

Mutual 'App'reciation: Co-production as a model for delivering digital capability within social work education.

Abstract

A major national project, commissioned by Health Education England and delivered by the Social Care Institute for Excellence, in partnership with the British Association of Social Workers is currently studying digital capabilities across the social work profession. The project aims to chart the existing landscape and produce ethical guidance, together with a set of digital capabilities, which will map to existing frameworks. The initial Stakeholders' Report, has important implications for social work education at all levels, as well as emphasising relationship and co-production as crucial values for digital design and delivery

This article responds to the initial outputs of this project, by describing the design and delivery of a mobile app created within a UK University Social Work Department, using a co-production model. The completed mobile app is cited as a key example within the Digital Capabilities for Social Work initial Stakeholder Report, which also emphasises the values which underpinned the app creation. The article is linked to a previous paper, describing original app development within social work education and forms part of a rapidly growing body of work, which attempts to address issues highlighted within the national Digital Capabilities project.

Key words: Digital Capability; Co production; App Development; PCF; Technology; Skills ; Digital

Introduction

The Digital Capabilities for Social Work project commissioned by Health Education England is currently being delivered by the Social Care Institute for Excellence (SCIE) in partnership with the British Association of Social Workers (BASW). The project runs until March 2020 and aims to enhance digital practice across the health and social care sectors. Outputs from the project will include a set of digital capabilities which will map to the Professional Capabilities Framework (BASW, 2019), and to the Knowledge and Skills Statements (DHSC, 2015), as well as ethical guidance on the use of digital technology within social work. The project is part of the wider Building a Digitally Ready workforce programme, which was commissioned by NHS England and NHS Digital for the health and care sector and it takes place as rapid technological change creates ever increasing challenges and opportunities for social work education and practice (Reamer, 2013).

The initial stages of the project have resulted in a Stakeholders' Report, published in October 2019. The Report was informed by several components, following a mixed methods design, including a rapid literature review, several stakeholder Advisory Group meetings, two workshops attended by over 40 social workers, an online survey completed by 648 stakeholders, together with 15 qualitative interviews with key sector personnel (SCIE, 2019). Key messages from the initial Stakeholders Report, (SCIE, 2019) include the necessity for digital skills to be embedded within social work education programmes at all levels; to enable relationship- based practice and to involve users of services within a co-production model (SCIE, 2019).

This article actively responds to the initial outputs of this important national project, by describing the design and delivery of a mobile app created within a UK University Social Work Department using a student led, co-production model. The completed mobile app is cited as one of eight practice examples within the Digital Capabilities for Social Work initial Stakeholder Report, which also emphasises the values which underpinned this app design and delivery. The article is linked to a

previous paper (Turner et al, 2019) which described the creation and evolution of a different digital mobile app within social work education. Together, both papers form part of a rapidly growing body of work within social work education, which attempts to address the issues highlighted within the Digital Capabilities project. Notable amongst these is the long-acknowledged problem of reluctance to adopt digital technology despite the continuing 'work of innovators and enthusiasts' (Rafferty, 1998, p.11; Taylor, 2019).

Digital Capabilities and Social Work Education

The initial briefing report produced by SCIE and BASW on behalf of the Digital Capabilities for Social Work project has identified significant issues for social work education (2019). The majority of respondents to the survey indicated that their social work training did not prepare them for digital readiness in practice, with 25% specifying that it was actively unhelpful, a further 27% stating that it was unhelpful and 37% finding it neither helpful or unhelpful. These results indicate that whilst student social workers are using digital technologies, their skills and abilities are not being transferred to practice. This is consistent with previous work by the author (2016a; 2019a) and with other work in the field which concurs that rapid technological change has created areas of conflict within traditional academic pedagogy. Wheeler (2015) suggests that the roots of this may lie in the fear that digital technology will eventually make academics redundant.

Social work education specifically has been particularly slow to adopt digital technologies (Taylor, 2019; Rafferty, 2014). Cartwright (2017), identified a "gap that may exist between teaching staff and the students they work with" (p. 887), whilst the lead author also found it difficult to engage social work faculty with a previous app development (Turner, 2019). In social work specifically, this hesitance can partly be explained by the profession's vigilant attitude to any form of risk. The media scapegoating and highly charged emotional responses to complex situations like the abuse and deaths of children (Warner, 2014) have led to a widespread culture of 'defensive 'managerialism' governed by increasingly stringent rules and procedures. (Webb, 2006). However, this is diametrically opposed to the 'context collapse' which accompanies the rapid pace of technological change (Marwick and boyd*, 2010). 'Context collapse' refers to the ways in which social networking sites and concomitant technologies have condensed the range of human behaviours into one single platform or 'context.' Consequently, the situational nuances and etiquettes on which all human behaviour is predicated may be absent, leading too often to widely reported cases of unprofessional conduct and other uncontained behaviour (Turner, 2016a).

