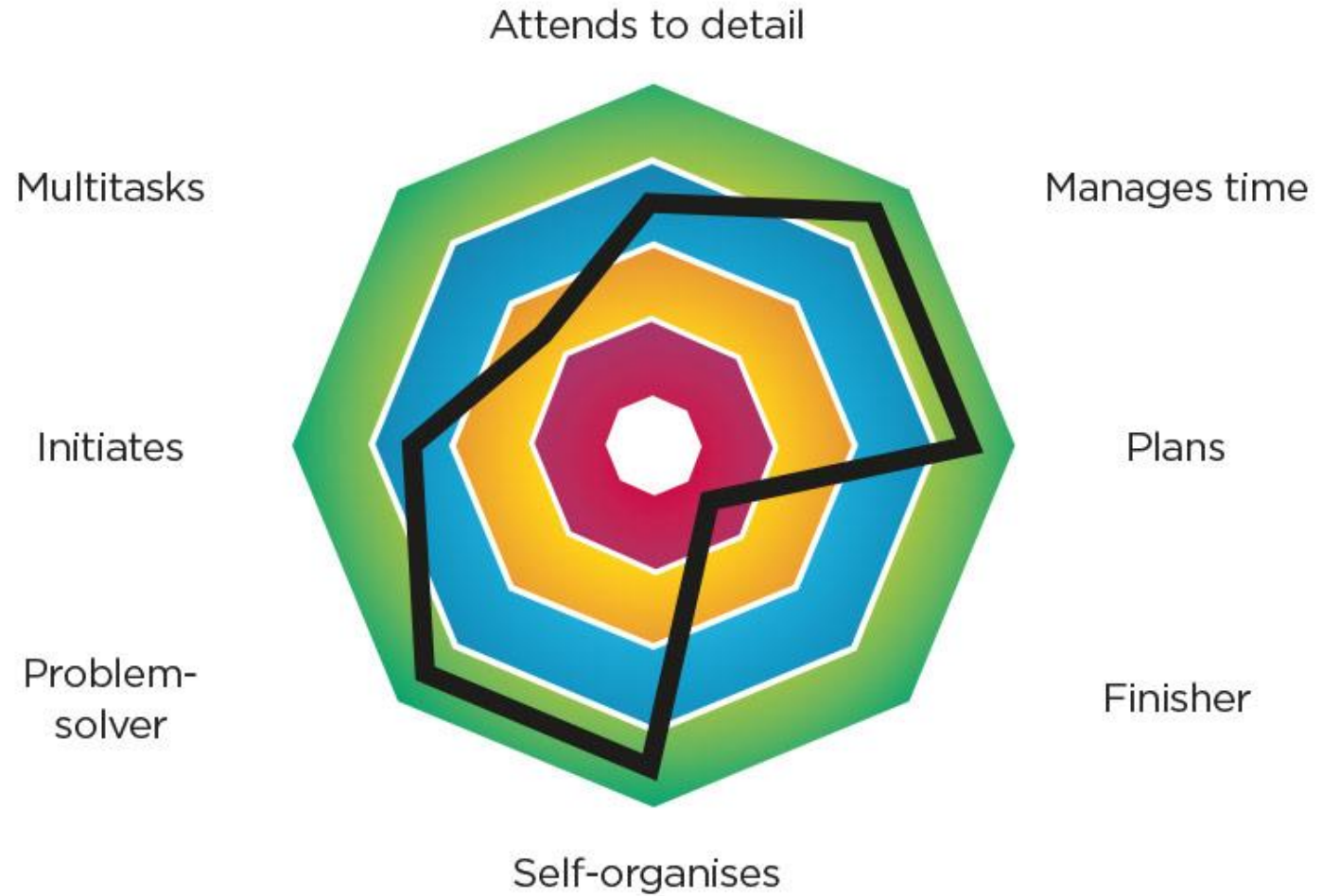
- How would you know someone is neurodivergent....lets discuss!

It is believed with alarming pervasiveness that autistic and other neurodivergent people "don't understand social cues/social situations". My question to neurotypicals is, do you?

