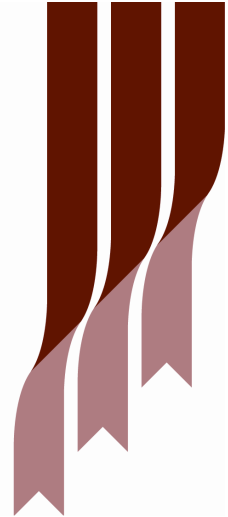


SCOTTISH INSTITUTE
FOR EXCELLENCE IN
SOCIAL WORK EDUCATION



**LEARNING FOR EFFECTIVE AND
ETHICAL PRACTICE**

Agency-Based Practice Learning

Literature Review
March 2004

Linda Bruce
Joyce Lishman
The Robert Gordon University

Ref 1.3.2

Contents

1. Executive Summary
2. Introduction
3. Current Practice
4. Identifying the Problems
5. Solutions Offered
6. Conclusion and Discussion

References

1. Executive Summary

- Consortia arrangements are failing to produce sufficient placements from existing sources and shortfalls are regarded as a long term problem with recent data reporting 25% - 27% of students having a delayed start to placement in 2001/02. A range of approaches to the organisation of practice placements exists across Scotland currently with the majority of stakeholders reporting some level of dissatisfaction with their current systems.
- A number of practice teachers are not actively engaged in practice teaching. Reports suggest that local authority offers have dropped by 50% in some areas. Explanations for this include the removal of dedicated practice teachers and placement co-ordinators, workload pressures due to recruitment problems, staff promotions and lack of management support or workload relief when supervising students. The SSSC report that generally there is no shortage of qualified practice teachers or suitable placement settings. A lack of physical space to accommodate students' can limit offers made.
- The significance of managers being involved in the process of placement organisation has regularly been highlighted.
- Collaboration and partnerships between HEIs and agencies has not always been successful. HEIs timing of placements to meet the academic 'window' creates additional difficulties for agencies.
- The consequences of placement shortfalls for students include lack of choice, long waits, taking placements at a distance from home and having to give up part time employment leading to financial hardship.
- Practice Teachers report the benefits of taking students and the literature acknowledges the positive contribution that students make to teams and service provision. Placement offers from the voluntary sector have risen by 50% in some areas.
- Social Services Sector needs to develop the culture of a learning organisation.
- There is a need to move away from the current practice of one practice teacher to one student and consider a team approach to student placements where practice learning is seen as everybody's business and the practice teacher acts as a key manager for the range of practice learning opportunities offered by the agency.
- There is a need for all social workers to own a responsibility for the future development of the profession.
- The long arm model of practice teaching and group supervision are regarded as models of good practice.

- Service users should have a greater role in professional education and training, including student assessment.
 - There is a need to broaden our understanding of practice learning to ensure it is included throughout the teaching and learning process rather than being seen distinctly as agency based.
 - There is a need to expand the range of agency based practice learning opportunities to include health, community education, education and others.
-

2. Introduction

In November 2003 Edinburgh University, Dundee University and The Robert Gordon University were commissioned by The Scottish Institute for Excellence in Social Work Education (SIESWE) to undertake the Learning for Effective and Ethical Practice (LEEP) Project.

The overall purpose of the LEEP Project was:

To improve radically the quality, quantity, range, relevance, inter-professionalism and management of practice learning opportunities for the new social work degree.

To achieve this aim the LEEP Project has three key objectives which are distributed across Edinburgh, Dundee and the Robert Gordon University with each university taking a lead role in one objective.

- 1.1 *To enhance the integration of learning for practice within the university and in the workplace. (Lead Role: Edinburgh University)*
- 1.2 *To develop innovative opportunities for inter-professional learning within new service settings to serve as models of good practice. (Lead Role: Dundee University)*
- 1.3 *Work in partnership with social work agencies to identify possible solutions to problems associated with or arising from the supply of agency-based practice learning opportunities. (Lead Role: The Robert Gordon University)*

One key requirement of each of the three objectives was the completion of a subject specific literature review that would assist HEIs in the development of the new social work degree and inform the future work of the LEEP Project.

This report reflects the requirement of Objective 1.3 of the LEEP Project:

Systematically review and thematically summarise the literature (using both existing summaries and new sources) concerned with agency based practice learning across a range of settings, drawing conclusions designed to assist HEIs to develop effective approaches.

The literature review presents a summary of current practice and of problems associated with the supply of practice learning, and provides an outline of suggested solutions for the future.

Given the limited time available to complete the literature review it is not intended to represent an exhaustive summary of all the literature available on the subject of practice learning but the intention is to focus on key themes that may assist Higher Education Institutions in the development of new effective approaches.

The initial search focused on the general theme of practice placement which provided an over-view of the subject and was followed by a more focused search of the literature in specific areas relevant to the project, i.e. current practice, problems and

solutions. Search terms employed were: *social work education, practicum, practice teacher, field educator, practice learning and practice placement.*

The literature sources were produced from:

- searches of library catalogues
 - searches of on-line literature databases
 - searches of databases of published articles
 - review of subject specific journals
 - personal communication with professional body
 - searches of professional body reports
 - searches of policy documents
 - searches of conference reports
 - other research literature reviews
 - hard searches
-

3. Current Practice

Introduction

Since the introduction of the Diploma in Social Work qualification in 1991 (CCETSW 1991) social work education was required to be delivered through a range of partnership arrangements between higher education institutes (HEIs) and service provider agencies.

Agency based practice learning is a compulsory part of all social work education in Scotland, with some variation in the number of days undertaken by students. The Central Council for Education and Training in Social Work (CCETSW) required a minimum of 130 days practice in the Revised (1995) Diploma in Social Work Programme but the norm was to offer more, usually 140 or 150 days split in most cases into a 60 day first practice placement followed by a 80/90 day final practice placement. (SWSI 2002) CCETSW also introduced the Practice Teaching Award in 1989 as a means of ensuring quality and standards for students on placement with a recommendation that all practitioners having a key role in the learning and assessment of students on practice placements should be Practice Teaching Award holders. (CCETSW 1989:1991) However, this aspiration has never been achieved and CCETSW and now the Scottish Social Services Council do not require that practice learning in agencies is undertaken by accredited practice teachers.

The following section outlines what the literature suggests has been the current practice in

- i. The organisation of practice placements
- ii. The supply of placements in relation to demand
- iii. Policy developments
- iv. The role of practice teachers / supervisors
- v. Costs and benefits of placements
- vi. Potential new initiatives in practice learning

We begin with definitions. Shapton (2002) offers a description that may capture our current understanding of the practice placement. He states “A placement is usually an arrangement where one student is assigned to one practice teacher working in a social work setting for a set period of days. The primary focus for learning and assessment is the “practice event” (Evans 1999) generated by work selected by the practice teacher, deemed within the competence of the student and capable of generating learning and assessment around the core competencies and value requirements” (Shapton, 2002. p63). Evans (1999, p4) defines the ‘practice event’ as ‘either a client interaction or a simulated or reported interaction’.

i) The Organisation of Practice Placements

The organisation of practice placements varies across Scotland, with a range of systems currently in operation. In the North, South-East and West of Scotland Consortium arrangements are in place, but each have their own approach to the

identification, matching and monitoring of student placements. The Tayforth Area does not operate as a consortium and has no central coordinating role for placements. The HEIs within this area, i.e. Dundee, Stirling and OU all negotiate directly with employers for placements. Each of these HEIs has therefore developed its own system / information base in relation to practice placements and practice teachers.

