
Artificial Intelligence (AI) and the future of Practice Education



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Department of Social Work and Social Care

University of Birmingham

2024 Practice Educators Conference

“The future of Practice Education”

24th April 2024

Aims

- To introduce why the topic of AI in Social Work is important for Practice Educators.
- Demonstrate an AI tool (ChatGPT) that Social Work students can access to develop their learning.
- Begin discussion based on the the responsible use of AI in Practice Education by exploring the questions, what types of:
 - AI tools (if any) should we allow in student practice learning?
 - Ethical issues do we need to consider when using AI?
 - Assessments should we consider in a world where AI tools are freely accessible to students?
 - How can practice educators themselves use AI in their role.



Structure

- Provide a broad overview of Artificial intelligence (AI).
- Illustrate one example of how The University of Birmingham is teaching its students about the responsible uses of AI in Social Work.
- Provide a brief introduction to how students can use freely available AI tool like ChatGPT.
- Explore issues for Practice Educators when considering how to address student use of tools like ChatGPT in practice placements.
- Explore issues for Practice Educators in considering how/whether they can use AI tools in their role.



Your use of AI

- Mentimeter





BRITISH ASSOCIATION OF SOCIAL WORKERS

**PRACTICE EDUCATOR PROFESSIONAL
STANDARDS FOR SOCIAL WORK**

Table 1: The PEPS Domains

DOMAIN 1	DOMAIN 2	DOMAIN 3	DOMAIN 4
Working with others to organise an effective learning environment.	Teaching, facilitating and supporting learning and professional development in practice.	Managing the fair and transparent assessment of students in practice.	Developing knowledge and continuing performance as a practice educator.

Example of student exercise at UoB: AI Bias



What does algorithmic bias mean?

Background: AI systems use algorithms and data to analyse information, solve problems, and make predictions.

- **Definition:** Unfair outcomes from AI systems perpetuating existing biases - for social work these could be:
 - **Biases:** that may include race, gender, and socioeconomic factors.
 - **Example:** AI trained on biased data can replicate and reinforce systemic biases in health, housing, welfare etc...
 - **Implications:** Potential harm to vulnerable populations, undermining ethical and equity goals.
- **Importance:** SWs must be mindful integration of AI to ensure positive and equitable outcomes.

Example of student exercise at UoB: AI Bias

- Principles of reliable AI - *European Group on Ethics and Science and New Technologies*.
- International Federation of Social Workers - *Global Social Work Ethical Principles*
– **These principles are convergent**

Principles of reliable AI	Principles of social work
Respect for human dignity	Recognition of the inherent dignity of human beings
Individual freedom Respect for human autonomy	Promotion of the right to self-determination
Respect for democracy, justice and the rule of law	Promotion of social justice Respect for diversity
Equality, non-discrimination and solidarity	Rejection of institutional, discrimination and oppression Building of solidarity
Citizen rights	Promotion of human rights

Example of student exercise at UoB: AI Bias



Make notes:

- What are the real-world impacts of AI?
- What are the examples of bias that you can see in this video?
- How can bias be addressed?
- How can this type of bias have an impact on social work practices?

Example of student exercise at UoB: AI Bias



Source: Sky News. (2023) Racial bias in AI: Officers questioned father in watch theft probe after he was wrongly identified by facial recognition technology. Available at: <https://news.sky.com/story/racial-bias-in-ai-officers-questioned-father-in-watch-theft-probe-after-he-was-wrongly-identified-by-facial-recognition-technology-13004065> (Accessed: 10 November 2023).

Example of student exercise at UoB: AI Bias



Make notes:

- What are the real-world impacts of AI?
- What are the examples of bias that you can see in this video?
- How can bias be addressed?
- How can this type of bias have an impact on social work practices?

Discuss in groups:

Why is it important for you as Practice Educators to explore the issue of AI Bias with your students?

THE BASW CODE OF ETHICS FOR SOCIAL WORK

Practice:

Social work practice aims to address the barriers, inequities and injustices that exist in society.

2.3 Professional integrity

2 Being trustworthy

Social workers should work in a way that is honest, reliable and open. They should clearly explain their roles, interventions and decisions. They should not seek to deceive or manipulate people who use their services, their colleagues or employers.

Source: BASW. (2021) The Code of Ethics for Social Work. Available at: <https://new.basw.co.uk/policy-practice/standards/code-ethics> (Accessed: 16 November 2023).

1.1 Ethics in social work

Social workers' ability and commitment to act ethically is an essential aspect of the quality of the service offered to people who engage with social workers. Respect for human rights and a commitment to promoting social justice are at the core of social work practice throughout the world.

1 Challenging oppression

Social workers have a responsibility to challenge oppression on any basis, including (but not limited to) age, capacity, civil status, class, culture, disability, ethnicity, family structure, gender, gender identity, language, nationality (or lack of), political beliefs, poverty, race, relationship status, religion, sex, sexual orientation or spiritual beliefs.

2.2 Social justice

Value

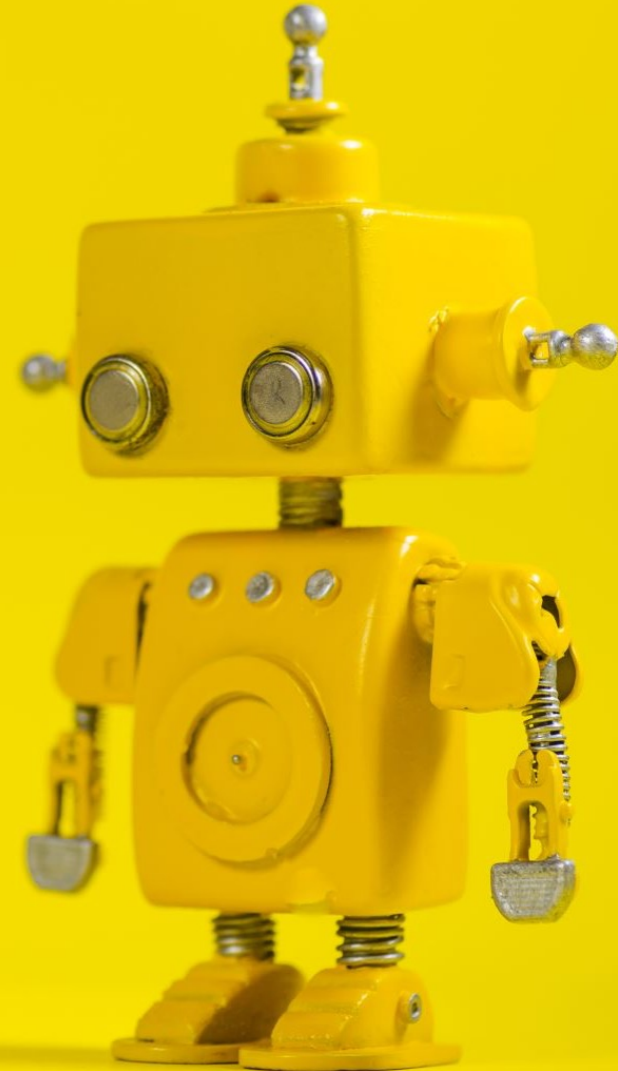
Social workers have a responsibility to promote social justice, in relation to society generally, and in relation to the people with whom they work.

4 Challenging unjust policies and practices

Social workers are expected to bring to the attention of their employers, policy makers, politicians and the general public situations where resources are inadequate, and/or where distribution of resources, policies and practice are oppressive, discriminatory or otherwise unfair, harmful or illegal.

Should students use AI tools like ChatGPT in their practice placements?

- Students have free access to tools like:
 - ChatGPT - <https://chat.openai.com/>
 - Google Gemini - <https://gemini.google.com/>
 - AI Tutor Pro <https://www.aitutorpro.ca/>



Should students use AI tools like ChatGPT in their practice placements?



Discussion

- Imagine you asked a student on placement to produce a report and they used ChatGPT, consider:
 - What are the arguments for/against the use of AI tools by students in practice learning?
 - What do you think are the ethical and confidentiality issues involved?
 - What are the assessment issues for Practice Educators allowing students to use freely available AI tools like ChatGPT?



Demonstration: Use of AI in the practice educator role.

Prompts for AI:

- Write an end of placement report for a student in a fostering team referencing PCFs <https://new.basw.co.uk/training-cpd/professional-capabilities-framework/end-first-placement> and Professional Standards <https://new.basw.co.uk/training-cpd/professional-capabilities-framework/end-first-placement>
- Produce 3 case studies about adults who are from diverse backgrounds and have diagnosed mental health conditions for use in working with undergraduate social work students on placement in England.
- I need to talk with a social work student about theory. They are working with a family with a history of substance misuse.

Discussion

- In your role as practice educator:
 - What do you consider to be the opportunities of using AI within your own practice?
 - What would you see as the risks?
 - What would you need before you feel confident in using AI yourself in this role?



Question

What is one major learning point that you have taken from this session today?

Mentimeter



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Dr Tarsem Singh Cooner

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tscooner.weebly.com and 1 more link

Customize channel

Manage videos

View channel stats



Artificial intelligence and ethics ▶ Play all

I have created some videos in this playlist that explores the role of artificial intelligence (AI) and ethics in professional health, social work and social care practices.



Ethical AI in Health and Social Care: 4 Key...

