Practice Development Programme

D2N2 Teaching Partnership
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# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Practice Development Programme (PDP)</td>
<td>3</td>
</tr>
<tr>
<td>Service User and Carer Collaboration within PDP</td>
<td>6</td>
</tr>
<tr>
<td>Student Collaboration</td>
<td>8</td>
</tr>
<tr>
<td>Routes to Practice Learning</td>
<td>9</td>
</tr>
<tr>
<td>PE Stage 1 and PE Stage 2 Training Courses</td>
<td>10</td>
</tr>
<tr>
<td>Mentoring Roles and Training for Mentors</td>
<td>11</td>
</tr>
<tr>
<td>Training Opportunities for Staff members and Service Users / Carers</td>
<td>13</td>
</tr>
<tr>
<td>involved in Practice Learning</td>
<td></td>
</tr>
<tr>
<td>Contributions from practitioners from all organisations within D2N2 in</td>
<td>15</td>
</tr>
<tr>
<td>delivery of ongoing CPD opportunities for staff and for SUC capacity</td>
<td></td>
</tr>
<tr>
<td>building</td>
<td></td>
</tr>
<tr>
<td>Maintaining PE Currency - PE Status</td>
<td>16</td>
</tr>
<tr>
<td>Monitoring and evaluation of Practice Learning Placements</td>
<td>17</td>
</tr>
<tr>
<td>Appendices</td>
<td>18</td>
</tr>
<tr>
<td>APPENDIX 1 – Service Users and Carer Collaboration</td>
<td>19</td>
</tr>
<tr>
<td>APPENDIX 2 – PE Stage 1 – Nottingham Trent University</td>
<td>21</td>
</tr>
<tr>
<td>APPENDIX 3 – PE Stage 2 – Nottingham Trent University</td>
<td>22</td>
</tr>
<tr>
<td>APPENDIX 4 - PE Stage 1 Course – Derby City Council</td>
<td>23</td>
</tr>
<tr>
<td>APPENDIX 5 - Summary of PE 1 course in Derbyshire County Council</td>
<td>25</td>
</tr>
<tr>
<td>APPENDIX 6 - PE Stage 2 Course – Derby City Council and Derbyshire</td>
<td>26</td>
</tr>
<tr>
<td>County Council</td>
<td></td>
</tr>
<tr>
<td>APPENDIX 7a - Quality Assurance Placement Monitoring Process 2017/18</td>
<td>28</td>
</tr>
<tr>
<td>APPENDIX 7b - Practice Placement audit to be verified by the HEI</td>
<td>30</td>
</tr>
<tr>
<td>APPENDIX 7c – Four week student placement monitoring form (Student)</td>
<td>32</td>
</tr>
<tr>
<td>APPENDIX 7d – Four week student placement monitoring form (PE/WBS)</td>
<td>35</td>
</tr>
<tr>
<td>APPENDIX 7e – Midway Placement Monitoring Form</td>
<td>39</td>
</tr>
<tr>
<td>APPENDIX 7f – End of Placement Monitoring Form (Student)</td>
<td>41</td>
</tr>
<tr>
<td>APPENDIX 7g – End of Placement Monitoring Form</td>
<td>44</td>
</tr>
<tr>
<td>APPENDIX 8 - Practice Educator Professional Standards</td>
<td>48</td>
</tr>
<tr>
<td>List of Abbreviations</td>
<td>60</td>
</tr>
</tbody>
</table>
Introduction to Practice Development Programme (PDP)

The aim of this document is to outline a proposal for The Practice Development Programme (PDP) that would lead to a more integrated practice learning system and improved provision of Practice Learning opportunities for Social Work Students within the D2N2 Teaching Partnership, with the overall aim being the provision of a better quality service for users and carers.

The PDP model, represented by the PDP process flowchart below, acknowledges the fact that practice learning needs to be embedded within the overall organisational systems of participating organisations in order to achieve the above aims.

Practice Learning within the PDP model relates to supporting the learning and professional development of Social Work (SW) Students, Newly Qualified Social Workers (NQSW) but also qualified Social Workers (SWs), Team Managers, other staff members working in Social Care as well as staff members of Workforce Learning and Development Teams. It recognises that all staff members have a professional duty to engage in Continuous Professional Development (CPD), supported by provision of learning opportunities that are relevant to their professional roles. The PDP also recognises the importance of creating a learning culture within organisations.

Under the PDP model greater emphasis is placed on:

- The use of feedback from service users and carers, SW students, Practice Educators (PEs), Work Based Supervisors (WBS) and Team Managers
- Provision of different routes to Practice Learning
- Varied roles within Practice Learning
- Good quality training courses for staff members wishing to qualify as PEs
- Training opportunities for WBS and facilitators of skills days
- Provision of targeted briefing sessions for Team Managers, PEs, WBS and Skills Days Facilitators
- Provision of CPD learning opportunities for all staff in the form of training sessions, briefings, workshops, seminars, webinars and forums, which are planned and delivered by practitioners from Local Authorities (LA), Higher Education Institutions (HEIs), Private Voluntary and Independent Sector organisations (PVIs), and Service Users and Carers (SUCs)
- Mentoring support for trainee PEs and ASYEs and provision of specific training and CPD opportunities for staff undertaking mentoring roles
- Advanced training opportunities for practitioners from LAs, PVIs and SUCs that would enable them to engage in development and delivery of teaching sessions to SW students (at HEIs or whilst on placement)
- Monitoring and evaluation of Practice Learning Placements
Practice Development Programme

PE1 Course – Accredited (HEIs) – Certificated (LAs)
- Mentor Support – (PPELs/Mentors)
- Portfolio → Assessment (HEIs)
  (HEIs / PVI / LA panel)

Trainee PE1
Skills days → WBS → Trainee

PE1
Briefings
WBS Training
Team Managers Briefings

Training Pool: Trainers / Guest Speakers at HEIs / PE1 / PE2 Courses.

How? Training / Workshops on teaching/training skills/tools

By Whom? HEIs / LAs (PPELs) / SUCs

PE2 Course – Accredited (HEIs) – Certificated (LAs)
- Mentor Support – (PPELs/Mentors)
- Portfolio → Assessment (HEIs)
  (HEIs / PVI / LA panel)

Trainee PE2
Skills days → WBS → Trainee

PE2
Briefings
WBS Training
Team Managers Briefings

PE Mentors / ASYE Mentors
How? Mentoring Training
PPELS / ASYE Leads Support

By Whom? HEIs and LAs (PPELs/ASYE leads)

D2N2 Teaching Partnership
On-going CPD Opportunities: Training / Briefings / Workshops / Seminars / Webinars / Forums.
Developed by: LAs and HEIs (PPELs / LA PSWs / Lecturers / PVI / SUCs)
Accessed by: all staff at all levels.
Placement Learning System

Student Social Worker

Recruitment of students
Where: HEIs
Services Involved: HEI, PVI, Service Users, Carers, LA (coordinated by CPD Leads)

Readiness for Practice
Where: HEIs
Services Involved: HEI, PVI, Service Users, Carers, LA (coordinated by CPD Leads)

Skills Days
Where: PVIs/LAs
Provided by Skills Days Facilitators. Supported by PPLES / Placement Coordinators

