Practice Education Stage 2 SWK 4421

Module Handbook 2018 -19

Hendon

School of Health and Education

Module Leader: Rahaman Mohammed

Student Name

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Module Leader's Welcome

Dear Student

Welcome to Practice Education Stage 2 – (Practice Teaching and Assessment SWK 4421). This module is taught at level 7 and it is the student's responsibility to ensure they are prepared for this level of study. Successful completion of the Practice Education Stage 1 module and Practice Education Stage 2 module results in successful qualification as a **Stage 2 Practice Educator.**

*There are two start dates for this module so do **note whether your cohort started in October or January** as the workshop dates are on varying days and dates.*

Credits achieved at level 7 can be used towards completion of Middlesex University's new CPD framework. The new framework allows learners to follow different specialisation pathways, each with different flexible exit awards such as a Postgraduate Certificate or Diploma or Masters Advanced Social Work Practice.

SWK 4421 include an overview of the main areas involved in supervising, teaching, mentoring, coaching and assessing social work students studying qualifying social work programmes. This module focuses on achieving the Practice Educator Professional Standards.

Teaching will be delivered through full day workshops and will focus on the areas highlighted above. Teaching and learning materials can be found on the 'My Learning' / Moodle site. Students will be required to carry out relevant reading to prepare for and complete formative assessments throughout the modules. This handbook specifies the learning outcomes, reading and assessment scheme for students undertaking these modules.

The assessment for the modules consists of formative and summative assessment, both of which are outlined in detail in this handbook. **The submission date for the portfolio is the 20 May 2019**. This handbook includes assessment criteria (marking sheet) specific to the module. Further guidance on assessment will be provided in the taught sessions and submission dates are included in the handbook. If you request a deferral from UniHub for your summative assessments please advise your module leader and tutor as soon as possible of the outcome decided. If you apply for a deferral and your deferral application is successful please note that the **deferral submission date is 19 August 2019.**

We look forward to guiding, encouraging and challenging you. Please do not hesitate to speak or email any of the module lecturers if you have any module related queries.

Rahaman Mohammed
Module Leader

Staff List and Contact Details

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Module Narrative (Level 7)

1.	Short code	SWK4421
2.	Title	**Practice Education (Stage 2)**
3.	Level	7
4.	Credit points	30
5.	Start term	012018
6.	Subject	**Social Work**
7.	Module Leader	**Rahaman Mohammed**
8.	Accredited by	
9.	Module restrictions	
	(a) Pre-requisite	**SWK4011 or equivalent (e.g. 'Enabling Others')**
	(b) Programme restriction	**None**
	(c) Level restrictions	
	(d) Other restrictions or requirements	
10.	Automatic deferral	**No**
11.	**Aims** The aim of the module is to promote good practice in the assessment of student social workers, supported by practice-based teaching, and meeting the practice education requirements as set out in Practice Education Professional standards (PEPS), within a particular specialism of adult, children or mental health social work.	
12.	**Syllabus** The syllabus comprises: • Emotional Context of Social Work & developing resilience • Coaching, mentoring and supervising students • Self-evaluation • Social Work theories	
13.	**Learning outcomes** On successful completion of the module, the student will be able to: 1. Demonstrate a systematic and advanced understanding of the Standards of Proficiency for Social Workers in England (SPSW) and the Professional Capabilities Framework (PCF) and be able to identify and take responsibility for their own learning needs as well as the learning needs of a social work student. 2. Evidence their ability to meet the PEPS domains by demonstrating an advanced knowledge and competence in identifying, gathering and critically evaluating evidence. 3. Critically reflect upon, and systematically apply social work values and ethics within work-based assessment;	

	4. Devise and provide practice learning opportunities that meet the learners developmental needs in relation to the SPSW, and the PCF;
	5. Accept accountability for the work of others, critically evaluate and effectively monitor direct practice
	6. Demonstrate postgraduate ability to construct formal assessment reports for own work and the work of others in which significant judgements are articulated.

14.	**Learning, Teaching and Assessment Strategy**
	
	Teaching Delivery
	
	The module comprises:
	
	• formal didactic inputs
	
	• representative practice exercises
	
	• weekly guided reading
	
	• e-learning via the university's "My Learning" and external websites
	
	• employer-based facilitation of the assessment of a student social worker.
	
	E-learning
	
	E-learning is promoted by:
	
	• use of the university's "My Learning" to promote learning outside of the classroom by online posting of resources and formative assignments;
	
	• posting presentations, session notes and other learning material and resources online;
	
	• signposting to external websites.
	
	Diversity
	
	Students are sponsored by local social work agencies, all of whom are explicitly committed to (a) equal opportunities in staff recruitment, (b) in-house support to staff with disabilities, and (c) anti-discriminatory practice in direct practice with diverse user and carer groups. Learning and teaching materials reflect the well-established commitment to anti-discriminatory practice within social work education and training.
	
	Formative assessment:
	
	• work-based assignments, centred on:
	
	    o generation of work-based evidence
	
	    o self-evaluative writing – reflective journal

- individual feedback on the assignments from peers in the role of 'critical friend'

- direct observations of a Practice Education student's teaching practice by a Practice Assessor including constructive feedback on the observations

Summative assessment:

Summative assessment is via a portfolio, comprising the following documents:

1   A self-evaluative report drawing on all of the PEPs domains (including Values), demonstrating the student's ability to meet the PEPS (LO 1-6) (5000 words)

2   Trainee PE's final report on the social work student, including 3 direct observations of practice (LOs 1-6) (graded: pass/fail)

3   Trainee PE's evaluation of placement (QAPL)

4   A report from an independent Practice Assessor (PA), including two direct observations of teaching/assessment practice (LOs 1-6)

Note:

1. Documents 1 and 2 **are** graded (the former using the university's 20-point scale and the latter as pass or fail).
2. Documents 3 and 4 **are not** graded as the former is to obtain student's feedback for quality control purposes, and the latter is not the candidate's work. Both pieces of work do however need to be included in the portfolio, as they triangulate the evidence produced in documents 1 & 2.

 All parts of the portfolio must be submitted and passed / satisfactorily completed, for the module to be successfully achieved.

15	**Assessment weighting**	
	Seen examination	**None**
	Unseen examination	**N**
	Coursework (no examination)	**100%**
16	**Timetabled examination required**	**NA**
17	**Length of exam**	**NA**

8.	Learning materials
	Essential:
	• Health and Care Professions Council (2012) *Standards of Proficiency for Social Workers in England*, http://www.hpc-uk.org/assets/documents/10003B08Standardsofproficiency-SocialworkersinEngland.pdf • The College of Social Work (2012). *Practice Educator Professional Standards for Social Work*. available at: http://www.tcsw.org.uk/uploadedFiles/TheCollege/_CollegeLibrary/Reform_resources/Practice-EducatorProfessional(edref11).pdf
	Recommended:
	• Field, P., Jasper, C. and Littler (2016) 2nd ed. 'Practice Education in Social Work Achieving Professional Standards.' Northwich. Critical Publ. • Advocacy in Action *et al.* (2006) 'Assessing Fitness to Practice and Managing Work-based Placement,' *Social Work Education*, 25(4). • Doel, M. and Shardlow, S. (2005) *Modern Social Work Practice: Teaching and Learning in Practice Settings*, Ashgate. • Kearney, P. (2003) *A Framework for Supporting and Assessing Practice Learning*, London, SCIE. Klenowski • Parker, J. (2004) *Effective Practice Learning in Social Work*, Exeter, Learning Matters. • *Social Work Education* (2006) Themed Issue: 'Service Users and Carers in Social Work Education,' 25(4).

19.	Module run (NB. These should be set up 4 years in advance):								
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus/mode e.g. DE		
	2013-14	Autumn	N/A	Nov 13	May 14	30	Hen		
	2014-15	Autumn	N/A	Nov 14	May 15	30	Hen		
	2015-16	Autumn	N/A	Nov 15	May 16	30	Hen		
	2016-17	Autumn	N/A	Nov 16	May 17	30	Hen		
20.	Timetabling information								
	(a) Please indicate which teaching activities will be offered in this module:								
	LECTURE (LEC)					No			
	SEMINAR (SEM)					Yes			

	LABORATORY(LAB)	No
	WORKSHOP (WRK)	Yes
	TUTORIAL (TUT)	No
	(b) Timetabled	Yes
	(c) Student centrally allocated	No

Consultation

The following should be consulted. The checklist below may be used.