In his seminal work on the risk society Beck (1992) suggests that the human drive towards forward facing progress will inevitably generate an accompanying need to locate, classify and ultimately avert any accompanying form of risk. However, where digital technologies are concerned, the anxiety generated by trying to contain what is ultimately uncontrollable, has placed the social work profession itself at risk of becoming de-skilled where digital capabilities remain un-integrated within social work education (Taylor, 2019). Whilst key messages from the initial Digital Capabilities project (SCIE, 2019) clearly demonstrate that social workers want to use digital technologies to enhance relationship based practice, the existence of social networking and online sites which threaten to murder, harm or humiliate social workers (Turner et al, 2016b) highlight the necessity for highly skilled and nuanced social work education and training, which accounts for the complexity of the professional role, within a digital society.

The risk paradigm in social work has also led to an accompanying emphasis on risk and harm in the adoption of digital technologies, whereby social workers have faced sanctions or been disciplined for inappropriate use of online technologies, like social media (Turner, 2016a; Westwood, 2019). The

widespread coverage of these cases by UK tabloids, provided further material for undermining social work as a profession. In one of the most notorious cases, the social worker involved, Siobhan Condon, was forced to move to a new house after the unleashing of what she described as the public's, 'absolute hatred for social workers, social care and social work' (Community Care 2015). Where such cases have attracted widespread adverse publicity there has often been a consequent professional backlash, which has further delayed the widespread adoption of digital technologies in social work education and practice (Hardy, 2014; Duncan-Daston et al. 2013).

Difficulties with definition in a rapidly changing landscape, pose another issue with integrating digital technology into social work education, as what constitutes 'the digital' has consequent implications for the skills and knowledge which social work students need to acquire. The meaning of 'Digital' in social work has been diversely adopted to cover social media use (Westwood, 2019); online safeguarding (Megele, 2018), through to online book groups (Taylor, 2014) and bespoke app development (Turner, 2019; Cooner, 2016)

In the national Digital Capabilities for Social work project (SCIE, 2019) 'digital capabilities' are defined as part of the Professional Capabilities Framework and the Social Work England Professional standards of practice for social work (2019). At post qualifying level, 'Digital capabilities' are contained within the Knowledge and Skills Statements for Adults and Children. Continuing Professional Development activities include training or self-taught activities, as well as the use of apps and other digital resources (SCIE, 2019).

In her pioneering contemporary study (Taylor, 2019) uses the term 'digital professionalism' to map the landscape of digital social work education through qualitative interviews with social work students. Taylor defines 'digital professionalism' as 'the act of being professional when carrying out the functions of a profession in the digital age. For social work this, whilst not officially defined, currently involves the interpretation and translation of the codes of conduct, to guide appropriateness and practice in the connected age' (p.x).

The 'Health and Care Digital Capabilities Framework (2019, p.2) applies the term 'digital literacies' to those 'capabilities that fit someone for living, learning, working, participating and thriving in a digital society'. As an integral part of the national Building a Digital Ready Workforce programme, under which the Digital Capabilities for Social Work project also sits, the Framework is designed to advance digital leadership, as well as supporting and developing a range of expertise within health and social care. In a move away from the dominant paradigm of risk and harm which has frequently prevailed within social work, the Framework stresses that: 'Excellent digital capabilities are not just about technical skills but include a positive attitude towards technology and innovation and its potential to improve care and outcomes' (2018, p.2).' Drawing from the Jisc Digital Capacity Framework (Beetham, 2015) the Framework moves beyond simply defining 'digital literacy' or 'capability' to providing a series of six digital domains, as follows:

- Digital identity, wellbeing, safety and security
- Communication, collaboration and participation
- Teaching, learning and self-development
- Information, data and content
- Creation, innovation and research
- Technical proficiency

These six domains of capability each contain four different levels covering basic digital skills to specialist competencies and can be used by anyone working in health or social care as a means of assessing their own capabilities, in an increasingly digitally dependent society.