First Placement
Where: PVIs/HYBRID
Provided by: On site PE1/PE2 / Trainee PE1/PE2 WBS and Off site PE1/PE2 / Trainee PE1/PE2
Supported by: PPELs / Mentors Workforce Development Link Worker / Team Managers / Teams

Final Placement
Where: LAs/PVs
Provided by: On site PE2 / Trainee PE2 WBS and Off site PE2 / Trainee PE2 / PE1 and Mentor (PE2)
Supported by: PPELs / Mentors Workforce Development Link Worker / Team Managers / Teams

Experienced Social Workers
Supported by:
• Team Managers
• Principal Social Worker
• Locality Heads of Service

ASYEs
Supported by:
• ASYE Mentors
• Team Managers
• ASYE Leads

D2N2 Teaching Partnership
On-going CPD Opportunities: Training / Briefings / Workshops / Seminars / Webinars / Forums.
Developed by: LAs and HEIs (PPELs / LA PSWs / Lecturers / PVI / SUCs)
Accessed by: all staff at all levels.
Service User and Carer Collaboration within PDP

Service users and carers are the main beneficiaries of Practice Learning and it is therefore essential that their views and experiences are incorporated into the Practice Development Programme.

Service users and carers are regularly asked to provide formal feedback about students’ practice which is included as evidence within students’ portfolios.

Students are expected to:
- critically reflect on their practice with reference to SU’s/Carers’ feedback;
- identify and address their own learning needs, with PE’s support.

Practice Educators use the feedback for formative and summative assessment of students’ practice.

Such feedback, although potentially very valuable for the student’s own personal and professional development and essential for the PE’s assessment of the student’s practice, doesn’t provide relevant information with regard to the evaluation of placements/Practice Educators’ role within the placements or for the development of PE Courses.

Hence, there is a need to develop a more standardised approach that would enable service users and carers to provide their feedback and evaluation in a more informed manner. This would then be used to pull out specific themes to inform different aspects of the Practice Development Programme.

It is therefore proposed that at the start of each student’s – service user/carers’ working relationship a formal ‘working agreement’ between student and service user/carer, is created, outlining:
- the role of the student and the role of the Service User or Carer;
- agreed aims and objective;
- stages when formal feedback would be sought and how; and
- details of how to contact the PE.

Feedback Forms would be adapted by students (with support from PEs), taking into account individual communication styles and the needs of Service Users/Carers.
Feedback will be obtained in relation to:
- Students’ Practice – with reference to the ‘working agreement’
- Involvement of Practice Educators at different stages of placements

Feedback will be used to:
- Support professional development of the SW Student
- Formative and Summative Assessment of the Student’s Practice
- Inform further development of the PDP (PE Courses and CPD) via PPELs
- The content of the formal agreement is contained Appendix 1

Students would be able to use that feedback to reflect on their overall work with service users. She/he would also be able to evaluate self through the process of their involvement and critically reflect on their practice through that involvement. This could be a stand-alone piece of work or included within their Practice Analysis.

Practice Educators would use it as evidence for their formative and summative assessments. They will also collate feedback from all service users with whom the particular student has worked, during the course of their placement, and forward on to designated PPELs.

PEPLS would collate all the received feedback and pull out specific themes that would be used to inform PE Courses/ Workshops/Placement Allocations.

This approach would:
- enable service users/ carers to provide a more informed feedback at different stages of the student’s involvement
- evaluate the overall student’s practice at the end of their working relationship
- promote more inclusive practice and address any power imbalances that intrude on gaining honest feedback
- give service users and carers greater control, wherever possible, about the sort of interventions and support that they would want to receive from the students
- provide service users and carers with a greater opportunity to understand the involvement of SW Students and Practice Educators and provide some feedback about the level and nature of PE’s practice
- acknowledge the value of SUC input and officially recognise them for it
Service users/ Carer Collaboration on PE Training Courses

Existing PE1 and PE2 Courses should be adapted where possible to include:

- Contributions from SUC organisations;
- Contributions from Individual service users - with due care and ethical consideration in terms of the wellbeing and emotional impact that such involvement could have on service users, balanced against the capacity building and empowerment opportunity.

SUC organisations already provide valuable insight into some common experiences with regard to being on the receiving end of both compulsory and voluntary service provision. Participating SUC organisations (Making Waves and SEA) will also provide useful tools that PEs could use when enabling students to obtain feedback from service users. Contributions from individual SU/Carers might also be beneficial in the development of PE Training Programmes, but such involvement would need to be sourced and managed in a very supportive manner and individuals taking part in such practice would need to receive guidance and support before, during and after their involvement on PE Courses. There should be a collaborative SUC-led framework to manage this. This proposal under the previous section, should provide opportunities for a greater number of individual service users and carers to provide their feedback and contribute to the ongoing development of the PDP programme.

Student Collaboration

The Practice Development Programme will place greater emphasis on Student’s contribution to:

- PE1 and PE2 Courses (direct and indirect feedback and suggestions)
- The use of Webinars – to give greater number of students the opportunity to provide their feedback and suggestions
- Development of the Practice Development Programme through individual feedback from students via the improved Quality Assurance Placement Monitoring Process (QAPMP) which has replaced the former Quality Assurance in Practice Learning process (QAPL)

Under the new process SW students would be asked for formal feedback regarding their practice learning experience at the following stages:

- At 4 weeks into their placements (via Student Feedback Forms - Appendix 7)
- At midpoint review via formal discussion with their Tutor, prior to the Midway Review Meeting. If there are specific issues that need to be addressed, the Midpoint Review Monitoring Form will be completed between the Tutor and the Student and shared at the Midway Review Meeting with on-site PE / off-site PE and WBS
- 10 days prior to the end of placement (via Student Feedback Form)

PEs and WBS (where involved) will also be asked to complete Feedback Forms at 4 weeks into the placement and 10 days prior to the end of the placement.
This will be done via standardised feedback forms that will be used across the agencies involved in providing practice placements (Appendices 7b, c, d, e, f and g).

**Routes to Practice Learning**

The PDP Flowchart represents different routes that a staff member may wish to take in terms of engaging with Practice Learning. Qualified Social Workers may prefer to undertake the role of Skills Facilitators in first instance, moving on to the role of Work Based Supervisor (WBS) and then undertake their PE1 training, followed by PE2 training course. Some, on the other hand may choose to undertake the role of PE Trainee directly, following the 2 years of their post qualifying period.

Regardless of which option staff members decided to take, training opportunities in terms of the actual PE Courses as well as Briefings and Workshops should be made available to them throughout their involvement with Practice Learning.

Social Care staff who do not have a SW qualification would be able to undertake the roles of Skills days Facilitators and WBS and provided with ongoing CPD opportunities to enable them to undertake these roles.

These CPD opportunities will be provided by different practitioners, depending on their roles and expertise, such as PPELs, PE Mentors, PSWS, Lecturers, staff from PVI sector as well as SUC organisations and individuals.

**Briefings for Team Managers**

SW Students benefit greatly from learning opportunities and support provided for them by other team members and the Team Manager of the team where they are placed, in addition to the support they get from their Practice Educator (or off-site PE and WBS).

