Practice Educator Professional Standards for Social Work

Part 1: Guidance for Candidates
Preface

Aim of this handbook

The aim of this handbook is to guide you through the submission of your Portfolio of Evidence for endorsement to Stage 1, Stage 2 or both combined.

The handbook has been divided into two parts:

Part 1  Guidance on completing evidence

This part contains information to guide you through the process of completing the evidence for submission in your portfolio.

Part 2  Templates to be completed and submitted as part of your Portfolio of Evidence

This part shows the templates which need to be completed and submitted as a portfolio evidence for your submission. Each template is available on the Social Work website and can be downloaded for completion either electronically or as a hardcopy. Please see below for the web link to the site and its QR code (if you wish to access the website via your smart phone).

Part 3  Quick Guide for Portfolio of Evidence

This part is a quick guide to the evidence you need to provide for your Stage 1, Stage 2 or Stage 1/Stage 2 combined, Portfolio of Evidence.

Practice Learning Documentation, Procedures and Policies are available on the Sheffield Hallam University practice placement site for students and educators at:

http://www3.shu.ac.uk/HWB/placements/SocialWork/Index.html
Part 1  Guidance on completing evidence

Practice Educator Professional Standards for Social Work

Contact Information

Practice Learning

Approved Prior Practice Learning (APPL)

- Applicants for registration who may already meet the requirements of the Practice Educator Professional Standards for Social Work, Stage 1 and Stage 2
- Applicants for registration who have completed training programmes and courses that meet the requirements of the Practice Educator Professional Standards for Social Work, Stage 1 and/or Stage 2
- The Post Qualifying Award, PQ 5/6, Enabling Others module, 5 Day Programme or equivalent

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Practice Educator Professional Standards
Introduction

Effective practice placements for social work students are central to qualifying professional training and are a key part of government strategy to ensure student social workers receive the right skills and knowledge to join the profession and to be able to meet the demands of front line practice. High quality practice placements are essential in supporting students to develop the knowledge, skills and values to practice effectively. The provision of quality practice placements is dependent upon a number of factors including the practice educators who are teaching, supervising and assessing students.

Changes in the regulating body

From 1st August 2012, the Health & Care Professions Council (HCPC) will be taking over from the General Social Care Council (GSCC) who will be ceasing its activities in July 2012; the HCPC have their own set of standards of proficiency.

From 2013 all new social work students will be working to The College of Social Work's Professional Capabilities Framework and the HCPC's Standards of Proficiency (see useful web links at the end of this guidance).

Between 2013 and 2015 candidates will be working with social work students, some of whom will still be following the GSCC Codes of Practice and the NOSSW and others who will be following the new standards of the HCPC and the Professional Capabilities Framework of The College of Social Work.

The Practice Educator Professional Standards

The Social Work Taskforce recommended that arrangements be put in place to ensure that sufficient, high quality practice placements were available for all social work students. The Practice Educator Professional Standards set out requirements at two stages which practice educators must demonstrate that they have met. The aims of the standards are to improve the consistency and quality of the supervision and assessment which students receive whilst undertaking practice placements. From September 2015 all practice educators of social work students must be registered social workers, this applies to all final placements from September 2013.

The standards can be downloaded from the website of The College of Social Work (see useful web links at the end of this guidance).
A staged approach
The standards have two stages of progression, reflecting different levels of complexity involved in supervising, teaching and assessing students for placement one and placement two:

Stage 1
Practice educators at Stage 1 will have sufficient experience (minimum of 2 years) 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. Stage 1 practice educators can contribute to a final placement but NOT take full responsibility for the assessment. All practice educators in training should be supported by a Stage 2 practice educator/mentor. With these arrangements in place a practice educator CAN take responsibility for a student social worker in a placement.

Stage 2
Stage 2 practice educators will have sufficient experience (minimum of 3 years) and have demonstrated competence to supervise, teach and assess social work degree students up to and including the final placement.

Transition arrangements have been agreed for practice educators who are not registered social workers and for practice educators who are registered social workers.

Once you have been endorsed your name will be placement on the practice educator register and you will be issued a certificate. Following that, we will contact you every two years regarding re-approval.