For those involved in delivering social work education, the Framework provides a useful means of assessing digital capability – not only of students but of social work academics themselves (Taylor, 2019). This is particularly helpful in a landscape where the term digital is contested, and definitions proliferate. The process of app development described within this article spans the levels within the Framework, from lower to higher, including ‘I am confident and proficient in the creation of online/digital resources, tools, technologies that support the learning of others’ (NHS, 2018, p.13) Additionally, the app development models the co-production which is stressed throughout the Digital Capabilities for Social Work Stakeholders’ Report (SCIE, 2019), whilst simultaneously providing a tangible example of how to embed digital proficiency and core knowledge.

Standards of capability for social work: The Professional Capabilities Framework

Higgins (2016) argues that both social work education and practice are characterised by processes of continuous change. Amongst the most major of these within the last 15 years was the introduction of the Professional Capabilities Framework or PCF’s, prompted by the high-profile media storm which followed the death of Peter Connelly (Shoesmith, 2016). The tidal wave of media reporting and public concern which followed Peter’s death, resulted in a ‘task force’ and the establishment of the Social Work Reform Board (SWRB) whose role was to operationalise changes to social work education and practice, key amongst which were the PCF’s. (Higgins, 2016).

The Professional Capabilities Framework replaced the proficiencies under the previous Social Work degree in favour of a set of competencies which follow individuals through their career in social work. The PCF’s are defined by the Social Work Reform Board as:

An overarching professional standards framework—which will set out, for the first time, consistent expectations of social workers at every point of their career and will be used to inform the design and implementation of education and training and the national career structure (Higgins, 2016, p.3).

The PCF’s span pre-qualifying education, through to advanced practice, under nine distinct levels, from ‘Point of Entry’, through first placement and post – qualifying, to strategic social worker (BASW, 2019). There are also nine overarching domains which are tailored to the capabilities expected at each level and intended to capture the skills and knowledge thought to be essential for integrating social work education and practice:

- Values and ethics
- Diversity and Equality
- Rights, Justice and Economic Wellbeing
- Knowledge
- Critical reflection and analysis
- Skills and interventions
- Contexts and organisations
- Professional leadership

After their initial inception by the Social Work reform Board, the PCF's were housed with the College of Social Work, which was later closed by the Government in 2015. After this closure, the British Association of Social Workers (BASW) began hosting the PCF's on behalf of the profession. In 2018 the PCF's were refreshed and three new principles or super domains were added:

- Purpose: Why we do what we do as social workers, our values and ethics, and how we approach our work
- Practice: What we do-the specific skills, knowledge, interventions and critical analytic abilities we develop to act and do social work
- Impact: How we make a difference. Our ability to bring about change through our practice, through our leadership, through understanding our context and through our overall professionalism

Most student social workers will initially encounter the PCF's at the Point of Entry stage, where their level of knowledge is likely to depend on any previous engagement, or experience with social work and social care. Once they have started social work education, students are assessed against the PCF's in various ways, via Learning Outcomes for modules and through placement and other documentation. Whilst this can often become something of a tick box exercise and in some cases a hunt to provide evidence for different Domains, Clarke et al (2016) suggest that learning to fully understand the Professional Capabilities Framework should be enhanced by integrating creativity within social work programmes. Taking an arts-based learning approach, which includes poetry, music and film, Clarke et al (2016) argue that encouraging creativity and innovation creates more fulfilled and emotionally intelligent learners as well as improving engagement with the PCF's. The app process described in this article draws from such creative methods and combines these with the innovation made possible by a digital age. Students involved with the app process not only helped to produce film and audio, but additionally honed presentation skills and confidence, as well as enhancing their knowledge of the PCF's whilst simultaneously achieving them. Many of the students involved with the app production, for example, cited the development process itself as evidence of Professional leadership, Professionalism or Critical Reflection and other domains of the PCF. One of the students most involved with driving the app development was also successfully shortlisted as Student Social Worker of the year, thereby evidencing Professional leadership at a national level.

Student involvement as a means of co- production

The Stakeholder report for the Digital Capabilities project suggests that educators should include digital capabilities in social work education programmes using the Health and Care Digital Capabilities Framework and the Professional Capabilities Framework. Additionally, the Report recommends that experts by experiences with particular needs should be involved with preparing students for digital practice (SCIE, 2019). This co-production model was integrated throughout the design and development of the new app resource.