Deputy Dean	
University link tutors	
Students (via Boards of Study and other channels of communication e.g. intranet)	
External examiners as appropriate	
Timetabling	

Approval of New Module for entry onto MISIS

Head of Department————————————— **Date** —————   Approval at school committee   **Deputy**   **Dean** ——————————————— **Date** —————
Approval by chair's action   **Deputy**   **Dean** ——————————————— **Date** —————
MISIS entry ———————   **Data administrator** **Date** —————

Notification

Once the QM has updated MISIS the approval should be notified by email (or copy) to relevant staff. The checklist below may be used.

Deputy Dean	
University link tutors	
Directors of Resources	
School Learning Resource Managers	
Timetabling	
School Data Administrators	
School Assessment Officer	
Students (only if proposal is agreed after May)	
Changes approved at appropriate school committee are logged as an appendix to the school quality monitoring report	

SWK 4421 Links to Knowledge and Skills Statements (KSS)

The knowledge and skills statements sets out what the government expects child and family social workers and those working with adults to know and do. The statement for children and family social workers will *also* serve as the cornerstone for the development of the national assessment and accreditation system for the three levels of professional practice in England (Approved Child and Family Practitioner, Practice Supervisor and Practice Leader).

The key statements that this module will help you evidence (either in full or in part) are:

Knowledge and skills statement for work with **Adults**	Knowledge and skills statement for work with **Children and Families - Approved Child and Family Practitioner level**
• 7. Direct work with individuals and families • 8. Supervision, critical reflection and analysis • 9. Organisational context • 10. Professional ethics and leadership	• 1. Relationships and effective direct work • 2. Communication • 6. Child and family assessment • 7. Analysis, decision-making, planning and review • 9. The role of supervision • 10. Organisational context
	Knowledge and skills statement for work with Children and Families - Practice Supervisor level
	• 1. Promote and govern excellent practice • 2. Developing excellent practitioners • 3. Shaping and influencing the practice system • 4. Effective use of power and authority • 5. Confident analysis and decision-making • 6. Purposeful and effective social work • 7. Emotionally intelligent practice supervision • 8. Performance management and improvement

Links to the Professional Capabilities Framework

We expect this module to contribute towards all of the domains of the PCF at the following levels:

[Experienced Social Worker](#)*

[Advanced Level](#)*

*Click above links to read the PCF statements for the stated level

Middlesex University School of Health and Social Sciences
Marking Sheet PQ Practice Teaching & Assessment

Module No   **SWK4421**   **Student No**

SWK Assessment Criteria	Grade				
	1-4	5-8	9-12	13-16	17-20
Breadth and depth of relevant knowledge is critically reviewed and consolidated					
Demonstration of the ability to integrate and consolidate values and ethics					
Evidence of critical analysis and evaluation of concepts					
Discussion is focused, literate, fluent and accurate, and the arguments lead to specific conclusions					
Reference is made to relevant literature; referencing and the reference list are accurate and follow University guidelines					
Work is within the required word limit Yes / No					

Additional Comments

First marker: **Second marker:**   **Date:**

Grade:
Note: Please note that the grades awarded to you are subject to confirmation by the Assessment Board. The Assessment Board has the right to alter any grade after due consideration and discussion, taking into account the External Examiner's view

KEY TO GRADES

Grading scheme

All grades are on the basis of the 1-20 scale as given in the University Regulations.

Table B: The 20-point scale

Grade	Class of Honours Degree	Other Qualifications
1		
2	FIRST CLASS	DISTINCTION
3		
4		
5		
6	UPPER SECOND	MERIT
7		
8		
9		
10	LOWER SECOND	
11		
12		PASS
13		
14	THIRD	
15		
16		
17	FAIL – MARGINAL Compensation allowed	FAIL – MARGINAL Compensation allowed
18	FAIL – Compensation allowed	FAIL – Compensation allowed
19	FAIL – Compensation not allowed	FAIL – Compensation not allowed
20	FAIL- Incorporating failure to participate in assessment necessary to achieve all learning outcomes. Compensation not allowed	FAIL- Incorporating failure to participate in assessment necessary to achieve all learning outcomes. Compensation not allowed

A student's performance in a module will be given an overall grade and/or code using:

i) pass grades (1 to 16) on the 20-point grading scale; or

ii) the fail grades (17*, 18*, 19*, 20*, X)

* Please note: Following failure of a module at the first attempt, **one** reassessment attempt is permitted at the next available opportunity (you will be advised of the reassessment date).

Weekly Sessions*

Workshop 1 (08 Jan 2019)

10:00 – 12:30 **Group Rooms:** **Carl's:** <mark>tba</mark> **Rahaman's:** <mark>tba</mark>	1:30 – 4:00 **Group Rooms:** **Carl's:** <mark>tba</mark> **Rahaman's:** <mark>tba</mark>
The Practice Educator Professional Standards Objectives of session: • To review the Practice Educator Professional (PEP) Standards • To clarify any queries or questions regarding the PEPS and meeting PEPS criteria. *Recommended Reading* Health and Care Professions Council (2012) *Standards of Proficiency for Social Workers in England*.	Social Work Theory Objectives of session: • To revisit core social work theory and consider its importance in teaching and assessing students • Explore the tension re: use of theory in practice • Define the concept of theory • Identify theories & methods/models of intervention relevant to social work practice • Applying theory to practice to support student's learning. *Recommended Reading* Field, P., Jasper, C. and Littler (2016) 2nd ed. 'Practice Education in Social Work Achieving Professional Standards.' Northwich. Critical Publ. Horner, N, (2009), 'Understanding intervention' in Social Work: Themes, Issues & Critical Debates, 3rd ed. Basingstoke. Palgrave Howe, D. (1996) 'Surface and depth in social work practice'. In Parton, N. (eds.) Social Theory, Social Change and Social Work. London: Routledge. Jones, C. (1996) 'Anti-intellectualism and the peculiarities of British social work education'. In Parton, N. (eds.) Social Theory, Social Change and Social Work. London: Routledge.

Workshop 2 (08 Feb 2019)
Emotions and Self-Directed Learning in Practice Education

10:00 – 12:30	1:30 – 4:00
Group Rooms: Carl's: <mark>tba</mark> Rahaman's: <mark>tba</mark>	**Group Rooms:** Carl's: <mark>tba</mark> Rahaman's: <mark>tba</mark>

<u>The Emotional Context of Social Work Practice</u> Objectives of session: - To consider the emotional context of social work practice - To explore ways of supporting students in dealing with the service users' emotions and the impact of this - To develop students' resilience *Recommended Reading* Megele, C (2015) *Psychosocial and Relationship Based Practice*. Critical Thinking. Howe, D (2008) *The Emotionally Intelligent Social Worker.* Basingstoke: Palgrave. Ferguson, H (2005) 'Working with Violence, the Emotions and the Psycho-social Dynamics of Child Protection: Reflections of the Victoria Climbie case', *Social Work Education, Recommended Readingol. 24, No 7 pp 781-795.* Rustin, M (2005) 'Conceptual Analysis of Critical Moments in Victoria Climbie's life', *Child and Family Social Work,* 10, pp-11-19.	<u>Self – Directed Learning</u> Objectives of session: - An opportunity for you to 'self-direct' your learning by determining your current learning needs. What is most pertinent to your learning at this stage of the course? What goals will you set for yourself and what resources may help to enhance your learning? Considering previous discussions what learning strategies will you implement for yourself? And how you will evaluate your learning? - Create a poster or visual image which outlines the above points. Bring this to next week's class for presentation to your peers. *Recommended Reading* Field, P., Jasper, C. and Littler (2016) 2nd ed. 'Practice Education in Social Work Achieving Professional Standards.' Northwich. Critical Publ