There are eleven Scottish Social Services Council (SSSC) funded practice teaching units in the voluntary sector, spread throughout Scotland, each working within the placement organisational systems in their own geographical area, i.e. consortia or direct from HEIs in Tayforth (SSSC, 2004). However in addition to the placements provided by the funded practice teaching units in the voluntary sector individual voluntary organisations, large and small, provide an increasing number of practice placements mirroring the increase in service provision contribution to the united economy of the voluntary sector (Hudson, 2000). The SSSC (2003,d) report that the voluntary sector is now providing more than 50% of practice placements in some consortia / partnership areas. In terms of the organisation of the current system 'Price WaterhouseCoopers'(PwC) was commissioned in 2002 to provide the 'Practice Learning Group', set up by the Social Work Services Inspectorate, with "a high level of analysis of current arrangements associated with practice learning" (PwC 2002). As part of the review of social work practice placements stakeholders were asked their views on the overall efficiency of the current system. The responses indicated that the majority of stakeholder groups recorded some level of dissatisfaction with the current process, suggesting a need for revised practices. (51% Agency responses, 67% Consortia responses, 75% HEI responses and 65% practice teachers responses) (PwC, 2002).

ii) Supply of placements in relation to demand

In 1996 Triseliotis and March reported a drop in the percentage of 'approved' practice teachers from 65% on the previous qualification of CQSW courses to 53% on Diploma in Social Work courses. A possible explanation was the potential expansion of training and concomitant demands with the introduction of the Diploma leading to increased difficulties in finding suitable placements and supervisors (Triseliotis and March, 1996).

When considering the work of consortia/fora the PwC survey 2002 found that the consortia arrangements were failing to produce sufficient placements from existing sources: some 25% of placements started late in 2001/02. When examining local authority shortfalls the report found that a reduction in the provision of local authority placements was reported in some geographical areas, possibly as a result of the removal of dedicated practice teachers. This had resulted in an increased dependency on 'singleton' practice teachers. A further key feature emerging from the responses from practice teachers was the number not actively taking placements. Previous reports (PwC, 2002; Henery, 2001) have indicated a significant number of practice teacher award holders are not active but accurate detailed information of the actual extent has proved difficult to acquire. A possible explanation offered for this inactivity was linked to the current practice in local authorities of seeing the practice teaching award as evidence of suitability for a management role, unfortunately in the

promoted post the qualified practice teacher was then unable to carry out the practice teaching role.

In contrast in 2003 SSSC reported that in general there was no shortage of potential qualified practice teachers as set out in Section 4.3 of 'Assessing Quality in Diploma in Social Work – 1 (CCETSW 1996) (SSSC, 2003d). A total of 305 practitioners are reported to have successfully achieved the Practice Teaching Award since April 1999. Target numbers for registering for the Award in 2001 and 2002 were exceeded in both years. Target numbers for achieving the Award were exceeded in 2001 but in most cases were not met in 2002, with approximately two-thirds of those registered successfully completing, (SSSC, 2003c) however the normal progression times reportedly varied between 12 and 24 months.

In terms of demand for placements the SSSC (2003d) reported a demand for approximately 726 placements across Scotland in 2001/02 (with approximately 27% of placements having a delayed start). 1027 placements were provided in Scotland between October 2002 and September 2003 (SSSC 2004). In terms of current demands the SSSC report that demand for 1st and 2nd Diploma in Social Work Placements will reach a peak between March and May 2004 when an estimated 600 placements per month will be required. A steady drop is projected as the Diploma in Social Work programmes phase out with very few being required by 2007, approximately 100 (SSSC, 2003d).

The Scottish Executive projections for demand long term are based on days of practice learning but indicate an increase in demand of 28% between 2003 – 2010; with a peak demand expected of 125,000 days in 2005, an estimated 44% increase on current demand.

The SSSC report that in general there is little difficulty in identifying suitable placement settings. They report that placement settings often straddle boundaries between the voluntary and statutory sectors, residential and fieldwork, health and social care and overall students are enjoying a range of experiences with different services and service user groups. (SSSC, 2003d)

The SSSC report that many local authorities in Scotland are already doing a great deal to promote a 'culture of learning' by recognising and valuing practice teachers by remuneration and workload relief, encouraging practice teacher award holders to become active practice teachers and deploying part time workers, staff on career breaks or retired workers as practice teachers. (SSSC, 2003a)

iii) Policy Developments

In England the 'Practice Learning Taskforce' was launched in January 2003 as part of the Department of Health's modernisation initiative. Hosted by TOPPS England this two year project aims "to improve the quality, quantity and diversity of learning opportunities for students undertaking the new social work degree" (which comes into effect in 2003 in England).

Social Work Education in England has experienced similar problems as those found in Scotland over the last few years, with recruitment and retention problems being seen as a factor in the reduction of support for practice learning by local authorities.

The Taskforce aims to achieve a 50% increase in practice learning opportunities and a 50% increase in the number of “practice assessors” by December 2004. (This will be any person who plays a part in the student’s assessment. The decision in England is for students to be assessed by a “practice assessor” and then the final assessment will be undertaken by a qualified, experienced social worker, but not necessarily a practice teacher award holder)

In the first year of operation the Taskforce has created regional maps which provide them with a comprehensive overview of the national situation relating to practice learning. Some positive responses have also been reported over the first year of the project with a number of new practice learning opportunities identified and local authorities increasingly building practice learning into their workforce planning and strategies.

The Taskforce promotes the benefits of seeing practice teaching and assessment as part of a local authorities “core business” and will continue to develop its work over the next twelve months focusing on creating “Learning Organisations” and encouraging a “Learning Team Approach” to student practice learning experiences and assessments (Practice learning taskforce, 2003).

In Scotland the recent paper “Confidence in Practice Learning” (SWSI 2004) sets out the Scottish policy agenda and is referred to in more detail in section five.

iv) Role of the practice teacher

The importance of the practice teacher role within practice learning was highlighted in the literature review carried out by Dick et al (2002). (Cartney 2000, Walker et al 1995 cited in Karban 1999, Kennedy 2001). The literature identified the practice teacher as “pivotal” to the success of the placement but not viewed as “solely responsible” for all placement learning. The practice teacher has been defined however in different ways e.g.:

- An individual within the placement organisation
- An individual out with the placement organisation
- A partnership between different individuals or even a group approach (Arkin, Freund and Saltman, 1999; Evans 1999; Durkin and Shergill, 2000 as cited in Dick et al, 2002)

v) Models of practice teaching

The SSSC (2003) describes how practice teaching operates in Scotland currently using a variety of models such as:

- Full time dedicated practice teachers based either in local authority or voluntary sector agency settings, working with a link supervisor who works in the setting. This is referred to as the ‘long arm model’ of

practice teaching with the practice teacher working off-site and having responsibility for the teaching and assessment of the student with the link supervisor providing supervision and guidance on the day to day work of the student.