Guidance and portfolio of evidence
Part 1 of this handbook is to inform you of the national changes to practice education which will affect placement providers, practice educators, independent practice educator and practice supervisors. It outlines the information you need to know about these changes and how they will affect the way you support/supervise our students whilst on placement with you.

Part 2 of this handbook contains templates and information for an onsite practice educator and an independent practice educator to produce a portfolio of evidence which will allow SHU to endorse them as a Stage 1 or Stage 2 practice educator.

Submission and Feedback
The portfolio of evidence must be submitted, as a hardcopy only, (by post or hand delivered) by the 1st working day of each month for the attention of Jo Copley, Practice Educator Programme at the following address:

Help Desk, Robert Winston Building, Sheffield Hallam University, 11-15 Broomhall Road, Sheffield S10 2DR

Feedback and/or a certificate will be sent to you within four weeks of submission? If there is going to be a delay we will let you know.
# Contact Information

The placement team are available to answer questions that you may have about the practice educator training available at Sheffield Hallam University and the Stage 1 and Stage 2 Audit and Approval Process.

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<thead>
<tr>
<th>The Placement Team</th>
<th>Email</th>
<th>Tel</th>
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| **Deborah Develin:** Senior Lecturer in Practice Education  
(Practice Educator Training) | d.develin@shu.ac.uk     | 0114 225 2325 |
| **Brendan Wood:** Practice Learning and Placement Development Manager  
Initial Placement Audits and Service Level Agreements  
Practice Educator training Stage 1 and Stage 2 endorsement and approval. | b.wood@shu.ac.uk  
or 0114 225 5636 | 0114 225 5873  
or 0114 225 5636 |
| **Elaine Flynn:** Practice Learning and Placement Development Manager  
Initial Placement Audits and Service Level Agreements  
Allocation of Placements, overseeing placement fees and matching Independent Practice Educators to placements. | e.flynn@shu.ac.uk    | 0114 225 4415 |
| **Paul Benson:** Placement Administrator  
Tracking of Stage 1 and Stage 2 endorsements and approvals for voluntary and independent sectors and independent practice educators.  
Sending out the guidance document and Stage 1 and Stage 2 certificates. | p.c.benson@shu.ac.uk | 0114 225 5395 |
Practice Learning Placement Approval

Initial approval of a new practice learning placement

The initial approval of a potential new placement comprises the completion of a Practice Learning and Placement Approval Audit, for each site that the agency has agreed that a student can be placed, and a Partnership Practice Learning Agreement for the agency.

The placement audits and agreements are national, regulatory body requirements.

Practice Learning and Placement Approval Audit

Any new prospective practice learning placement will be visited by a member of Sheffield Hallam University (SHU), Department of Social Work and an initial audit carried out of the agency/organisation. The audit shall be based on the SHU pro forma, Practice Learning and Placement Approval Audit and will establish the suitability of the agency/organisation as a potential practice learning placement. The audit will indicate if the placement is able to meet the criteria for first and final placements (Template PE 09).

(Local authority statutory agencies have an agreement with SHU to carry out their own audits).

Partnership Practice Learning Agreement

On the satisfactory completion of an initial audit, the agency will be asked to complete a Partnership Practice Learning Agreement with SHU. The university will not be able to place any of their student(s) with the agency until the agreement has been undertaken.

Annual Review

Once a new practice learning placement has been approved by the successful completion of a Practice Learning and Placement Approval Audit and a Partnership Practice Learning Agreement, these will be subject to annual review by SHU.

Requirement for Stage 1 and Stage 2 endorsement

For the purpose of your Stage 1 and/or Stage 2 endorsement you will only be required to complete a Practice Learning and Placement Approval Audit for inclusion in your Portfolio of Evidence.
Practice Learning

Training and Approval for an On-site Practice Supervisor

An on-site practice supervisor must have:

- completed the SHU form Application to Register as an On-site Practice Supervisor accompanied with evidence of any courses/training attended e.g. copies of certificates
- two years' experience in social care
- completed SHU Practice Educator training or completed the equivalent via an alternative route

Training and approval for an On-site Practice Educator

Stage 1: Meets the requirements of Domains A, B and C of the Practice Educator Professional Standards for Social Work