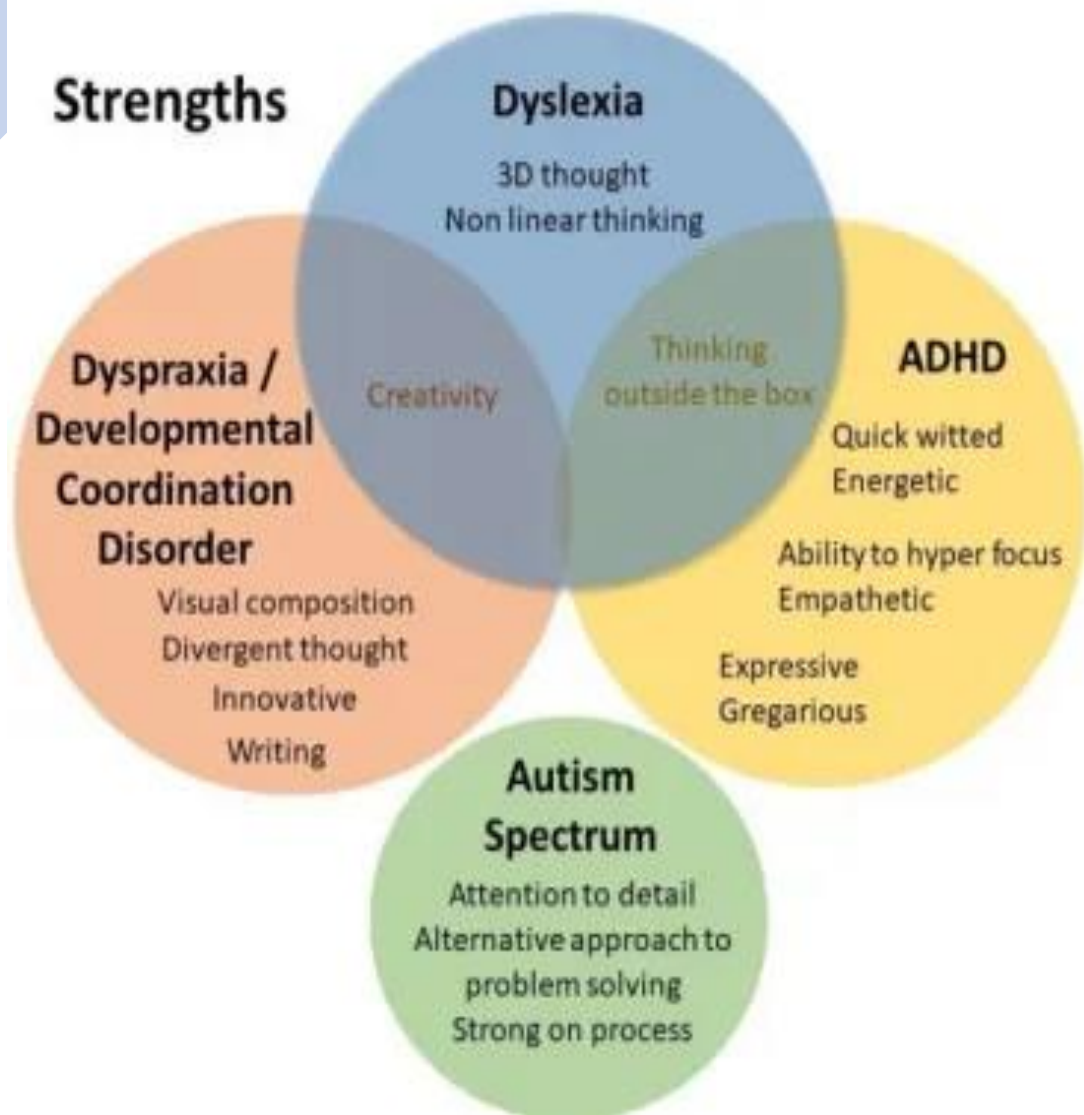


# Spiky profiles

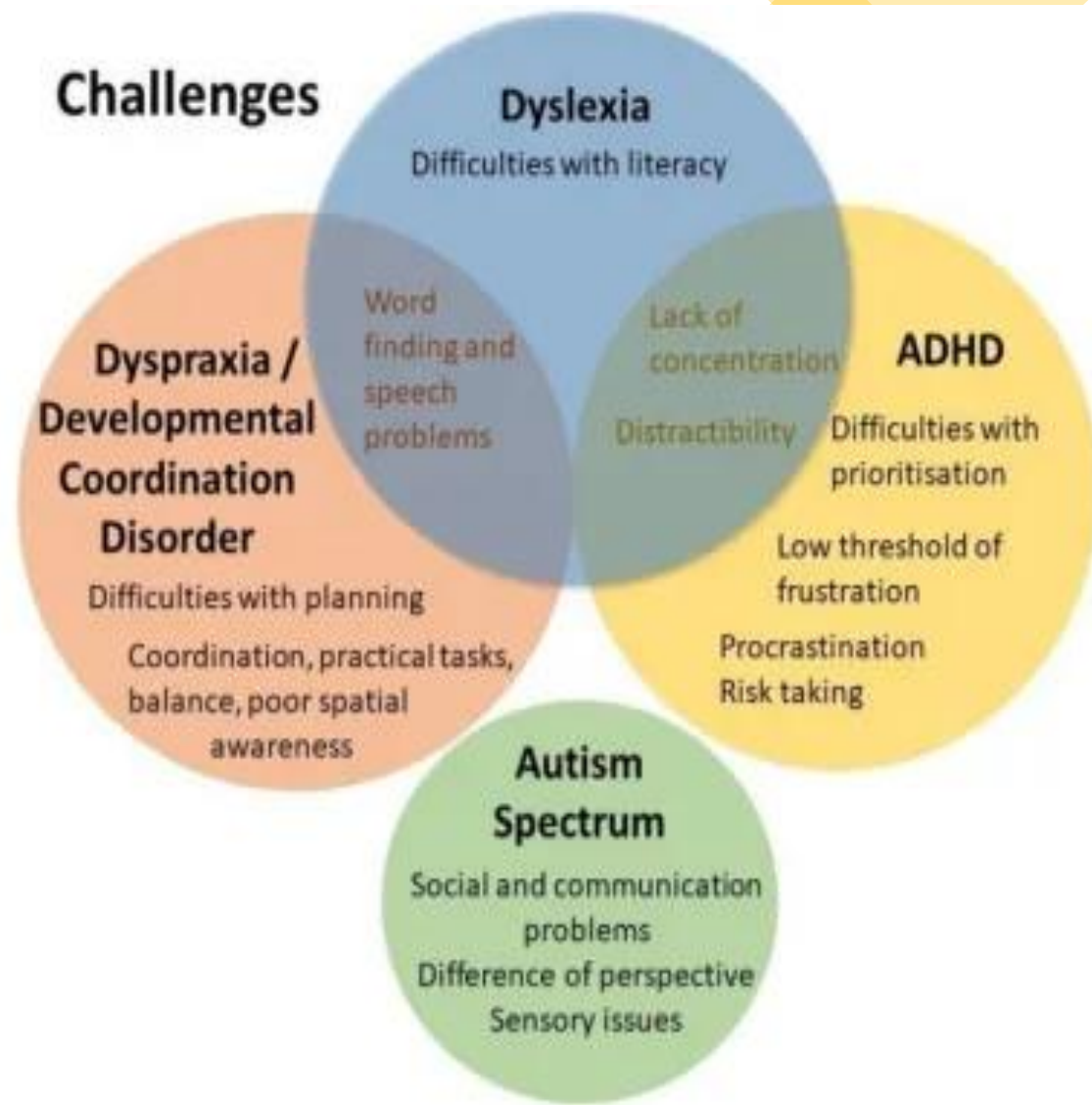
## NEURODIVERGENT INDIVIDUAL: SAMPLE COMPETENCY PROFILE



## Strengths



## Challenges



Do you know?



More than 1 in 3 people with ADHD have DCD/Dyspraxia as well.

Embrace Neurodiversity



Do you know?



Around 1 in 2 people with Tourette's Syndrome have ADHD as well.

Embrace Neurodiversity



Do you know?



More than 4 in 5 people with ASC/Autism have DCD/Dyspraxia as well.

Embrace Neurodiversity



Do you know?



More than 1 in 5 people with Dyslexia have DCD/Dyspraxia as well.

Embrace Neurodiversity



**Embrace  
neurodiversity  
People are  
not in neat  
boxes**

Do you know?



Around 1 in 3 children with DLD have DCD/Dyspraxia as well.

Embrace Neurodiversity



Do you know?



Between 25-50% of children with ADHD have ASC as well.

Embrace Neurodiversity



Do you know?



Around 1 in 2 people with Tourette's Syndrome have ADHD as well.

Embrace Neurodiversity



# Which skills are affected by executive functioning challenges?

## Impulse control

*Your ability to stop and think before acting.*

## Organisation

*Your ability to keep track of information and tasks.*

## Emotional control

*Your ability to manage your emotions to direct your behaviour.*

## Task initiation

*Your ability to start tasks.*



## Planning & prioritisation

*Your ability to plan steps to reach your goals.*



[www.connectionsinmind.co.uk](http://www.connectionsinmind.co.uk)

## Self monitoring

*Your ability to self evaluate your own behaviour.*

## Attentional control

*Your ability to regulate and direct your attention.*

## Working memory

*Your ability to hold information in your mind to complete tasks.*



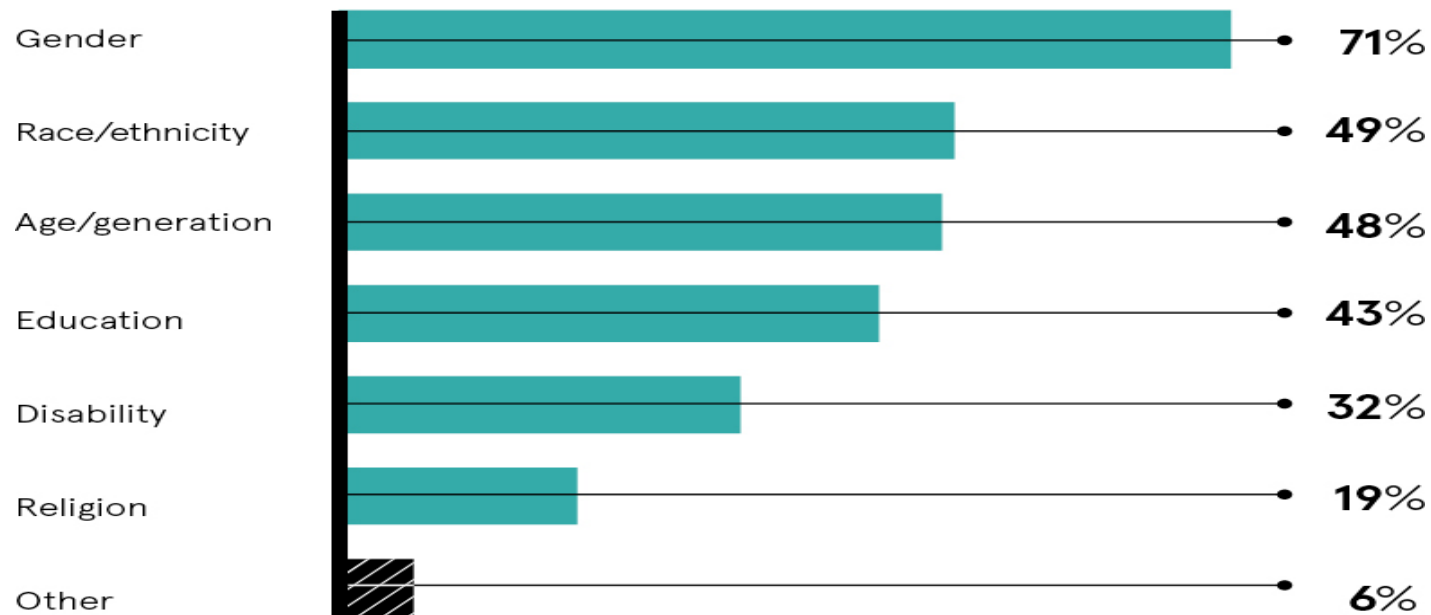
**WHAT  
YOU SEE  
IS WHAT  
YOU GET.**



**Social work  
needs  
neurodiversity!**

### WHERE COMPANIES FOCUS THEIR DIVERSITY EFFORTS

Less than a third consider disability in their diversity and inclusion programmes





What barriers do you think a student may have to talking about their challenges or diagnosis?