Workshop 3 (01 March 2019)
Supporting Students with Special Learning and Other Identified Learning Needs

|	
10.00 -12.00 am (**joint session - all**) **Room**: <mark>tba</mark> <u>Supporting Students with Special Learning Needs</u> • Guest speaker from Disability and Dyslexia Service	
12:00 – 12:30 **Room: N/A** **<u>Private Study</u>** Objectives of session: • Self-directed learning • To continue working on poster e.g. what needs to take place to achieve your goals on this course *Recommended Reading* Smith, A., McAskill, H and Jack, K (2009) *Developing Advanced Skills in Practice Teaching.* Basingstoke: Palgrave Macmillan. (Chapters 8 & 9) Walker, J., Crawford, K. and Parker, J (2008) *Practice Education in Social Work: A Handbook for Practice Teachers, Assessors and Educators.* Exeter: Learning Matters. (Chapter 4) Williams, S and Rutter, L (2007) *Enabling and Assessing Work-Based Learning for Social Work.* Birmingham: Learn to Care. Chapter 4.	**1:30 – 4:00** **Group Rooms:** **Carl's:** <mark>tba</mark> **Rahaman's:** <mark>tba</mark> <u>Coaching, mentoring and supervising students</u> Objectives of session: • To identify the progress of the social work student in relation to the PCF and areas for development • Supporting the student through the second half of the placement. • Exploring the use of coaching and mentoring in practice education and teaching *Recommended Reading* Field, P., Jasper, C. and Littler (2016) 2nd ed. 'Practice Education in Social Work Achieving Professional Standards.' Northwich. Critical Publ.

Workshop 4 (21st March 2019)
Development Using Self Evaluation and User Involvement in Assessment

10:00 – 12:30	1:30 – 4:00
Group Rooms: **Carl's:** <mark>tba</mark> **Rahaman's:** <mark>tba</mark>	**Group Rooms:** **Carl's:** <mark>tba</mark> **Rahaman's:** <mark>tba</mark>
Self-evaluation Objectives of session: • To explore the concept and practice of self-evaluation within the context of the self-evaluative report • To look at available sources of evidence and a sample of a self-evaluative report *Recommended Reading* Field, P., Jasper, C. and Littler (2016) 2nd ed. 'Practice Education in Social Work Achieving Professional Standards.' Northwich. Critical Publ. Bolton, G (2010) *Reflective Practice. Writing and Professional Development.* (3rd ed). London: Sage. Brown, K and Rutter, L (2006) *Critical Thinking for Social Work.* Exeter: Learning Matters. Slater, P (1996) Practice Teaching and Self-Assessment: Promoting a Culture of Accountability in Social Work, in *British Journal of Social Work,* 26, pp. 195-208. Smith, A., McAskill, H and Jack, K (2009) *Developing Advanced Skills in Practice Teaching.* Basingstoke: Palgrave Macmillan. (Chapter 11)	User Involvement in Assessment Objectives of session: • Including user involvement in assessment of social work students • Discussion of any live issues *Recommended Reading* Developers of User and Carer Involvement in Education (DUCIE) (2009) *Involving Service Users and Carers in Education: the Development Worker's Role.* Lancaster: Higher Education Academy/Mental Health in Higher Education Begum, N (2008) Users as partners, in Hafford-Letchfield, T., Leonard, K., Begum N and Chick, N. *Leadership and Management in Social Care.* London: Sage. Doel, M. and Best, L (2008) *Experiencing Social Work: Learning from Users.* London: Sage. Smith, A McAskill, H., Jack, K (2008) Developing Advanced Skills in Practice Teaching. Basingstoke: Palgrave Macmillan, Part II.

Workshop 5 (18th April 2019)
SER Peer Review, Endings and Portfolio Preparation

10:00 – 12:30 **Group Rooms:** **Carl's:** <mark>tba</mark> **Rahaman's:** <mark>tba</mark>	1:30 – 4:00* **Group Rooms:** ***Carl's:** <mark>tba</mark> **Rahaman's:** <mark>tba</mark>
<u>Review of self-evaluative report</u> Objectives of session: To assess each others' assignments as critical friends and provide feedback using the pro forma *Recommended Reading:* Field, P., Jasper, C. and Littler (2016) 2nd ed. 'Practice Education in Social Work Achieving Professional Standards.' Northwich. Critical Publ. Shardlow, S & Doel, M (1996) *Practice Learning and Teaching.* Basingstoke: Macmillan. (Chapter 9) Lomax, R., Jones, K., Leigh, S and Gay. C (2010) *Surviving Your Social Work Placement.* Basingstoke: Palgrave.	<u>Developing your Portfolio & Endings</u> Objectives of session: - To outline the structure of portfolios - To ensure students understand the requirements for submitted portfolios - To consider issues of placement endings - To prepare for the end of placement - To review and evaluate the practice teaching and assessment module *Recommended Reading* Hull, C, Redfern, L and Shuttleworth, A (2005) *Profiles and Portfolios: A Guide for Health & Social Care.* (2nd edn) Basingstoke: Palgrave Macmillan. Forde, C, McMahon. M and Reeves, J (2009) *Putting Together Professional Portfolios.* London: Sage. Klenowski, V (2002) *Developing Portfolios for Learning and Assessment. Processes and Principles.* Oxon: RoutledgeFalmer. Smith, A McAskill, H., Jack, K (2008) Developing Advanced Skills in Practice Teaching. Basingstoke: Palgrave Macmillan, (Chapter 6)

Social Work Reform Board Practice Educator
Professional Standards
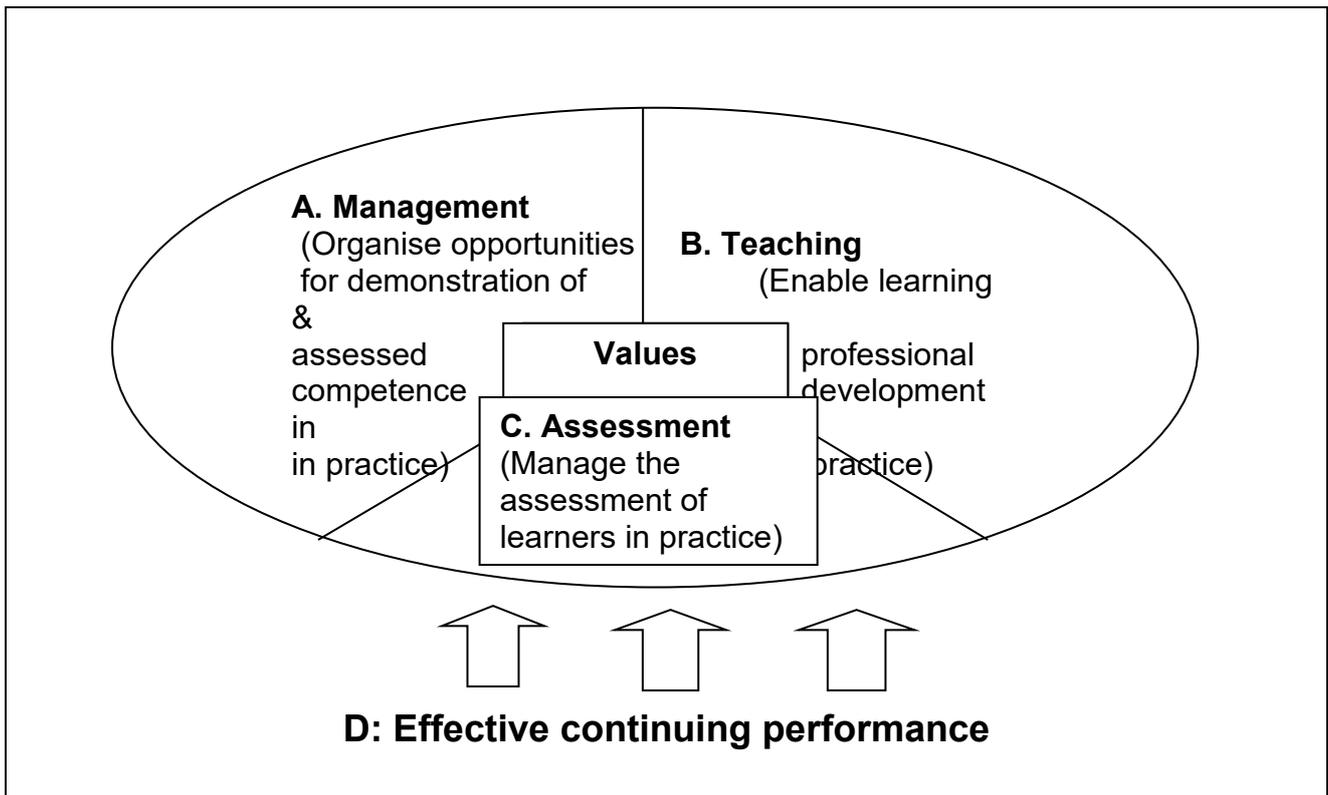
In the above diagram:

- Values are central
- Management, teaching and assessment operationalise the values
- Reflective practice should assist in ensuring effective continuing performance across all domains
- Practice Educator Professional Standards for Social Work.