Dr Tarsem Singh Cooner
375 views · 1 month ago

CC



Navigating Ethical AI: 5 Essential Lessons for...

Dr Tarsem Singh Cooner
1K views · 1 month ago 1.8x

CC



Unlock the Science of Learning with AI

Dr Tarsem Singh Cooner
439 views · 3 months ago

CC



How to use an AI Tutor

Dr Tarsem Singh Cooner
1.3K views · 4 months ago 2.3x

CC



How to use AI in your teaching

Dr Tarsem Singh Cooner
1K views · 5 months ago 1.8x

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Source: Cooner, T.S. (2023) ChatGPT: how it can boost your academic studies. Available at: <https://youtu.be/I1OJEcXXj7s> (Accessed: 14 November 2023).

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Social Work Apprenticeship & the role of the practice educator

Teresa Halliday

Adults Social Care

Sandwell Social Work Academy


24 April 2024



Go to menti.com
and use code
1546 2227
or scan the QR
code

What word
comes to mind
when you think
of social work
apprentices?





By the end
of the
session,
we will:

- Be aware of context of the Social Work apprenticeship
- Be aware of recent research about DASW
- Have reflected on the standards for DASW assessment
- Have increased understanding of the role of the PE in DASW and how it is similar and different to the PE role with students on traditional routes.
- Be aware of Sandwell's approach to DASW
- Thought about what happens after DASW
- Had time for reflection & discussion



Sandwell Social
Work Academy

Context

- Government drive to grow the numbers of people undertaking apprenticeships
- Drive to address sector skills gaps and improve productivity
- Public commitment to establishing non-traditional routes into Social Work, widening participation and vocational focus.



Sandwell were amongst the early Local Authorities to offer the apprenticeship programme for Social Work Qualification and commenced the rolling programme in 2019.

Two cohorts have now passed with excellent results.

We have two further cohorts in progress and are currently recruiting for the September 2024 cohort.

Previous cohorts are still working in Sandwell ASC with the first cohort all involved in supporting students and the second currently on their ASYE programmes.



The social work apprenticeship – is popular

- The degree apprenticeship is increasingly popular, but apprentice graduates still make up a relatively small proportion of all NQSWs
- Apprentice graduates are reported to be of high quality and better prepared for practice than social work graduates from the traditional routes who may lack statutory experience
- Apprentices are being given priority for practice placements over HEI students
- The introduction and expansion of the apprenticeship is impacting some authorities' capacity to provide HEI student placements more than others: About half have reduced the number of HEI student placements and the other half have managed to maintain it
- A couple of authorities have created a specialist PE post to support a group of students and/or apprentices on practice placement

(Findings from Workforce Planning research by: joanne@capaldiconsulting.co.uk)



Advantages and Disadvantages of the DASW

- Social work apprentices now account for one in five of all enrolments onto social work training in England.
- Paula Tilbury-Larter, workforce development manager at Suffolk County Council, says: "If you have an apprentice social worker in your organisation for three years then there is a lot of stuff they already know when they qualify."
- Social work scholar Dr Steve Rogowski says: "There are longstanding concerns about apprenticeships 'dumbing down' and diluting the standards underpinning the profession."
- He also questions whether there are sufficient numbers of workplaces good enough to support such high-level learning.
- "grow your own" schemes can lead to inward-looking social work, with recruits not having wider experience beyond their employing organisation.

• PROFESSIONAL SOCIAL WORK MAGAZINE | MARCH / APRIL 2024

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- Data from Skills for Care show 17.3 per cent of social work apprentices did not complete their training in 2021-22 compared to 14 per cent on undergraduate courses, perhaps reflecting the pressure of juggling working with learning.
- Paula adds the programme is also helping to address “a disconnect” between academic delivery and the behaviour and skills needed in the workplace.
- Rogowski, however, believes there’s a risk of such behaviours and skills being defined by employer prioritising their own organisational needs.
- “A number of authorities have said it would be a great benefit if the government could partially fund apprenticeships.”

PROFESSIONAL SOCIAL WORK MAGAZINE | MARCH / APRIL
2024



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- All degree apprenticeships are mapped to an occupational ‘Standard’.
- The Standard sets out what apprentices will learn, the required outcomes in terms of Knowledge, Skills & Behaviours, baseline entry requirements, the assessment plan for End Point Assessment (EPA) and the typical duration of the course:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/social-worker-integrated-degree-v1-1>



Sandwell Social
Work Academy

Standards

The standard has been mapped against the Professional Capabilities Framework and regulator Social Work England's professional standards and provides a rigorous framework structure around the knowledge, skills and behaviours that apprentices need to develop and evidence in practice and throughout their education.

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Knowledge Skills and Behaviours grouped around 19 'Professional Duties'

- Rights, strengths & wellbeing
- Accountability
- Diversity
- Role of SW
- Partnership
- Direct Work
- Communication
- Complexity & ethical dilemmas
- Legal frameworks
- Assessment frameworks
- Applying knowledge & skills
- Managing risk
- Multi-agency working
- Recording
- Supervision
- CPD
- Statutory duties
- Use of technology & media
- Safe & ethical practice



Discussion

- Take a look at the KSBs and discuss how you feel about them.
- Do you feel confident assessing against them?
- Do they feel familiar despite the new headings and numbers ?
- Do you see any challenges in using them?



Scan me!

Practice Educator Role

Traditional programmes

- Student has already adjusted to academic work & writing
- Reasonable adjustments may have already been identified
- Induction requirements might be quite specific and standardised plans in place

Apprenticeship programme

- Support apprentice to adjust to academic work and writing
- Need for reasonable adjustments may become apparent
- Need to ensure induction is not overlooked- especially if the apprentice remains in their current team



Practice Educator Role

Traditional programmes

- Support the student to recall academic learning pre-placement and integrate into practice
- Student is new & recognised as a student
- Placement co-ordinated by HEI

Apprenticeship programme

- Support student to integrate academic learning into practice from day 1
- Apprentice may be well known- Help the team to recognise apprentice in new role as a student.
- Placement coordinated by employer



Practice Educator Role

Traditional programmes

- PE for 70- or 100-day placement
- The PCFs have specific levels for progression
- Mid-point report
- Final PE assessment report

Apprenticeship programme

- PE for 3 years
- Just one set of KSBs- same for each year.
- Regular quarterly reviews
- EPA



Similarities remain:

- Assessment through direct observations, feedback from people who use services, feedback from others
- Benefit from peer support if other students around
- Benefit from team involvement and support
- Relationship based supervision is key
- Reflective supervision is key
- Appropriate levels of work need to be allocated incrementally



Group Activity



GROUP 1

Discuss working as a PE with an apprentice for 3 years rather than 70 or 100 days.
What do you see as the advantages and challenges.
How will you manage and overcome some of the challenges.

GROUP 2

The PCFs have different levels for end of placement 1 and 2 whereas there is one standard set of KSBs.
How will you differentiate between what is expected of an apprentice in year 1, 2 or 3.
What advice or guidance in relation to this, could you offer to other PEs beginning to work with apprentices.



Group Activity



GROUP 3

How will you work with an apprentice at the beginning of their apprenticeship?

How will you help them adjust to learning on the job and developing Social Worker skills?

What do you think initial learning goals might be?

GROUP 4

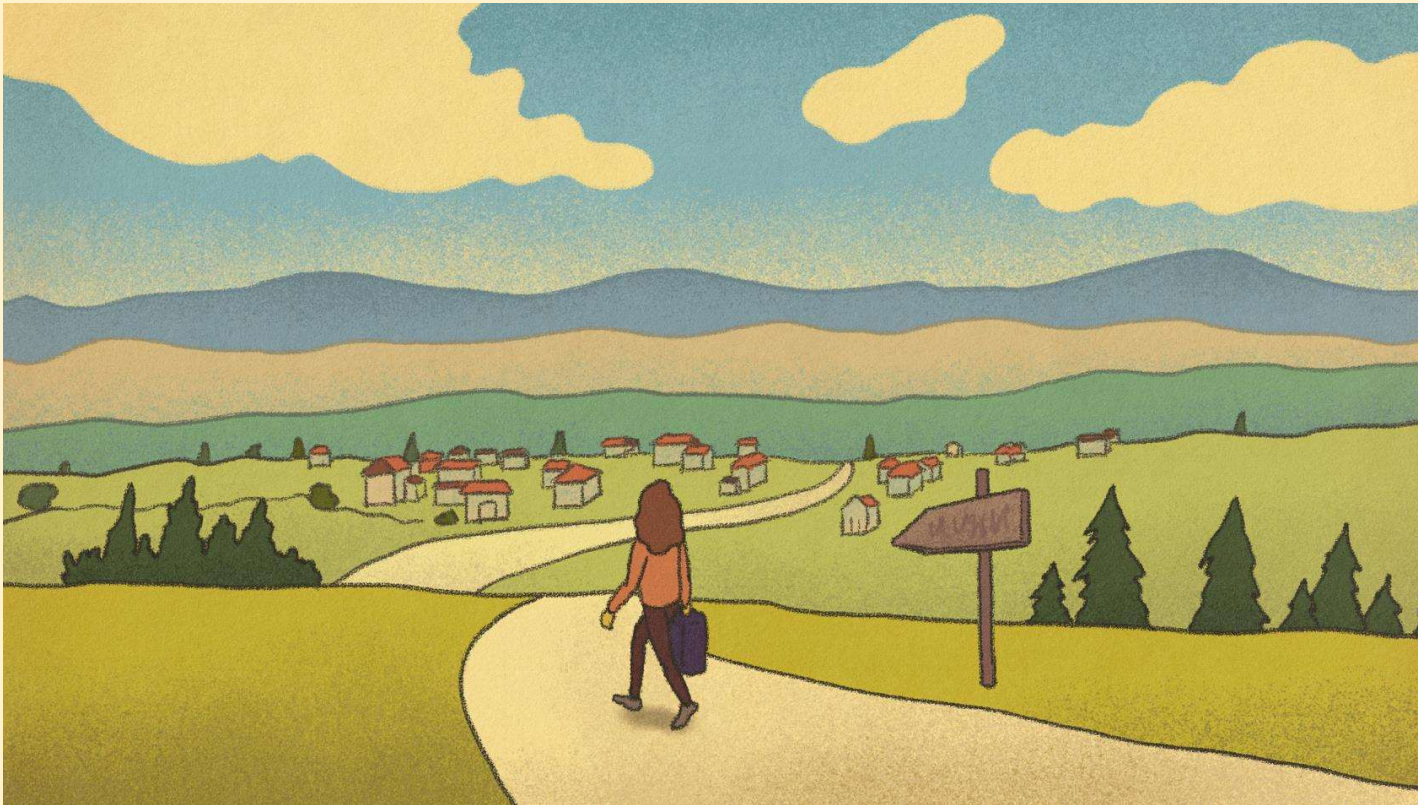
How will you help your staff member adjust to becoming an apprentice/student?