# Barriers

May not recognise challenges as something to be diagnosed?

A common reluctance to 'speak out'.

Stigma.

Fear – bullying, discrimination.

Possible risk to placement

Past negative experiences.

Self-esteem.

Confidence.

Current wellbeing / mental 'state'.

May not know what help they need to ask for.

Culture

Gender

# Things that fuel the internal ableism...

- What things do you think could be said to a neurodivergent person with the right intentions but the wrong message
- Eg you don't look autistic.....

**Criticism = Belief**

"If they think i'm lazy then I must be lazy"

"If they think i'm not trying hard enough then I'm not trying hard enough"

◀ "If they think i'm too much then I must be too much"

**Belief = Self Criticism**

Self criticism leads to continual low self esteem

@SpaghettiBrainedADHD



# Masking

Suppressing  
Stims

Forcing  
Eye Contact

Intensely  
Self Monitoring

Rehearsed  
Scripts

Intensely  
Adapting  
To Suit The Social  
Environment

Exaggerated  
Facial  
Expressions

Ignoring  
Sensory  
Trauma

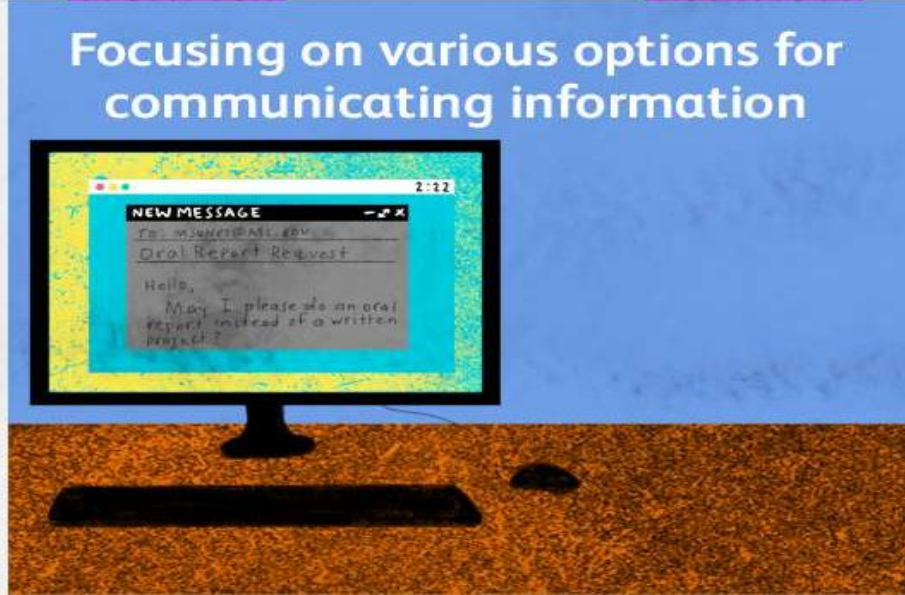
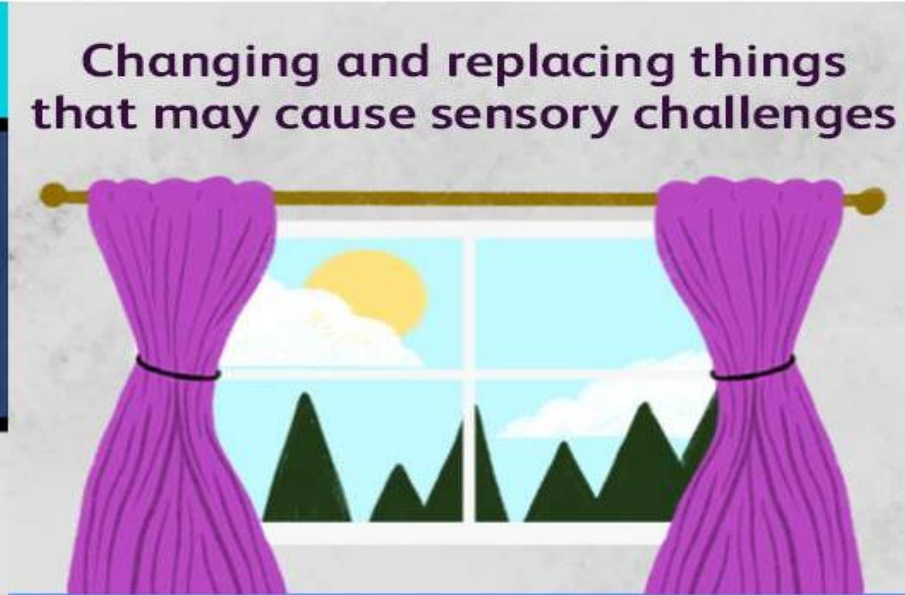
Ignoring  
Spoon  
Levels

Appearing to  
know what's  
happening, but  
actually are lost



Ignoring Own  
Social  
Interactions  
Capacity

# What does your workplace look like?



# Connecting with the PCFs

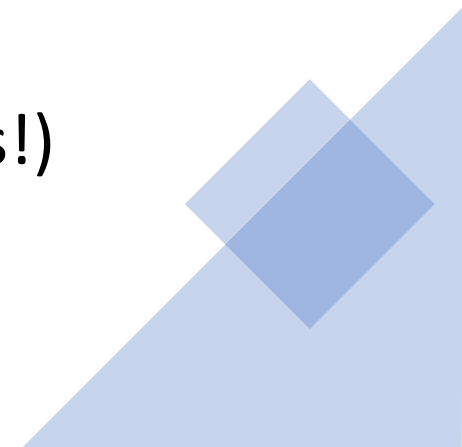
What do we mean by

- “Capability”?
- Professionalism?





# Supervision

- Is the purpose clear?
  - Is the space safe?
  - Who holds the power?
  - Enable people to plan and feel prepared
  - Be aware that some people need more time to process a question
  - Focus/attention enablers – stimming toys!
  - Keep tasks focused and clear
  - Value the learning space (and model this!)
- 

# The SMILE model



# Safety

- **Psychological safety** is a condition in which you feel (1) included, (2) safe to learn, (3) safe to contribute, and (4) safe to challenge the status quo- all without fear of being embarrassed, marginalized or punished in some way.– [Timothy R Clark](#)
- How do we create a psychologically safe space for students?