These Practice Educator Professional Standards (PEPS) set out requirements at two stages, commensurate with the different levels of complexity and responsibility in teaching, assessing and supervising social work degree students. The standards may also be helpful for those supporting and assessing newly qualified social workers, experienced social workers undertaking formal or informal continuing professional development or others engaging in learning and development activities.

These standards have come into effect in October 2013, and are minimum requirements. They apply to all placements within the academic year 2013/14 and thereafter. **From October 2015 all practice educators of social work students must be registered social workers.** Partnerships may individually or collaboratively wish to develop requirements at a higher level.

A glossary of terms used is provided in annex 1.

Staged Approach

The PEPS outline two stages of progression for practice educators:

Stage1

Practice educators at this stage will be able to supervise, teach and assess social work degree students up to but **not including** the final assessment prior to qualification. At this stage they **may contribute to the last placement but not take full responsibility for assessment** or act as the practice educator on a day-to-day basis.

Stage 2

Practice educators at this stage will be able to supervise, teach and assess social work degree students up to and **including the last placement**. In effect, these practice educators will have the authority and capability to recommend, on the basis of appropriate evidence, that the social work students are fit to practise at the point of qualification.

Developing pathways or programmes to meet the standards.

It is for Higher Education Institutes (HEIs) and employers to develop suitable ways of enabling candidates to meet the learning outcomes. These may include self managed portfolio presentations and/or a variety of in-house, distance and open learning or HEI- based training activities.

Programme providers may wish to combine stage 1 and stage 2 training arrangements and assessment of learning outcomes into an integrated programme to maximise flexibility and local workforce planning needs.

Assessment, accreditation and maintaining currency

The underpinning principle of the two proposed stages is that evidence to meet the learning outcomes may be generated within the workplace without the need for HEI accreditation and approval arrangements. It would be for partnerships and networks to plan together formal APL/APEL arrangements and credit rating where these are appropriate. Partnerships should also ensure that practice educators have relevant opportunities to undertake continuing professional development (CPD) and are able to demonstrate continued proficiency and capability. Practice Educators should keep a record of CPD relevant to their role as a practice educator and be prepared to present this as evidence for re-registration (if requested by the regulator). Practice Educators normally need to maintain currency through taking full responsibility for a social work student at least every two years.

Practice educators, as registered social workers, need to apply their professional value base to whatever role they undertake in a range of contexts. Practice educators will need to ensure that the values on which they base their own practice and on which they teach, supervise and assess learners are in line with current expectations of The College of Social Work, and also the Health and Care Professions Council's[1] standards of conduct, performance and ethics.

Equivalent practice educator qualifications

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[1] The Health Professions Council became The Health and Care Professions Council from 1st August 2012

Practice Teacher Award (PTA) holders and those who have achieved a Higher Specialist Award in practice education within the former GSCC PQ framework[2] who are qualified and registered social workers, are accepted as having reached the standards for stage 2 of the proposed framework. PTA holders can continue to be responsible for assessing and teaching students at all placement levels and may be able to act as mentors and assessors for PE candidates if employers and HEIs are satisfied that they have continued to regularly practice as a practice educator . Normally this would mean they have had direct responsibility for at least one student in the last two years or had relevant experience in practice education and have retained and developed their skills, knowledge and value base.

Off-site practice educators and practice supervisors.

From October 2013, independent off-site practice educators are expected to meet the capabilities within the Professional Capabilities Framework (PCF) as an experienced social worker and to have demonstrated proficiency at stage 2, so therefore must be registered social workers. This also applies to any off-site practice educators who are employees of the organisation hosting the placement. It is the responsibility of the agency or HEI contracting the independent practice educators to be satisfied that the independent practice educators is competent and suitable to carry out their responsibilities. This would include ensuring that safeguarding checks have been undertaken.

Practice supervisors would not have to reach Stage 1 proficiency to support and supervise the day-to-day work of a social work student and would not necessarily have to be registered social workers for the first placement[3]. However, it is recommended that they should be working towards the stage 1 learning outcomes (excluding A5 and C11) and be supported by their line manager and practice educator. It is for the line manager to ensure that a practice supervisor is competent to provide day-to-day practice supervision of social work students.

Links with the Professional Capabilities Framework
The Practice Educator Professional Standards are cross referenced within the PCF at social worker and experienced social worker levels.

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[2] who also have met the practice educator standards observation of practice assessment requirements in the attached table

[3] A practice supervisor who is not a registered social worker will not normally be able to provide day-to-day supervision for the last placement

Practice Educator Professional Standards

Requirement	Stage One	Stage Two and Combined Stage 1 and 2 pathways
Professional Qualification	Registered Social Worker	Registered Social Worker
Experience	Two years' relevant work experience before taking full responsibility for assessing a social work placement, qualified for two years.	Three years' relevant work experience, qualified for two years by the end of the programme.
Knowledge, skills and values – linked to learning outcomes	Pathways and programmes must support practice educator candidates to meet **stage one outcomes** in Domains **A, B and C** and apply values to practice.	Pathways and programmes must support practice educator candidates to meet **all** learning outcomes in Domains **A - D** and apply values to practice.
Support	Guided support from an appropriate mentor (Practice Educator Stage 2) on individual or group basis	
Assessment Process 1.Evidence	Applicants for the role must evidence achievements against learning outcomes in domains A – C, according to arrangements made by local or regional employer networks	Applicants for the role must evidence achievements against learning outcomes in domains A – D, according to arrangements made by local or regional employer networks
2. Observation of Practice	One direct observation of a practice educator candidate teaching, supervising and assessing a social work student against the Professional Capabilities Framework.	Two direct observations of a practice educator candidate teaching, supervising and assessing against the Professional Capabilities Framework. Evidence of work-based competence from taking full responsibility for one social work student and one other being assessed against the Professional Capabilities Framework.
3. Assessors	All assessors of practice educator candidates, including those observing a candidate's practice, must be appropriately qualified at stage 2 or equivalent	
4. Assessment standards	Partnerships will wish to develop mechanisms which ensure that all their PEs are meeting the standards. This will form part of The College's endorsement criteria. The final assessment decision will be made jointly by the HEI and employer representatives	

Requirement	Stage One	Stage Two and Combined Stage 1 and 2 pathways
Links with QAPL	All candidates should: • Contribute to the completion or review of a QAPL[4] audit • Complete a QAPL practice educator feedback form for each student they assess	
Programme structure	There should normally be some core input around domains A and B before the practice placement starts	Additional learning outcomes to be met either by an additional assessed module, through APL/APEL processes or via flexible CPD learning opportunities (e.g. in-house training, practice education conferences, e-learning, distance learning, a sequence of workshops). Achievement of learning outcomes from flexible learning opportunities must be evidenced

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[4] Quality Assurance benchmark statement and guidance on monitoring of social work practice placements (QAPL)
http://www.skillsforcare.org.uk/socialwork/practiceplacements/sw_quality_standards_for_practice_placements.aspx

GUIDANCE STATEMENTS

Domain A

Organise opportunities for the demonstration of assessed capability in practice

Practice educators at stage one and two should:

1. Take responsibility for creating a physical and learning environment conducive to the demonstration of assessed practice capability.

