

The Northern Ireland Degree in
Social Work Partnership

Review of the NIDSWP Regional Protocol for Factors Impacting Progression on PLO.

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Aim: to review the governance framework for the 'Protocol for Dealing with factors affecting progression of Practice Learning (2013)

Objectives:

- ▶ 1. To establish the current fitness for purpose of the Protocol
- ▶ 2. To gather information from a range of stakeholder perspectives about the issues related to its implementation.
- ▶ 3. To future proof the Protocol processes and procedures.

Core Questions to be answered

- ▶ Aim of the protocol is to promote a transparent and consistent approach across the region, for the myriad of people involved in the delivery and involvement of practice learning opportunities.
- ▶ To determine the currency and agility of Protocol to respond flexibly to evolving factors affecting practice learning.
- ▶ Reflect range of perspectives on Protocol including the procedures and processes.

Methodology: Combination of quantitative and qualitative methodologies

- ▶ Student survey programme based on Gorilla
- ▶ Face to face interviews with service users and carers
- ▶ Listening Events with students, service users and carers
- ▶ Focus Groups :face to face and online with agency representatives and NISCC
- ▶ Online interview with student training team triad who had experience of working through Stage 2 Process of the Protocol.

Gorilla Survey for all social work students registered on Social Work Degree. Feb 2023



- ▶ Facilitated by NISCC (750 Students) information sheet and request for engagement with inbuilt consent form
- ▶ Online survey tool developed and analysed by Dr Mullineux
- ▶ Limited response rate
- ▶ Additional Listening Events held with students from OU, UU, SWC, BMC and QUB.

Challenges and responses

- ▶ Limited response rate to Gorilla survey : students not aware of survey, not aware of Protocol, raising issues about being overwhelmed with information.
- ▶ **Action taken:** additional Listening Events held to capture views and perspectives.
- ▶ Service users and carers: expressing personal perspectives based on experiences with evident 'lived experience' to contribute to students' professional development.
- ▶ **Action taken:** Listening Event to advise on guidance.

Take Away Messages from Service Users and Carers

- Recognise the expertise of service users and carers, regard us as part of your training team
- Work with me, don't work against me
- See me as a person in my own right
- Tell me what you are doing and why and ask for my views about it
- Create a safe space for us to be able to share and explore with you what our concerns and issues are

‘sharing the most intimate details of their lives and we need to trust that the social worker really respects that information and keeps it confidential’

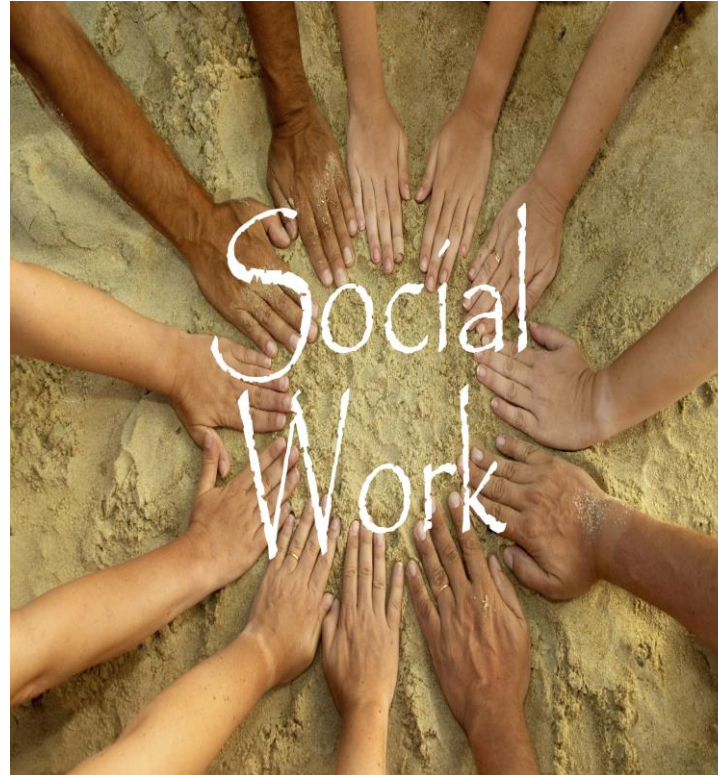
This was expressed as
‘we need to know that you’re a reliable human being and you have

a moral compass’.