Psychological safety exists  
when you're *not afraid to...*

Be Yourself

Take Risks

Make Mistakes

Raise Problems

Ask Questions

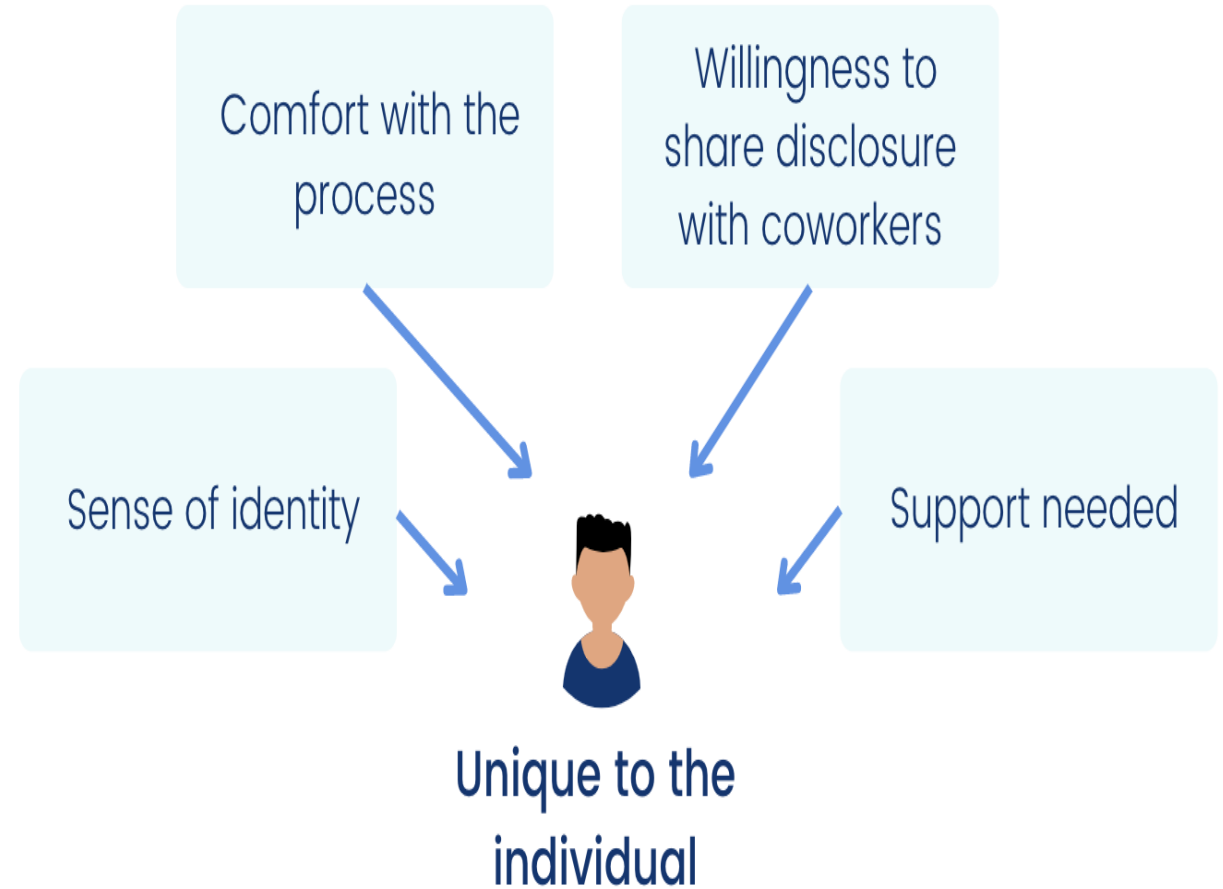
Disagree

# Maximise

- Workspace
- Location
- Resources
- Assistive technology may not be the right “fit” – check don’t assume!
- What do I need to change?
- How is today different? (the ebb and flow of need)

# Involve

- Developing an inclusive learning plan
- Agreeing shared language and meaning (need)
- Boundaries
- Review
- Reduce/limit/remove sensory overload
- Energy accounting
- Break prompts – including stim/movement breaks
- Consider expectations (e.g. Communication)
- Adapt the approach (e.g. case note formats)





# Learn

- Take time to learn and understand.
- Get your team involved – hold CPD sessions
- Think about different ways of learning for your student
- Learn about your own traits and biases
- Learn what your student needs to work at their best.



# Evolve

- ND spaces – do you have any?

Make better use of experts by experience (e.g. training)

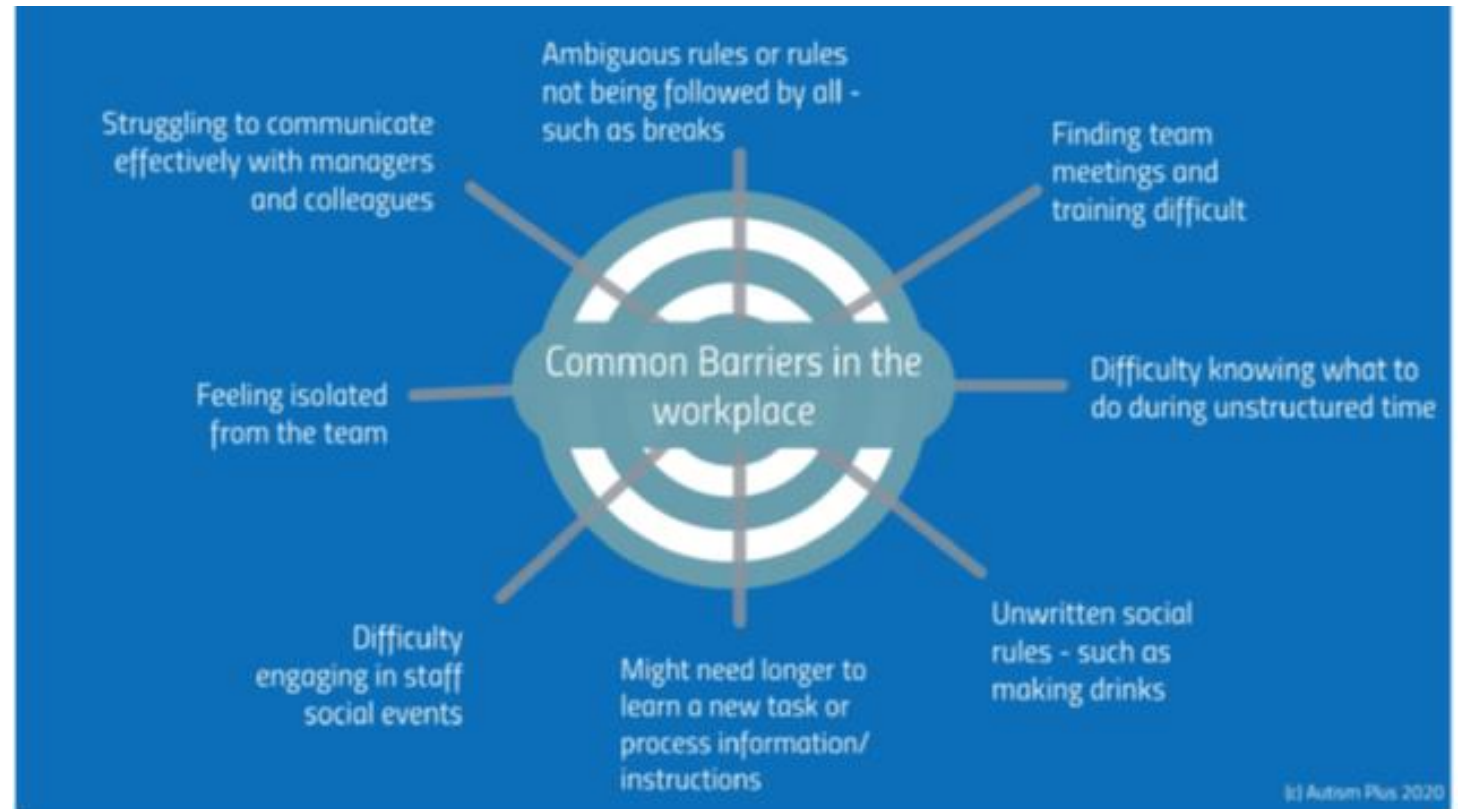
- Broaden our knowledge base and sources (but check with the community)