2. Devise an induction programme that takes into account a learner's needs and their previous experience.

3. Negotiate with all participants in the workplace, including service users and carers, the appropriate learning opportunities and the necessary resources to enable the demonstration of practice capability.

4. Work openly and co-operatively with learners, their line managers, work place colleagues, other professionals, and service users and carers, in the planning of key activities at all stages of learning and assessment.

5. Co-ordinate the work of all contributors. Ensure they are fully briefed, understand their roles and provide them with feedback.

6. Complete or review an audit and complete a practice educator feedback form for each student they assess in line with the Quality Assurance for Practice Learning (QAPL) framework

7. Monitor, critically evaluate and report on the continuing suitability of the work environment, learning opportunities, and resources. Take appropriate action to address any shortcomings and optimise learning and assessment.

8. Contribute to the learning and development of the agency as a training organisation. Help to review and improve its provision, policies and procedures and identify barriers for learners.

Domain B

Enable learning and professional development in practice

Practice educators at stage one and two should:

1. Teach the learner using contemporary social work models, methods and theories relevant to the work, powers and duties, and policy and procedures of the agency, demonstrating the ability for critical reflection.

2. Establish the basis of an effective working relationship by identifying learners' expectations, the outcomes which they have to meet in order to demonstrate practice capability, and their readiness for assessment. Agree the available learning opportunities including multi professional contexts, methods, resources, and timescales to enable them to succeed.

3. Discuss, identify, plan to address and review the particular needs and capabilities of learners, and the support available to them. Identify any matters which may impact on their ability to manage their own learning.

4. Discuss and take into account individuals' learning styles, learning needs, prior learning achievements, knowledge and skills. Devise and deliver an appropriate, cost-effective teaching programme, which promotes their ability to learn and succeed.

5. Make professional educational judgments about meeting learners' needs within the available resources, ensuring the required learning outcomes can be demonstrated in accordance with adult learning models.

6. Identify which aspects of the management of the learning and assessment programme learners are responsible for, in order to achieve their objectives. Describe and agree the roles of the practice supervisor and/or educator in mentoring, coaching, modelling, teaching, supervision and management and support of the placement.

7. Establish how the learning and assessment programme is to be reviewed. Encourage learners to express their views, identify and agree any changes and how disagreements on any aspects of it are resolved.

8. Advise learners how to develop their ability to manage their learning. Advise, guide and respond to any difficulties encountered by them and where necessary provide instruction.

9. Support learners in gathering evidence according to programme requirements.

Additional learning outcome for practice educators at Stage 2
10. Apply an appropriate range of supervisory models, roles and skills, which recognise the power dynamics between practice educator and learner.

Domain C

Manage the assessment of learners in practice

Practice educators at stage one and two should:
1. Engage learners in the design, planning and implementation of the assessment tasks.

2. Agree and review a plan and methods for the holistic assessment of learners' performance against the PCF at the relevant level.

3. Ensure that holistic assessment decisions are the outcomes of informed, evidence-based judgments and clearly explain them to learners.

4. Evaluate evidence for its relevance, validity, reliability, sufficiency and authenticity according to the agreed standard.

5. Use direct observation of learners in practice to assess performance.

6. Base holistic assessment decisions on all relevant evidence and from a range of sources, resolving any inconsistencies in the evidence available.

7. Encourage learners to self-evaluate and seek service users, carers and peer group feedback on their performance.

8. Provide timely, honest and constructive feedback on learners' performance in an appropriate format. Review their progress through the assessment process, distinguishing between formative and summative assessment.

9. Make clear to learners how they may improve their performance. Identify any specific learning outcomes not yet demonstrated and the next steps. If necessary, arrange appropriate additional assessment activity to enable them to meet the standard.

10. Ensure that all assessment decisions, and the supporting evidence, are documented and recorded according to the required standard. Produce holistic assessment reports which provide clear evidence for decisions.

11. Ensure that disagreements about assessment judgments and complaints made about the assessment process are managed in accordance with agreed procedures.

12. Seek feedback from learners on their experience of being assessed, and the consequences of the assessment programme for them. Incorporate the feedback into future assessment activity.

13. Contribute to standardisation arrangements and the agreed quality-assurance processes which monitor the organisation's training strategy.

14. Demonstrate the ability to make difficult holistic assessment decisions around areas of development, which may include marginal or failing learners.

Additional learning outcomes for practice educators at stage 2
15. Demonstrate the ability to mark learner's academic and/or assessed work

16. Demonstrate an ability to use a range of assessment methods including recording, reports, and the feedback of people who use services and carers, professionals and other colleagues

Domain D

Effective continuing performance as a practice educator

Practice educators at stage two should:
1. Critically reflect upon and evaluate their own professional development and apply learning to subsequent practice education experience using a range of methods.

2. Demonstrate critical reflection on their own development as practice educators including the use of feedback from direct observations, colleagues and HEI tutors and other assessment sources.

3. Demonstrate knowledge of current HEI **quality assurance** systems and ability to liaise and negotiate HEI processes.

4. Maintain information and data relevant to the development of practice.

5. Demonstrate an applied knowledge of contemporary issues in research, policy, legislation and practice including agency policy, procedures and practice.

6. Demonstrate an ability to transfer practice educator skills, knowledge and values to new roles in mentoring, supervision, teaching and/or assessment.

7. Establish and maintain effective resources for their own support and supervision in respect of the Practice Educator role and demonstrate the ability to consult and work with others in contentious and challenging contexts such as dealing with failing learners and formal appeals and complaints.

Values for practice educators and supervisors

This guidance focuses on the implications of social work values in relation to the assessment process. The values statements closely reflect The College of Social Work's core values for endorsement. In order to promote anti-oppressive and anti-discriminatory practices, practice educators and supervisors will:

- Identify and question their own values and prejudices, the use of authority and power in the assessment relationship, and recognise and act upon the implications for their assessment practice.

- Update themselves on best practice in assessment and research on adult learning and apply this knowledge in promoting the rights and choices of learners and managing the assessment process.

- Respect and value the uniqueness and diversity of learners and recognise and build on their strengths, and take into account individual learning styles and preferred assessment methods.

- Accept and respect learners' circumstances and understand how these impact on the assessment process.

- Assess in a manner that does not stigmatise or disadvantage individuals and ensures equality of opportunity. Show applied knowledge and understanding of the significance of
    - poverty
    - racism
    - ill health and disability
    - gender
    - social class
    - sexual orientation

  in managing the assessment process;

- Recognise and work to prevent unjustifiable discrimination and disadvantage in all aspects of the assessment process, and counter any unjustifiable discrimination in ways that are appropriate to their situation and role.

- Take responsibility for the quality of their work and ensure that it is monitored and appraised; critically reflect on their own practice and identify development needs in order to improve their own performance, raise standards, and contribute to the learning and development of others.

Criteria to evidence as part of self-assessment

Domain A: Management	Examples
A1) Take responsibility for creating a physical and learning environment to the demonstration of assessed competence.	Plan for the arrival of your student and consider factors that will make them feel welcomed, prepared and positive about the placement. Identify appropriate learning opportunities. Plan effective induction programme.
A2) Devise an induction programme that takes into account a learner's needs and their previous experience.	Ensure this is done in partnership with the student and acknowledges their existing knowledge base and learning styles.
A3) Negotiate with all participants in the work place, including service users and carers, the appropriate learning opportunities and the necessary resources to enable the demonstration of practice competence.	Inform colleagues/team of student's arrival. Negotiate induction using relevant team members & service users. Create shadowing opportunities.
A4) Work openly and co-operatively with learners, their line managers, work place colleagues, other professionals, and service users and carers, in the planning of key activities at all stages of learning and assessment.	Spend time getting to know student and read previous placement report if available. Discuss allocation of work with line manager. Identify colleagues who student can shadow. Agree substitute PA in your absence.
A5) Co-ordinate the work of all contributors. Ensure they are fully briefed, understand their roles and provide them with feedback.	Agree arrangements for allocating work to student. If colleagues working with student, ensure they are familiar with what is required of them.
A6) Complete or review an audit and complete a practice educator feedback form for each student they assess in line with the Quality Assurance for Practice Learning (QAPL) framework.	Audit must be completed at outset of placement and given to tutor at initial 3 way meeting. Feedback must be completed at end of placement and can be used as part of self-assessment.
A7) Monitor, critically evaluate and report on the continuing suitability of the work environment, learning opportunities, and resources. Take appropriate action to address any shortcomings and optimise learning and assessment.	Review learning agreement. Ensure learning opportunities are enabling student to gather evidence against Professional Capabilities Framework (PCF). Seek feedback from student in supervision.