- Practice teachers who are practising social workers and supervise students in addition to their normal operational workload. These practice teachers are referred to as ‘singleton’ practice teachers.
- Independent practice teachers who are contracted in by programme providers and who take on a ‘long arm’ role, working with a link supervisor based in the placement setting (SSSC, 2003a,d).

Burgess et al (1998, p4) define the ‘link supervisor’ as “the person who supervises the day to day practice of the student where the practice teacher is based elsewhere”.

Evans (1999, as cited in Dick et al 2002) highlights the fact that practice teachers should not work in isolation, but rather “in partnership with the student, academic staff, other experienced practice teachers, practice agency staff and users”. The practice teacher is seen as the key manager of the practice placement and therefore takes on the responsibility for planning contributions to the student’s placement from other sites, agency staff and management. Evans (1999) terms this function as “indirect work on the student’s behalf”. This key management role also requires the practice teacher to organise learning opportunities that will meet the individual needs of the student and enable them to demonstrate professional competence.

Dick et al’s review (2002) outlined the strengths of the ‘long arm’ practice teaching model. The benefits of this approach were seen as:-

- Allowing placements to occur where there are no suitably qualified practice teacher (Karban 1999), particularly important in increasing the amount of placements in the voluntary sector.
- Ability to provide support to inexperienced practice teachers. (Karban 1999).
- The distance between practice teacher and student is seen to offer an opportunity for the team dynamics and organisational structures of the placement to be viewed more objectively. (Karban 2000).
- The long arm practice teacher can mitigate the effect on the student of the on-site supervisor’s absence due to illness, leave or ill health. (Lawson 1998).
- Can create a safe environment for the student to raise concerns about practice in the placement organisation.
- Provides the ability to co-ordinate several practice settings in the one “network” placement. (Batchelor and Boutland 1996).

Karban (1999), as cited in Dick et al (2002), suggested that both practice teachers and students viewed the increased objectivity of a long arm practice teacher positively. An American study by Abram, Harting and Wernet (2000) drew similar conclusions, arguing that “off site” field instructors (practice teachers) can empower the student to take a more significant role in shaping and evaluating their practice learning experience.

Batchelor and Boutland (1996) also argued that long arm practice teachers were in a good position to enable a student to reflect on their actions and consider ethical dilemmas therefore “enhancing the reflective process”. (cited in Lawson 1998)

Lawson (1998, p254) argued that the long arm practice teaching model is seen as particularly suited to the changing and interdisciplinary nature of social work. “This model requires and teaches essential skills of communication, negotiation and mediation”.

However, Lawson (1998) also argued that the long arm model may have disadvantages for the less able, less confident student as they may experience the joint roles of practice teacher and link supervisor as confusing or overwhelming. Students’ perceptions were researched. Some students reported being over supervised and confused by differing opinions and views of their assessors. Other students reported positively on their experience highlighting that they had ‘additional knowledge and expertise to draw on’ during the placement. (Lawson 1998, p252)

Interestingly Karban (2000) emphasised the need for particular attention to be paid to issues of roles, boundaries and confidentiality in relation to long arm practice teaching.

vi) Costs and benefits of practice teaching

For students the benefits of practice placements are clear. Triseliotis and March (1996) reported that students saw work in placements as the main element of the course with regard to their overall learning. The main value came from the opportunity to undertake ‘real work’ and to apply their theory to practice. 85% of Scottish respondents in this study reported ‘good’ practice teaching in placement.

For the agencies there are costs but also benefits. Davies and Connolly (1994) questioned the costs and resource demands on agencies when they took a student on placement and considered the impact of having a student on a practice teacher’s work. From the response to this study the authors suggest a tentative figure of one day per week was required to fulfil the practice teaching responsibilities. This was later supported by the PwC research in 2002.

43% of the practice teacher sample indicated that taking students had had a positive impact e.g. keeping up to date and encouraging them to reflect on their own practice.

29% gave neutral replies.

28% indicated student placements had negatively affected their work, mainly due to workload issues. (Davies and Connolly 1994)

74% of the practice teachers in this study indicated that they were “in no doubt about the benefits of working with social work students” and when asked what benefits did they see the responses provided included, “they liven up the office”, they provide a valued link to the university”, “taking students helps recruitment” and “they bring stimulus into a worker’s life” (Davies and Connolly, 1994, p343).

Davies & Connolly’s (1994) research concluded that students on placement undertake casework that would otherwise be done by another worker; for the most part they do it competently, and spend more time over it. The work undertaken tended to be at the lower end of the agency’s scale of risk and responsibility.

Badham and Eadie (2000) considered the position of the voluntary sector asking: ‘why bother to be involved in social work education?’ particularly if it was believed that training was designed “to meet the needs of statutory providers” and considering the difficulties of time and additional work needed for student placements. Despite these uncertainties Badham and Eadie reportedly found a high degree of commitment to practice teaching in the voluntary sector and continued involvement in the education and training of social workers.

The reasons given by staff varied but the majority of responses agreed that “good students give as much as they get to the teams in which they are placed”. Practice teachers highlighted the benefits of having students as “stimulating and challenging” and saw the role of practice teaching as part of their ongoing professional development and an opportunity to critically analyse and reflect on practice. The issues of future recruitment and awareness of voluntary sector services were also highlighted as benefits of having students on placement.

The voluntary sector is presented as a “key player” in the delivery of services and in the provider of considerable placement opportunities. The paper argues strongly for the voluntary sector to be actively involved in the education and training of social workers and highlights the need for social work programmes to ensure a voluntary sector influence is apparent in the academic and practice curricula.

vii) Potential new initiatives in practice learning

Henery (2003) suggests a model of practice learning organisation which integrates training and operational management. Dundee Social Work Department report (Henery 2003) setting up a “Placement Review Group” which brought together senior managers, the placement co-ordinator from the HEI, a staff development officer and a representative of the practice teachers’ forum, with the purpose of setting targets, matching students, taking action on shortfalls and selecting candidates for the Practice Teacher’s Award. Henery reports that the involvement of senior management in this process was seen as a key to its success (SSSC 2003b)

Sharp (2000) described the initiative designed by her organisation in Lincolnshire to develop placement provision in response to the implementation of Diploma in Social Work programmes. The agency appointed two full time dedicated practice teachers and a specialist placement co-ordinator who had responsibility for finding and developing placements. The co-ordinator was part of the agency’s training

department and also acted as a mentor for staff undertaking the practice teaching award. Sharp describes the partnerships and working relationships that were established between the training section and manager of placement providers which was seen as crucial to the placement co-ordination process.