PEs should always be mindful of involving other team members and the Team Manager in supporting the professional development of students on placements. This could be through the involvement of others in students' induction / shadowing opportunities and professional discussions.
Team Managers would also benefit from specific briefing sessions that could be delivered to all those team managers who are about to have a student placed within their team. Such briefing sessions would include the expectations from a student in terms of the course requirements, PE role and the commitment that the PE needs to provide to ensure she/he provides the necessary support to the students. This will include the time that the PE will need in order to organise the induction, provide supervision sessions, carry out preparation for their teaching sessions and write the report.

Team Managers would also benefit from information and guidance on how to support PEs in cases where students are failing to meet required standards and the procedures that would need to be followed in that respect.

The aim of these Briefing Sessions is to enable Team Managers to support PEs/WBS and the rest of the team with provision of good learning opportunities for SW Students within a supportive environment while contributing to the development of a learning culture in the team and wider organisation.

**PE Stage 1 and PE Stage 2 Training Courses**

Accredited and Certificated Courses - provided within the D2N2 Teaching Partnership:

- **Accredited Courses – Nottingham Trent University (NTU)**
  - PE1 (Appendix 2)
  - PE2 (Appendix 3)
- **Certificated Courses – Local Authorities:**
  - PE1 - Derby City Council (Appendix 4)
  - PE1 - Derbyshire County Council (Appendix 5)
  - PE2 Course - (Derby City and Derbyshire County with contribution from Derby University (Appendix 6))

The PE1 and PE2 Courses provided by Derby City Council and Derbyshire County Council include direct contributions from SW students who have recently completed their placements, PEs, and Tutors /Lecturers from the HEI involved.

The PE1 and PE2 Modules provided by NTU are also under review, with the aim to include contributions from Students and PPELS/Practice Educators.

Contributions by students on some of the courses identified above have been very valuable and trainee PEs have been able to hear about the supportive and creative ways in which PE’s and Teams have been able to support students on placements and also the areas which would need to be improved on. Students were also able to provide suggestions that PEs could implement to make practice learning experience less challenging for new SW students. Students were approached by the HEI, rather than the agency and there was a mixture of individual and group feedback.
The Use of Webinars to obtain and provide student’s feedback for future PE Courses

Webinars could be another method by which PE Courses could ensure that student feedback is embedded within PE Courses. Webinars would need to be organised by Universities and should be shared with other agencies within the D2N2 Teaching Partnership.

Consent and Confidentiality Forms would need to be completed by students who are interested in taking part in these, so that the names of service users / carers/ Practice Educators or the Teams / Agencies where they had their placements, remain confidential. Students should be provided with specific themes to help focus their evaluation and feedback but would also need to be given the opportunity to talk about the areas that are important to them, if not already covered under the given themes. Students would need to ensure that they adhere to the requirement to maintain confidentiality.

Review of PE Stage 1 and Stage 2 Courses/Modules

PE Stage 1 Programmes delivered by Derby City Council and Derbyshire County Council are reviewed through the internal mechanisms of the agencies in questions. Feedback from Trainee PEs is used for reviewing and adapting the content and delivery methods of the Programme.

PE Stage 2 Programme delivered in partnership between Derby City Council, Derbyshire County Council and the HEI involved with that Programme is reviewed at particular intervals by the agencies involved. Similarly, the feedback from Trainee PEs is used for this purpose.

Whilst agencies within the D2N2 Teaching Partnership may decide to keep their existing arrangements with regard to Pathways / Programmes of developing Practice Educators, all programmes should continue to meet relevant standards as outlined within Practice Educators Professional Standards (PEPS) (Appendix 8).

The individual reviews of the Programmes could be periodically undertaken within Placement and Practice Support Meetings or by a separate sub-group to ensure that standards are upheld within all existing programmes.

Mentoring Roles and Training for Mentors

Mentoring of Trainee Practice Educators

All Trainee Practice Educators should have a designated Mentor, who is also Practice Educator (Stage 2), with a certain level of experience in Practice Education and enabling the learning of others (e.g. through training delivery / mentoring of ASYE s / Staff Management). The role of the Mentor is to support Trainee Practice Educators with their professional development as well as with different stages of Student Placements.

The PE Mentors should be linked to the individual Trainee PE from the start of their Training Programme. That would enable the development of good working relationship before the start of the student placement. One of the advantages of the in-house PE training, delivered
by some LAs within the D2N2 Partnership, is the involvement of Practice Learning Leads and the Practice Learning Team Members in the delivery of the PE Stage 1 / PE Stage 2 programmes. This approach supports development of the working relationships between Trainee PEs and the Practice Lead/Mentors. A similar approach, in terms of involvement of PPELS and other PE mentors on HEI Accredited PE1 and PE2 Modules, might be useful in terms of development of Mentoring Arrangements between Mentors and Trainee PEs who are undertaking an Accredited Training Route.

**The role of Mentor for Trainee Practice Educators:**

- supporting Trainee PEs with preparation for the placement;
- accompanying Trainee PEs at learning / midway meetings;
- carrying out formal Direct Observation of PE’s practice with the student (e.g. Support and supervision session with individual student / facilitating Group Supervision with a number of students to support development of Critical Reflection through the use of models such as Systemic Reflective Space Model or Camden Model of Group Supervision using Microteaching for exploring particular area of practice);
- Supporting Trainee PEs in dealing with difficult /contentious issues.
- Supporting Trainee PEs with instigating Concerns Procedures
- Accompanying Trainee PEs to relevant meetings as part of the HEIs Concerns Procedures / Fitness to Practice Panels.

It is also recognised that established PEs (at Stage 1 or Stage 2) may also need to access support with regard to more complex issues relating to Student Placements and therefore such support should be made available from designated ‘link’ people, such as PPELS or other colleagues from ‘Practice Learning Teams’ of individual agencies involved within the D2N2 Teaching Partnership.

PPELs would be responsible for identifying potential mentors within their agencies and matching them with prospective trainee PEs.

**Mentors - Professional Development**

Mentors may also need guidance / training on undertaking the Mentoring role, depending on their experience in that area.

PPELS and HEI colleagues will develop a training Programme for Practice Educators who are interested in undertaking the role of Mentors for Trainee PEs.

PPELS would also undertake some direct Mentoring responsibilities.

Some Mentors may also contribute to PE Stage 1 / Stage 2 Training courses by sharing some of their experiences as PEs or by being involved in delivery of some aspects of PE1 or PE2 training (regardless of whether the training is being delivered as part of Accredited or Certified Route).
Trainee PEs could have the same Mentor for their PE1 and PE2 training or a different Mentor for the two stages of their professional development as PEs. There are benefits to both of these approaches and the Partnership may decide to choose one particular option to be applied across the programmes of learning or individual agencies may decide which approach to take depending on the needs of Trainee PE / availability of Mentors and other workforce matters.

Training Opportunities for Staff members and Service Users / Carers involved in Practice Learning

Providing opportunities for continuous professional development for existing and trainee PEs as well as Work Based Supervisors is essential if we are to achieve some of the aims of our D2N2 Teaching Partnership which are:

- Higher Standards of Practice Education
- Retention of Practice Educators
- Better quality and increased number of Practice Learning Placements

Each Agency should look at providing learning forums / workshops for PEs / Trainee PEs and WBS, which would focus on specific areas of Practice Learning. For instance, some of the themes could include the following:

- Integrating theory and practice;
- Enabling development of critical reflection;
- Developing / using different teaching methods;
- Research into practice;
- Embedding diversity and difference in work with students and enabling students to understand and address diversity and difference in their work with service users and other professionals; and
- Enabling best practice with service users and carers.