A8)	Contribute to the learning and development of the agency as a training organisation. Help to review and improve its provision, policies and procedures and identify barriers for learners.	Keep colleagues/team updated with updated learning from student. Discuss any barriers to student's learning with line manager/learning & development team.
Domain B: Teaching		**Examples**
B1)	Teach the learner using contemporary social work models, methods and theories relevant to the work, powers and duties, and policy and procedures of the agency, demonstrating the ability for critical reflection.	Update oneself in relation to relevant theoretical and legislative frameworks and design and deliver a range of methods to teach the student relevant to the context of learning.
B2)	Establish the basis of an effective working relationship by identifying learners' expectations, the outcomes which they have to meet in order to demonstrate competence, and their readiness for assessment. Agree the available learning opportunities, methods, resources, and timescales to enable them to succeed.	Identify learner's expectations at outset of placement & outline in learning agreement. Regularly review learning agreement in context of PCF. Plan in advance direct observations and process for giving feedback.
B3)	Discuss, identify, plan to address and review the particular needs and capabilities of learners, and the support available to them. Identify any matters which may impact on their ability to manage their own learning.	Ensure such discussions are recorded in learning agreement and strategies to address them clearly outlined. Ensure needs are reviewed regularly.
B4)	Discuss and take into account individuals' learning styles, learning needs, prior learning achievements, knowledge and skills. Devise an appropriate, cost-effective assessment programme which promotes their ability to learn and succeed.	Complete learning styles questionnaire and refer to this in learning agreement. Employ a range of learning opportunities that meet the needs of the learner. Establish existing skills/knowledge base of student and work with strengths as well as areas for development.
B5)	Make professional educational judgments about meeting learners' needs within the	Ensure learning opportunities are sufficient to enable student to

	available resources, ensuring the required learning outcomes can be demonstrated in accordance with adult learning models.	evidence each of the 21 units within the PCF. Identify external learning opportunities if your team/agency cannot provide any.
B6)	Identify which aspects of the management of the learning and assessment programme learners are responsible for in order to achieve their objectives. Describe and agree the roles of the work-based assessor in mentoring, coaching, modelling, teaching and supervision.	Identify areas that the student needs to take responsibility for such as identifying their learning needs, keeping a record of evidence, undertaking reading, ensuring you are aware of what the student is studying each week at university etc. Outline how you will coach, teach, supervise e.g. practice tutorials.
B7)	Establish how the learning and assessment programme is to be reviewed. Encourage learners to express their views, identify and agree any changes and how disagreements on any aspects of it are resolved.	Agree a mechanism for reviewing progress on placement. Encourage student to give you feedback on all areas of your role. Ensure process in place for dealing with disagreements.
B8)	Advise learners how to develop their ability to manage their learning. Deal with any difficulties encountered by them.	Identify learning needs at outset. Give timely and honest feedback addressing strengths and areas for development.
B9)	Support the learner in gathering evidence according to programme requirements	Putting in place a mechanism to review the evidence requirements regularly in supervision.
B10)	Apply an appropriate range of supervisory models, roles and skills, which recognise the power dynamics between practice educator and learner.	Familiarising oneself with differing models of supervision, applying them in practice and critically reviewing including self-assessment, feedback from student and assessor.
Domain C: Assessing		**Examples**
C1)	Engage learners in the design, planning and implementation of the assessment tasks.	Devise a plan of what sources of evidence you will use that focuses on students preferred learning style as well as others.
C2)	Agree and review a plan and methods for assessing learners' performance against agreed criteria.	Identify how you will assess the student is meeting all units of the PCF. Ask them to complete a weekly log that you both review in supervision.

C3)	Ensure that assessment decisions are the outcomes of informed, evidence-based judgments and clearly explain them to learners.	Use a range of sources to gather evidence in relation to your student's progress. Ensure these are balanced.
C4)	Evaluate evidence for its relevance, validity, reliability, sufficiency and authenticity according to the agreed standard.	Use a triangulation of evidence so that you are sure it is fair, transparent and representative of the student's practice.
C5)	Use direct observation of learners in practice to assess performance	Carry out 3 direct observations spaced out over the placement.
C6)	Base assessment decisions on all relevant evidence and from a range of sources, resolving any inconsistencies in the evidence available.	Share all evidence with the student it a timely way and give them the opportunity to respond.
C7)	Encourage learners to self-evaluate and seek service users, carers and peer group feedback on their performance.	Encourage your student to complete the direct observation pro forma as well and talk you through this prior to giving them your feedback.
C8)	Provide timely, honest and constructive feedback on learners' performance in an appropriate format. Review their progress through the assessment process, distinguishing between formative and summative assessment.	Ensure you give feedback as soon after the event as possible and be sensitive if giving feedback that may be difficult for the student to receive. Do this privately and if necessary, in writing. Give regular feedback as the student completes tasks not just during the formal reporting structures in place.
C9)	Make clear to learners how they may improve their performance. Identify any specific learning outcomes not yet demonstrated and the next steps. If necessary, arrange appropriate additional assessment activity to enable them to meet the standard.	Be specific in feedback identifying strengths but also areas for development. E.g. in the direct observation, ensuring you always complete the areas for development sections. Give examples if performance is not to the required standard and reassess.
C10)	Ensure that all assessment decisions, and the supporting evidence, are documented and recorded according to the required standard. Produce assessment reports which provide clear evidence for decisions.	Ensure it is clear where and how you have gained your evidence. For instance, in the midway and final reports, cross-referencing evidence with supervision notes/case records etc. from a specific date.

C11) Ensure that disagreements about assessment judgments and complaints made about the assessment process are managed in accordance with agreed procedures.	Referring to handbook and discussing with tutor if not resolved between you and the student.
C12) Seek feedback from learners on their experience of being assessed, and the consequences of the assessment programme for them. Incorporate the feedback into future assessment activity.	Ensure student feels able to give regular feedback to you about your performance. Seek regular feedback from student. Get them to complete evaluation form and discuss this with them.
C13) Contribute to standardisation arrangements and the agreed quality-assurance processes which monitor the organisation's training strategy.	Liaise with and feedback to learning and development team in relation to your experience as a student, with the university etc.
C14. Demonstrate the ability to make difficult assessment decisions around areas of development, which may include marginal or failing learners.	Identify areas for development and give clear feedback where student's practice is not at the required level, guidance on expected level, and what they need to do to reach the expected level. Ensure this is clearly recorded in supervision notes and the midway or final placement report, with examples to support your decisions.
15. Demonstrate the ability to mark learner's academic and/or assessed work.	Read the student's self-evaluative report at the end of the placement and award a pass/fail grade.
16. Demonstrate an ability to use a range of assessment methods including recording, reports, and the feedback of people who use services and carers, professionals and other colleagues	Plan a range of different ways in which the student can be assessed and agree these with the student at the start, including how to involve service users and carers.
Domain D: Effective performance	**Examples**
D1. Critically reflect upon and evaluate own professional development and apply learning to subsequent practice education experience using a range of methods.	Use a range of sources to critically evaluate your practice as a PE and identify from your experience examples that will inform your learning in relation to further practice education experience.
D2. Demonstrate critical reflection on own development as practice educator including the use of feedback from direct observations,	As above. In addition, seek feedback from all others involved and use this to inform developing practice,