A practice educator must be a qualified and registered social worker and have:

- completed the SHU form Social Work Practice Educator: Application for Endorsement at Stage 1 and/or Stage 2 accompanied with evidence of any courses/training attended e.g. copies of certificates (Template PE 01)
- a minimum of two years post-qualifying experience
- worked with a social work student or students within the last two years
- completed SHU Practice Educator training or the equivalent via an alternative route
- had one direct observation of their practice with a social work student by a Stage 2 approved practice educator
- completed a portfolio of evidence or can submit proof of a corresponding, accredited programme which meets the requirements of Domains A, B and C of the Practice Educator Professional Standards for Social Work, Stage 1 (Template PE 02)
- contributed to the completion of an initial or review of a Practice Learning and Placement Approval Audit (Template PE 09)
- completed a QAPL Practice Learning Evaluation form for each student they assess (Template PE 10)
Stage 2: Meets the requirements of Domains A, B, C and D of the Practice Educator Professional Standards for Social Work

A practice educator must be a qualified and registered social worker and have:

- completed the SHU form Social Work Practice Educator: Application for Endorsement at Stage 1 and/or Stage 2 accompanied with evidence of any courses/training attended e.g. copies of certificates (Template PE 01)
- a minimum of three years post-qualifying experience
- worked with a social work student or students within the last two years
- be an approved Stage 1 practice educator
- completed some Continuing Professional Development (CPD) work involving social work students
- a further direct observation of their practice by a Stage 2 practice educator; this cannot be with the same social work student or students from the observed practice in Stage 1
- complete a portfolio of evidence or can submit proof of a corresponding, accredited programme which meets the requirements of Domains A, B, C and D of the Practice Educator Professional Standards for Social Work, Stage 2 (Template PE 03)
- contributed to the completion of an initial or review of a Practice Learning and Placement Approval Audit (Template PE 09)
- completed a QAPL Practice Learning Evaluation form for each student they assess (Template PE 10)
- completed a Personal and Professional Development Action Plan (Template PE 07)
- completed a 500 words Critical and Reflective Statement (Template PE 08)

Please Note:
We would like to encourage eligible candidates to submit a combined Stage 1 and Stage 2 Portfolios of Evidence.

Training and Approval of an Independent Practice Educator

Meets the requirements of Domains A, B, C and D of the Practice Educator Professional Standards for Social Work

An Independent Practice Educator must be a qualified and registered social worker and have:

- completed the SHU form Social Work Practice Educator: Application for Endorsement at Stage 1 and/or Stage 2 (Template PE 01) accompanied with:
  o evidence of any courses/training attended e.g. copies of certificates
  o two written references
• an Enhanced DBS check carried out at SHU within the last three years
• three years post-qualifying experience
• worked with a social work student or students within the last two years
• completed the appropriate components of SHU Practice Educator training or the equivalent via an alternative route
• had one or two direct observation (depending on whether you already have Stage 1 or Stage 2) of their practice with a social work student by a Stage 2 approved practice educator
• completed a portfolio of evidence or can submit proof of a corresponding, accredited programme which meets the requirements of Domains A, B, C and D of the Practice Educator Professional Standards for Social Work, Stage 1 and 2
• contributed to the completion of an initial or review of a Practice Learning and Placement Approval Audit (Template PE 09)
• completed a QAPL Practice Learning Evaluation form for each student they assess (Template PE 10)
• SHU expects all registered Independent practice educators to demonstrate a commitment to their on-going professional development by attending relevant CPD workshops, briefing sessions and training events.

SHU encourages Independent Practice Educators who do not hold a Practice Teaching Award or who have not completed any Practice Education modules within the PQ Framework, to consider working towards completing a Masters Module in Practice Education. SHU offers the Practice Education in Health and Social Care module which meets Stage 2 requirements.