How will you help their colleagues and manager adjust to seeing them as a student?

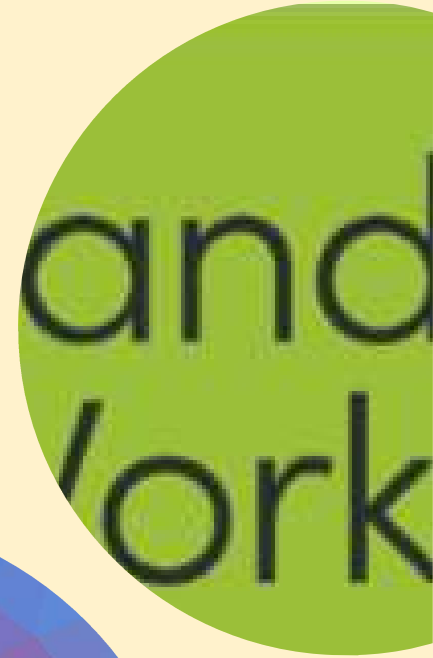
What strengths and challenges do you expect?



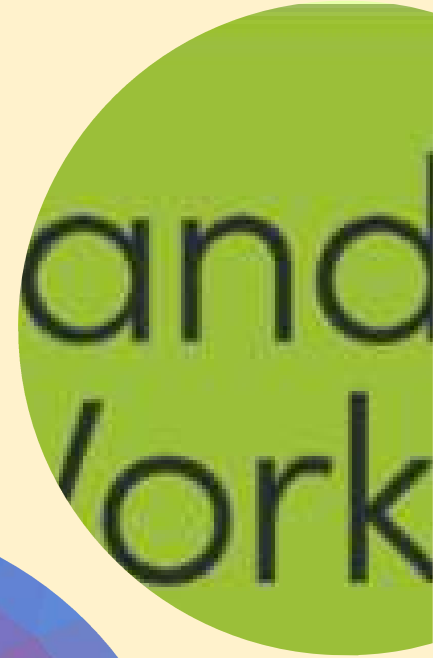
Sandwell Adults- our approach so far....



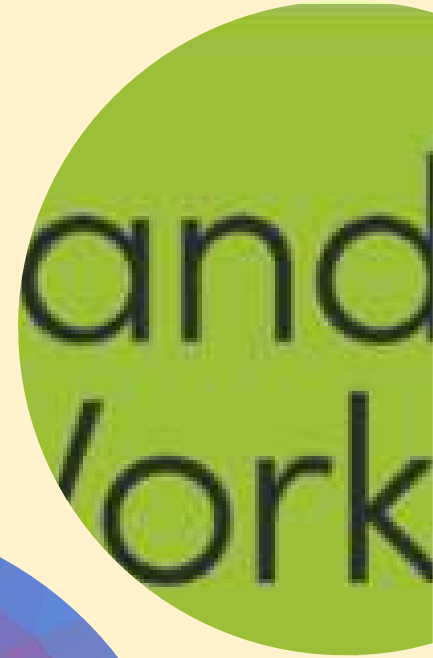
- Learn from feedback from previous cohorts
- Have a robust selection process
- Recognise the challenges of studying, working full time and running a life!
- We give one study day per month
- We recognise that the 'summer period' is still "off the job" learning



- Use experienced PE in dedicated PE role for the apprentices
- Introduced a programme of student workshops which brought student and apprentices together to share strengths and ensure common identity as students in the academy.
- Use group and 1:1 supervisions
- Work closely with our colleagues in SCT around placements



- Recruit from teams beyond SW teams but move all apprentices into SW teams
- Keep exploring new options e.g. Safeguarding and Mental Health teams currently
- Attend graduation and celebrate success





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Sandwell
Work Account

After the DASW

- All apprentices who qualify are guaranteed a Social Worker job in Sandwell Adults Social Care
- Our apprentices have adapted well to the ASYE and recognised the value of support due to the added complexity of their work
- All 6 of our NQSWs from the DASW route have been actively involved in supporting students post qualifying, 2 as OSS
- Any questions?

Go to menti.com
and use code
1546 2227
or scan the QR code

- How was this session for you?
- What key points can you take away and act on?



Thankyou
for your contributions today!



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‘Nothing about Us without Us’: the Voices of People with Lived Experience in Practice Education and Post-Qualifying Social Work

Anne Duddington, David Gowar and Kay Wall

The British Journal of Social Work, Volume 53, Issue 3, April 2023, Pages
1766–1774, <https://doi.org/10.1093/bjsw/bcad086>

Context to our work

- Most of the literature agrees that student social workers are well served by learning from PWLE. These contacts are described as the 'pivotal link'. This declines post-qualification.
- Feedback gained from students and PE's (1:2)
- PEPS 1 course
- Our aim was to extend this impact and value into practice education and beyond whilst also modelling a co-production approach, with PWLE being involved on an equal basis with academics and practitioners through the planning, delivery and evaluation stages. Relationship was the key!
- QUOTE 2: Social Worker (female, children's services): 'I am now more aware of the challenges of PWLE providing feedback. Good ideas from Anne and David'
- QUOTE 3: Social Worker (male, adult services): 'This has changed how I will approach gaining feedback now. I intend to brief my service users and carers before the student arrives'
- QUOTE 4: Social Worker (female, children's services): 'This has helped me to remember the human aspect of social work', 'I hadn't thought of longitudinal feedback before. We tend to just send a comment and complaints form out at the end of contact'.

What do the PCF's say:

- **2: Values and ethics**

Apply social work ethical principles and values to guide professional practices

- **4: Rights, justice and economic wellbeing**

Advance human rights and promote social justice and economic wellbeing

- **5: Knowledge**

Develop and apply relevant knowledge from social work practice and research, social sciences, law, other professional and relevant fields, and from the experience of people who use services

- **6: Critical reflection and analysis**

Apply critical reflection and analysis to inform and provide a rationale for professional decision-making

- **7: Intervention and skills**

Use judgement, knowledge and authority to intervene with individuals, families and communities to promote independence, provide support, prevent harm and enable progress

ACTIVITY

In small groups discuss and record how you currently gain feedback as a PE from people with lived experience.

Be ready to feedback in 15 minutes.



Fundamental requirements:

(This information is based on service user and carer research led by a late member of IMPACT; Nina Osborne). These principles are reviewed each year.

- Reassurance that comments made during feedback will not affect the service they receive
- Clear information about who will use the information and for what purpose
- Reassurance about confidentiality
- A choice of ways to give feedback
- Information about how honest feedback can benefit student and, by extension, service delivery
- Information about what they can reasonably expect from the student so they can give a considered opinion
- Opportunity to add or amend comments after the event with clear pathway for making contact
- Courtesy
- Respect in regard to their levels of rapport, interpersonal and communication skills, and their feelings

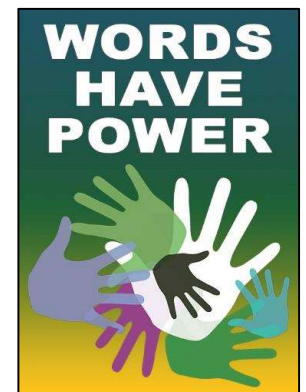
Fundamentals continued....

- Permission to say NO, either before or during the process, without fear of adverse effects on service
- Reassurance that sufficient time will be allocated to allow for both their service delivery needs and the needs of the observation process to be met.



It is also important to consider.....

- Be aware of the service user's level of expectation
- Consider innovative ways of seeking information where necessary
- Be able to value the importance of comments and support service users to explore them where necessary
- Include “raw” service user comment, which are important to student learning, in reports
- Be able to identify relevant feedback and augment service user perspective with comment where necessary
- Provide feedback to service user



And finally.....