These workshops would be used as learning forums for identifying good practice and areas for further development.

Workshops could be facilitated by a mixture of different colleagues such as PPELS, HEI colleagues, Senior Practitioners, Practice Educators, and SUC organisations.

Participants and those involved in delivery/facilitation of these sessions should be provided on regular basis and CPD Certificates for attendance and participation within these workshops should be provided

**PE/WBS Briefing Sessions provided by UoN and NTU**

These sessions are delivered separately by UoN and NTU and they usually take place prior to the start of student placements and half way through the placements. The focus of these sessions have traditionally been around the Students’ and PE’s requirements for the report, the timescales and University Procedures around addressing issues on placements via formal concerns procedures.

These are very valuable sessions and all PEs and WBS who are about to facilitate student placements in these above roles or who are already supporting students on placements, are encouraged to attend them.
Contributions from practitioners from all organisations within D2N2 in development and delivery of ongoing CPD opportunities for staff and for SUC capacity building

**Learning Culture within Organisations**

Practice Educators / Trainee Practice Educators could provide valuable contributions on some of the modules within the academic courses, whether it be in their area of expertise or in relation to preparation of students for placements of as part of the Skills Days at Universities.

Some modules already include teaching by practitioners from various agencies but it would be good if this were a more co-ordinated approach so that Agency leads for CPD and PPELS are aware of Universities’ requests and are able to contact potential staff members and support these arrangements.

**Development of additional training programmes for PEs**

Some PEs / Trainee PEs / Social Workers / Team Managers and SUCs might be interested in undertaking more formal teaching / training sessions and would benefit from undertaking specific courses that would enable them to develop their presentation styles and their skills in terms of research and creation of material / use of teaching methods to deliver such sessions to SW Students and other staff members. Training on facilitating Group Supervisions, using different models, and Action Learning would also be very beneficial.
Training for Work Based Supervisors

WBS undertake a very important but different role to offsite Practice Educators and would therefore benefit from specific training that would enable them to develop their knowledge, skills and understanding of the requirements for SW students in order to carry out their WBS role effectively.

At present, some LAs within the D2N2 Teaching Partnership, such as Derby City Council, open their PE1 courses to staff members who are interested in undertaking the WBS role. They are usually staff members without SW qualifications, but who have a lot of relevant experience and who are interested in supporting the professional development of SW Students. Briefing sessions for Team Managers and Training for Mentors have been covered under previous sections.

Maintaining PE Currency - PE Status

Under Practice Educator Professional Standards (PEPS), (Appendix 8) Practice Educators need to:

- Be Qualified and Registered Social Workers.
- Reach PE Stage 1 or PE Stage 2 (Accredited or Certificated Route).
- Maintain their PE Currency (PE Status) by:
  - Undertaking the PE role on a regular basis (minimum every 2 years);
  - Engaging in Continuous Professional Development; and
  - Enabling the learning of others such as ASYE or engaging in training / mentoring of other staff members.

Agencies within the Partnership have considered the PEPS and their application in practice and have agreed the following:

- PEPS as standards - to be upheld, until further notice / changes;
- 2 year minimum requirement – to be kept as the official guide / standard, but agencies can extend that on an individual basis - depending on candidates’ circumstances / reasons for not undertaking the PE role within a specific timeframe, and the other relevant work that they have done in enabling the learning of others.
- Only PEs who have not provided the PE role for over 2 years would be asked to submit their ‘analysis form’ to the Panel ( e.g. reasons why they could not provide a placement / how they engaged in CPD and any area of practice they need to develop further).
- Relevant Panels would look at submissions from the PEs in question and make recommendations that would enable each PE to maintain their PE Currency.
Monitoring and evaluation of Practice Learning Placements

As part of Practice Development Programme (PDP) and Practice Learning System (PLS) greater emphasis has been placed on the quality assurance of Placement Learning Opportunities through the newly developed **Quality Assurance Placement Monitoring Process (QAPMP)**, which will enable Students, Practice Educators and Work Based Supervisors to provide feedback at different stages of the placement process (Appendix 7a).

The new process consists of:

- **Placement Audit** (Appendix 7b)
- **Week Four Placement Monitoring Form** (Student and PE and Work Based Supervisor where applicable) (Appendices 7c and 7d)
- **Midway Placement Monitoring form** (Student only – if applicable) (Appendix 7e)
- **End of placement monitoring form** (Student and PE and WBS where applicable) (Appendices 7f and 7g)

Further Details of the Process and relevant forms are provided within Appendices 7a-7g.
Appendices
APPENDIX 1 – Service Users and Carer Collaboration

A formal agreement form, completed at the start of each Student’s –Service User/Carers’ working relationship would include the following:

- The roles of the student and the service user or carer
- Specific pieces of work that the student would be undertaking with service users/carer
- The duration of their working relationship
- Agreed aims and actions
- The contact details of the PE and the ways in which service users/carers could contact the PE if they wish to discuss any matters/raise issues/provide feedback
- The way in which formal feedback would be obtained and the areas that service users/carers would be asked to comment on. Formal feedback would be obtained by the PE or another designated colleague either in person/over the phone or service users can provide feedback in writing, whichever is most appropriate to the needs of the service users/carer.

Service users/carers will be asked to reflect and comment on student’s practice and their initial agreement; and involvement of the PE, where relevant (e.g. when conducting DO (Direct Observation) of the student’s practice/when responding to contact form service users’ carers about student’s practice). It is acknowledged that in some settings, the form would need to be adapted, due to the nature of the work, but most of the above areas, are part of every professional involvement with service users.

Service users need to be made aware of the role and remit of the professional involved, the purpose of their intervention and the way in which they could provide their feedback, suggestions or raise a complaint. This is usually done through verbal communication, and whilst that would still continue, there is a need for greater transparency and inclusiveness of service users and carers in these processes.

Service users and carers will also need awareness of their own role and remit within the process and the relevant responsibilities and permissions, such as giving objective feedback and being assured of freedom from reprisals. This awareness and capacity building will be best managed through a formal process led by service user and carer organisations such as (though not exclusively) Making Waves and SEA, who both have relevant expertise of supporting and empowering service users and carers.
APPENDIX 2 – PE Stage 1 – Nottingham Trent University

Practice Educator Stage 1 and Practice Educator Stage 2 – Contents

Practice Educator Stage 1 - SWRK 40260 (five days)

Day 1
- Introduction to NOW including the Practice Educator learning room
- Introduction to the library and undertaking a library search
- Submission – Dropbox
- The Practice Educator Stage 1 module
- Student placement process
- Roles and responsibilities of the Practice Educator

Set reading task for day 2

Day 2
- The MANDELA Model
- Adult learning
- The Practice Educator role in relation to adult learning concepts

Set reading task for day 3

Day 3
- Motivational interviewing and social work education
- Supervision – practicalities, models, considerations, tasks, roles and responsibilities and expectations

Day 4
- Assessment
- Evidence gathering

Set reading task for day 5

Day 5
- Sum of the parts – practice education – holistic approach
- Failing / challenging students
- Assignment
Day 1
- Introduction to NOW including the Practice Educator learning room
- Introduction to the library and undertaking a library search
- Submission – Dropbox
- The Practice Educator Stage 2 module
- To revisit the social work student placement process and explore the teaching, support and developmental aspects of placements.
- Knowledge, values and diversity