Service user comments.

Take Away Messages from Students

- ▶ Guidance is fair, there are no gaps, nothing has been missed.
- ▶ 'It was well laid out, it was a good concise document, steps were there, set out in a logical way' and it gave a 'concise overview', including background and covered 'everything'.
- ▶ 'It is important to point out when a student is acting inappropriately'.
- ▶ 'Provide an information session prior to PLO, go through the forms, recognise that we will be overwhelmed by the content and understanding what needs to be done'.
- ▶ 'Break it down with us and help us to understand the relevance of the information requested'.
- ▶ OU students feel overwhelmed with demands of course and PLO; feel agencies not as aware of these demands



Student Concerns about the Protocol

- ▶ Reads like a 'disciplinary process'
- ▶ Places onus on students without accountability from other stakeholders
- ▶ Concerns about relationship with Practice Teacher and other team members
- ▶ Concerns about their wellbeing not reflected in Protocol
- ▶ Concerns about being bullied, feeling intimidated, observing poor practice and feeling unsupported

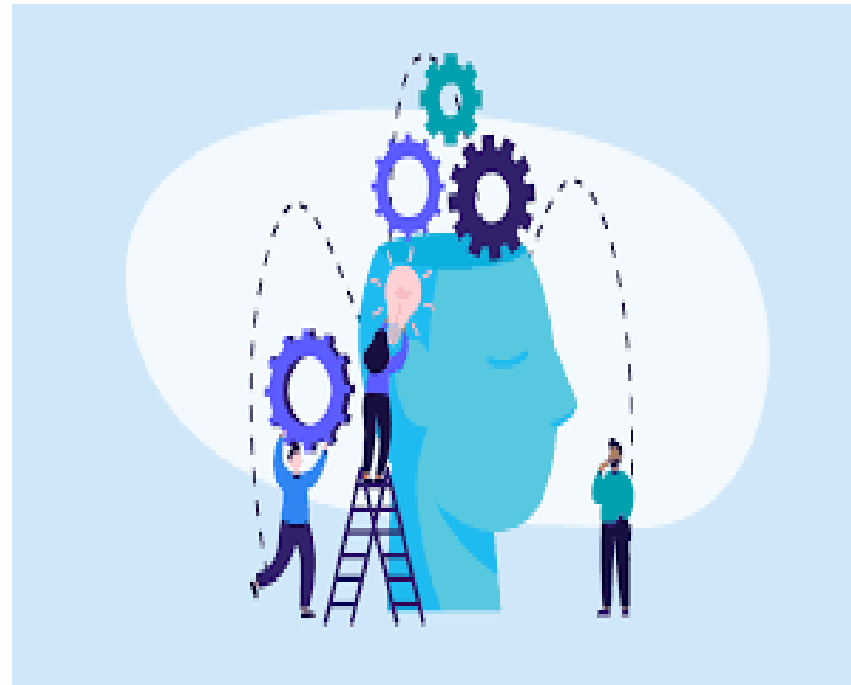
Outcomes of Review- Co-production of Regional Guidance

- ▶ Student guidance
- ▶ Guidance for service users and carers
- ▶ Guidance for Practice Teachers
- ▶ Guidance for Academic Tutors
- ▶ Template for Initial Investigation
- ▶ Template for Strategy meeting