- If you are designing any learning, check that your design is fully inclusive - including consideration of sensory factors



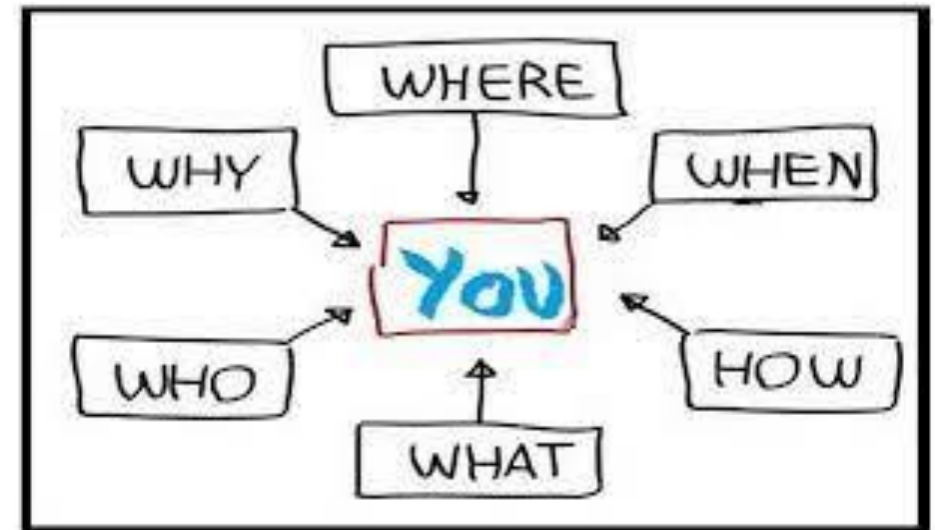
# How to support your peers/students

- What and when?
- Agendas
- Psychological safety
- Block booking
- Breaks
- Inform of changes
- Check ins
- Clear instructions
- Flexible working
- No distraction zones
- Neurodiversity passport



# Communication tips

- Avoid sarcasm or ambiguity
- Be clear and using short, concise sentences
- Incorporate a visual element, such as diagrams or org charts, when appropriate
- Use closed rather than open questions to provide clarity
- Provide regular updates, especially when announcements concern changes



# To consider for students.....

- ▶ If they are late, don't make the phone call, don't follow instructions....it may be because we need to approach it in a different way.
- ▶ Remember the strengths– enhance the creativity and amazing coping strategies they already have
- ▶ People pleasing – make sure the person is able to do what they agree to.
- ▶ Being neurodivergent can be exhausting. Physically and mentally.
- ▶ Consider the environment – hypersensitivity cant make sounds and lights unbearable at times.
- ▶ Remember no one will be harder on the student than them themselves. Reassure them that the help is out there, and if they are struggling, it is not a reflection on their ability or intelligence.
- ▶ Break it down – is it time management, focus, sensitivity, overwhelm? Work out the challenges then work on meeting the needs.

Make a pledge!



# Resources

- <https://www.geniuswithin.org/>
- <https://www.adhdfoundation.org.uk/>
- <https://www.autism.org.uk/>
- <https://www.bdadyslexia.org.uk/>
- <https://dyspraxiafoundation.org.uk/>
- <https://www.tourettes-action.org.uk/>
- <https://www.linkedin.com/newsletters/n-eurodiversity-101-6749245972842446848/>

# References List & recommended reading:

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Singer, J. (1997) 'Why can't you be normal for once in your life?', *Disability Discourse*, Maidenhead: Open University Press

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***Professionalism is integral to all professions –  
Supporting students with the complexities of professionalism***

Facilitated by Alaine Shaw

**Placing the Spotlight on Practice Education: reflect, learn and inspire**



## Who am I? I'm Alaine

I'm the Social Work Academy & Practice Development Manager at Sandwell Children Trust.

I have oversight of the Student Unit and ASYE Academy, I manage a team of experienced advanced social workers who act as practice educators for students including SW apprentices and also as ASYE Assessors for NQSWs.

I am a qualified practice educator, with an ongoing interest in developing students, NQSWs and new and experienced practice educators applying creative approaches to their CPD.





## Summary of workshop

Professionalism forms a significant part of the student assessment, it is intertwined into the Professional Capabilities Framework (PCF) and Post Qualifying Statements (PQS). Post qualification it is part of our professional code of conduct-Social Work England's professional standards. The pandemic, and changes to how and where we study and work and the breath of our diversities and social graces, has created many complexities for how assessors, educators and students navigate and determine **professionalism.**



## Definition of Professionalism

(5 mins individual activity then 5 mins share with group)

When you work with social work students how you define the concept of professionalism to them?

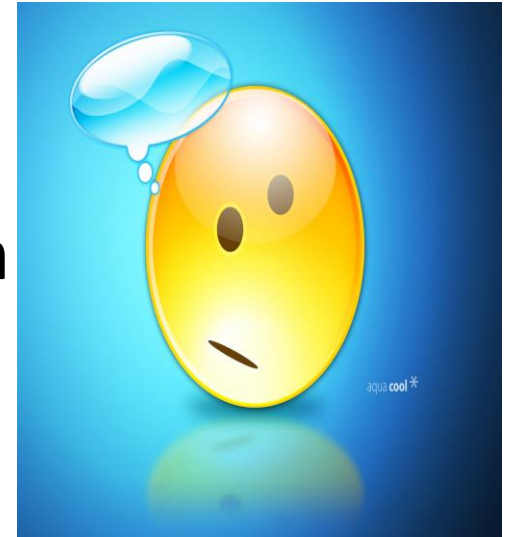
Take a couple of minutes to create a concise definition of **professionalism** that specifically relates to the context of a student on placement within a social work setting – write a sentence or paragraph.



What ways has the pandemic impacted on the understanding and demonstration of **professionalism** for our students and NQSWs?

# Ways in which the pandemic has impacted on the understanding and demonstration of **professionalism** for our students and NQSWs

- Shifts in workplace etiquette
  - Hybrid study and working environments
  - Reduced opportunities to observe others in person
  - Reduced opportunities for modelling professionalism
  - Organisational culture
  - Unknown or assumed expectations
  - Impact on relationship building
  - Diminished responsibility
  - Lack of understanding of the organisation's hierarchy and structure
- .....any more?



# Socialisation and the link to Professionalism

- *Don't pick your nose*
- *Wait your turn*
- *Listen carefully*
- *Say please & thank you*
- *Don't cheek your elders*
- *Play nicely*
- *Take pride in what you do*
- *Say excuse me*
- *Don't argue back*
- *Don't push in*
- *Don't interrupt*
- *Don't talk over others*
- *Sit still*
- *Don't be rude*
- *Be kind*
- *Share with others*
- *Don't tell fibs*
- *Speak nicely*
- *Concentrate, don't mess about*



Influences to student's developing and demonstrating **professionalism** in conjunction with our own influences as practice educators





# How do you know how to be professional?

1. Reflect on individuals and experiences throughout your years within the context of your personal life and work life who influenced your understanding of being professional in the context of work and study?
2. Make a list of these influential people, include their job roles and /or their relationship to you.
3. Think about whether you were influenced by both their negative and positive behaviour, attitudes and messages from and of others.
4. Complete the rest of the questionnaire



# Readiness for direct practice: PCF 1 Professionalism

*Identify and behave as a professional social worker, committed to professional development*

I...

- can describe the role of the social worker
- can describe the mutual roles and responsibilities of supervision
- can describe the importance of professional behaviour in all contexts and across all media
- can describe the importance of personal and professional boundaries
- demonstrate motivation and ability to learn, using a range of approaches
- can describe the importance of self-care and emotional resilience in social work.