Set reading task for day 2

Day 2
- Cultural humility
- Supervision
- Adult learning
- Micro-teach

Set reading task for day 3

Day 3
- Addressing our own biases: social work educators’ experiences with students with mental illnesses (article)
- PE 1 + PE 2 experiences – sum of the parts – integrated learning and considering CPD
- Challenging, struggling, difficult, unsuccessful placements
- Assignment

Please Note

PE 1 and PE 2 – content subject to change to meet the needs of the students, align with current research, and accommodate guest speakers. Content reviewed with partner agencies annually.
APPENDIX 4 - PE Stage 1 Course – Derby City Council

Derby City (Workforce Learning and Development Teams – Children’s and Adult’s) has been delivering a PE Stage 1 Training Programme for a number of years, with contributions from Derby University. This programme of learning is open to employees of Derby City Council as well as Practitioners from the PVI Sector who are/will be undertaking the role of Trainee PE/WBS.

Practice Education Stage 1 – is a programme of training that consists of four training days and one additional day is allowed for self-directed study.

This training programme also involves:

- providing an assessed practice placement to a social work student;
- being directly observed in a formal supervision session with the Social Work Student;
- compiling and submitting a Practice Education Stage 1 Portfolio, which is assessed against PEPS Standards, by an internal ‘assessor’ (PE2), Internal Panel and then verified by the External Practice Learning Partnership Meeting.

The four training days cover a number of areas, including: PEPS Standards; PCFs; Roles & Responsibilities in Practice Education; Planning and Structure of Placements, Inductions; Giving/Receiving Feedback; Providing Support and Supervision Sessions; Identifying and Selection of Learning Opportunities, Adult Learning Theories; Teaching Methods; Methods of Assessment; Direct Observations; Enabling Critical Reflection, Managing Difficulties and Writing of the Report.

The PE 1 Portfolio has to contain specific evidence against the three PEPS Domains (A, B, and C) (Appendix 8).

PEs are required to provide evidence of their ability to:

- organise and plan learning opportunities for the students, taking into account students prior experience, knowledge and skills as well as the level of their placement
- provide effective and regular provision of support and supervision sessions
- teach and enable students to integrate theory and practice
- carry out formal assessments of students’ practice through Direct Observations
- provide evidence for their final recommendation within their Report about Student Practice

In addition Trainee PEs at level 1 are required to provide one piece of critical reflection of their own professional development as PE.

Each Trainee Practice Educator is allocated a Mentor from the Practice Learning Team whose role is to provide support and guidance to trainee PEs in terms of their own professional development in the role of PE as well as support with different stages of Student Placements. This includes attendance at Learning Agreement and Midway Review Meetings as well as support with dealing with difficulties and instigating Concerns.
procedures. Mentors or Practice Learning Lead is also involved in attending relevant Concerns or Fitness to Practice Meeting alongside the Trainee Practice Educator.

Mentors are also responsible for carrying out Direct Observation of Practice Educator’s practice with the SW Student and obtaining feedback from the Student Social Worker. Finally, mentors are also responsible for countersigning the trainee PE’s report about student’s practice on placement. In the absence of their designated mentors, PEs are able to contact another member of Practice Learning Team for guidance and support, as required.

In addition to the above Mentoring Support, all Practice Educators (Trainee PEs and those with Stage 1 or Stage 2 Certificate/Accreditation) and Work Based Supervisors are able to access PE Workshops which are provided on bi-monthly basis and facilitated by the Practice Learning Team Members. Each Workshop is focused on a specific theme /area of practice relating to Practice Education and the time is also set aside (within the given two hour period) for Practice Educators to share good practice and raise any particular issues that they may be experiencing in terms of supporting SW students on placements.
APPENDIX 5 - Summary of PE 1 course in Derbyshire County Council

Day 1
Adult Learning to include Barriers to Learning, Stages of Learning and What helps learning?
Establishing the Placement, to include time line for placement.

Day 2
What students know before they get to you.
Student Profiles. What do they tell us?
Pre placement meeting.
Induction Planning and links to PCF.
Supervision. Their own experiences and how this shapes them as a worker.
Use of exercises in Supervision.
Differences between PE and Supervision.
Teaching theories.

Day 3
Service User Involvement in the Course.
The Assessment Process.
Sources of evidence [using case studies].
Assessment of student against PCF.
Mid Way review. Expectations when things are going ok. What would make you concerned? Use of positive and negative indicators.

Day 4  [Day 5 takes place while the PE has a student and covers gathering evidence and writing the report]
How do we teach diversity issues?
Getting feedback from service users, colleagues, other professionals.
Direct observations and giving feedback using the feedback sandwich.
Receiving feedback.
Managing marginal and failing students. Endings.
APPENDIX 6 - PE Stage 2 Course – Derby City Council and Derbyshire County Council

Derby City and Derbyshire County Council have developed a PE Stage 2 Training Programme in partnership with Derby University. This programme is open to employees of Derby City Council and Derbyshire County Council, as well as Practitioners from the PVI Sector who have achieved the PE Stage 1 Certificate.

Practice Education Stage 2 – is a programme of training that consists of two training days and one additional day is allowed for self-directed study.

This training programme also involves:

- providing an assessed practice placement to a social work student;
- being directly observed in a formal supervision session with the Social Work Student;
- compiling and submitting a Practice Education Stage 1 Portfolio, which is assessed against PEPS Standards, by an internal ‘assessor’ (PE2), Internal Panel and then verified by the External Practice Learning Partnership Meeting.

The PE Stage 2 is focused on Critical Reflection and the strategies that PEs could use in order to support students with development of their understanding of critical reflection and skills that would enable them to employ critical reflection in their everyday practice. Trainee PEs at Stage 2 are also required to revisit the role of PE in the light of their experience as PE to date in order to critically reflect on their practice and areas they may need to develop further. Teaching/Supervision/ Management and Assessment as areas of the PE role are also revisited with a more in-depth analysis and PEs are able to explore these different areas through practical activities. Dealing with difficulties, managing and supporting students who are not meeting required standards is also covered in a more detail in PE2, together with Concerns Procedures and Grading of Practice (where required).

The PE2 Portfolio has to contain specific evidence against all 4 PEPS Domains (A, B, C and D) (Appendix 8).

PEs are required to provide evidence of their ability to:

- organise and plan learning opportunities for the students, taking into account students prior experience, knowledge and skills as well as the level of their placement
- provide effective and regular provision of support and supervision sessions
- teach and enable students to integrate theory and practice
- carry out formal assessments of students practice through Direct Observations
- provide evidence for their final recommendation within their Report about Student Practice

Trainee PEs at level 2 are required to provide critical reflection of their own professional development as PE through two written pieces of work, one at the start of their PE2 training and one at the end of their training as well as through undertaking critical reflection of their Direct Observation session and the feedback they receive from the student and Mentor.
As with PE Stage 1 Programme of Learning, each Stage 2 Trainee Practice Educator is allocated a Mentor from the Practice Learning Team whose role is to provide support and guidance to trainee PEs in terms of their own professional development in the role of PE as well as support with different stages of Student Placements. The duties of PE Mentors for PE2 Trainee PEs is the same as those listed under Appendix 4 (PE Stage 1) and apply within both agencies (Derbyshire County Council and Derby City Council).