“Unless managers feel ownership of the need to provide placements as part of their need to recruit and train qualified staff, placement co-ordination by the training section will not be effective” (Sharp 2000, p24). A “Placement Management Group” was in place with representatives from the training section, sectors providing the main placements and the HEI, with the intention of sharing the ownership and management of placement. A system of payment for practice teachers was introduced which created links between the training section and placement settings. This payment was made from the training section to the placement setting manager and could be used as an overtime payment to the practice teacher or to purchase workload relief staff. This payment was only made to accredited practice teachers.

Sharp argues that these developments were successful and reports that the department retained the services of its practice teachers, even after promotions. Sharp reports that the payment of practice teachers has led them to feel valued for the job they do, highlighting the fact that they had “no difficulty recruiting practice teachers” and had “a waiting list of people wanting to do the practice teaching award course” (Sharp, 2000 p25).

Dick et al (2002) outlined a model offered by The University of Wales Swansea Consortium which provides students with a breadth of experiences, referred to as the “Integrated Placement”. The “Integrated Placement” was defined as “the student placement across professional boundaries and settings in terms of a package of learning opportunities available” (Johnson and Shabbaz 1989, p241 as cited in Billingham et al 1998, p41). Referred to as “complex” or “network” placements, the integrated placement can be organised around a client group or particular issue (Prevatt Goldstein and Harris, 1996, p196 as cited in Dick et al, 2002). An “integrated placement” has the potential to offer students experiences in “different fields within statutory and voluntary sectors, the same field or setting between sectors, different methods of work within or between sectors, and, private agencies within any of the combinations” (Billingham et al 1998, p44). This can broaden the student’s perspective on client need and provide opportunities for transfer of learning within one placement period (Batchelor and Bond, 1996 cited in Evans, 1999, p116). Students beginning the programme were reported to have been concerned about becoming confused by their different placements and overwhelmed by the workload but left the programme feeling they had gained useful insight into the wider process of service delivery (Billingham et al 1998, pp44-45).

The potential benefits of an “integrated placement” can only be delivered when teaching goals and curricula are clearly defined and there is considerable planning, communication and commitment from all participants. (Billingham et al 1998; Evans 1999). The planning and organisation of the placement is important to ensure the placement has a practice focus rather than an observational focus. (Prevatt, Goldstein and Harris, 1996, p196 cited in Dick et al 2002) and to ensure students do not experience breadth at the expense of depth (Batchelor and Boutland, 1996, p105 cited in Dick et al 2002).

The literature also suggests that the long arm model of practice teaching fits well with the “integrated placement” model. (Billingham et al 1998; Evans 1999)

4. Identifying the Problems

Introduction

In this section the problem of the inadequate supply of agency based practice placements is explored and potential reasons are identified. Recurring themes from the literature about reasons for the lack of supply are:

- i. Partnership issues
- ii. The structural gulf in local authorities between operational management and training / placement provision
- iii. The lack of a strategic approach to placement planning
- iv. The achievement of the practice teaching award as a route to management
- v. Workload pressures and lack of time
- vi. Lack of space

Finally the impact on students of the current shortage of placements is reviewed. In section 1 we identified the major problem of an inadequate supply of placements to meet demand.

Henery (2001) notes problems of an inadequate supply of practice placements existed in the mid 1980's when accreditation of agencies and practice teachers was being proposed as a result of CCETSW's Paper 26.1, and later outlined as policy in CCETSW Paper 26.3 "Improving Standards in Practice Learning" (1989, Revised 1991). He questions why, a decade later, placement shortages remains a problem. The SSSC also report placement shortages as a long term problem along with the acknowledgement of the increasing number of 'late start' placements (SSSC, 2003a). Evans (1999, p16) highlights that in fact several professions are experiencing "major problems in resourcing practice learning".

In terms of the balance of supply the SSSC report that the proportion of placements provided by the statutory sector has been falling, in some areas below 50% of the total provided (SSSC, 2003a).

What reasons does the literature review provide for the shortfall?

i Partnership issues

Henery (2001) argued that collaboration and partnership between agencies and HEIs had not necessarily been successful in securing an adequate supply of practice placements. He refers to Evans (1999, p16). "At times the reality of partnership can fall below the rhetoric, when some higher educational institutions persist in retaining maximum control over most aspects of their professional programmes". The timing of placements was also a potential factor in the supply problem. PwC (2002) found an issue for some HEIs in relation to the timing of placements because of a need to meet the academic year 'window', this resulted in high requirements for practice placements at particular times of the year, usually between February and May.

Henery suggested that “an inflexible placement timetable” was one “stumbling block to the creation of placement opportunities.” (SSSC, 2003b).

Finally practice teachers appear to feel unsupported in relation to problematic placements. Burgess et al (1998, p10) carried out research into the management of unsuccessful or uncompleted placements. Practice teachers in this research raised their concerns about “communication systems”, reporting “feeling isolated in making the decision to fail a student” and feeling they carried this burden “without support from their agency or the academic programme”.

ii The structural gulf between operational management and placement provision

Henery (2001, p32) identifies a “structural gulf” between the responsibility for providing student placements (which in his own agency rests with the placement co-ordinator based in the staff development section) and the authority to allocate work (which rests with the practice teacher’s line manager). Henery argued this “gulf” meant that placement co-ordinators could only fulfil their responsibilities on the basis of the “goodwill” of individual practice teachers which resulted in those individuals “feeling left on their own with a lot of extra work”. Lindsay’s (1999, p9) survey of practice learning co-ordinators in England also identified this structural problem; “taking a student placement is primarily viewed as an optional activity for staff which may be supported and enabled by managers rather than work that agencies have the responsibility and requirement to undertake”. Fraser (1995 cited in Henery 2001), also reported “the way in which practice teachers cope with practice teaching may in effect be protecting the organisation from the true impact of placement provision”. Henery’s own study (2001, p33) argued that much of the practice teacher’s responsibilities were carried out in their own time and was therefore “not part of the business of the day”. He also found a lack of management support for practice teachers.

iii The lack of strategic approach to placement planning

Henery (2003) has described practice placement provision as “being in a swamp”, suggesting that the lack of a “strategic approach to the planning and organisation of practice placements” was a contributing factor (SSSC 2003b).