Always keep in mind:

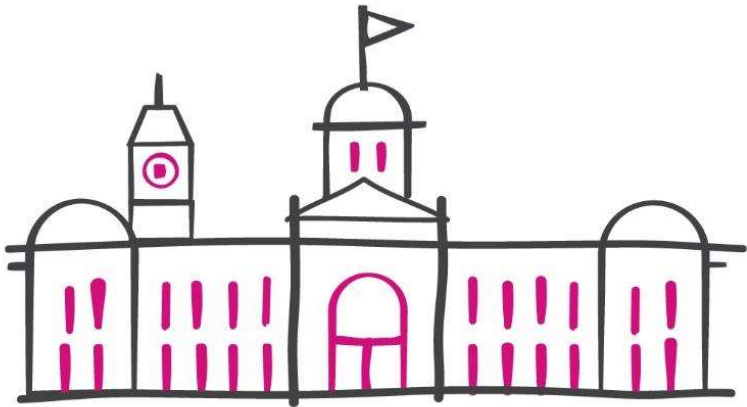
WHAT IS FEEDBACK FOR?

Thank you

Hybrid Working

Issues of Hybrid Working, the experience and impact

Clare Hall-Matthews and Gurjit Mann



Context and History



Birmingham's Definition

Working flexibly in a hybrid style, is where we consider what is the best place to work from in order to undertake a piece of work which delivers the outcomes that we're tasked with.

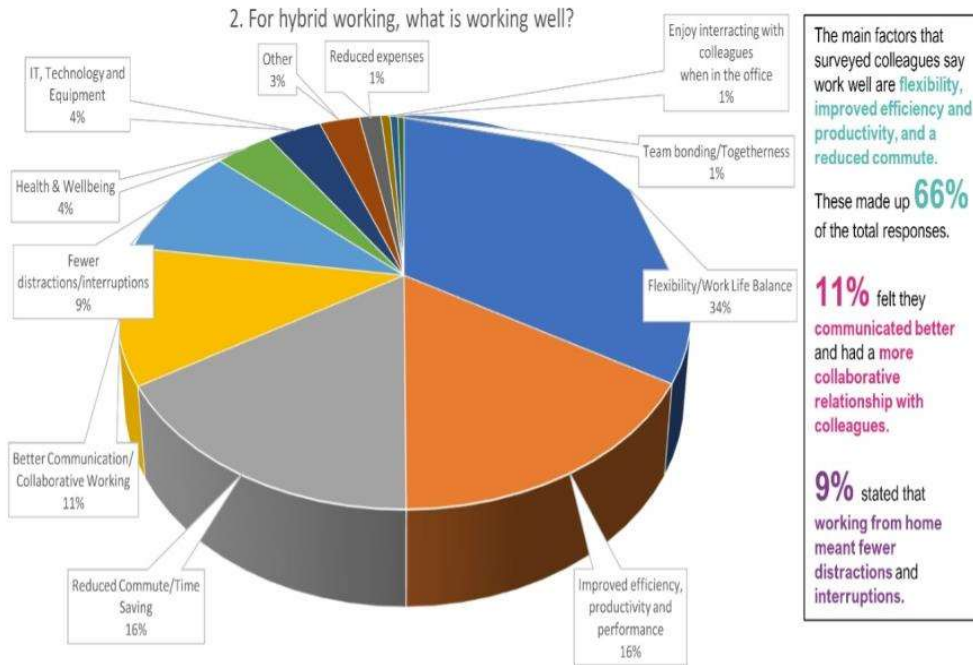
This won't always mean sitting in the same place. If we considered it to be sitting in the same place, we would all be back behind our desks in the office!

Instead, with a clear expectation of trust on both sides and putting our citizens first *NWOW* supports us to choose the right location to do this, but this also means that if we're needed to meet face to face, to collaborate, meet our team managers, or connect with colleagues etc., and you're asked to come in, you should.

This is a hybrid work style it includes a mixture of locations.



Hybrid Working, What is Working Well?



2. For Hybrid Working, what is working well?

seeing colleagues
reduced expenses
improved performance
health and wellbeing
office facilities
improved productivity
reduced commute
technology and equipment

team bonding
better communication
collaborative working
improved efficiency
flexibility
work life balance
reduced commute

it

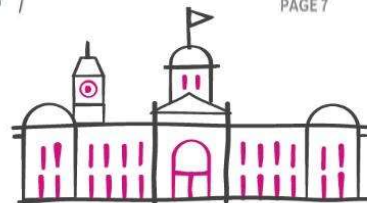
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Hybrid Working, What Could Be Improved?

Hybrid working initially felt odd, but now I prefer it to office working. The only part I miss is the actual physical interaction with other staff. Talking on teams is not the same. That said we are in constant contact with each other and we still interact. In some cases possibly more than in the office

Easier to bring people into meetings without notice impossible in person if they're in a different building

when I have an intense piece of work that needs completing I can do this better at home without interruptions. I'm enjoying hybrid working and it mostly works really well. I think it's harder when you've just joined the Council - I joined recently and it's harder to get to know your colleagues.

Teams etc allows me to stay in touch daily with my team.

POSITIVE QUOTES ON HYBRID WORKING

I am happy working at home, commute time is used more productively.

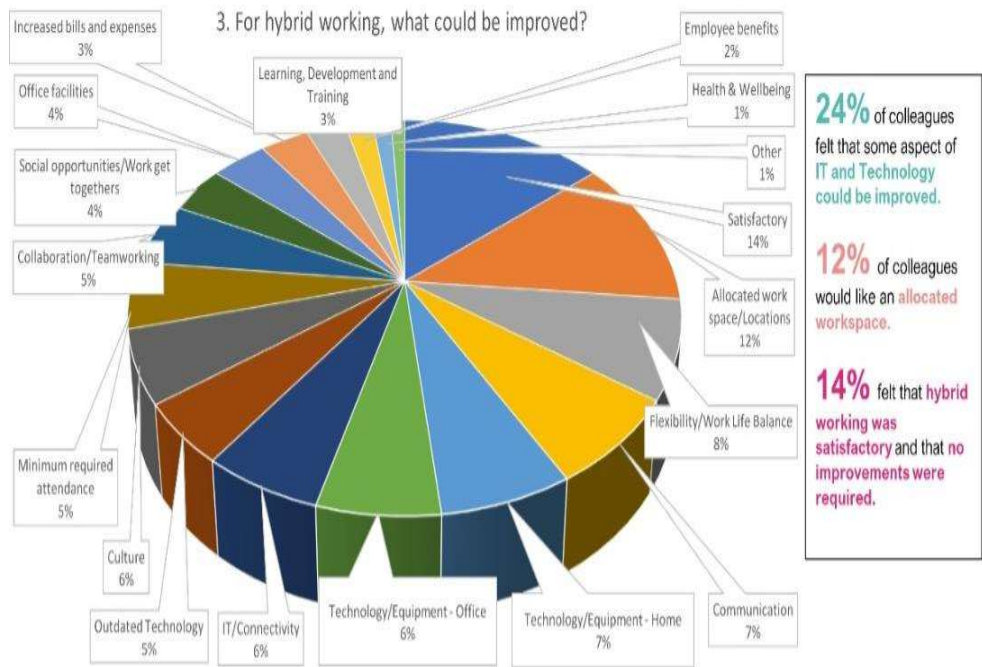
When you log on, there needs to be more emphasis on career progression. It needs to be more accessible rather than having to go looking for it.

Not spending time commuting so better able to dedicate time to work related tasks

Ability to achieve greater outputs due to not being disturbed by other work colleagues as much. Not having to face rush hour traffic.

Tend to be productive in time that would have previously been spent travelling between offices for meetings.

For me it gives a better home life as there is no travel to and from work. There are fewer distractions at home which enables me to complete my work in peace.



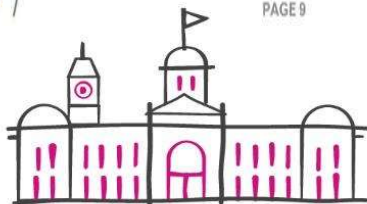
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Community Care Quotes

Flexibility - "Being more flexible about it is definitely more beneficial – both about how the workers are feeling and the amount of work that gets done,"

"... meetings are still online, or hybrid...it's much easier.... You get more professionals working with you. I also like being out and about – so if I want to be in the office I can be in the office."

Communicating online makes it is harder to pick up on the subtleties of interactions.

What impact has the shift towards home working post-Covid had on the quality of social work?

Remote working practices introduced during Covid are putting the quality of social work practice at risk, Ofsted has warned.

Some particularly struggled with working from home because of their career stage and/or their home situation. Senior managers need to prioritise emotional well-being and build in meaningful support.



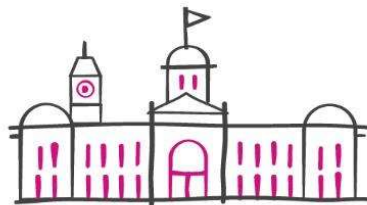
Workshop - Activity

□ Small Group Discussion

- Advantages / disadvantages of hybrid working (both from PE and student perspective)

□ How Do We (PE, Team, Others) Support:

- The student
- PE if student is not office based?