In addition, PE Workshops, which are provided on bi-monthly basis and facilitated by the Practice Learning Team Member are also available. Each Workshop is focused on a specific theme/area of practice relating to Practice Education and the time is also set aside (within the given two hour period) for Practice Educators to share good practice and raise any particular issues that they may be experiencing in terms of supporting SW students on placements.
APPENDIX 7a - Quality Assurance Placement Monitoring Process 2017/18

A review of the QAPL process has taken place to ensure that the evaluation of placements are fit for purpose, provide quality placements and provide meaningful information for students, agencies and HEI’s. The guidance below has been developed for use by all parties involved.

The process now consists of three or four parts with the initial stage being the placement audit. The Placement Audit form should be completed by the Placement Co-Ordinators within the agency setting and submitted to the relevant HEI for monitoring and auditing purposes. The audit will provide both agencies and the HEI’s with an overview of the quality of the placement and appropriate opportunities and support available to students.

New for 2017-18

Quality Assurance Placement Monitoring Process (QAPMP)

Week Four Placement Monitoring Form (Student and PE and Work Based Supervisor where applicable)
The introduction of the placement monitoring form at 4 weeks will provide an opportunity to ensure the quality of the placements, the student is being supported and with an appropriate workload to meet their learning needs and level of study, and work towards resolving any placement issues at an earlier stage.

Midway Placement Monitoring form (Student only – if applicable)
The introduction of the midway placement monitoring form is to address / review any issues that have been identified at the 4 week stage or since the 4 week stage. (Any issues / concerns raised at the 4 week stage should have been reviewed prior to the midway meeting as per HEI polices. Midway monitoring ensures all parties are updated).

This should be completed by the HEI tutor in consultation with the student prior to the midway review meeting and discussed during the meeting. If there are no issues / concerns this midway monitoring form does not require completion. The midway review meeting will acknowledge this and a record will be made on the midway review form.

End of placement monitoring form (Student and PE)
The new end of placement form replaces the existing QAPL evaluation form. It has been designed to allow more meaningful feedback from students and practice educators. It will inform placements going forward, identifying opportunities and learning needs.

NTU PROCESS (UoN will need to substitute their process if it is paper based or via email)

- Placement Co-Ordinators will be sent the placement audit form to be disseminated to the relevant persons to complete prior to the start of the placement.
- The completed audit form should be submitted online to the relevant HEI.
- Students and Placement Co-Ordinators will be sent the link to the week 4 monitoring form 3 weeks after the start of placement via the NOW page and from the HEI Placement lead.
• Students and PE’s should complete and submit their monitoring forms at the 4 week point
  - Final placements Friday 6 October 2017
  - First placements Friday 13 October 2017
• The completed forms will be collated and information shared with HEI Placement Lead and University tutors by placing the information on the university T drive. The information will also be shared with Placement Co-Ordinators (PPELS) for the relevant agency only.
• HEI placement lead, tutors and PPELS can view information provided and address any concerns or issues which have arisen.
• Any forms not submitted by students or PE’s at the 4 week point will be chased a few days after the submission date and notified to Placement Co-Ordinators via the Placement lead. Please Note: A placement cannot be successfully completed unless the monitoring forms are completed.
• The midway form will be made available to students and tutors prior to the midway review meeting via the link on NOW. These should only be completed by the tutor in consultation with the student if an issue has arisen. The submission of the form will be monitored and will only be notified to placement lead who will inform the tutor if there are any submissions to be addressed.
• The End placement form will be made available to students and PE’s 10 days prior to completion of the placement via the link on NOW and from the HEI placement lead.
• Any forms not submitted by students or PE’s at the end point will be chased a few days after the submission date and notified to Placement Co-Ordinators via the Placement lead. Please Note: A placement cannot be successfully completed unless the monitoring forms are completed.
• The completed forms will be collated and the information shared with the university social work team, agency co-ordinators and at PAC.
• A meeting with the agency Placement Co-Ordinator may be required to discuss individual feedback / experiences.
APPENDIX 7b - Practice Placement audit to be verified by the HEI  
(Part of Quality Assurance Placement Monitoring Process 2017/18)

To be completed separately by the Placement Co-ordinators and submitted to the relevant HEI

1. Name of parent organisation (e.g. Framework)
   
   Name of Service (e.g. Complex Needs)

   Contact name

   Address:

   Email address

   Telephone

2. On-site practice educator

3. Work based supervisor and/or off-site practice educator

4. Is this practice placement able to provide formal weekly supervision

5. If no to the above, please specify

6. Is your placement local authority or PVI

7. Please select the type of service provided by the placement opportunity. (Tick all that apply)

   □ Childrens and Families
☐ Adults
☐ Mental Health
☐ Other Services (specify)

8. Are there opportunities for meeting the HCPC Standards of conduct, performance and ethics, domains of PCF and KSS? 
   Yes    No
   ☐    ☐

9. Are equality and diversity policies in place and are they implemented and monitored? 
   Yes    No
   ☐    ☐

10. Does the agency contribute towards the student’s travel expenses? 
    Yes    No
     ☐    ☐

11. Does the student need to be a car driver to undertake this placement? 
    Yes    No
     ☐    ☐

12. Is this setting suitable for:
    Yes    No
    First practice placement (80 days)
     ☐    ☐
    final practice placement (90 days)
     ☐    ☐

Is there any other specific information about which may affect the allocation of any student?
If yes, please outline:

Confirmed by Organisation and verified by HEI

Date
A placement monitoring form is to be completed individually by both the student, practice educator and work-based supervisor (if applicable). A monitoring form will be completed at the midway point (if applicable). In order to ensure quality placements and work towards resolving placement issues, the information provided may be shared with relevant people.

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<th>Name :</th>
<th>Team / Agency:</th>
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<th>Student ID Number:</th>
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<tr>
<th>Name of Practice Educator:</th>
<th>Name of Work based Supervisor (if applicable):</th>
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<tr>
<th>Comment</th>
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<tr>
<td>Have you undertaken your Learning Agreement and who was present? (Name and role)</td>
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| Have you had an induction, is this ongoing and how helpful was it? (to include shadowing, visits, co-working and training on case recording systems) |
|                                                                                                                                         |

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<th>Do you feel supported and welcomed by the Practice Educator / Workbased</th>
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<tr>
<td>Supervisor (if applicable) and team including team manager?</td>
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<tr>
<td>Have you had formal reflective weekly supervision (1 ½ hours per week approx.)? If not for how long?</td>
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<tr>
<td>Is supervision booked in for the duration of your placement?</td>
</tr>
<tr>
<td>Have you agreed supervision with the work based supervisor? If yes, what arrangements have been made?</td>
</tr>
<tr>
<td>Has supervision so far discussed workload, theory, research, PCF, KSS and any other related areas?</td>
</tr>
<tr>
<td>Have you developed an understanding of your role and been given adequate tasks so far? e.g., contributing to an assessment and/or case recording</td>
</tr>
<tr>
<td>Have you had a Direct Observation? If not, have you got one planned?</td>
</tr>
<tr>
<td>Are there any factors which could contribute to your development and progression whilst on placement?</td>
</tr>
<tr>
<td>Are there any issues around your placement/practice/ability? Has any action been taken?</td>
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Please make any further comments you wish to make about the quality of your placement so far:

(Please ensure action planning meetings are shared with your HEI tutor)

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<th>Student Signature</th>
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(An electronic signature is acceptable)
## Four Week Student Placement Monitoring Form

(Practice Educator / Workbased Supervisor)

A placement monitoring form is to be completed individually by the Student, Practice Educator and Workbased Supervisor (if applicable). In order to ensure quality placements and work towards resolving placement issues, the information provided may be shared with relevant people.