Based on her established track record in this field, the author gained an award of Higher Education Innovation Funding from her host institution, initially to develop a Communications Skills app. Once this funding was secured the author established a focus group, following a successful model utilised in previous work (author et al, 2019). The initial focus group consisted of social work academics from within the social work team at the host institution, Local authority social work managers, practitioners and Principal Social Workers; students, service user representative and app developers. Local authority stakeholders were recruited via the local Social Work Teaching Partnership and the

Principal Social Worker network, whilst service users were invited from the institutions social work service user network, following the recommendations of the Stakeholders Report (SCIE, 2019). To avoid the focus group becoming too large, initial invites were issued to Student Representatives or others in significant student roles, from each year of both the postgraduate and undergraduate social work programmes. Involving Student Representatives, acted as a means of repaying them for taking on such an important role, but also enabled them to act as conduits for other student views and feedback. The initial student involvement at the first focus group stage comprised of six women aged between 25 and 50, five of whom are BAME and one who is white British. There were also two men, one who is BAME and the other white British. This reflects the demographic of the host institution, where two thirds of students are from Black and minority ethnic backgrounds (Raftery, 2018).

The initial focus group was an informal forum, over lunch, where previous app development was showcased and discussed and ideas canvassed. Since this was not a research project but a knowledge exchange and development activity no individual data were collected and there was consequently no requirement or necessity for research ethics approval. However, including all these stakeholders at an initial stage followed good practice recommendations in the Stakeholder Report from the Digital Capabilities project, which state that digital development must be driven by practice and those that use services (SCIE, 2019). Within the app development project, focus groups followed this co – production model from the outset.

Co – production has become a popular model in social work, partly as a means of improving the harm done by excessive managerialism (Webb, 2006). Within practice, co-production enables collaborative relationships built on principles of trust, respect and communication with an emphasis on mutual acknowledgement and appreciation of different knowledge and skills sets (Hardy, 2018). Within social work education, the principles are the same, with academics and students working together to exchange knowledge and expertise in the same ways as practitioners and the communities they support. Where digital competencies and capabilities are involved, students may also have a great deal to contribute to the curriculum, as Wheeler suggests:

‘Content becomes more engaging because students invest their own time, energy and vision into creating it. They gain personal ownership over their learning. They place their own individual stamp on the content they create, and then share it within their personal learning environment and across their peer network...There is little more motivating than a receptive audience that appreciates your knowledge and skills...Schools, colleges and Universities that support the ethos of student- generated content will find themselves tapping directly into the rich mother lode of creativity and innovation that this generation of learners offers.....(Wheeler, 2015, p.96).

During the first focus group for the nascent app, the ‘rich mother lode of creativity and innovation ‘that Wheeler describes manifested itself in rejecting the author’s initial idea for the app (2015, p.96). The idea favoured by the focus group was for a mobile app resource that would assist social work students at the ‘PCF ‘Point of Entry’ stage, in gaining a deeper understanding of their chosen profession. Students in the focus group identified this as the resource that they wish had been available to them at the start of their own degree in Social Work, a view supported by research into social work Admissions processes (Cree et al; 2018 Holmstrom and Taylor, 2008).

Manthorpe et al (2010) suggest that social work selection programmes lack congruence and are very variable in what skills, prior experience and expertise are required of prospective students, as well as lacking in capacity to predict future success or failure. Holmstrom and Taylor (2008) suggest

that this situation could be ameliorated by focussing on the support that students require at different stages of their social work education. This focus on support was discussed and developed in the initial focus group, using the Professional Capabilities Framework (PCF's) as a vehicle for defining how to meet students' needs and requirements at each different stage of their social work training. As Eric, one of the students in the focus group, who was also a key player in the evolution of the app described:

'I believe that it is virtually impossible to be an effective social worker without a firm understanding of the PCF's and the app is the perfect tool that will not only assist students during their course but throughout their practice.'

Following the initial focus groups, Eric also described his slight feeling of intimidation at the beginning of the process, when he found himself surrounded by local authority partners and academics. However, in the true spirit of co-construction this did not last for long:

Although I found the initial focus group a little daunting and overwhelming at first, I soon realised that keeping quiet was not going to be an option as I felt that it was important for Lecturers and students to come together and collaborate. The focus group loved my idea of the app, focusing on the student's journey from the point of entry all the way through to placement and with particular emphasis on the PCF domains. I believe that my involvement and influence has reinforced my leadership qualities which will help me on my journey to become a competent and effective social work practitioner.'

The complete replacement of the original app idea in favour of the PCF1 resource also briefly caused the author to feel a little overwhelmed, as the focus group determined the next stages of the project. However, this experience highlights the need for co-production to be genuine, as Wheeler (2015, p.17) cautions:

The relationship being forged between teachers and their students with technology is not a superficial one.'