Please note that by September 2013 all Independent Practice Educators must, as a minimum, be at Stage 2

Approved Prior Practice Learning (APPL)

Applicants for registration who may already meet the requirements of the Practice Educator Professional Standards for Social Work, Stage 1 and Stage 2

If a qualified and registered social worker has completed or been approved to either Stage 1 or Stage 2 of the Practice Educator Professional Standards for Social Work by another organisation, SHU will require evidence of this via certificates awarded and completed the appropriate application to register, form.
Some accredited programmes or agency courses may have been approved as a Stage 1 and Stage 2 practice educator. Applicants for registration with SHU who have completed such a course should discuss this with the university's Practice Learning Manager.

**Applicants for registration who have completed training programmes and courses that meet the requirements of the Practice Educator Professional Standards for Social Work, Stage 1 and/or Stage 2**

Some experienced, qualified and registered social workers may have completed a number of training programmes and courses which meet either Stage 1 or Stage 2 or both requirements.

The Practice Teaching Award and Higher Specialist levels or the Advanced Award in Practice Education will automatically achieve Stage 2

In addition, you must also have:

- been working with social work students within the last two years
- completed and submitted the SHU form *Social Work Practice Educator: Application for Endorsement at Stage 1 and/or Stage 2* including photocopies of relevant certificates (Template PE 01)
- the above awards must have included a direct observation of their practice with a student or students
- been involved in supporting social work students in the last two years
- evidence and a signed testimonial of their activity with a student or students; this could be:
  - a signed social work student report
  - involvement in interviewing, quality assurance panels, etc.,
  - direct teaching or tutoring

If an applicant has not been involved in supporting social work students in the last two years, they should discuss this with the university's Practice Learning Manager.

**The Post Qualifying Award, PQ 5/6, Enabling Others module, 5 Day Programme or equivalent**

A qualified social worker with these awards and who has been involved in supporting social work students in the last two years will need to complete and submit the SHU form *Social Work Practice Educator: Application for Endorsement at Stage 1 and/or Stage 2*, (Template PE 01) the appropriate photocopies of relevant certificates and evidence of their activity with a student in the last two years. This could be a:

- social work student report, or
- a signed testimonial which confirms CPD involvement with social work students

If the programme was assessed and included a direct observation, most candidates will automatically achieve Stage 1, with proof of activities in the last two years.
Assessment and Direct Observation

If the programme was assessed but did not include a direct observation, the candidate will need to arrange a direct observation with a Stage 2 approved SHU practice educator (Template PE 04).

If the programme was not assessed and did not include a direct observation, the candidate will need to arrange a direct observation with a Stage 2 approved SHU practice educator and produce a portfolio of evidence. Applicants should discuss this with the university's Practice Learning Manager.

Social Work Practice Educator:
Request for Endorsement at Stage 1 and/or Stage 2

The pro forma Social Work Practice Educator: Request for Endorsement at Stage 1 and/or Stage 2 needs to be completed by all qualified and registered social workers. So, even if you think you have already been approved or already meet the requirements, you still need to complete this form; it is an integral part of the university's registration process. After completing the form, please retain a copy for your records.

If you are submitting a portfolio of evidence, the above completed form needs to be at the front of the portfolio followed by the evidence. If you already fulfil the requirements, this needs to be completed and the appropriate certificates included.

Endorsement Procedure for Stage 1

If you are a social worker and have been qualified for two years you need to:

- be working with a social work student
- complete the application for endorsement for Stage 1, and
- submit a portfolio of evidence (Template PE 02)

Endorsement Procedure for Stage 2

If you are a social worker and have been qualified for three years you need to:

- have worked with a social work student within the last two years
- complete the application for endorsement for Stage 1 and Stage 2 or just Stage 2 (which either is required), and
- submit a portfolio of evidence (Template PE 03)
Fees: Portfolio of Evidence and Direct Observation

There is a fee of £50 **each** for the Portfolio of Evidence and the Direct Observation. This can be paid by:

- stopping at source from the daily placement fee, or
- a cheque (made payable to Sheffield Hallam University) if you are paying the fee yourself.

You need to indicate how you intend to pay each fee.