Practical Tips / Hints

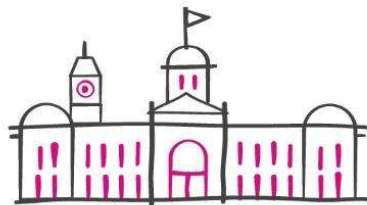


Other Links

[Hybrid working and wellbeing | Research in Practice](#)

[World Social Work Day 2024 \(nihr.ac.uk\)](#)

[social-work-and-child-protection-beyond-the-covid-19-pandemic_web.pdf
\(researchinpractice.org.uk\)](#)



Supporting Social Work students without

Supporting Social Work students without a car

Helen Franklin, Keele University.

Introduction

Helen Franklin

Social Work qualified 2000, PE since 2005.

Experience in Workforce Development 2010-2015

Worked with placement finding and development at Keele since 2015, PEPS
Module Lead.

—

What are
your concerns
about supporting
a student who
does not drive?



Why is it important to consider how we support those who can not run a car

- Traditional University course Social Work students are:
- Increasingly school leavers
- Will come into social work due to own lived experiences eg care experience, family support, mental health, disability, single parenting.
- Thus financially they may not have had the means to learn to drive at 17, and may not have the means to then learn to drive whilst studying.

Lets break this down

- Minimum cost of Learning (without owning a car):

Lessons: (based on 40 lessons @£35ph)	£1400
Theory and Practical Test (based on 1 attempt):	£85 (£23 +£62)
Provisional Licence:	£34
Total	£1519

Running a car – for a new driver, living away from home in student accommodation

		monthly
Average Price of Purchase	£6000 - £8000 (deposit c£1000)	£150-£200 pm
Insurance (including Business Insurance) based on 1.2 small car	£2000-£3000	£200-£300
Running Costs (MOT, Service, Wear and Tear, tax, breakdown cover)	£1200 (allowance for this)	£100
Petrol (based on 1 tank per week)	£60 per week (some can be claimed back, but in arrears)	£240-£300 per month
		£800 per month

Student finances

This table excludes other general living costs such as clothing, laundry, socialising, books, additional fees, glasses, etc

Income	Expenditure
<p>Student Loan - £4767 (minimum) - £10,227 maximum for a student outside London living away from home. <i>(2024/25 amount - this is means tested on parental income, where a student is living and will also be less in final year as summer is covered) A student having the maximum amount will come from a household with a total income of £25000pa or less. Most students will have significantly less than this.</i></p>	<p>Car - £800 pm - £9600</p>
<p>Social Work Bursary (not guaranteed) - £4862 <i>(2023-24 figures for 2024/25 not yet published)</i></p>	<p>Accommodation - c£750 (based on £165 pw/ 4.5 weeks) £6600 (based on a 40 week term)</p>
	<p>Groceries - £250 pm £2400</p>
	<p>Phone Contract - £25 £300</p>
<p>Absolute Maximum TOTAL - £15,000</p>	<p>TOTAL - £18,000</p>

Bridging the Gap

To fund the shortfall, students may be reliant on part time jobs, and/ or parental funding to bridge the gap.

What do you think the impacts are on:

A) Parents?

B) Job availability?

So back to working with non-drivers...



So we can see that running a car can be unaffordable for social work students on placement, and indeed to be supported by their parents.



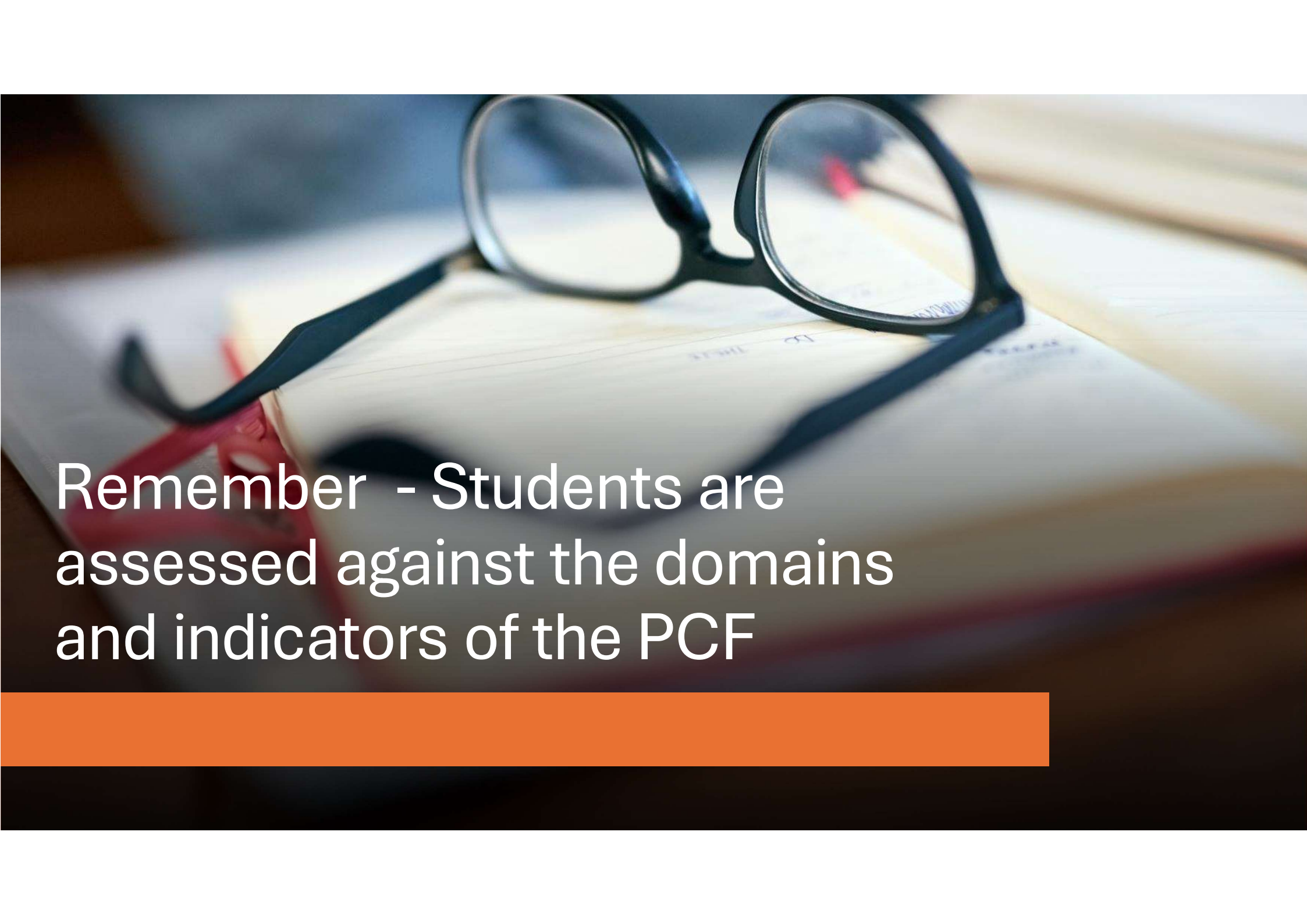
Therefore it is important that we consider different ways of approaching a traditional social work placement, which ensure that students can continue to be assessed against the PCFs,



So what are you looking
for in a Social Work
Student?

Do these things necessarily involve the need to be able to drive?





Remember - Students are assessed against the domains and indicators of the PCF

Social Work England says: Social Work students in Statutory Services need to be

- In a LA setting (or setting with delegated authority)
- Working with sufficient statutory tasks under S17 or S47 of Children Act, or requirements of Care Act, or Mental Capacity Act.
- Work with high risk decision making – this involves knowledge, understand and application of the law – in relation to rights/ risk, or care/ control. eg MHA sections, DOLS, Best Interests, Child Protection, Court Proceedings.
- By ‘sufficient numbers of statutory social work tasks’, we mean that students must be involved in enough statutory tasks to enable them to experience and understand the realities of high volume, high-risk work within a statutory environment. We do not set a minimum number of statutory tasks. Instead we will consider this within the overall context of the placements you provide.

Places where social work takes place

- People's homes
 - Schools
 - Care Homes
 - Hospitals
 - Social Work Office
 - Pre-school, nursery, etc
 - Childrens Centres
 - On Teams
-
- All of these tend to be on or a short walk from a bus routes.
 - Could a Taxi or Uber be taken if necessary?



How do you allocate work to the student?

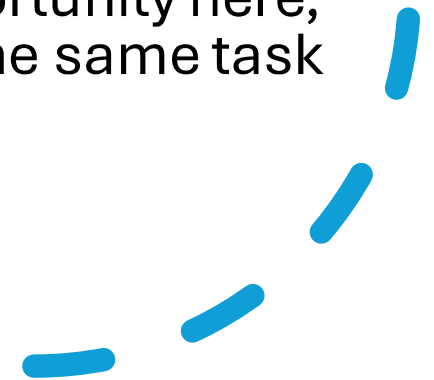
Allocate caseload based on referral?

Allocate work, based on opportunity to learn?

Which of the following do you think a social work student should be doing alone?