In 2003 the SSSC reported that many local authorities had deleted previous posts of full time practice teachers/ placement co-ordinators due to “budgetary priorities”, resulting in a reduction in the number of staff available to ensure the co-ordination and infra structure for practice placements (SSSC 2003d) and therefore contributing to the increasing shortages of placements provided. The SSSC also report that there is some evidence that increasing pressure on agencies, through recruitment and retention crisis, was limiting their ability to support Practice Teaching Programmes or provide sufficient practice assessors for practice teachers undertaking their award (SSSC, 2003c). Interestingly it is only recently that clear links have been made between taking students and recruiting successfully.

iv The achievement of the practice teaching award as a route to management and lack of incentive

Practice teachers' responses in the PwC (2002) research highlighted that a number of practice teachers were not actively taking students on placement. An explanation offered was the current practice of local authorities to view the practice teaching award as evidence of suitability for managerial roles with many promoted staff then prevented from further placement supervision. This view was supported by the Social Care Institute of Excellence's survey carried out with HEIs in England which reported that an appreciation of the practice teaching award had "unintended consequences" that took practitioners into the management role and drew them away from education and training (Kearney, 2003, p4).

In terms of incentives few of the practice teachers surveyed by Davies and Connolly (1994) felt that it was important to take students on placement as part of the future development of the profession. Henery's research (2001) identified the current low status of practice teachers and the lack of acknowledgement of practice teaching's value as an integral part of social work.

v Workload pressures and lack of time

The most common problematic issue identified in the literature as lacking in the practice teaching role is the question of time, workload pressures and lack of workload relief. (Folliard 1983; Davies and Connolly 1994; Evans 1999; Henery 2001).

Davies and Connolly's study (1994) identified that 28% of practice teachers indicated that student placements had negatively affected their work mainly due to workload issues. 5% of the practice teachers surveyed in this report regarded the experience as "personally costly". The study concluded that the supervision of a 'weaker' student was more likely to result in the practice teacher feeling the experience had "significant costs". Henery (2001) and Evans (1999) both found that lack of workload relief was a major factor in limiting placement offers made and heavy workload pressure was a factor reported by practice teachers in the PwC research (2002) as a reason for not making placement offers.

A discrepancy between workload pressure and effectiveness of practice teaching and learning was examined by Maidment (2000). Maidment's (2000) research on effective methods of teaching and learning in 'the field' found that student and field educators (practice teachers) agreed on what methods would be most effective, e.g. individual supervision, group supervision, use of role plays, videoing, audiotapes, observed practice, but the research highlighted a discrepancy between the 'expressed effectiveness' of methods by practice teachers and the students' 'perceived frequency' of the use of this method during the placement. The areas where most discrepancy was reported were: observation of student practice, co-working with practice teacher, use of role plays in supervision, use of video or audio replays of student's work and use of student presentations.

One explanation offered for the discrepancies was the lack of time and pressure of work for field educators, with 90% offering student supervision on a “goodwill” basis with no relief from any of their normal duties. One further explanation offered was a lack of knowledge by field educators on the range of effective models of teaching and learning (Maidment, 2000).

Finally PwC found that the process of practice teaching was seen as laborious and time consuming by some (2002).

vi Lack of space

One very practical factor that affects an agency’s ability to offer practice placements was identified by Davies and Connolly (1994). 68% of practice teachers reported that a lack of physical space limited the number of students that their agency could take. The report suggests that whatever attempts might be made to solve placement shortages will fail unless there is space to absorb a student. The SSSC also highlighted this problem particularly as a result of the demands for the majority of placements between February and May. The SSSC suggests that for teams/units with more than one practice teacher this would be problematic as there would be insufficient accommodation for more than one student (SSSC 2003d).

The impact of placement shortage on students

The literature search uncovered very little material that may provide some insight into the problem issues pertinent to the student body.

Henery (2001, p35) highlighted that the consequence of having an inadequate supply of placements means at times “students have to wait a long time for placements, have little choice over where they go and are at the mercy of competing demands on a practice teacher’s time”.

Burgess et Al (1998, p10) raised the issue of the “quality of placements” linked to placement shortages. The students, as a consequence of this shortage, believed that a placement offer could not be turned down and that tutors had been reluctant to listen to problems “lest it jeopardise the placement as a resource”.

The SSSC (2003d) report that an increasing number of students have their start date delayed due to the shortage of practice teachers and suitable setting, suggesting this has a detrimental effect on the student’s learning experience and has potential financial and personal consequences. Henery (2003) suggested that “student poverty” may be one of the stumbling blocks to the creation of placement opportunities (SSSC, 2003b). Burgess et al (1998) however concluded that whilst many students required to work to survive financially this had never been seen as a cause for an uncompleted or unsuccessful placement. The PwC (2002) research suggested that the lack of practice teaching resources led to students having to take placements at a distance from home and an inability to continue with their part time employment.

With new Scottish Executive initiatives, such as Fast Track (SWSI 2004), and proactive responses to recruitment problems being implemented the number of

students in professional training will increase. This will lead to a greater demand for agency based practice learning opportunities in the future; a projected increase demand of 44% in 2004 (SWSI, 2004) is suggested.

5. Solutions Offered

Introduction

The literature search provided a range of potential views on how the future demand for practice learning may be met, organised and delivered. Central to this is a movement away from our current position of one student with one practice teacher to a more integrated approach that makes practice learning “everybody’s business” (Practice Learning Taskforce, 2003). This is more likely to be achieved, it is argued, within a culture of “learning organisations” with a “team approach” to students on placement. The benefits of group supervision as a teaching and learning model are described along with a range of approaches and overarching principles that are believed to be an effective way forward.

i Learning Organisations

Gould (2000) highlighted that the concept of “learning organisations” is relatively unexplored within social work research but argues that much can be learned from other industries such as management and administration. Gould acknowledges that personal social services now accept that “organisational change is not an occasional ‘blip’ but a continuous fact of life” (Pugh and Gould, 2000 cited in Gould, 2000).

Gould’s (2000) research draws on the work of Revans (1980) who argued “For an organisation to survive its rate of learning must be equal to or greater than the rate of change in its external environment” (Revans, 1980 cited in Gould, 2000).

Gould (2000) makes a link between the development of ‘reflective learning’ in the human services sectors (social work, nursing and teaching) and the concept of learning organisation theory in industry, drawing parallels between the two. He suggests one solution to aid the development in the social services sector would be to adapt the experiential learning model (Gould, 1989) (action, reflection, conceptualisation and experimentation) in a way that would take account of the findings of his research.

Gould (2000) identified three key areas that need consideration when developing a new model: 1) Knowledge, 2) Evaluation and Action Enquiry and 3) Organisational Memory. For a learning organisation to develop staff need to be encouraged and enabled to continually gain new knowledge which can then inform their practice. ‘Continuous evaluation’ needs to be embedded within an organisation and practice so that there can be learning from both successful and unsuccessful activities and finally the ‘storing, sharing and maintaining’ of information throughout the organisation is important if learning is to be maximised. This supports the view of Senge (1992, cited in Durkin and Shergill (2000), who argued “unless teams can learn, the organisation cannot learn” and the view of Durkin and Shergill (2000, p166) “team learning is vital because teams, not individuals, are the fundamental learning unit in a modern organisation”. Gould (2000) concludes that students can therefore make a real contribution to a learning organisation culture, by bringing new knowledge, encouraging reflection and evaluation of practice and sharing information gained as a result of their practice learning opportunities.