To avoid this superficiality, co-production must mirror the recommendations of the Stakeholder Report from the Digital Capabilities project for Social Work (SCIE, 2019), as well as the PCF's themselves (BASW, 2019). When followed carefully, co-production emphasises power sharing, building effective relationships and mutual respect for knowledge, skills and expertise (Hardy, 2018), all of which may be especially difficult to achieve in Higher Education, where power relations are often rigidly established. However, it is often students who will be able to bring the time and creativity to new projects, rendering principles of co-production vital in any new development project. Jordan Wosik, from Doncaster Children's Services Trust, who is a member of the Digital Capabilities for Social Work Advisory Group, encapsulates this in a blog post (2019) where he showcases the work of a student social worker who successfully found him appropriate housing:

'When I was leaving care, at first I was told that my only options were to live in a Foyer or YMCA hostel. But a student social worker did some online research and found a charity that provided local housing – and I've been living independently with them for almost a year. It's amazing that such a little thing – like knowing how to do an online search – can make such a massive difference.'

In the process of any form of app or digital development, co-production with the digital developers is also vital – another key message highlighted by the Digital Capabilities for Social Work Report (SCIE, 2019). In an earlier article (2019) the author stresses the necessity of working with a firm of

app developers who can help to transform often nebulous ideas into some form of viable resource. Campbell and McColgan (2016, p.305) also emphasise this in their article on app development, providing a useful checklist which includes building 'a mutually respectful working relationship with your developer company.'

Development of the app

At the initial focus group, stakeholders recommended that the app development should follow the PCF's, beginning at Level 1 – Point of Entry (BASW, 2019). This first level contains all nine domains, mapped to the skills and knowledge which prospective students should be able to demonstrate at point of entry to social work qualifying programmes. Students in the focus groups suggested that making this information available on an easily accessible mobile app would help to provide the form of initial support recommended by Holmstrom and Taylor (2008), thereby improving performance at interview, as well as providing essential knowledge for students, as they begin their path into the profession. However, whilst this information is also available on websites, journals and in books, providing it on a mobile app also simultaneously meets the digital capabilities agenda by compelling students to engage with technology at the Point of Entry stage. This is especially important for students like Phillippa, a third year Undergraduate, who eventually participated in the app development but previously identified as something of a 'luddite' (Turner, 2014):

'As an absolute technophobe, who has managed to exist without a mobile telephone up until this point, being involved in the development of the app, offered me both an exciting learning opportunity and a personal challenge.'

Phillippa's experience echoes previous research by the author (2016a) in which a newly qualified social worker completing her Assessed and Supported Year in Employment (ASYE) post Degree, realised that her self-reported 'technophobia' was putting her at risk, whilst creating distance between her and the users of her service. This is also reflected in the Stakeholders Report for the current Digital capabilities project for Social Work where practitioners reported wanting to utilise digital technology in order to enable relationship-based practice and improve the experiences of people who use services. Wosik's blog (2019) also stresses the importance of digital literacy in improving the lives of those who use services:

It's not all about specialist tech. Existing social media like Facebook can promote courses and services for young people. And sometimes it's just about the social worker's own knowledge and confidence.

Following the initial focus group, a further two core groups informed the initial appearance and content of the app. The focus group format had been utilised in previous app development by the author, proving highly effective at inviting lived experience from participants (Turner, 2019; Cartwright, 2017). As in the previous app development a core group of students from different levels of social work education attended, with key points recorded and transcribed in order to inform the practicalities of development (Turner et al, 2019). In addition to the focus groups, feedback was also sought from representatives of the service user and carer network at the host institution and from practitioners within the local authorities. Faculty from the host institution also contributed ideas, whilst draft 'in progress' versions of the app were also demonstrated at different institutional conference and other events, thereby eliciting valuable feedback.

Within the first two focus groups, participants were clear that written text should be kept to a minimum within the app and that audio-visual content should be used wherever possible. Wheeler (2015) dubs this form of engagement, 'student-centred learning' in which students assume much

greater responsibility for their own learning and thereby gain ownership over their knowledge rather than passively receiving this from ‘experts.’ Taylor (2019, p.59) in her innovative study of digital professionalism in social work education echoes this, dubbing students ‘experiential experts’ due to their close exposure to the event being studied.