- Initial visit?
- Transporting clients/ children? (what health and safety training are they given for this?)
- Responding to crisis situation?
- Out of county visits
- Visits to very rural locations?
- Go out to potentially volatile situations?

- What would be the learning opportunity here, which can't be gained by doing the same task in a more accessible location?



So what tasks could a non-driving student be doing?

-
- Visits via public transport, to different settings including people's homes. Where do your service users live?
 - Meetings on Teams or in person within an office – chairing, taking minutes
 - Family Time – spend a day in one setting supporting family times.
 - Assessments eg parenting assessments outside of the home
 - Direct work within schools
 - Co-working, buddying.
 - Statutory visits - co-worked, qualified SWs must complete these but can the student lead, and write up notes, to be signed off by the accompanying social worker
 - Supporting duty – making calls, going out with someone, making calls, writing up notes. Being first point of contact when a worker is on leave.
 - Consider whether home visits could be a direct observation.

Example of an assessment

-
- Joint visit to a family with a driving social worker. (observation/ shadowing). (Student or SW takes the main lead)
 - Student is asked to take the notes, and to write up a case note.
 - Student goes to child's school – direct work/ wishes and feelings. Potential follow up visit at community resource/ school if school is not within reasonable walking distance of child's home.
 - Student gathers further information via phone/ emails from others involved.
 - Reflective discussion with allocated worker about situation – student leads on reflection.
 - Student writes up the assessment / Support plan etc - this is checked for accuracy by allocated SW.

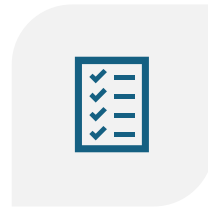
Things that a student could be doing whilst waiting for or travelling on public transport



REFLECTION



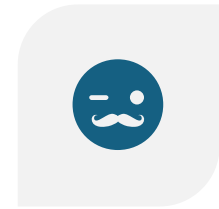
MAKING SHORT –
ANONYMISED
REFLECTIVE NOTES



MAKING PLANS



RELEVANT READING



WHAT DO YOU DO
WHILST DRIVING?

So what can you do?

It is the student's responsibility to get themselves to the office base for the day.

You can aid the student by familiarising yourself with public transport links and allocating work near to accessible routes

Support the student to make appointments which work with bus times - do we have to make visits on the hour or half hour?

Allocate a couple of pieces of work which could be done whilst the student is in the area.

Talk to colleagues – are there pieces of work a student could pick up for them, on their cases?

Concluding Remarks

- It won't be feasible for some teams to host non-driving students, but for many teams, which are locality based, there should be many options which will allow the student to meet the PCF, undertaking a busy workload, which allows them to work to timescales and deadlines, and juggle a range of different activities.
- Whilst not having an allocated "case load" as such they will be demonstrating the ability to manage a busy workload.
- Students are supernumerary, and shouldn't be covering for vacancies or absent workers, however they can support existing staff members with specific statutory and administrative tasks

Test your knowledge of the PEPs:

CPD Activity for Practice Educators, Onsite Supervisors, Mentors of PEs and anyone involved in practice education provision. Created by A.Shaw -SCT Social Work Academy 2024

Your Initials

1. What does the abbreviation PEPS stand for?

- A) PRACTICE EDUCATION PROFESSIONAL STATEMENTS
- B) PRACTICE EDUCATOR PROFESSIONAL STANDARDS
- C) PRACTICE EDUCATION PROFESSIONAL STANDARDS
- D) PRACTICE EDUCATOR PROFESSIONAL STATEMENTS

2. Which 1 body has oversight of the PEPS?

- A) Department for Education (DfE)
- B) BASW (British Association of Social Workers)
- C) SWE (Social Work England)
- D) The National Organisation for Practice Teachers (NOPT)

3. Who does the PEPs apply to, who must adhere to PEPs?

- A) Practice educators with PE stage 2 Award
- B) Social Work Apprentices and Social Workers students
- C) On-site supervisors with Stage 1 PE award
- D) Practice educators and On-site Supervisors

4. How many domains are the PEPs split into?

- A) 6
- B) 4
- C) 8
- D) 10

5. What year was the refreshed PEPs Standards guide published?

- A) January 2024
- B) July 2019
- C) September 2021
- D) I never knew it had a refresh.

Test your knowledge of the PEPs:

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6. Who gave their support to the PEPs Standards refresh document in 2022?

- A) Helen Whately MP, Minister of State Department of Health & Social Care
- B) Lyn Romeo, Chief Social Worker Adults and Isabelle Trowler, Chief Social Worker for Children and Families
- C) International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work (IASW).
- D) All the above

7. Identify 2 statements from the list of two which are actual PEPs Domains

- A) *Teaching, facilitating and supporting learning and professional development in practice.*
- B) *Supporting wellbeing and neurodiversity, its application to the student learning experience and application to practice placements.*
- C) *Developing knowledge and continuing performance as a practice educator.*
- D) *Communication and managing conflict within the student assessment process.*
- E) *Respecting diversity and ensuring equality across the student assessment.*

8. In terms of the eligibility criteria and pre-requisites for enrolment on a practice education course how many years must a trainee Practice Educator have practised for post initial Social Work qualification (including ASYE)?

- A) 02 years
- B) 03 years
- C) 01 year
- D) 6 months

Test your knowledge of the PEPs:

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9. Which two are not a Values Statements of Practice Education

- A)** Only highlight your own social graces when its relevant to those Social Graces of the learner
- B)** Update on best practice in assessment and research on adult learning and apply this knowledge in promoting the rights and choices of a diverse group of learners.
- C)** Commit to being person-centred with the learners when challenged.
- D)** Advise learners of their rights and actively lead on challenging oppression.

10. What is the difference between PE / Enabling Others stage 1 and PE Enabling Others stage 2 in terms of the responsibility for the assessment of students?

- A) There is no difference, it is about the confidence of the Practice Educator not the level of the PE award.
- B) A Stage 1 PE can do the formal assessment documents, when the stage 2 PE is unavailable if a Social Work manager with PE stage 1 has oversight.
- C) A Stage 1 PE cannot undertake the formal assessment documents, the Stage 2 PE can undertake learner support, supervision, and assessment independently without Practice Assessor oversight or mentoring.

11. What is the national assessment criteria for social work students in England applied by the universities and PEPs?

- A) Knowledge and Skills Statements (KSS)
- B) Professional Capabilities Framework (PCF)
- C) Post Qualifying Statements (PQS)
- D) Knowledge, Skills and Behaviours (KSB)

12. What is the national assessment criteria for Social Work Apprentices?

- A) Professional Capabilities Framework (PCF)
- B) Knowledge, Behaviours, Skills Statements (KBS)
- C) Knowledge and Practice Skills Standards (KBS)

Test your knowledge of the PEPs:

CPD Activity for Practice Educators, Onsite Supervisors, Mentors of PEs and anyone involved in practice education provision. Created by A.Shaw -SCT Social Work Academy 2024

13. From the list below identify two of the proposals within the *Look After Your Practice Educator guidance (BASW, 2020)*

- A) Protected time for completion of reports and other documentation
- B) Reduced caseload
- C) Duvet days
- D) Tax reduction

14. How much time can pass before a Practice Educator's (who has not had a student) PE qualification can be considered lapsed?

- A) There is no actual time limited, once you have your PE qualification it is valid for the duration you are registered with SWE
- B) 2 years
- C) 4 years
- D) 12 months

15. To promote anti-oppressive, anti-discriminatory and anti-racist practices, what should all those involved in the delivery of practice education demonstrate?

- A) SWE codes of Practice for Anti-oppressive, Anti-discriminatory and Anti-racist practices
- B) Values Statements of Practice Education
- C) EDI Statements for Practice Educators & Onsite Supervisors standards
- D) Common sense

Bonus Question: Provide 1 tangible example from your own practice as a PE, PE mentor or On-site supervisor against at least one of the 5 PEPs domains below.

(A1) Establish an effective collaborative working relationship with learners and manage the power and authority in the educator/assessor role skilfully.

(B3) Help students to understand their own learning processes and to develop different models and strategies for critical reflection and analysis.

Test your knowledge of the PEPs:

CPD Activity for Practice Educators, Onsite Supervisors, Mentors of PEs and anyone involved in practice education provision. Created by A.Shaw -SCT Social Work Academy 2024

(C2) *Encourage students to self-evaluate and seek service users, carers and work-based colleagues' feedback to develop their performance.*

(D6) *Contribute to the development of the agency as a learning organisation by providing information and advice from their experience on the quality and effectiveness of placement learning.*

E10) *Demonstrate you have a sense of humour and ensure you are person-centred, trauma informed and strength-based in your relationship with your student.*

What did you Score? /15



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West Midlands

***Connecting & Reconnecting with the Practice Educator
Professional Standards (PEPs); a spotlight on the
framework that underpins our work as Practice Educators
and Onsite Supervisors***

Delivered by Alaine Shaw

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



the
SOCIAL WORK
TEACHING PARTNERSHIP
West Midlands

Who am I? I'm Alaine

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 work Practitioners who act as practice educators for students including SW apprentices and also as ASYE Assessors for NQSWs.