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<th>Name :</th>
<th>Team / Agency:</th>
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<table>
<thead>
<tr>
<th>Student Name &amp; ID Number:</th>
<th>Your role (Practice Educator or Workbased Supervisor):</th>
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<tr>
<th>Comment</th>
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<tbody>
<tr>
<td>Have you undertaken the Learning Agreement and who was present?</td>
</tr>
<tr>
<td>Has the student had an induction and is this on-going? (to include agency induction, shadowing, visits, co-working and training on case recording systems)</td>
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<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>How has the induction met the student’s learning needs?</td>
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<tr>
<td>Have you developed a working relationship with the workbased supervisor? (if applicable) and how frequently are you meeting with them?</td>
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<td>Have you had formal reflective weekly supervision (1 ½ hours per week approx.) If not for how long? Is supervision booked in for the duration of the placement?</td>
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<tr>
<td>Has supervision so far discussed workload, theory, research, PCF, KSS and any other related areas? Is student fully engaging in supervision?</td>
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<tr>
<td>Do you feel the student understands their role and has been given adequate tasks so far?</td>
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<td>Are there any emerging learning needs?</td>
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<td>Have you had a Direct Observation? If not, have you got one planned?</td>
<td>Date:</td>
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<tr>
<th>Are there any concerns about any aspect of the placement: learning opportunities, access to service users, equipment, engagement with team, support from the team manager etc that you wish to report</th>
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<tr>
<td>Are there any issues with the progression of the student’s development? Any issues that would give rise to concerns/action planning? (Give details)</td>
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<tr>
<td>Have you informed your agency Placement Co-ordinator?</td>
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<td>Have you informed the university tutor?</td>
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<tr>
<td>Please make any further comments you wish to make about your role as Practice Educator / Workbased Supervisor: (Please ensure any concerns/action planning meetings are shared with the Practice Learning team)</td>
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<tr>
<td>Practice Educator / Workbased Supervisor Signature</td>
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A placement monitoring form is to be completed by the tutor prior to the midway meeting only if there are concerns/issues arising.

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<th>Name :</th>
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<td>Student Number:</td>
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<td>Date:</td>
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<tr>
<td>Practice Educator:</td>
<td>Workbased Supervisor (if applicable):</td>
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**Comment**

- How has the student integrated into the team?
- Has the student had formal reflective weekly supervision: Content and quality of relationship PE and WBS?
- Has the student received verbal and written feedback on your Direct Observation?
- Are there any issues with your development and progression whilst on placement?
(Concerns/Action Planning/Review of Action Plan)

If an Action Plan has been completed has this been reviewed?

Date of Action Plan

Date of Review:

Have you informed your tutor?

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<th>Tutor Signature</th>
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# End of Placement Monitoring Form (Student)

## Induction

How would you rate your Induction?  
1  2  3  4  5  6  7  8  9  10

Reasons for your score

## Supervision

How would you rate your weekly supervision with PE?  
1  2  3  4  5  6  7  8  9  10

How would you rate your weekly supervision with WBS?  
1  2  3  4  5  6  7  8  9  10

How would you rate your discussions about work undertaken / workload?  
1  2  3  4  5  6  7  8  9  10

How would you rate the development to critically reflect?  
1  2  3  4  5  6  7  8  9  10

How would you rate your development to integrate theory / research?  
1  2  3  4  5  6  7  8  9  10

Reasons for your scores
How would you rate the variety of learning opportunities available to meet your learning needs?

Reasons for your score

**Direct observations**

Were your direct observations arranged across the whole placement?  

YES [ ]  NO [ ]

If No, please comment

Did your direct observations include Service user feedback?  

YES [ ]  NO [ ]

If No, please comment

How would you rate your feedback?

Verbal  

1 2 3 4 5 6 7 8 9 10

Written (Direct Observation Report)  

1 2 3 4 5 6 7 8 9 10

Reasons for your scores
Case / placement ending

How would you rate the support with case closures? 1 2 3 4 5 6 7 8 9 10

How would you rate the support with case transfers? 1 2 3 4 5 6 7 8 9 10

How would you rate your ending of professional relationships with service users and colleagues 1 2 3 4 5 6 7 8 9 10

Reasons for your scores

Reflecting on the Placement;

How were you challenged?

Did you feel Supported?

What are your learning needs going forward? i.e., final placement/ASYE:

Student Signature
(An electronic signature is acceptable)
# End of Placement Monitoring Form

(Practice Educator/Workbased Supervisor)

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<th>Practice Educator:</th>
<th>Workbased Supervisor (if applicable):</th>
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When addressing each heading below, ensure knowledge, skills and values are considered. Please score 1 – low – 10 – high and provide reasons for your scores.

## Induction

How did the induction support the development of the student’s role and understanding in relation to the team/multi-agency remit?

Comment

## Supervision

Did you have formal and reflection supervision?

Comment
relationship with the WBS?

(if applicable)

How would you rate your 1 2 3 4 5 6 7 8 9 10 relationship with the student?

How would you rate your 1 2 3 4 5 6 7 8 9 10 discussions about work undertaken / workload?

How would you rate the development of critical reflection in supervision? 1 2 3 4 5 6 7 8 9 10

How would you rate the Integration of theory/ research? 1 2 3 4 5 6 7 8 9 10

Reasons for your scores

Learning opportunities

How would you rate the 1 2 3 4 5 6 7 8 9 10 learning opportunities available to the student?

Reasons for your score

Were your direct

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45
Observations arranged cross the whole placement?

If No, Please comment

Were written Direct Observation reports provided in a timely manner (2 weeks)? Inclusive of service user feedback

Comment

Case / placement ending

How would you rate 1 2 3 4 5 6 7 8 9 10 the process for case closures and transfers?

How would you rate 1 2 3 4 5 6 7 8 9 10 the ending of professional relationships with service users and colleagues

Reasons for your scores

Additional comments PEPS – A8 comment on the ongoing suitability of the learning setting/environment
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<th>PE/WBS Signature</th>
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APPENDIX 8 - Practice Educator Professional Standards

Practice Educator Professional Standards for Social Work

These standards 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 are also relevant for those supporting and assessing PQ candidates, newly qualified social workers or others engaging in formal or informal learning and development activities.

From October 2013 all practice educators of social work students must be registered social workers. These are minimum expectations. Employers and HEIs are free to develop requirements at a higher level individually or collaboratively.

Staged Approach
The standards have two stages of progression, which build on and commence from the standard associated with the 'enabling others'1 module in the current PQ Framework.