Following feedback that audio visual content should be used wherever possible, in place of written text, students were invited to record brief, video clips based on each domain of the PCF’s. Students from across the social work programmes at the host institution were invited to a presentation on the app development, including showcasing a previous resource, and were encouraged to ask questions and provide feedback. It was explained that the app does not collect data but is designed to run locally on an individual user’s device and that, since this was a knowledge exchange activity and not a research project, institutional research ethics had not been required. However, permission was sought via the institution at all stages of the development project, with regular updates provided. Written consent was gained from each student who contributed to the app, with the total number eventually reaching over twenty participants. The videos were captured by the app developers and incorporated into the final design, ensuring that co-production continued to be followed throughout. A further, smaller group of students also recorded the audio. Students who participated in both the audio and video recording were offered the opportunity to assess their contribution prior to final incorporation into the app and to withdraw their consent if necessary. The app also carries a privacy statement confirming that ‘no data of any description is transmitted to any remote facility.’

On the technical front, the initial prototype app was developed, as in previous projects led by the author (2019), using LiveCode, a software development location which enables transferability across different platforms – for example both (Apple) and Android (Google) operating systems. LiveCode is also responsive to the updates necessary when a co-production model is utilised throughout.

As in previous digital development (Turner,2019) the design and content of the app were kept deliberately simple in order that all users could feel proficient when using it. This was particularly important for students like Phillipa who had previously identified as luddites or technophobes.

On a pragmatic design level, incorporating the traditional PCF fan graphic into a shape suited to mobile devices proved initially problematic. Eventually this was solved by using the PCF colour scheme for each domain but dispensing with the fan in favour of coloured squares that fitted the screen format, as shown in Figure 1. As the PCF’s are hosted by BASW, permission was also sought to utilise the PCF’s within the app:



Fig 1: Professional Capabilities Framework (main screen)

The final app comprised of four screens, each of which also contained a series of touch sensitive sub sections:

- You want to be a social worker?
- Your application, your interview and your first year
- Professional Capabilities Framework (PCF) Point of Entry
- Moving on from your first year.

After initial demonstration at an institutional Conference and other event, it was agreed that a further 'checklist feature' would be added to the app, so that users could include personal information which then remained on their device. This 'checklist feature' also met the levels of Health and Care Digital capabilities Framework, in various ways, including

'I know that it can be useful to record any learning activities for personal and professional purposes.' (2018, p.12).

Dissemination

The app is included as one of eight practice examples within the initial Stakeholders' report for the Digital Capabilities project for Social Work, although these are provided only to support further reflection and innovation in the sector, rather than as proof of excellence (SCIE, 2019). Nevertheless, these practice examples act as illustrations of the creativity that is possible through collaborative digital innovation. Where Taylor (2019) identifies a reluctance to engage with digital professionalism amongst social work educators, the Stakeholders' report shows that practitioners want to engage with technologies and therefore the practice examples act as models of merit and innovation, expanding possibilities and providing achievable objectives. The PCF 1 app will be published in test mode on the Apple store prior to seeking further institutional support and full approval by Apple. Consequently, at present it is not available for download, but it is intended that it will become available soon.

Conclusion

This article builds on an existing article (Turner et al, 2019) which described the creation, evolution and future application of a software app' within social work Higher Education. In this previous article the author (et al 2019) emphasised that a lack of technological skill should not in itself dissuade both educators, students and practitioners from creating digital resources. Since then, publication of the SCIE and BASW Stakeholders report for the Digital Capabilities for Social Work has re-enforced key messages from both articles, most notably that social work educators should integrate digital capabilities throughout social work education programmes using the Health and Care Digital Capabilities Framework and the Professional Capabilities Framework (BASW, 2019). Additionally, those who use services and those who develop technologies should co-operate in ways which model the values of social work and ensure meaningful involvement. The process of app development and creation described in this article has demonstrated these key messages from inception to completion, involving students as key players and creators of content throughout. The experience of involvement is deftly summarised by Andrew, a student who played a key part in the app development:

'It is widely held that fundamental to effective practice with service users across all specialisms are the concepts of co-production, involvement and the value of experts by experience. The

collaboration between tutors and students in the development of this app mirrors this and consequently the result is, we hope, a better 'product'.

This cooperation between tutors and students may well tick a number of boxes for TEF/REF. However, this project has been so much more than a tick-box exercise. The initial design changed markedly as a direct consequence of our involvement as students and we have felt that our experience and knowledge were valued and respected throughout. I hope that, in practice, I can replicate this so that service users feel the same way.'

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