

Practice Educator – Advanced Skills: Simulated Practice Learning Module

Practice Teacher role recruitment

Learning Network West are seeking to recruit self employed Practice Educators to contribute to the delivery of an Advanced Skills: Simulated Practice Learning Module. This module has been jointly developed by Glasgow Caledonian University, University of the West of Scotland and University of Strathclyde. You should have a professional Social Work qualification, a qualification as a Practice Educator, and either be registered or be eligible to register with the Scottish Social Services Council. You should also have experience of delivering practice learning activities at undergraduate and postgraduate levels.

For the purposes of delivering services as a Practice Educator on the Advanced Skills: Simulated Practice Learning Module, PE's **will be required to sign a contract of services with Learning Network West** which will cover all over the following:

Working Pattern;	Rate of Pay
Work will initially be undertaken over a 13 week period between February and May 2021. Contribution will be required on a weekly basis with a degree of flexibility as to when this work will be undertaken, in line with the delivery of the module content and supervision and assessment needs of the student group. All work will be undertaken online, there will be no travel requirements for this position.	£1,120 per student (equivalent to 40 practice learning days at £28 per day* *there will be no LNW 3% fee levied

Role Description:

The practice educator will be responsible for contributing to the delivery of practice learning within the module Advanced Skills: Simulated Practice Learning. They will supervise a number of allocated students (approx. 5) from one of the above Universities throughout this module by providing advice, support, effective and timely feedback, monitoring of student progress and assessment of students' practice skills. They will work collaboratively with the University and students to enhance the student experience and contribute positively to the future social work workforce.

The module will be the equivalent of 40 days of practice learning, rather than a numerical 40 days in practice learning. It will be delivered between February – May 2021 and then August - November 2021.

Main Activities and Responsibilities:

1. Attend and undertake learning/training on the module content and delivery and attend training on digital platforms to support the delivery of this module.
2. Attend all meetings relevant to the placement module.
3. Provide formal supervision with a group of students on a regular basis, at a minimum level of 1.5 hours weekly with this group, and prepare supervision records in conjunction with the students.
4. Provide brief written feedback on reflective diaries the students will submit on a weekly basis.
5. Prepare the learning contract in consultation with the student using required documentation.
6. Provide continuing constructive feedback to students regarding a range of tasks, on their progress, demonstration of competence and professional behaviour
7. Undertake direct observations of the students practice within the simulated module.
8. Verify and assess the students' practice and written evidence, assessing whether the student has demonstrated the requisite learning outcomes for this module.
9. Participate in a midpoint review that will identify whether the student is on track to meet the required learning outcomes. Contribute to an action plan should this be required.
10. Provide written reports as required, including a final report, assessing students practice, including a pass or fail in accordance with each university route.
11. Notify the University if the student is experiencing any difficulties in demonstrating competence.
12. Evaluate the practice learning module with both the student and the University.



University for the Common Good



ADVANCED SOCIAL WORK SKILLS MODULE PRACTICE EDUCATOR BRIEFING

Context:

The COVID-19 pandemic had a significant affect on the delivery of social work education. The provision of practice placements across the West of Scotland has additionally been affected and has resulted in a significant shortfall of placement opportunities for students.

As a means of addressing this, Glasgow Caledonian University, University of the West of Scotland and University of Strathclyde have collaborated to devise an Advanced Social Work Skills module. This has been overseen by the Social Work Education Partnership and the Scottish Social Services Council, amongst other stakeholders.

The module aims to bridge the gap between classroom education and practice settings. Teaching will have a focus on consolidating and developing practical skills needed for social work practice. However, and excitingly, this module will place particular emphasis on the emerging skillset social workers are developing to practice effectively in the backdrop of a global pandemic, namely digital social work skills.

This module is due to launch in February 2021 (GCU and UWS only). Students are enrolled across Year 3 BA and Year 1 Masters programmes. Students' learning will be supported by a range of synchronous and asynchronous learning activities. The module is enhanced by the expertise of a range of local authorities and 3rd sector organisations, who have generously given their time to develop interesting and immersive learning materials for students.

The module requires students to engage in learning 4-5 days per week. They will be supported by a module leader/coordinator and course tutors.

A central figure in supporting students' learning will be the allocated Practice Educator

Role of the Practice Educator:

There will be some divergence in expectations across HEIs, but, in the main, Practice Educators' (PE) roles and responsibilities will be relatively similar, no matter what student group they work with.

In advance of PEs supporting the module, they will be invited to attend a pre-module workshop. This will support to prepare PEs in respect of the module learning content, learning outcomes and assessment strategies, and their role in supporting this. Further follow up workshops will be arranged as necessary, and PEs will have access to module leaders/coordinators for ad hoc support and queries.

PEs will be allocated to a 'bubble' comprising of a maximum of 5 students. They will come from the same HEI and programme. Using their experience in these areas, PEs will facilitate regular group supervision with students, facilitate reflective discussions to consolidate learning throughout the module and provide ongoing brief feedback within students' reflective diaries.

While it is not anticipated that all students will require one-to-one support, there may be occasions when PEs feel it is prudent to offer this. However, any significant concerns about the student's performance or wellbeing should be highlighted to the module coordinator/leader as soon as possible.

PEs will be required to meet with students via Microsoft Teams (UWS and GCU), but there may be rare occasions when they need to access Collaborate Ultra, an online teaching platform (GCU only). Training will be provided where necessary.

PEs will support student assessment by facilitating a midpoint review. This will be akin to what is expected during a field placement. Mid point review forms will be completed and will form part of the student's evidence (e-portfolio). At this time point, PEs will assess whether students are expected to meet the module's learning outcomes or not and highlight any practice or academic concerns to the module leader/coordinator.

Throughout the module, PEs will observe students during directed groupwork tasks, noting their level of participation and engagement with the learning materials and contribution to others' learning. PEs will be required to observe 3 Direct Observations of practice. This will take the form of simulation / role play, and be informed by 3 different case studies. These will take place in the second half of the module.

PEs will support the evaluation of student performance at the end of the module. For UWS, this will comprise of the completion of a final report. For GCU, this will involve marking the student's e-portfolio using a marking rubric. Further advice on these divergent assessment processes will be provided nearer the time.

While it is anticipated that much of PEs' work in respect of facilitating learning opportunities and assessment will be completed very soon after the module concludes, there may be rare occasions where students require extra time to complete their written work. It is not anticipated that extensions would exceed a week or two.

In short:

This is an exciting opportunity to further develop working relationships between HEIs and the body of IPEs through the provision of an immersive, interesting and varied academic experience.

We look forward to welcoming you to the module and working alongside you to best prepare social work students for the challenges that await them in social work practice in the context of a global pandemic.

With respect,



David M Clarke
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PP. Dr Lawrence Nuttall, Senior Lecturer, University of the West of Scotland
PP. Fiona Stansfield, Manager of Practice Learning, University of Strathclyde