# Setting the expectations for professionalism in the work place; *when and how will you address this topic with your student/s?*

- Interview stage
- Pre-placement visit
- Email contact
- Placement planning meeting
- Reflective supervision
- Informal discussions
- Direct observation verbal feedback
- As part of an Action plan
- Concerns meeting
- Midpoint review
- Final report



# Four ways you (the student) can demonstrate professionalism during your placement

1. Adhere to the university's code for professionalism and the PCF descriptors.
- 2. *How do you want others to experience and remember you?*** - frequently reflect on your demeanour, behaviour and communication style in interactions with placement colleagues, service users and multiagency professionals – written, verbal and non-verbal.
3. Think in-depth about how you ask for and receive constructive feedback from your practice educator, the onsite supervisor, the team manager, team colleagues and service users and then think further about how you act on this feedback – *are you prepared for negative comments or feedback?*
4. Get familiar and proficient in using Outlook calendar and its functions

**Reflection: *What type of social worker do you want to be?  
Would you want someone like yourself if you needed social work  
intervention?***

# What will you take away from today's workshop?

*What will you reflect further on? What will you implement?*





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# **Suicide Safer Placements**

**Tom Henri**  
**University of Birmingham**

**Placing the Spotlight on Practice Education: reflect, learn and inspire**



# Suicide Safer Placements

Universities UK guidance on supporting placement students



## About Me

- Practice Learning Coordinator
- Qualified over 20 years
- Social Work Academic for over 15 years
- Assessed and supported hundreds of students on placement





# Background to the Guidance

- Main guidance published in 2018 with PAPYRUS – a national charity on preventing suicide covering:
- Steps to prevent student suicide
- Intervening when students get into difficulties
- Best practice for responding to student suicide
- Case studies on approaches to suicide prevention
- Checklist highlighting steps university leaders can take to make their communities safe.



# Support for Placement Students

- Addendum to the Suicide Safer Universities guidance published in 2022.
- In response to the campaign by the family of Harrison de George after his tragic death while he was on a teaching placement.
- Includes case studies of good practice across health care, teaching and industry placement



# Why do placement students need support?

- Placement learning is an essential element of social work education and training.
- Social work students must complete a total of 170 days on placement to qualify as stipulated by Social Work England
- Students with good mental health and wellbeing are better prepared to fully participate and succeed on placement
- Placements can involve significant change for students – new settings, new challenges, new colleagues and additional costs.
- There is an inherent risk that this transition negatively affects students' wellbeing and mental health, including their ability to access support.



## Student Minds – Life After the Pandemic Sept 2021

- Although all covid restrictions have been lifted, a large proportion of students continue to face challenges and barriers to support
- 63% of students reported that the pandemic continued to negatively impact their mental health
- Two-thirds of students with a mental health issue had not disclosed it to their university
- The pandemic continues to shape students' experiences



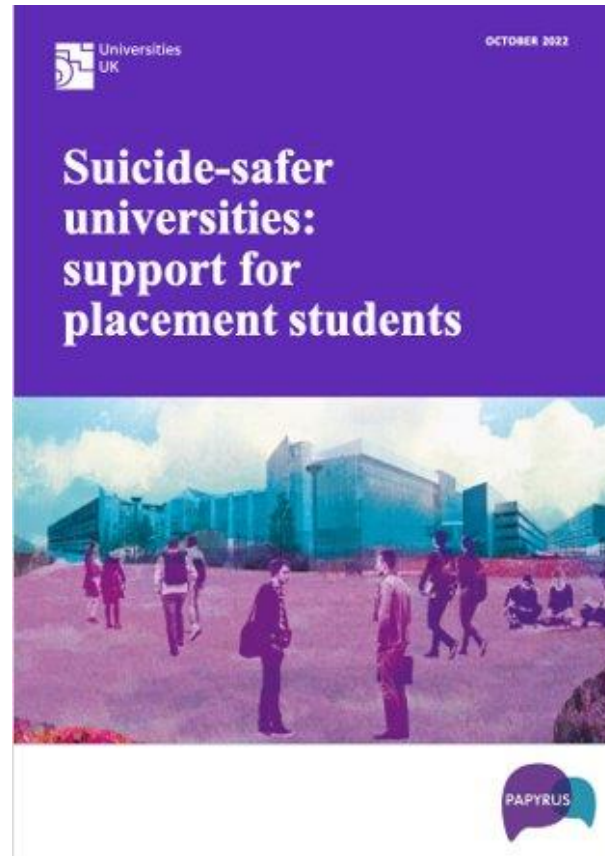
## Student Minds – July 2022 Survey

- The rising cost of living is the number one issue impacting students' mental health – above studying, loneliness and covid.
- 1 in 3 students said that being at university had a negative impact on their mental health
- Over half students surveyed said they were currently experiencing a mental health issue



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## Suicide Safer Universities: Support for Placement Students



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## Recommendations

- Preparing Students for Placement
- Supporting Students while on Placement
- Specific Recommendations for Health and Social Care Placements
- Supporting Students Returning to Academic Study



## Preparing Students for Placement

- Quality assure placement providers in terms of their effect on mental health and wellbeing
- Normalise conversations around student and employee wellbeing
- Ensure placement settings and locations are appropriate for each individual
- Set expectations for students about what their placement will be like
- Embed wellbeing in pre-placement briefings and induction





## Preparing Students for Placement continued

- Arrange additional individualised support or adjustments for students that need them
- Set out clear routes of contact for placement students with pastoral and employment-related issues
- Create peer support networks and communities.



# Supporting Students while on Placement

- Check in and support
- Absence reporting
- Advertise hardship funding
- Reaffirm students' ability to access university support services while on placement



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## Specific Recommendations for Health and Social Care Placements

- Make sure students understand fitness of practice procedures
- That placement supervisors have enough time to support placement students



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## Potential Actions

- Create self-assessment tool around placement effect on mental health and wellbeing
- Embed wellbeing literacy in placements
- Show due regard for personal factors in placement planning
- Ensuring that additional support and adjustments are in place
- Ensure practice educators and supervisors are aware of how to signpost students to support services
- Mentoring and peer support



## UoB's response to the Guidance

- Introduced Learner Resilience and Wellbeing into placement preparation
- Changed our placement tutoring system
- Intervision – peer led group supervision
- Zoom drop in sessions
- Mentoring



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**Thank you for participating**

- Tom Henri
- [t.henri@bham.ac.uk](mailto:t.henri@bham.ac.uk)



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# Supporting apprentices in practice education

Sarah Brain, Naomi Pearce, Louise Williams, Chris Swetmore, Gemma Webb

**Placing the Spotlight on Practice Education: reflect, learn and inspire**



## What will today's session cover?

- Practice education issues when working with and supporting social work apprentices
- How do the needs of social work apprentices differ from those of students following traditional routes into social work?
- Different models of practice learning and the challenges and benefits of these?
  - 
  - How can we get the best out of our apprentices whilst in practice learning (placements)?
  - 
  - Tips for good practice when supporting apprentices ( from PE and apprentice perspectives)



## Contributors /facilitators for today's session

- Sarah Brain - social work lecturer and practice educator, Staffs University
  - Naomi Pearce - social worker and practice educator, Cheshire East Council
  - Louise Williams - social work apprentice, Cheshire East Council (adults services)
  - Gemma Webb - independent practice educator, Staffs university
  - Chris Swetmore - social work apprentice, Stoke on Trent City Council (children's services)
- Additionally, the session content draws on the collective experiences shared by our social work apprentices and includes the views of other people such as work-based supervisors involved in supporting the apprentices

# Apprenticeship practice learning placement experiences

- On the apprenticeship, the student's experience is very different to that of traditional route students- apprentices are able to begin to make links between university learning and their job roles/practice experiences from the start of their degree
- L5 - 70 day contrasting placement experience - apprentice moves within their organisation to a new team to have their placement. Contrasting could mean switching between adults/children's or within adults/children's but on a different team, giving a contrasting experience.
- L6- 100-day final placement. This is a contrasting placement for some apprentices, but some apprentices stay within their substantive team/role. This is decided by employers and they take different approaches to this.