Transitional Arrangements

The following table has been reproduced from The College of Social Work publication:

**Practice learning guidance**

**Practice educator professional standards questions**

**(Guidance B)**

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<tr>
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<th>2012/13</th>
<th>2013/14</th>
<th>2014/15</th>
<th>2015/16</th>
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<tbody>
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<td><strong>Placement 1 or 2:</strong> Normally Practice Educator and/or working towards Stage 1</td>
<td>First Placement: Practice Educator (ideally RSW*) Stage 1 or 2 *Non-RSWs may continue to practice</td>
<td>First Placement: Practice Educator (ideally RSW*) Stage 1 or 2 *Non-RSWs may continue to practice</td>
<td>First Placement: Practice Educator (RSW) Stage 1 or 2</td>
<td></td>
</tr>
<tr>
<td><strong>Final Placement: Normally Practice Educator (RSW) and/or working towards Stage 2</strong></td>
<td>Final Placement: Practice Educator (RSW) Stage 2</td>
<td>Final Placement: Practice Educator (RSW) Stage 2</td>
<td>Final Placement: Practice Educator (RSW) Stage 2</td>
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</tr>
<tr>
<td><strong>Off-site Practice Educators (working with Practice Supervisors): Normally Practice Educator (RSW) and/or working towards Stage 2</strong></td>
<td>Any Placement: Practice Educator (RSW) Stage 2</td>
<td>Any Placement: Practice Educator (RSW) Stage 2</td>
<td>Any Placement: Practice Educator (RSW) Stage 2</td>
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<tr>
<td><strong>Current social work degree requirements</strong> (and working towards new standards)</td>
<td>New PEPS: (&amp; transitional arrangements for non-RSWs at Stage 1)</td>
<td>New PEPS: (&amp; transitional arrangements for non-RSWs at Stage 1)</td>
<td>Practice Educator Professional Standards</td>
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*NB All Practice Educators in training should be supported by a Stage 2 practice educator/mentor. With these arrangements in place, a Practice Educator in training can take responsibility for a student social worker in a placement.*

**RSW** - Registered Social Worker
Continuing Professional Development (CPD) for Stage 2

All Stage 2 practice educators need to demonstrate progression as a practice educator. It is expected that practice educators continue to attend training to improve their professional development. Stage 2 practice educators need to be involved in the wider student activities in their agency or with the university. SHU offers CPD workshops, briefings and activities to practice educators; details will be sent to you. Evidence of CPD activities are required (Template PE 10).

Writing a Curriculum Vita and Developing a Personal and a Team/Agency Profile

You are required to write a personal profile of yourself as a practice educator that can be given to learners who you are working with. This should include the scope of your role as a practice educator within your organisation. A profile provides useful information about you as a practice educator and your agency. The profile can support the student with their pre placement planning and help them to think about the learning opportunities available to them.

When writing your profile you need to consider what you include and how much you wish to disclose to the student about yourself in the context of professional boundaries.

The profile can be presented in a variety of formats and may include diagrams and pictures.

It is useful to offer a personal, team and agency perspective and this may need to be revised over time. The following is a guide about information that should be included in your profile:

**Personal**

- Name
- Job title and job role in the organisation
- Gender and racial background
- Relevant qualifications
- Experience as a practice educator
- Relevant practice experience
- Areas of knowledge and expertise and special interests
- Commitment to anti-oppressive and anti-discriminatory practice
Team/Agency

- Name and type of organisation
- Information about the team, including geographical area covered
- Approaches to practice, including opportunities for inter-professional working and the involvement of service users in designing and evaluating services
- Practice experience in the team
- Development of team in terms of anti-oppressive and anti-discriminatory practice
- Team experience of supporting learners, including social work degree students

Please refer to Template PE 06.

Guidance on Direct Observation of your Practice

Please complete the Request for a Direct Observation (Template PE 04); this needs to be done as soon as possible. You will be sent the contact details of the Stage 2 Practice Educator who will be undertaking your Direct Observation; it is your responsibility to contact this person to arrange agreed possible dates.

Organising the observation of practice

Identify dates with the observer

It is not always possible to observe you on a specific date and time, and so identifying a number of possible sessions for observation is helpful. When selecting sessions consider how these will allow you to meet the Domains set out in the Practice Educator Professional Standards for Social Work.

Contact your observer to negotiate a date for your direct observation

You will be provided with the name and contact details of your observer, and it is advisable to contact them with a selection of dates. It is important that you don't leave organising any direct observations until late in the student's placement.