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



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

Summary of workshop

- This session is a space to reflect on our relationship with the PEPs, increase our awareness of the domains within the standards, whilst exploring what the standards mean for our practice with students and our own professional development as enablers and educators.
- Being able to act morally and ethically is an essential aspect of social work and at the heart of the PEPs document is a set of core values and standards, which should guide all parties involved in practice education. The PEPS guidance is informed by a commitment to promoting and embedding principles of equality, diversity and inclusion across practice education. There is a clear position in the guidance on anti-racist practice for both learners and those supporting them.

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

THE PEPS domains

The PEPs **Domains set out standards** expected of those responsible for facilitating, supporting and assessing the learning of social work practice and ensuring their own professional development. The set of PEP Standards have been aligned to the PCF and PQS in social work and are mapped against the Values Statements. The principles of the PEP Standards is to ensure those involved in the teaching, supervising and assessing of learners / students are experienced social workers with an interest in promoting social work education and committed to delivering this in a supportive, anti-oppressive manner.

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



Wherever you are on practice education journey;

- New Practice Educator
- Onsite / Placement Supervisor
- Experienced Practice Educator
- Designed Practice Educator / Mentor / Assessor – to other Practice Educators

This time and space we share is an opportunity for a PEPs refresher, knowledge exchange and reflection.

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

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

Getting & keeping connected to the PEPs

- On a scale of 0 -10 **how confident is your knowledge of PEPs?**
- On a scale of 0 -10 **how confident are that you effectively and consistently demonstrate the PEPs?**

0 is no confidence at all, 10 is super confident

- What ways do you keep connected to the PEPs?
- Who in your organisation supports you keep connected to the PEPs?

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

**Let's test and explore our own
knowledge of the PEPs**

Complete the questionnaire
(Individually)

10 mins

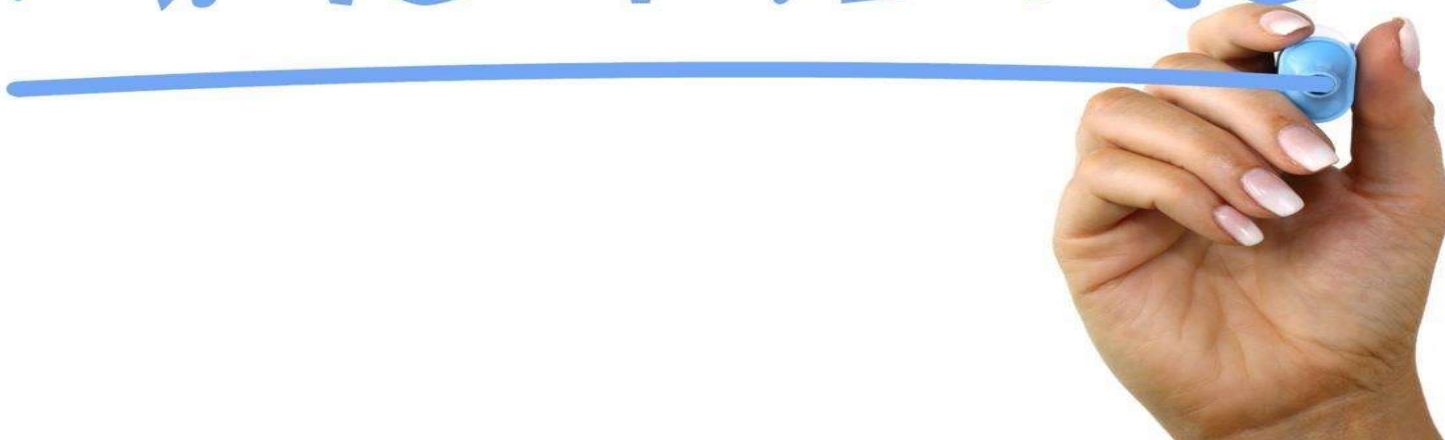


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Placing the Spotlight on Practice Education: reflect, learn and inspire

**Let's test and explore our knowledge
of the PEPs**

ANSWERS



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

Let's test and explore our knowledge of the PEPs: The Answers!

Q1. B	Q.6 B	Q.11 B
Q2. B	Q.7 A&C	Q 12. B
Q3. D	Q.8 A	Q.13 A& B
Q4. B	Q.9 A&C	Q.14 B
Q5. B	Q.10 B	Q.15 B



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

These Domains set out standards expected of those responsible for facilitating, supporting and assessing

Domain 1

Working with others to organise an effective learning environment.

Domain 2

Teaching, facilitating and supporting learning and professional development in practice.

Domain 3

Managing the fair and transparent assessment of students in practice.

Domain 4

Developing knowledge and continuing performance as a practice educator.

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

Keeping the PEPs alive!

1. PEPs guidance document referred to in supervision (prior, during & post student placements)
2. In-house forums for PEs & OSS to explore demonstrating the PEPs
3. Accessing the BASW website prior, during and post placements
4. Using my experiences as an OSS / PE / mentor as evidence for my SWE CPD re-registration
5. Self-directed learning - PEPs doc as bedtime reading

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

What will you take away from today's workshop?

<https://new.basw.co.uk/sites/default/files/resources/peps-review.pdf>

*What will you
reflect and explore
further on?*



*What will you
implement?*



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Practice education update

Rebecca Mulvaney, Policy Manager

24 April 2024



Our areas of focus for education over the next business year



Concluding our reapproval cycle and analysing the learning from our inspections of qualifying courses.



Publishing new guidance on Readiness for Professional Practice and working with education providers to prepare for implementation.



Undertaking a review of our education and training standards for qualifying courses and all our guidance on these standards.



Publishing new standards and guidance for AHMP and BIA courses and preparing for reapproval and approval inspections.



Developing our approach to the regulation of practice education and preparing for consultation on our proposals.

Social work courses in England

As of March 2024:

- 80 course providers
- 308 social work courses
- A variety of routes
- Pre-qualifying and post-qualifying provision

Case study

Some students shared their inspiration for choosing to study social work:

"Having had some personal dealings with children's social services and finding that the service was extremely policy driven and did not have that person centred approach, I decided to see if I could understand why and try to make a change."

Newly qualified social worker

"I have witnessed social workers work with vulnerable adults, showing empathy and making them feel valued. This was when I discovered that the social work profession is built on a strong set of values, which includes respecting the dignity, worth, and equality of every human being. The way and manner in which social workers also protect their social work identities made me fall in love with the profession."

Newly qualified social worker

"I had experiences in the past with physical abuse from a very young age. As I got older, I realised how so many people don't have anybody to speak for them, and cases in the news made me realise how much the world lacks social justice. I studied health and social care in college and found myself further drawn to the social care sector. I also want to challenge the stigma around social work and the stigma that people with autism, like myself, lack empathy."

Student

Our relationship with practice educators

We believe that practice educators play an important role in safeguarding the future of social work as they ensure that those entering the profession have the skills and knowledge to meet the professional standards. From our engagement, we understand that practice educators would like a closer relationship with us and greater recognition of their role

Currently, the only relationship that Social Work England has with practice educators is through their registration with us as social workers, and through our [Education and Training Standards](#).

- We meet with practice educators as part of our course approval/reapproval inspection process for qualifying social work courses across England.
- Practice educators are represented on our National Advisory Forum and our Education & Training Advisory Forum.
- We have commissioned research into social work education (2021) and practice education (2023).
- There are practice educators within our organisation (staff) and within our partner roles e.g. among our EQA Inspector Partners.



Practice Education in England: A National Scoping Review

The project was undertaken by the University of East Anglia in partnership with Research in Practice. The research was carried out between May and August 2023. It consisted of:

- Literature review of the existing evidence base relating to practice education in social work.
- Consultation of qualified practice educators across England (including four, large-scale focus groups attended by 127 practice educators, and 28 individual interviews with practice educators with protected characteristics).
- Desktop analysis of 23 placement handbooks from course providers across the range of qualifying social work programmes.
- Focus group consultation of course providers of qualifying social work programmes (attended by representatives from 9 institutions)
- Survey of local authorities to establish the number and demographics of practice educators in England.
- Focus group consultation of student placement providers (including local authorities, NHS trusts and voluntary organisations) attended by representatives from 13 organisations.

Retention of Practice Educators

Pull factors (reasons to stay within practice education)

- The opportunity for direct work with students
- Support from manager
- Support from wider team, including 'shared practice education arrangements'
- Workload relief and protected time for student support and paperwork
- Support to process and manage the emotional labour of the practice educator, especially when working with students at risk of failing
- Developmental feedback on performance
- Accessibility of CPD opportunities for the practice educator role
- Adequate remuneration
- Intuitive, manageable placement paperwork and assessment frameworks
- Accessibility of wider networks for the support of practice education
- Recognition of the social worker's role as a practice educator within their employing organisation

Push factors (reasons to leave practice education)

- Having a difficult experience with a student placement, especially if this is the practice educator's first experience of practice education
- Team or manager unable or unwilling to provide wrap-around support for students within the team
- Insufficient workload relief for practice education or an increase in caseload due to perception that the student is 'an extra pair of hands'
- Lack of support for emotional labour, especially around students who are at risk of failing
- No opportunity for debrief or feedback following a failed placement
- Few opportunities for developmental feedback on the practice educator's performance
- Lack of CPD opportunities for the role
- Absent or insufficient remuneration
- Complicated and time-consuming paperwork
- Inconsistency of placement paperwork between course providers
- Lack of recognition for the role, or peer networks to support practice education

Key findings:

The research team proposed six recommendations from consultation with practice educators:

- 1. Registration and regulation:** There was support for annotation of the practice educator role, in line with Approved Mental Health Professionals and Best Interests Assessors.
- 2. Fair and consistent remuneration:** practice educators would welcome the prospect of standardisation of payments to overcome existing inconsistency and perceived under-valuing of their work.
- 3. Consistency of placement paperwork and student assessment:** practice educators identified a need to simplify and standardise placement paperwork and frameworks for assessment.
- 4. Changes to PE qualification, training and CPD:** practice educators expressed a desire for greater representation of diverse voices in practice educator training and for a wider range of specific training and career development.
- 5. Progression opportunities:** practice educators wanted clear, defined routes for career progression within the role including opportunities for 'experienced' status. Practice educators highlighted a need for more equitable routes into practice education, especially for global majority social workers who encountered barriers to becoming a practice educator.
- 6. Workload relief and protected time:** There was agreement that protected time and mandated workload relief are needed to sustain practice educators in their role.