# Who is part of the apprentices' practice learning experiences?

- The apprentice!
- People with lived experience/service-users
- Practice educator
- Work -based supervisor - if in their substantive team, this could be the line manager
- The team around the apprentice
- The university tutor/academic staff
- Apprentice lead /mentor- within their organisation

# What do our experiences of working with social work apprentices tell us?

## Positives

- A wealth of experience
- Tendency to excel academically
- More interactive with taught sessions
- Lots of opportunities for peer learning
- More likely to ask questions and challenge
- A more proactive approach /learning style - they are used to doing the job and have more confidence in 'getting stuck in' with tasks presented to them
- Lots of transferable skills and qualities , knowledge of social care systems and processes
- Lots of knowledge to share around with their new teams /colleagues



# What apprentices need more support with?

- They can find it harder taking a step back, slowing down to reflect during placements, it can feel to them like they are doing nothing and not being productive , this can lead to frustration
- They are used to 'doing' social work but don't always find it easy to unpick this and relate to the PCF domains
- Sometimes find analysis of practice more challenging to begin with. They are used to 'doing' but not thinking so much about 'why?'
- L6 apprentices report improved student experience on contrasting learning placements

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# Practice Educator Supporting a Level 6 Apprentice (Contrasting placement)

Naomi Pearce - Cheshire East Council

- **Positives:**

- Shared Learning Experience.
- Sharing Knowledge from other teams by having contrasting learning placement.
- Ability to expose students to wider context such as MARAC, CHANNEL PANEL/PREVENT, Safeguarding Adults Board, DOLS Team, Complex Safeguarding Forum.
- Ability to use more complex learning tools.

- **Things to be mindful of:**

- To ensure that placement runs at a level where the Apprentice has opportunities to learn and develop.
- To ensure that critical reflection is incorporated.



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## Apprentice experiences of a contrasting L6 placement

### Louise Williams, L6 Social Work Apprentice- Cheshire East Adults Services

- Transferable skills and knowledge of multi-agency internal/ external service and providers
- Improved Knowledge and understanding of theory in practice.
- Improved knowledge of legislation in practice
- Different language and terminology.
- Greater confidence
- Stepped out of my comfort zone





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Reflecting on our experiences and learning of having a final placement  
in a substantive team.

**Chris Swetmore**  
**Social Work Apprentice.**

**Gemma Webb**  
**Independent Practice Educator.**

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## Context of the team

- Team role and student role.
- Where this sits in the wider Local Authority.
- Substantive role (Social Work Assistant)

## Experiences to date

- Learning opportunities
- Professional Capabilities Framework
- Observations
- Supervision





# What's gone well

## Strengths

- Importance of supervision
- Case protection and support
- Manageable case load
- Role of student not business focussed
- Manager aware of skills and competencies
- Relationships with Work based supervisor and Practice educator (home life)

## Challenges

- Making induction right – assumption you have worked in the department you don't need one!



## 5 Top tips

- **Workload needs to be different to substantive role.**
- **Use support from work-based supervisor and practice educator.**
- **Have open discussions (whether positive or negative).**
- **Make sure you feel happy and build relationships.**
- **Be prepared to escalate concerns.**

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## Quotes from our apprentices- on placements in their substantive team/role

- “My experience has been positive as I have a strong line manager, she has advocated for me on occasions when other social workers, managers have wanted me to do a task that I would have completed in my previous roll as a social work assistant”. **(L6 apprentice)**
- “The positives of working within the same team are I have professional relationships established, I also know how different people already work, which when you go to a new team you are on the back foot trying to establish this” **(L6 apprentice)**
- “We don’t get an induction as we have already been on the team for some time. Whereas a BA/MA student would have a period of where they would shadow workers before being allocated families, I had allocations before I had started placement. It is very much hitting the ground running. We are also given more cases and of a higher complexity. We are expected to carry out activities that we would have done in our substantive roles – for example I was included within a duty rota, before this was challenged by myself and PE. The BA students were then added, and I did duty on an assessment team to get a different experience, rather than my team”. **(L6 apprentice)**
- “I think because I hit the ground running straight away, I didn’t have that shadowing experience and the complexity meant that I was doing a lot of hours. To start with. I know the conversations I had with my manager was that they know I am competent to work with the families and cases”. **(L6 apprentice)**



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## Quotes from our apprentices

- “Having the opportunity to undertake a placement in a contrasting team has enabled me to develop a further understanding of roles and services within social work. Having been in my current team for over five years it has given me the opportunity to experience a contrasting experience, one I never thought would be so different. Within the first two weeks I felt I had changed as a practitioner for the better and that was due to the new experiences available to me. It has also given me the opportunity to consider which field I would like to work in in the future. This opportunity although a steep learning curve and very much out of my comfort zone is adding skills to my practice and shaping what type of social worker I want to be. It’s a great opportunity and I would recommend everyone have to access to it” **(current L5 apprentice)**
- “I would certainly recommend contrasting placements within your organisation throughout training for apprentices especially if they have been in their current role for a number of years. I learnt a lot from going to different placements – different client groups, different ways of working, different culture, management etc. etc. The organisation also benefits from the knowledge and ideas the student brings with them. For the student developing as wide as possible knowledge base and experience sets you up not only to do better on the SW degree course but for future opportunities in social work post qualification” **(apprentice graduate/NQSW)**
- “Although my experience has been positive I do feel that going to another team would be beneficial. This would have allowed me greater learning experience as I am well established in my own team, having worked here for 11 years. I have found it difficult when coming to writing my portfolio about my learning experiences as although I have learnt things, I do not feel I have learnt as much as I would have done if I was within a new learning environment” **(current L5 apprentice)**



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## Conclusions

Apprentice social work students start their first placement, already in an advanced position compared to traditional route students. They have lots of skills and transferable knowledge

Placements should allow them to 'be a student'. This is especially important to note at L6 if they are placed in their substantive team. This means reduced or adapted case-loads, **their work- load should be framed around their learning needs.**

Support them to take time to step back and reflect on their work, putting theory and knowledge into practice is really important

Inductions are still important, even if the student is a member of your team

The learning plan is key , identify the apprentices' gaps in knowledge and experience and build on this



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# **The Critical First Two Weeks**

**Helen Franklin, Keele University**

**Placing the Spotlight on Practice Education: reflect, learn and inspire**





# Aims of the Session

- To understand the demographics of our students
- To consider how the diversity of student experience need to be considered when planning the placement
- To consider why the first two weeks are critical for the success of the placement

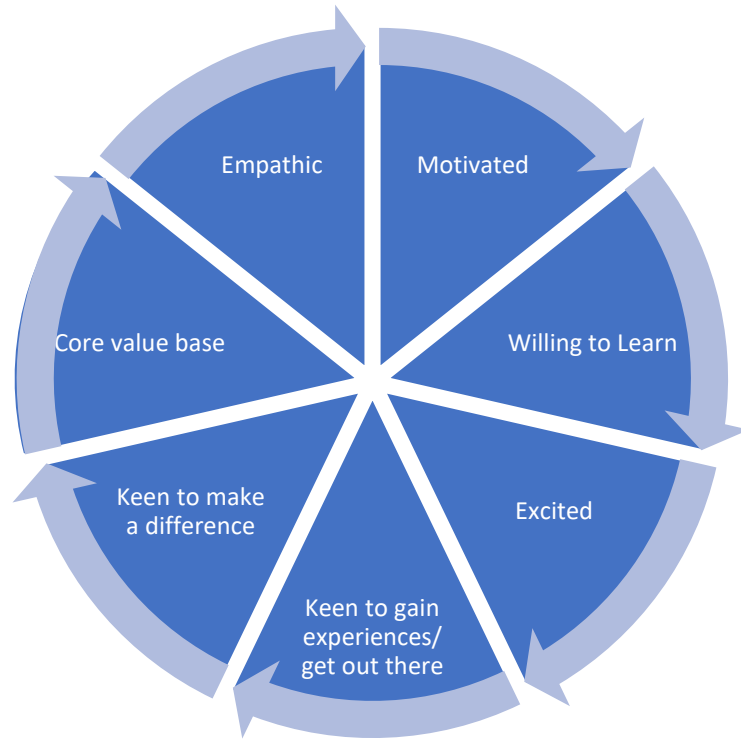
# Why host a student placement?