Stage 1
Practice educators at this stage will have sufficient experience and have demonstrated competence to directly 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 a final 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 have sufficient experience and have demonstrated competence to supervise, teach and assess social work degree students up to and including the final placement. In effect, these practice educators will be sufficiently competent to recommend with 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 HEIs and employers to develop suitable ways of enabling candidates to meet the learning outcomes ranging from self-managed portfolio presentations to a variety of in-house, distance and open learning or HEI-based training pathways.

1 Post-qualifying framework for social work education and training (GSCC, revised 2009), Paragraph 49 (viii).
Programme providers can 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 and accreditation**
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. Partnerships should also ensure that practice educators have relevant opportunities to undertake continuous professional development and are able to demonstrate continued proficiency.

Practice educators, as registered social workers, need to apply their professional value base to whatever role they undertake in a range of contexts. The applied value base presented within the Guidance on the assessment of practice in the workplace (GSCC/Topss 2002) is provided for reference. This was linked to GSCC Codes of Practice and core values requirements of the post-qualifying framework but 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 their regulatory and professional bodies.

**Equivalent practice educator qualifications**
Practice Teacher Award (PTA) holders and those who have achieved a Higher Specialist Award in practice education within the current PQ framework who are qualified and registered social workers, are accepted as having reached the standards for stage 2 of the proposed framework. As such, if employers and HEIs are satisfied that the PTA holder has continued to regularly practice as a practice educator (normally has had direct responsibility for at least one student in the last two years or had relevant experience in practice education) and has retained and developed their skills, knowledge and value base, then they 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.

**Independent practice educators and practice supervisors.**
Independent off-site PEs would be expected to have demonstrated proficiency at stage 2. It is the responsibility of the agency or HEI contracting the independent PE to be satisfied that the independent PE is competent and suitable to carry out their responsibilities. This would include ensuring that safeguarding checks have been undertaken.

Although 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

\[2\text{ who also have met the practice educator standards observation of practice assessment requirements in the attached table}\]
be registered social workers, it is recommended that they should be working towards the stage 1 learning outcomes 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.

**Further Developments**
The Practice Educator Professional Standards will be integrated within the overarching professional capabilities framework for social work currently being developed by the Social Work Reform Board.
# Practice Educator Professional Standards

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Stage One</th>
<th>Stage Two and Combined Stage 1 and 2 pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Qualification</td>
<td>Registered Social Worker</td>
<td>Registered Social Worker</td>
</tr>
<tr>
<td>Experience</td>
<td>Two years’ relevant work experience before taking full responsibility for assessing a social work placement, qualified for two years.</td>
<td>Three years’ relevant work experience, qualified for two years by the end of the programme.</td>
</tr>
<tr>
<td>Knowledge, skills and values – linked to learning outcomes</td>
<td>Pathways and programmes must support practice educator candidates to meet <strong>stage one outcomes</strong> in Domains A, B and C and apply values (from Guidance of Assessment in the Workplace³) to practice.</td>
<td>Pathways and programmes must support practice educator candidates to meet all learning outcomes in Domains A - D and apply values (from Guidance of Assessment in the Workplace³) to practice.</td>
</tr>
<tr>
<td>Support</td>
<td>Guided support from an appropriate mentor on individual or group basis</td>
<td></td>
</tr>
<tr>
<td>Assessment Process</td>
<td>Applicants for the role must evidence achievements against learning outcomes in domains A – C, according to arrangements made by local or regional employer networks</td>
<td>Applicants for the role must evidence achievements against learning outcomes in domains A – D, according to arrangements made by local or regional employer networks</td>
</tr>
<tr>
<td>1. Evidence</td>
<td>One direct observation of a practice educator candidate teaching, supervising or assessing a social work student against occupational or professional standards.</td>
<td>Two direct observations of a practice educator candidate teaching, supervising or assessing against occupational or professional standards. Evidence of work-based competence from taking full responsibility for one social work student and one other in line with the GSCC revised wording for paragraph 49 of the PQ requirements⁴</td>
</tr>
<tr>
<td>2. Observation of Practice</td>
<td>All assessors of PE candidates, including those observing a candidate’s practice, must be appropriately qualified at stage 2 or equivalent e.g. PTA holder/ those who have achieved PQ modules in Practice Education at Higher Specialist level⁵.</td>
<td></td>
</tr>
<tr>
<td>3. Assessors</td>
<td>Evidence must be in line with agreed assessment standards in accordance with partner HEI expectations, national benchmark, a national framework and learning outcomes and GSCC accreditation and approval requirements</td>
<td></td>
</tr>
</tbody>
</table>

³ Guidance on the assessment of practice in the workplace (GSCC/Topss, 2002)
⁴ Post-qualifying framework for social work education and training (GSCC, revised 2009) Para 49 - ‘Teach, Mentor and Support social work or other students and/or colleagues and contribute to assessment against national occupational standards’
⁵ who also have met the practice educator standards observation of practice assessment requirement
<table>
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<tr>
<th>Requirement</th>
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<th>Stage Two and Combined Stage 1 and 2 pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Links with QAPL</td>
<td>All candidates should:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Contribute to the completion or review of a QAPL[^6] audit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Complete a QAPL practice educator feedback form for each student they assess</td>
<td></td>
</tr>
<tr>
<td>Programme structure</td>
<td>There should normally be some core input around domains A and B before the practice learning opportunity starts</td>
<td>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</td>
</tr>
<tr>
<td>Link with PQ requirements</td>
<td>Candidates at this stage should be able to meet the requirements for enabling others or evidence the equivalence.</td>
<td>Social work qualified candidates at this stage will have achieved Enabling Others or can evidence the equivalence. They may be able to acquire academic PQ credits or modules at specialist or higher specialist level depending on their programme of study.</td>
</tr>
</tbody>
</table>

[^6]: Quality Assurance benchmark statement and guidance on monitoring of social work practice placements (QAPL)
GUIDANCE STATEMENTS

Domain A

Organise opportunities for the demonstration of assessed competence 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 competence.

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

3. 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.

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 competence, 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 the learner 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 assessing learners’ performance against agreed criteria.
3. Ensure that 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 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 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 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 own professional development and apply learning to subsequent practice education experience using a range of methods.

2. 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

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 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 complaint.
Values for work based assessors (adapted from Guidance on the assessment of practice in the workplace, GSCC and Topss England, 2002)

Values for social care work-based assessors have been developed in addition to the core values of social care and social work and the General Social Care Council’s Code of Practice for Social Care Workers. Work-based assessors are key people in training and development strategies that enable staff to carry out their responsibilities as outlined in the Code of Practice for Social Care Employers.

This guidance focuses on the implications of these values in relation to the assessment process. In order to promote anti-oppressive and anti-discriminatory practices, work-based assessors 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; and

- 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.
List of Abbreviations:

HEI – Higher Education Institution
NTU – Nottingham Trent University
UoN – University of Nottingham
PDP – Practice Development Programme
PE - Practice Educator
PE Stage 1 - Practice Education Stage 1 Course
PE Stage 2 - Practice Education Stage 2 Course
PEPS – Practice Educator Professional Standards
PLS - Practice Learning System
PVIs – Private, Voluntary and Independent Sector
QUAPL – Quality Assurance in Practice Learning
QAPMP – Quality Assurance Placement Mentoring Process
SEA – Services for Empowerment and Advocacy
SUCs – Service Users and Carers
WBS – Work Based Supervisor