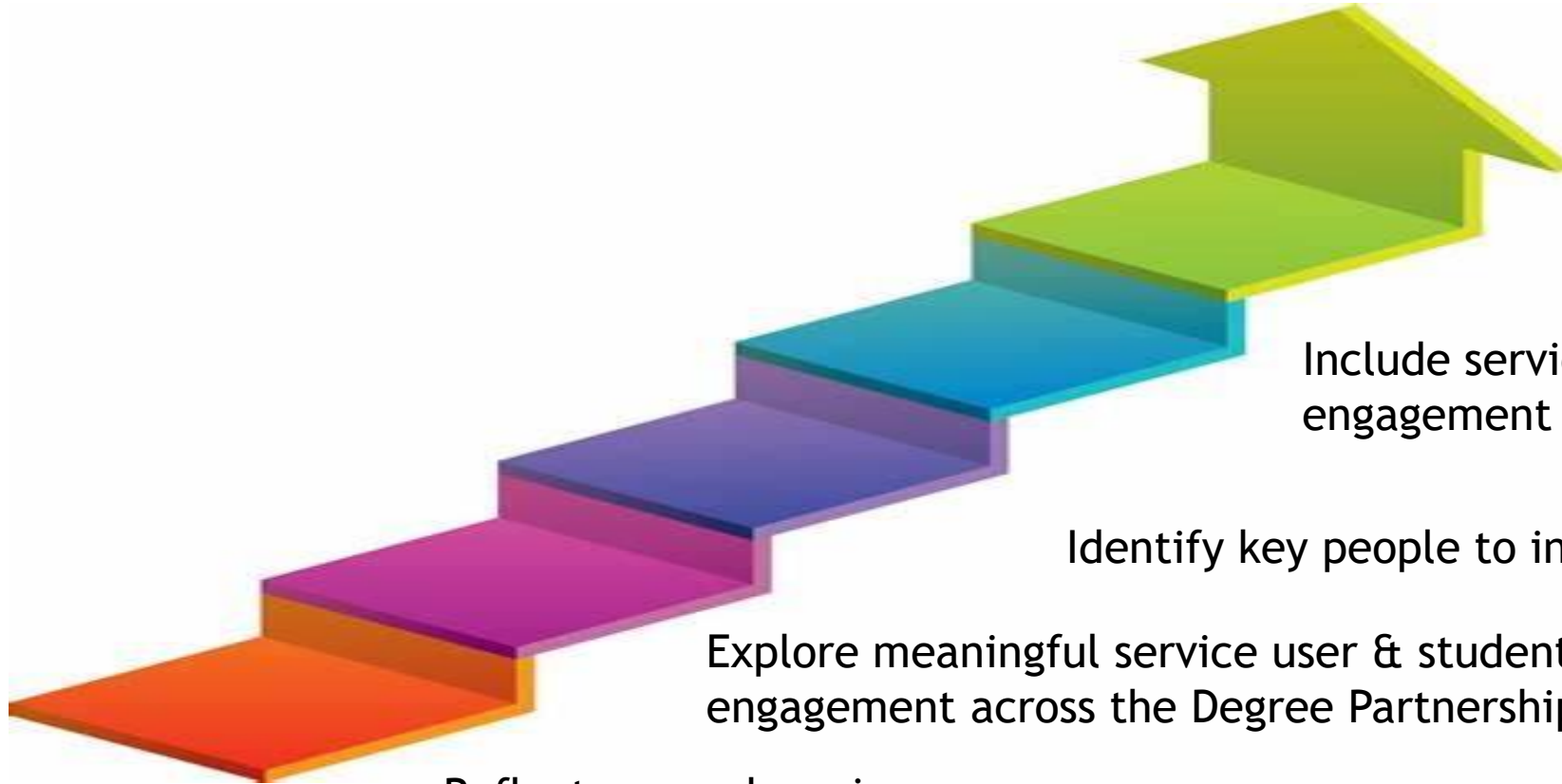


Take Away Messages for the Northern Ireland Degree in Social Work Partnership

- ▶ Horizon Scan
- ▶ Set the Vision
- ▶ Listen & Consult
- ▶ Leadership & Participation
- ▶ Shared values
- ▶ Reframe the narrative - we are all responsible to safeguard those we serve
- ▶ Close the loop



Next Steps



Reflect on our learning

Explore meaningful service user & student engagement across the Degree Partnership

Identify key people to involve

Include service user and student engagement into all QI projects