The SSSC (2003a) report that “agencies who have made a cultural shift from seeing students as an additional burden to embracing the necessity of learning for all staff will benefit by finding it easier to recruit and retain a motivated workforce”.

ii A Team Approach

Once a student is matched with an agency Durkin and Shergill’s research (2000, p165) considered how the student and the team ‘fit’ together. Their interest lay in the benefits to students of drawing on the full wealth of knowledge and experience that exists within a team. This research highlights the idea of a “Team Approach” to practice learning, arguing that it is not a “radical new notion” but more a “reality” of many placements.

Durkin and Shergill (2000, p173) argue strongly that if the whole team has not committed to taking a student then problems may arise. Team preparation is seen as critical with the team having discussions on general issues such as potential workload/learning opportunities, conflict resolution, support and workload relief. More importantly the team makes the final decision to take a particular student, not the practice teacher, which is believed to reinforce the joint responsibility of the placement. “The whole team, co-ordinated by the practice teacher, needs to take responsibility and involvement in the organising, planning, implementing and evaluation of the placement.” This detailed preparation is regarded as a significant factor in the success of any placement.

Durkin and Shergill (2000, p168) also argued that pre-placement meetings were “the cornerstone of good learning experiences” and an induction period was critical for students to allow them to “discover the wealth of knowledge and expertise within the team”, thereby allowing them to take some responsibility for their learning by drawing on this information later.

This research also suggests that the practice teacher should take on the role of “managing” the placement, supporting the view of Thomson (1990) and Evans (1999). This new role however leads to a “loss of power” for practice teachers as a “team approach involves others in the assessment process” (Durkin and Shergill, 2000, p170).

Durkin and Shergill’s research concludes that taking students on placement is not an easy option but that planning and collaboration are critical to a successful outcome but possibly more importantly it is argued that a team approach provides benefits for all parties involved as the student has access to a wealth of knowledge and expertise, the practice teacher has a collaborative working experience, the team benefits from the integration of fresh ideas and reflective opportunities and the service user experiences “more effective ways of working” (Durkin and Shergill, 2000, p173).

Social Work Services Inspectorate has also argued that “there is a need for all social workers to ‘own’ a responsibility for the future of their profession which includes the ‘coaching’ of students” (SWSI, 2003) and in England the Social Care Institute for Excellence, drawing on the survey of HEIs and NOPT, argues for a shift in perception

from the individual supervisor of individual students to a workplace “where every social care worker sees practice learning as their business” (Kearney, 2003).

iii Group supervision

In addition to the team approach and to widen the individual student’s experience, the benefits of a group supervision approach is argued for by Bamford and McVicker (1999). It is not suggested that group supervision should take the place of individual supervision, but should complement it. The potential drawbacks of the group approach to supervision are acknowledged as:

- Not attending to student’s unique learning needs
- The potential for a lack of depth of learning for the student
- The approach may be overwhelming for some students
- Can create peer competition
- Can allow the less able/confident student to be non-participative
- Can re-create dynamics that exist outside the group (Bamford and McVicker 1999, p48-50).

Bamford and McVicker’s (1999) case for a group supervision model is based on the benefits which they argue includes:

- Validation of the student’s life experiences and encourages self direction
- Fits well with non-didactic approaches to adult learning
- Is an efficient use of time, resources and expertise
- Enables a student to move from dependence on supervisor to self-dependency (Brown and Bourne 1996)
- Provides students with a wider range of learning experiences as well as sharing ‘common struggles’ (Kadushin 1992)
- Allows students to learn groupwork skills by modelling the group leader
- Allows the practice teacher an opportunity to observe the student in a different context
- Allows for the use of a wide range of teaching and learning methods e.g. role plays, case studies, action learning or simulations.
- Can empower students and therefore reduce the potential power imbalances between practice teacher and student (Bamford and McVicker, 1999, p44-46).

For maximum benefit to be achieved from group supervision Bamford and McVicker (1999, p50) argue for a contract to be drawn up citing Brown and Bourne (1996) who suggest key issues in relation to “boundaries, tasks, structures, roles, type of facilitation and methods” be agreed in advance.

iv Service User Involvement

Expanding the range of teaching and learning methods further Dick et al’s literature review (2002) highlighted the potential for service user involvement. “If service users are to be viewed as experts in defining their own needs, the role of professionals must change to reflect greater appreciation of user expertise” (Taylor 1997 p173 cited in Dick et al, 2002).

Users were seen as a source of “new skills and concepts of good practice” in professional education by Hastings (2000 cited in Dick et al, 2002). They were regarded as “a valuable source of critical commentary on current practice” (Youll and Walker, 1995 cited in Dick et al, 2002). Beresford (1996) argued that users could be involved in professional education, in planning programmes and having a teaching role (cited in Evans 1999).

Hastings (2000) suggests that “every care professional student should be allocated two service user supervisors, drawn from two separate client groups, who would work closely with the student throughout their course” (cited in Dick et al 2002).

v Integration of theory and practice in agency based learning

Shapton (2002) argues that practice learning opportunities should be developed within the academic curriculum drawing on the expertise of practitioners and service users to deliver and assess key areas of skill development, including making use of simulated or virtual resources. Shapton argues that this approach allows students to develop skills in the key areas prior to going into conventional practice placements in agencies and therefore allow the agency based learning to focus on the more complex competencies/requirements. This supports Evans’ (1999) view of ‘practice learning’ which he argued could take place “in a setting other than a practice agency” and that the academic setting could facilitate practice learning by using examples of ‘practice events’ to develop student’s skills. Miller (2002) argued for the use of “standardised clients” (lay persons or actors trained to portray clients) in the formative evaluation of student’s practice skills.

Burke (1996, p62) similarly analyses Hull University’s approach which created an “interchangeability between the practicum (placement) and the theoretical skills teaching” to reduce the unhelpful split between theory (being seen as university based) and practice (as agency based) by introducing university based activities designed to test students under simulated experiences before they begin to deal with ‘real’ clients/service users. Burke argued that this preparation also trained students to rehearse practice skills before visiting clients as a norm and provided a framework for social work learning where “practice-related academic work and academic-related practical work becomes interchangeable” (Burke, 1996, p71). This practice was also seen to protect the public, agencies, the student and the university as unprepared students were not allowed to undertake initial client interviews.

Shapton (2002) also offered a structure for agency based learning opportunities, suggesting a non-assessed, observational, inter-professional placement prior to a first assessed practice experience and suggests this could be overseen by a college based tutor. The first agency based practice learning experience would be supervised by a “beginning practice teacher” (non Award holder) and the final assessed practice would be delivered and assessed by a practice teacher award holder.