colleagues and HEI tutors and other assessment sources.	including peer assessment activities in teaching sessions.
D3. Demonstrate knowledge of current HEI **quality assurance** systems and ability to liaise and negotiate HEI processes.	Identify the different QA systems you have experienced over the course of the placement and evaluate how you managed to negotiate with the HEI.
D4. Maintain information and data relevant to the development of practice.	Keep a reflective journal. Keep up-to-date with relevant course reading.
D5. Demonstrate an applied knowledge of contemporary issues in research, policy, legislation and practice including agency policy, procedures and practice.	Keep up-to-date with relevant research and literature in relation to your area of practice.
D6. Demonstrate an ability to transfer practice educator skills, knowledge and values to new roles in mentoring, supervision, teaching and/or assessment.	Indentify what skills, knowledge and values you have acquired/developed during the year and in what ways these will be transferrable to new settings.
D7. Establish and maintain effective resources for your own support and supervision in respect of the Practice Educator role and demonstrate the ability to consult and work with others in contentious and challenging contexts such as failing learners and formal appeals and complaints.	Keep a resource pack in relation to the placement of relevant journal articles, book chapters, policy documents etc. Provide support to colleagues who are supervising students.
Evidence of values	**Examples**
V1) Identify and question their own values and prejudices, the use of authority and power in the assessment relationship, and recognise and act upon the implications for their assessment practice.	Reflect on how you feel as a practice educator and how your own values and prejudices impact on carrying out the role. How might this feel for the student?
V2) Update themselves on best practice in assessment and research on adult learning and apply this knowledge in promoting the rights and choices of learners and managing the assessment process	How have you used this to inform your practice? Relevant learning from course or reading/research you have accessed.

V3)	Respect and value the uniqueness and diversity of learners and recognise and build on their strengths, and take into account individual learning styles and preferred assessment methods	How have you done this in your day to day practice? E.g. learning styles questionnaire.
V4)	Accept and respect learners' circumstances and how these impact upon the assessment process	How have you done this in your day to day practice? E.g. no previous experience in your setting.
V5)	Assess in a manner that does not stigmatise or disadvantage individuals and ensures equality of opportunity. Show applied knowledge and understanding of the significance of • poverty • racism • ill health and disability • gender • social class • sexual orientation in managing the assessment process.	How have you taken into account the background of your student in the assessment process?
V6)	Recognise and work to prevent unjustifiable discrimination and disadvantage in all aspects of the assessment process, and counter any unjustifiable discrimination in ways that are appropriate to their situation and role.	What issues of discrimination were relevant within this placement? E.g. black student in all white staff team. What have you done to address this?
V7)	Take responsibility for the quality of their work and ensure that it is monitored and appraised; critically reflect on their own practice and identify development needs in order to improve their own performance, raise standards, and contribute to the learning and development of others.	How have you reflected on your practice and sought feedback on how you are carrying out the role from a range of sources? What are your learning needs? How might you improve?

Assessment Criteria: Components of Practice Education (Stage 2) Portfolio

The portfolio comprises of the following standard components:

1. A **self-evaluative report** drawing on all of the PEPs domains (including Values and academic literature), demonstrating the student's ability to meet the PEPS (LO 1-6) (5000 words)

2. **Trainee PE's final report** on the social work student, including 3 direct observations of practice (LOs 1-6) (graded: pass/fail)

3. **Trainee PE's evaluation of placement** (QAPL)

4. **A Final Report from an independent Practice Assessor** (PA), and including two direct observations of teaching/assessment practice (LOs 1-6)

Note:

1. Documents 1 and 2 **are** graded (the former using the university's 20-point scale and the latter as pass or fail).

2. Documents 3 and 4 **are not** graded as the former is to obtain student's feedback for quality control purposes, and the latter is not the candidate's work. Both pieces of work do however need to be included in the portfolio, as they triangulate the evidence produced in documents 1 & 2.

   However, if you are only completing the PE Stage 2 (i.e. a PE previously qualified at Stage 1) then only 1 direct observation of a supervision session demonstrating assessment skills) with your student is required.

 All parts of the portfolio must be submitted and passed / satisfactorily completed, for the module to be successfully achieved.

Presentation

All components must comply with the current pro formas and/or guidance notes. Candidates should confine themselves to submission of the standard portfolio components, and only attach appendices in genuinely exceptional circumstances (e.g. where the placement has experienced major disruption). **In the event of appendices being attached, their rationale should be made explicitly clear in the candidate's self-evaluative report.**

<u>Evidence in portfolios must be anonymised</u> to ensure the right to confidentiality of users of services, carers, and clients. The same applies to students' agency colleagues and college personnel, except with their express permission. **Failure to do so will be penalised.**

E-Submission

Responsibility for submitting your e-portfolio by the published deadline rests with the PE candidate, who should collate the standard components within the portfolio and upload it as a single Word document. This should be submitted electronically via Turnitin by 11:59 hr deadline on the submission date.

NB: **Scanning the entire portfolio will result in an attachment that will exceed the Turnitin maximum data size (500KB) and so you will <u>not</u> be able to upload your portfolio.**

Exceptional Circumstances
Candidates experiencing serious disruption to practice teaching (e.g. chronic ill health, placement breakdown) and/or the assessment of their own teaching practice should seek tutorial guidance at the first available opportunity. If a candidate needs to defer their assessed coursework they will need to apply online making a request and provide supporting evidence for a deferral via UniHelp using the link: https://unihub.mdx.ac.uk/your-support-services/unihelp . The help line 020 8411 6060 can always talk students through the process while they are logged in.

PORTFOLIO CONTENTS AND CHECKLIST

Please note that it is the student's responsibility to ensure that the <u>E-PORTFOLIO</u> uploaded has all the following documents.

PORTFOLIO ITEM	Lead Responsibility	Page	Tick
A pro forma self-evaluative report (5000 words)	PE		
Trainee PE QAPL	PE		
Trainee Practice Educator's midway and final report on a student social worker	PE		
Three pro forma direct observations of a student social worker	PE		
Report from Practice Assessor	PA/PE		
Two pro forma direct observations of Trainee Practice Educator completed by Practice Assessor (see exception on pg. 36) 1. Teaching practice 2. Supervision session	PA/PE		

Self-Evaluative Report: Pro Forma

1   Title of Report

Candidate to clearly title document 'Self-Evaluative Report'.

2   **Name of Candidate**

Candidate to enter own name as known to Programme.

3   Confidentiality

(100 words)

Candidate to give brief account of managing confidentiality in relation to subsequent contents of report and portfolio generally, i.e. (a) unconditional anonymisation of service users and (b) specific agreement on student identification/anonymisation.

4   Professional History

(Up to 200 words)

Candidate to provide brief details in respect of: pre-qualifying experience; professional training; post-qualifying experience; details of current post; practice teaching and related activities prior to current placement provision (where applicable).

5   Evidence of Domain A (1000 words)

Candidate to cite concrete and specific evidence ensuring each element is addressed and acknowledged after relevant evidence provided e.g. A1, A4 etc).

(Note 1: 'Concrete and specific evidence' should be presented in a critical, reflective manner, i.e. considering the rationale for particular initiatives and evaluating outcomes.)

6   Evidence of Domain B (1000 words)

Candidate to cite concrete and specific evidence ensuring each element is addressed and acknowledged after relevant evidence provided (e.g. B1, B4 etc).

(Note 1 applies.)

7   Evidence of Domain C (1000 words)

Candidate to cite concrete and specific evidence ensuring each element is addressed and acknowledged after relevant evidence provided (e.g. C1, C4 etc).

(Note 2: The candidate should use this opportunity to explain problematical aspects of other components of the portfolio).

8   Evidence of Domain D (1000 words)

Candidate to cite concrete and specific evidence ensuring each element is addressed and acknowledged after relevant evidence provided (e.g. D1, D4 etc).

(Notes 1 and 2 apply)

9   Evidence of Values (1000 words)

Candidate to cite concrete and specific evidence ensuring each element is addressed and acknowledged after relevant evidence provided (e.g. V1, V4 etc).

(Note 3: While the candidate is required to comment discretely on their demonstration of values at this point, the integration of those values should be reflected throughout the candidate's work as a whole; cross referencing to the subsequent sections of the present report may well be appropriate in this regard.)