Our approach moving forwards

Over the coming year, we want to bring together stakeholders who have the power to directly impact the funding and sufficiency of practice education; and the retention of practice educators. We also want to develop proposals for consultation on our approach to regulating practice education.

- We published **Practice Education in England: A National Scoping Review** in March 2024, and hosted a presentation of the research findings during Social Work Week.
- We are supporting the formation of the **Practice Education Development Group** to take forwards recommendations from the research and from previous engagement, in collaboration with NOPT and Teaching Partnerships, with an initial meeting planned for June 2024.
- We are continuing to learn from the reapproval cycle and our ongoing inspections of qualifying social work courses in England. We plan to undertake **an analysis of inspection findings** this financial year.
- We will be **considering options for the future regulation of practice education** and will be including pre-consultation activity in our business plan for this financial year.

What could Social Work England's regulation of practice education include?

There are several regulatory options for Social Work England to consider and some of these options may require changes to our rules, regulations and legislation. We will have to think about whether options are proportionate, risk-based and in the public interest.

Options could include:

- Annotation of the register.
- Additional standards for practice educators.
- New education and training standards for the courses that train practice educators.
- Continuing professional development requirements for practice educators.
- Amendments to our education and training standards for qualifying courses.
- New guidance for course providers.

Any new proposals will be subject to full public consultation and would not come into effect until after the end of the reapproval cycle.

Questions?

Writing Student Reports Practical Tips for Practice Educators

Presented by:
Marcia Squire – Wood and Jan Goode
Coventry City Council
Social Work Academy



Purpose – To share ideas
and learn from one another.





'Variety's
the very
spice of life,
That gives it
all its
flavour.

William Cowper

Possible Inconsistencies

- Each University or HEI is going to have a template for the formative and Summative Assessment Report for each of their specific courses



An overall judgement of the student's professional capability with reference to the PCF Threshold level descriptor for this placement. Specifically identifying BASW's expectations for end of First and Last placement.



First

PCF 1

9
expectations

Last

PCF 1

12
expectations



What is assessed = **EVERYTHING**

behaviour,

spoken word,

writing,

nonverbal communication,

relationships,

emotional competence,

approach to learning,

motivation,

time keeping,

resilience...



Sources of Evidence? - As wide a range as possible

Working with your student to identify what they believe their strengths and areas of development are – do you agree?

Self Efficacy tool (prevalent in ASYE portfolio)

Direct Observations

Service user and carer feedback

Colleagues and other professionals' feedback

Written reports and case recording

Reflective writing – case analysis

Reflective diary

Project work

Presentations and contributions to team meetings/events

Supervision discussions



- Lots written about the principles of an holistic assessment, gathering evidence, etc but not much about the practicalities of writing the final report
- It's the culmination of the placement experience and needs to reflect the student's journey, their strengths and areas for development



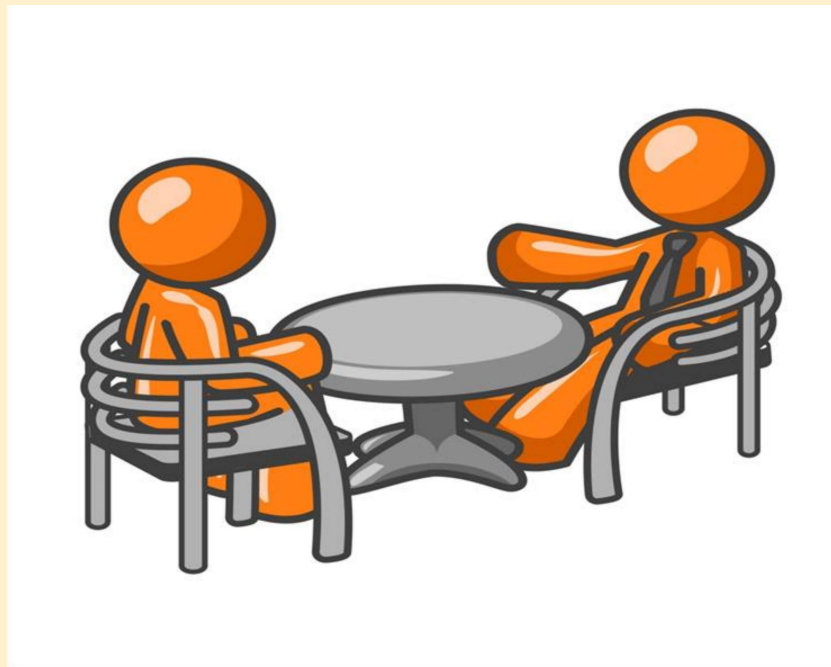
- A real sense of the student : their strengths, areas for development, what they enjoyed doing, how they contributed to the team.



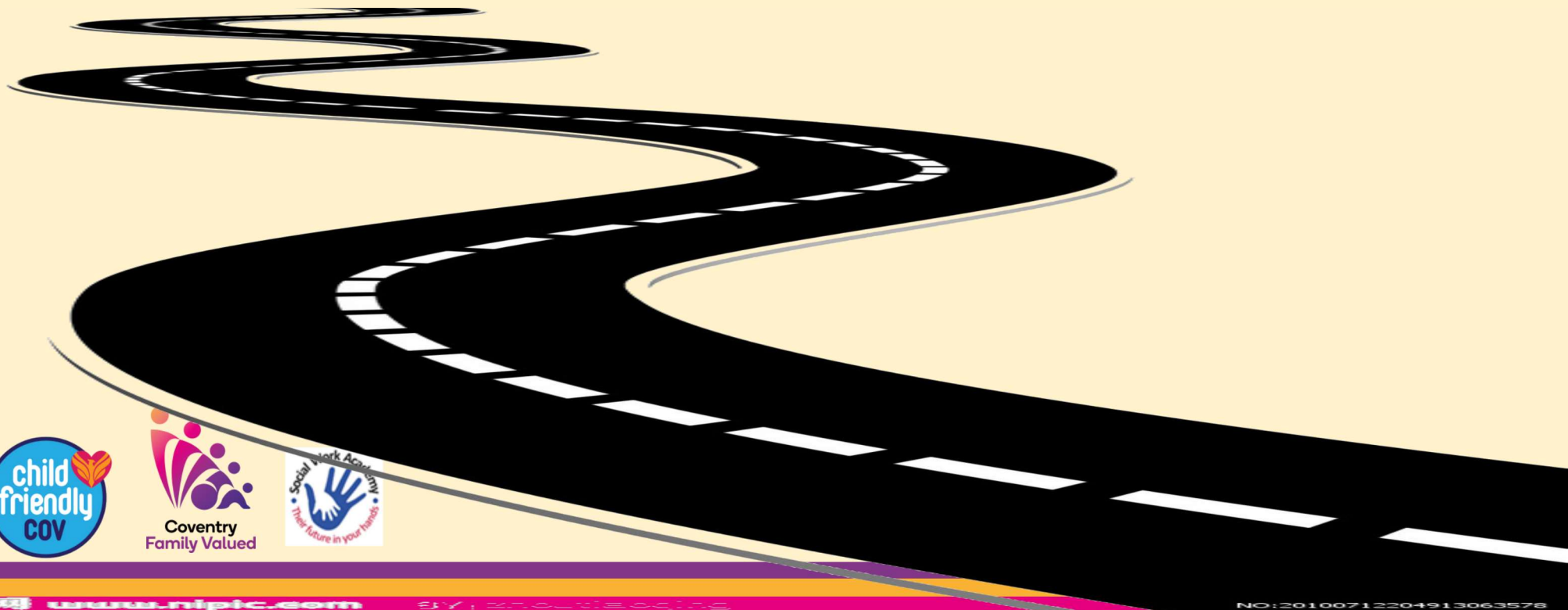
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The human element; not just a list of what they have done, but how they have done it. With practice examples



Give a sense of the student's journey: what were they like when they arrived on placement; any anxieties; how they developed in confidence; how they made connections with service users



Getting the balance right where the student may be marginal or where there are concerns :-

- Keep the student at the heart of what you are writing
- Use non-judgmental language
- Model Best Practice
- Apply a restorative and solution focussed approach



With your neighbour, or in small group, share any tools or activities that you have undertaken with student to support them to evaluate their progress on placement.





thank you