Dick et al’s literature review (2002) also gave a brief outline of how other social work programmes had developed non traditional approaches to practice learning opportunities, drawing on a wider range of service provider agencies, as a creative response to placement shortages e.g. “University and Community Partnerships” which

involved creating a placement experience in community revitalisation projects, allowing students the opportunity to have direct practice experience with individuals as well as learning about local, national and community policies and politics. (Dent and Tourville 2002)

Durkin and Shergill's (2000) research suggests that the concept of partnerships needed to be further explored by universities and placement agencies and advocate that the differences between the two organisations should be seen as a having a positive contribution to make to a student's learning experiences.

Dick et al's (2002) literature review offered a brief outline of initiatives put in place to address some of the tensions between academic institutions and agencies which included:

- On campus student assessments performed by agency practitioners.
- Staff development programmes co-presented by agency and academic staff.
- Practice learning programme design and evaluation panels of students, academic staff, practice teachers and service users.

This review suggests a greater flow of staff involvement between the two organisations would be beneficial and cites Evans' (1999) view that "there is recognition that practice learning is not only to be found in fieldwork or achieved through the introduction of a new topic, it requires to be included throughout the teaching and learning process". Evans (1999, p4) argues that "the distinction between practice placements, practice teachers, academic lecturers and university based education becomes irrelevant, what is important is that practice is the motivation to learn and the aim of learning is to improve practice" (as cited in Dick et al 2002).

vi Policy Initiative

Finally we address policy initiative in relation to the increase of placements for the future.

The Practice Learning Taskforce in England is already actively promoting the concept of "Learning Organisations, and a "Learning Team Approach" as a means of addressing the crisis in practice learning opportunities, staff retention and recruitment and high quality services (Practice Learning Taskforce 2003).

The Social Care Institute for Excellence (SCIE) in England has developed a number of approaches which they believe will help create an effective learning environment, drawing on the survey of HEIs and NOPT which include:

- Experienced practice teachers being used to support colleagues
- The use of long arm practice teachers
- The use of independent practice teachers

- Employers supporting practitioners who are not award holders by providing an introductory programme of training that will enable them to supervise a student e.g. adult learning theory (Kearney, 2003).

Social Work Services Inspectorate (SWSI, 2004) argue that “we have to change the way we view, organise, fund and deliver practice learning” if we are to meet the future demand, an estimated increase of 44% by 2005. A new ‘framework for practice learning’ has been launched by SWSI in 2004 which aims to provide an outline of the changes they believe are critical if the education and training needs of the profession are to be met.

SWSI (2004) argues that social work needs to develop a learning culture, which in turn will require agencies to become ‘learning organisations’. They have identified seven key features which will underpin the framework for practice learning. The features are described as:

- Practice learning must be informed by cutting edge practice
- Practice learning is everybody’s business to support
- Practice learning is offered through a wide variety of settings
- Practice learning is offered through a variety of methods and approaches
- Practice learning is seen as an integral part of the learning process
- Practice learning involves individual responsibility
- Practice learning is delivered in partnership

The Scottish Institute for Excellence in Social Work Education (SIESWE) was launched in August 2003 by the Deputy Education and Young People’s Minister, Mr Euan Robson. SIESWE was set up by the Scottish Executive and the Scottish Higher Education Funding Council to design, carry out and evaluate three areas of “innovative educational development”

- Learning for Effective and Ethical Practice
- Integrated assessment
- Knowledge transfer

These educational developments aim to shape the future of social work education by driving up standards and ensuring there will be a workforce that is equipped to meet the needs of the profession in the 21st Century. A key feature of SIESWE is to bring all nine HEIs offering professional social work training in Scotland together so that a strategic, collaborative approach can be made to the development and implementation of the new social work degree.

The Learning for Effective and Ethical Practice (LEEP) Project has the purpose of improving the “quality, quantity, range, relevance, inter-professionality and

management of practice learning opportunities” and will be involved in the design, implementation and evaluation of a range of collaborative demonstration projects as a means of achieving this aim. An integral part of this process will be to work in partnership with service provider agencies to identify possible solutions to problems arising, with and from, the supply of agency based learning opportunities (Scottish Executive 2003).

6. Conclusion and Discussion

The literature review has attempted to summarise key themes which are relevant to the development of effective new approaches to practice learning by:

- 1) identifying problems arising from the supply of agency based practice learning opportunities
- 2) identifying problems associated with the supply of agency based practice learning opportunities
- 3) identifying possible solutions to the problems.

The lack of an adequate supply of practice learning opportunities to meet current demands has not been in question. Shortfalls are experienced across Scotland and 25 – 27% of students are experiencing late starts to their placements, the full consequence of this for students needs further exploration.

The literature suggests problems associated with supply arise from a range of factors, in particular a lack of a strategic approach to the planning and organisation of placements, lack of management support for practice teachers, lack of workload relief for practice teachers, lack of physical space and workload pressures. Insufficient numbers of available practice teachers also limit the supply. While SSSC report that there is no shortage of qualified practice teachers this review includes reports highlighting a significant number who are not actively practice teaching or have taken only one student since achieving their Practice Teaching Award. Award holders moving into management posts and no longer having a role in student learning is one potential explanation but full details of how many practice teachers are inactive and why are not clear. The length of time taken to complete the Practice Teaching Award may also be a contributory factor, either due to a lack of practice assessors or extensive progression time between registration on programmes and completion, which suggests some difficulty in the process. The Reform of the Practice Teaching Award is currently being addressed by a working group set up by the Scottish Social Services Council.

Partnership arrangements between Higher Education Institutions and Service Providers have not been regarded as successful in securing an adequate supply of placement opportunities because of a ‘bunching’ of demand at specific times of the year.

The literature did offer some possible solutions for the future which clearly highlighted the need for change that will effect all those involved in practice learning.

The importance of embracing a ‘learning organisation’ culture has been strongly argued for and includes valuing a student’s contribution to both the service provision and the learning within the organisation.

The role of practice teacher as a key manager of a range of practice learning opportunities is suggested and the long arm model of practice teaching and group

supervision are regarded as models of good practice. This complements the arguments for a team approach to a student's learning and the need for all social workers to own a responsibility for the future development of the profession.

There is a need to expand and broaden the range of agency based practice learning opportunities that social work students might experience to include areas such as health, community education, education and others. We are urged to ensure a greater role is given to service users in all areas of professional education, including student assessment.

And finally we are advised to broaden our understanding of practice learning and to ensure it is included throughout the teaching and learning process rather than being seen distinctly as agency based. This approach could also go some way to improving partnership between Higher Education Institutions and Service Providers as it creates an environment which has a greater flow of staff between the two organisations allowing us to achieve "interchangeability" between theory and practice.

Reference List:

Abram, F.Y., Hartung, M. R. and Wernet, S. P. (2000) 'The non MSW task supervisor, MSW Field instructor and the practicum student: a triad for high quality field education'. *Journal of Teaching in Social Work*, 20(1/2): 171-185.

Anderson, J. and Brady, P. (2002) 'Increasing the depth of field: Voluntary Sector Pathway'. *Social Work Education*, 21(2): 233-245.