9   References

Candidate to list references in Harvard format.

10   Word Count

Candidate to specify word count. Word limit 5000 words.

11   Signature and Date

Candidate to sign and date report.

Pro Forma Observation of Teaching Practice

Observer   …………………………………………………………

Candidate   ………………………………………………………….

Location   ………………………………………………………….

Date   …………………………**Duration**………………………….

Part 1: Setting the Scene

a. intended focus of session (candidate to summarise)

…………………………………………………………………………………………………
…………………………………………………………………………………………………
……………………………………………

b. prospective relevance to Domains of Competence for work-based assessors
(candidate and observer to agree 'high', medium' or 'low' for Units A, B, C and V)

UNIT	HIGH	MEDIUM	LOW
Domain A: MANAGEMENT (Organise opportunities for demonstration of assessed professional competence in practice)			
B: TEACHING (Enable learning & professional development in practice)			
C: ASSESSMENT (Manage the assessment of learners in practice)			
D: EFFECTIVE PERFORMANCE (Demonstrate effective continuing performance as a practice educator			
V: VALUES Demonstrate and integrate the set of values for work based assessors in all aspects of practice teaching and assessing			

Part 2: Headline Feedback to Candidate

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Part 3: Evidence Relating to Practice Educator Professional Standards

Element	Evidence
A1) Take responsibility for creating a physical and learning environment conducive to the demonstration of assessed competence	
A5) Monitor, critically evaluate and report on the continuing suitability of the work environment, learning opportunities, and resources. Take appropriate action to address any shortcomings and optimise learning and assessment.	
B1) Establish the basis of an effective working relationship by identifying learners' expectations, the outcomes which they have to meet in order to demonstrate competence, and their readiness for assessment. Agree the available learning opportunities, methods, resources, and timescales to enable them to succeed.	
B2) Discuss, identify, plan to address and review the particular needs and capabilities of learners, and the support available to them. Identify any matters which may impact on their ability to manage their own learning.	

B3) Discuss and take into account individuals' learning styles, learning needs, prior learning achievements, knowledge and skills. Devise an appropriate, cost-effective assessment programme which promotes their ability to learn and succeed.	
B7) Establish how the learning and assessment programme is to be reviewed. Encourage learners to express their views, identify and agree any changes and how disagreements on any aspects of it are resolved.	
C2 Agree and review a plan and methods for assessing learners' performance against agreed criteria.	
C9) Make clear to learners how they may improve their performance. Identify any specific learning outcomes not yet demonstrated and the next steps. If necessary, arrange appropriate additional assessment activity to enable them to meet the standard.	
D2. Demonstrate critical reflection on own development as practice educator including the use of feedback from direct observations, colleagues and HEI tutors and other assessment sources.	

D5. Demonstrate an applied knowledge of contemporary issues in research, policy, legislation and practice including agency policy, procedures and practice.	
Values: Demonstration that candidate's practice is in line with PEPS.	

Date of Completion:

Signed:

Name:

Practice Assessor's Report: Pro Forma

1   Title of Report

Practice Assessor to clearly title document 'Practice Assessor's Report', and specify name of candidate.

2   Identity of Practice Assessor

Practice Assessor to give own name, qualifications and current position.

3   Contact with Candidate

(200-300 words)

Practice Assessor to provide brief details in respect of: pre-existing relationship with candidate (if any); lines of communication with candidate; arrangements for direct observation of candidate's teaching practice; other sources of evidence, including contact with candidate's line manager (as appropriate).

4   Evidence of Domain A

Practice Assessor to comment on candidate's ability to manage an effective placement relevant to stage 1 or stage 2 of the PEPS

(Note 1: Evidence drawn from pro forma direct observation of the candidate's teaching practice should be specifically highlighted.)

(Note 2: Where evidence is lacking and/or contra-indicatory, this should be explicitly stated.)

5   Evidence of Domain B

Practice Assessor to comment on candidate's ability to teach the student and enable their learning using a range of methods and ensure theoretical and legislative frameworks, research and policy and values are applied to the student's practice

(Notes 1 & 2 apply.)

6   Evidence of Domain C

Practice Assessor to comment on candidate's ability to assess the student appropriately and fairly relevant to their stage of placement and provide balanced, honest and constructive feedback

(Notes 1 & 2 apply.)

7   Evidence of Domain D

Practice Assessor to comment on candidate's ability to take responsibility for their own performance as a practice educator and engage in critical reflection, incorporating feedback from the observation/assessment process and other sources.

(Notes 1 & 2 apply.)

8   Evidence of values

Practice assessor to comment on candidate's ability to practice in line with PEPS
   (Notes 1 & 2 apply.)

8   Overall Assessment

Practice Assessor to comment generally on candidate's competence as a practice teacher relevant to stage 1 or 2.

9   Recommendation

Practice Assessor to recommend PASS or FAIL.

10   Signature

Practice Assessor to sign report.

11   Date

Practice Assessor to date report.

12   Appendices

Practice Assessor to append direct observation pro formas.

Formative Task for Class Discussion

'Reflecting on Practice Teaching'

To draft sections of a self evaluative report in accordance with the Programme's pro forma, focussing on the developing ability to:

- Demonstrate critical reflection on own development as practice educator including the use of feedback from direct observations, colleagues and HEI tutors and other assessment sources (D2).

- Identify and question their own values and prejudices, the use of authority and power in the assessment relationship, and recognise and act upon the implications for their assessment practice (V1)

Assessment

The (formative task) assignment is assessed informally by classroom peers assuming the role of 'critical friend'. In the light of this 'formative' assessment, candidates draw up a self-evaluative report for inclusion in their overall portfolio of evidence for 'summative' assessment.

Formative Assessment

Role and Tasks of the 'Critical Friend' when reviewing SER

Role

To offer peer-status feedback on assignments as an aid to learning outside of the formal assessment framework.

Tasks

- To read the assignment
- To question the author
- To complete the following template and feedback to peer

Practice Teaching: Self Evaluative Report Peer Feedback

Using the framework below to help assess how critically reflective the draft SER is read each others work and provide feedback:

Reflective Levels (Brown & Rutter, 2006)

Description	Critical analysis	Evaluation	Learning
What did you do? What happened? What did you feel?	How did you do it? Why did you do it that way? Why did you not do it in a different way?	How far and in what ways were your goals met? What other factors were apparent?	So what does this mean for future practice and your values?

SER Peer Feedback

Name of student: Name of peer assessor:
Date:

1) Identify three strengths about the draft self-evaluative report.

2) Identify three ways in which the work could be improved.

3) Evaluate how well the Practice educator has critically analysed their use of theory/research in relation to how they developed their practice? Can you suggest how they could sharpen their critique?

4) Provide some feedback on the integration of theory and use or relevant literature.

5) Provide some feedback on the application of values.

6) Additional feedback from larger group (1-5)

Sources of Evidence of Student Competence
A Triangulation Strategy

1. It is **not** expected that all competences are evidenced equally via all sources, although **values** should be implicit whatever the source.

2. Different sources are particularly suited to gather evidence on **particular** competences/values.

3. Direct observation of practice is a **privileged** source of evidence in social work qualifying programmes.

4. Best practice is that all evidence of competence is drawn from a **minimum** of 2 sources ('triangulation')*

5. The following table indicates a **possible** triangulation strategy for social work degree students:

	Prepare for & work with	Plan, carry out & evaluate	Support individuals	Manage risk	Manage & be accountable for	Demonstrate professional competence	Values & Ethics
Direct observation (users)	√	√	√				√
Direct observation (other)				√	√	√	√
Student's oral accounts		√			√	√	√
Student's written work				√	√	√	√
Feedback (professionals)	√			√	√		√
Feedback (users)	√	√	√				√
Other							√

*'Triangulation': 'derived from processes of mapping unknown territory in land surveys [...] Measurements can be taken from different points to map the territory by identifying the position of key land-marks [...] Similar principles apply in the measurement of students' practice competence, though it is much easier to measure land than student competence!'
(Shardlow & Doel, 1996: 145)

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