Negotiate the details for your direct observation

Once the observation date has been confirmed, you are responsible for communicating arrangements, including opportunities for a debriefing session, with your observer.

The Request for a Direct Observation (Template PE 04) indicates areas of practice which the observer will be using to gather evidence of learning outcomes having been met. You should use the learning outcomes in Domains A-D of the Practice Educator Professional Standards for Social Work to inform your planning and delivery of the session.
Email session plan to observer 3 days before the session
The session plan is required for the direct observation to go ahead. A pro forma is provided which you should complete and send to your observer at least 3 days before the direct observation takes place. The session plan will need to include the aims of the session, learning outcomes, teaching and learning activities.

Undertaking the observation and the role of your observer
The observer will observe you on your practice on one or two occasions (whichever is required), usually a supervision session between you and your student who you are responsible for or a group supervision session for the students you are responsible for. The observer needs to gather evidence of where you are meeting the learning outcomes in Domains A - D of the Practice Educator Professional Standards. There needs to be sufficient evidence across the observations for your observer to comment on the domains.

Ahead of the observation, your observer may discuss the planned session and identified learning outcomes with you. If required, you should take the opportunity to discuss with your observer any relevant issues or concerns that you might have about the observation.

At the observation you should introduce your observer and explain the purpose of the observation. The focus should be on the agreed learning outcomes as outlined in your session plan.

Debrief
This will take place immediately or soon after the observed session and is an opportunity for your observer to provide you with feedback. During the debriefing session be prepared to discuss what went well in the session and what you have identified as areas for development. Making notes during the debriefing session will be useful to support your reflections which can be included in the reflective account.

Observer sends you the assessment report
This is sent after the observed session and will be written on the template provided. The reports from the direct observations are included in your portfolio of evidence.

Completing a Practice Learning & Placement Approval Audit and a QAPL Practice Learning Evaluation

Completing a Practice Learning & Placement Approval Audit
To fulfil the requirement of carrying out an initial Practice Learning and Placement Approval Audit, or reviewing an existing one, you will need to complete Template PE 09.

Completing a QAPL Practice Learning Evaluation
To fulfil the university's quality assurance requirements for student placements, you will be asked to complete a Practice Learning Evaluation form at the end of the student placement. The completed evaluation (Template PE 10) will need to be included in your portfolio of evidence.
Critical and Reflective Statement for Stage 2

Critical and Reflective Statement as a Practice Educator using the template provided (Template PE 08)

This task is a reflective account of 500 words and may be submitted as an audio recording (the preferred submission method) or as a written account.

This is an opportunity for you to demonstrate how you have developed your thinking about your role as a practice educator in teaching, supervising and assessing learners. The assignment is a critical evaluation on the work that you have undertaken to enable the learning and development of others and is a critical reflection of your development as a practice educator, rather than a theoretical account of work based learning.

You should include specific examples from your practice working with learners and in your evaluation and analysis you should make reference to feedback that you have received from others, including learners.

This needs to be attached to your Personal and Development Action Plan

Personal and Professional Development Action Plan for Stage 2

A Personal and Professional Development Action Plan using the template provided (Template PE 07).

The completed Critical and Reflective Statement (Template PE 08) needs to be attached to your Personal and Professional Development Action Plan (Template PE 07).
The learning outcomes for the Practice Educator Professional Standards have been included for information. Candidates need to demonstrate that they have met the learning outcomes in Domains A-D to achieve Stage 1 and 2 by way of submitting their portfolio of evidence.

### 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 complaints.
Useful Web Links

The College of Social Work (TCSW)
http://www.collegeofsocialwork.org

Practice Educator Professional Standards for Social Work (PEPs)
http://www.collegeofsocialwork.org/uploadedFiles/TheCollege/_CollegeLibrary/Reform_resources/Practice-EducatorProfessional(edref11).pdf

SHU HWB Social Work website
http://www3.shu.ac.uk/HWB/placements/SocialWork/Index.html

Health & Care Professions Council (HCPC)
http://www.hpc-uk.org/

Quality Assurance in Practice Learning (QAPL)
http://www.skillsforcare.org.uk/socialwork/Supportingandassessingpractice/QAPL.aspx