Badham, B. and Eadie, T. (2000) 'Why Bother? Voluntary Sector Involvement in Social Work Education'. *Social Work Education*, 19(2): 185 – 189.

Bamford, D. and McVicer, H. (1999) 'Group Approaches within Social Work Education and Training'. *Issues in Social Work Education*, 19(1): 35-54.

Billingham, J., Moss, A. and Williams, S. (1998) 'Integrated placements: fulfilling students' and practice requirements'. *Practice*, 13(1): 39 – 50.

Brown, A. and Bourne, I. (1996) *The Social Work Supervisor*. Buckingham: Open University Press

Burgess, R., Campbell, V., Philips, R. and Skinner, K. (1998) 'Managing unsuccessful or uncompleted placements'. *Journal of Practice Teaching*, 1(1): 4-12.

Burke, P. (1996) 'Competences and the Practicum: Experience on One Social Work Course' *Social Work Education*, 15(3): 60 – 75.

Central Council for Education and Training in Social Work. (1989 (revised 1991)) *Improving Standards in Practice Learning*. Paper 26.3. Edinburgh: Central Council for Education and Training in Social Work

Central Council for Education and Training in Social Work. (1991) *Rules and Requirements for the Diploma in Social Work, Paper 30*. 2nd Edition. Edinburgh: Central Council for Education and Training in Social Work

Central Council for Education and Training in Social Work. (1995) *Rules and Requirements for the Diploma in Social Work, Paper 30*. Revised Edition. Edinburgh: Central Council for Education and Training in Social Work

Central Council for Education and Training in Social Work. (1996) *Assessing quality in Diploma in Social Work – 1*. Edinburgh: Central Council for Education and Training in Social Work

Davies, M. and Connolly, J. (1994) *The Price of Taking Students*. Health and Social Care, 2: 339 – 346.

Dent, T. and Tourville, A. (2002) 'University – community partnerships: Practice Learning for community revitalization'. In *Learning to Practise Social Work: International Approaches*, Shardlow, S. and Doel, M., eds, London. Jessica Kingsley

- Dick, E., Hendrick, D. and Scott, M. (2002) '*Practice Learning for Professional Skills: A Literature Review*'. Edinburgh: Social Work Services Inspectorate
- DTZ Piedad Consulting, (2002) '*Social Work and Other Professional Qualifying Training*'. Edinburgh: Social Work Services Inspectorate
- Durkin, C. and Shergill, M. (2000) 'A Team Approach to Practice Teaching'. *Social Work Education*, 19(2) 165-174.
- Evans, Dave. (1999) '*Practice Learning in the Caring Professions*'. Ashgate: Arena
- Fraser, F. (1995) '*Social Work Practice Placements in Scottish Local Authorities*'. Edinburgh: Scottish Office Central Research Unit
- Gould, N. (2000) 'Becoming a Learning Organisation: a Social Work example'. *Social Work Education*, 19 (6): 585 – 596.
- Henery, N. (2001) 'Night Porters'. *Journal of Practice Teaching*, 3(3): 24-40.
- Hudson, B. (2000) '*The changing role of Social Care*'. Research highlights 37, London: Jessica Kingsley
- Johnson, S., and Shabbaz, A. (1991) 'Integrated Practice Placements – a Model for Development'. *Practice* 3-4, 240-247.
- Kadushin, A. (1992) '*Supervision in Social Work*'. (3rd ed) New York: Columbia University Press
- Karban, K. (1999) 'Long-Arm Practice Teaching for the Diploma in Social Work: the views of students and practice teachers'. *Social Work Education*, 18(1): 59-70.
- Karban, K. (2000) 'Developing practice learning and teaching in residential child care'. *Social Work Education*, 19(3): 241-252.
- Kearney, P. (2003) '*A Framework for Supporting and Assessing Practice Learning*'. Position Paper 2, Social Care Institute for Excellence
- Lawson, H. (1998) '*Inside the Long Arm Model of Practice Teaching The experiences of students, practice teachers and on site supervisors in Practice Teaching – Changing Social Work*'. Lawson, H., ed., London: Jessica Kingsley
- Lindsay, and Jane. (1999) '*Strategic Planning for Practice Teachers in Approved Agencies*'. http://www.Central Council for Education and Training in Social Work.org.uk/england/news.htm#practice_teacher
- Maidment, J. (2000) 'Methods Used to Teach Social Work Students in the Field: A research report from New Zealand'. *Social Work Education*, 19(2): 145-154.
- Miller, M. (2002) 'Standardised Clients: An innovative approach to practice learning'. *Social Work Education*, 21(6): 663-670.

- Practice Learning Task Force. (2003) *'Practice Learning in Focus'*. Edinburgh: Department of Health
- PriceWaterhouseCoopers, (2002) *'Review of Social Work Practice Placements, Stage 1'*. Edinburgh: Social Work Services Inspectorate
- PriceWaterhouseCoopers. (2002) *'Review of Consortia, Fora and Practice Teaching Units'*. Stage 2. Edinburgh: Social Work Services Inspectorate
- Savaya, R., Peleg-Oren, N., Strange, D. and Geron, Y. (2003) 'Congruence of Classroom and Field Instruction in Social Work: An Empirical Study'. *Social Work Education*, 22(3): 297-308.
- Scottish Executive, (2003) *'Scottish Institute for Excellence in Social Work Education'*. Edinburgh: Scottish Executive press release
- Scottish Executive, (2003) *'Organisation and Delivery of Practice Learning in the New Degree'*. Edinburgh: Social Work Services Inspectorate
- Scottish Social Services Council, (2003a) *'Practice Learning'*. Dundee: Scottish Social Services Council
- Scottish Social Services Council, (2003b) *'Practice Learning – Old Problems, New Opportunities'*. Conference; Dundee: Scottish Social Services Council
- Scottish Social Services Council, (2003c) *'Reform of Practice Teaching Award in Scotland Working Group'*. Dundee: Scottish Social Services Council
- Scottish Social Services Council, (2003d) *'Managing the Transition Diploma in Social Work Practice Placements'* Dundee: Scottish Social Services Council
- Scottish Social Services Council, (2003e) *'Conference News'*. Dundee: Scottish Social Services Council News Winter Education
- Scottish Social Services Council, 2003(f) *'Workforce Development'*. Dundee: Scottish Social Services Council Bulletin
- Senge, P. M. (1992) *'The Fifth Discipline – The Art and Practice of the Learning Organisation'*. Century Business
- Shapton, M. (2002) 'Practice Teaching beyond the caseload: Creating opportunities for practice learning in the new Social Work degree'. *Journal of Practice Teaching* 4(1): 61-70.
- Sharp, M. (2000) *'A lot to learn'*. Community Care, 20-26 January :24-25
- Social Work Services Inspectorate, (2004) *'Confidence in Practice Learning'*. Edinburgh: Scottish Executive
- Triseliotis, J. and March, P. (1996) *'Readiness to Practice'*. Edinburgh: The Scottish Office Central Research Unit