- To train the next generation of Social Workers, who are capable and competent to undertake the work of the teams within which they are employed.



## What are students bringing to a placement?

### What we hope for/ expect

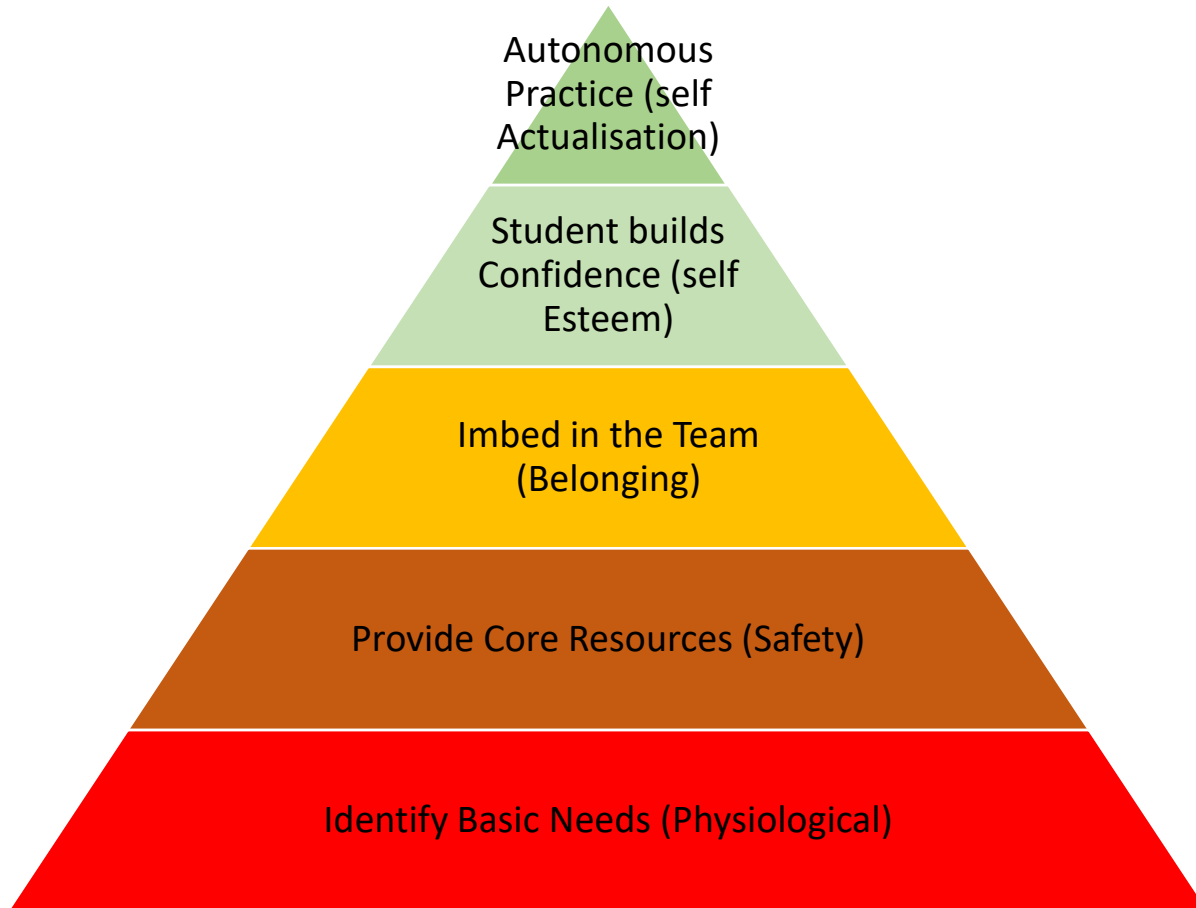


### What we need to remember

- Little or no experience of Statutory Social Work
- Pre-conceived ideas of Social Work Practice
- Impacted by wider challenges – eg cost of living
- Learning through covid- limited social experiences
- New to the geographical area
- Diverse lived experiences / lack of lived experience



## So how do we build up a solid foundation from which to build the placement?



### Preparation is Key!

- Plan an induction that covers absolutely everything – including toilets, hot drinks, what to say when answering the phone, signing off an email....
- Get to know the student – what are their experiences of learning, education, hopes, aspirations, limitations (MANDELA Model is helpful here!) Use Adult learning theory to build up the learning curriculum – what will the student learn and how (self efficacy questionnaires)
- Talk to your manager – what are their expectations and are they reasonable for a student at their level of PCF
- Delegate student support – how else will they get to know the whole team!



## Induction

### Before a student arrives...

- **Tell them:**
- What time to arrive
- Who to ask for
- What to wear
- What to bring
- What will you provide
- Any traditions/ customs for lunch? Where to go?
- Where to park
- Make sure they are clear on the remit of the team – you can send over some useful information/ web addresses etc
- **Practicalities**
- **Sort out ID, Phone, laptop, log-in details, core training booked, have provided stationery ready (where available)**
- **Speak to your manager, agree who manages case allocation, timescales, roles of other staff, put it on your supervision agenda**

### When the student arrives make sure to...

- Introduce them to the team members
- Show them where to make a drink
- Toilets
- Where to sit
- Signing in/ out
- How to sign off an email/ answer the phone
- Where to go for specific needs eg prayer room/ breast feeding
- Book in supervision dates
- Give a clear plan for induction weeks
- Contact details of key people
- Set expectations what do you arrange/ what do you expect them to self-arrange.



## Getting to know the student

Use MANDELA Model to structure conversations to really understand the student (Tadam 2016)

- M Make Time
- A Acknowledge
- N Needs
- D Differences
- E Educational Experiences
- L Life Experiences
- A Age

Develop your Learning Curriculum

- Think about what a student needs to learn on this placement
- Develop a self-efficacy questionnaire to consider confidence/ experience in different areas, and talk about their answers
- Using adult learning theory, scaffold how they



## Building Learning

### Scaffold Learning Activities

- Agree with the student what they want to or will need to learn over the course of the placement.
- Find out what the student already knows or has experience of
- Don't assume that they will have a full knowledge or understanding from the classroom.
- Explain / teach the knowledge before they shadow the application of it in practice
- Reflect on what they have seen
- Gradually increase the complexity and autonomous practice

REMEMBER: A STUDENT DOESN'T  
KNOW WHAT THEY DON'T YET  
KNOW



## The first two weeks matter....

- The first two weeks are intensive, and need to be well thought out and planned, to set the precedent for the remainder of the placement.
- Get into good habits from the outset.
- Be clear about what you should expect from them, and them from you.
- Take time to identify any influences which may affect practice and how you assess this – plan together how you will recognise and address these.





## The first two weeks matter....

- Whilst it may be tempting to just see how it goes, “wing-it” because you are busy, or just have the student follow you and pick it up as they go along, this can lead to significant problems later in the placement.
- A clear focus on the first two weeks, can make your time as a Practice Educator run much more smoothly as the placement progresses.



# References

- Tedam P (2016) The Mandela Model Practice Cards Diversity in Practice Learning.



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# Summary and Close

Lee Pardy-McLaughlin

Placing the Spotlight on Practice Education: reflect, learn and inspire