



# DEVELOPING TOGETHER

## SOCIAL WORK TEACHING PARTNERSHIP

### Summary Report of Practice Education Team Quality Assurance Process

#### Introduction

This report summarises the quality assurance process carried out by the Teaching Partnership Practice Education Team: Sue Lansley (Social Work Lead), Dale van Graan and Paul Lawrence (Practice Educator Consultants), from September 2019 to March 2020.

The process was one approach to addressing the Partnership Implementation Plan goal of *enhancing the quality and quantity of practice learning opportunities in the region*. Processes for Quality Assurance of Practice Placements are already in place at Kingston University (KU) through the completion of Quality Assurance in Practice Learning (QAPL) forms at the end of placements by students, Practice Educators, On-Site Supervisors and Tutors, and the Practice Assessment Panel (PAP) meetings attended by partner agencies that provide placements. The findings from the Teaching Partnership quality assurance project aim to support and enhance these existing processes in order to ensure the highest standard of student learning opportunities and assessment are provided across the Partnership.

It was originally planned to incorporate a review of all End of Placement Reports (EPRs) and Practice Learning Agreements (PLAs) for a cohort of students from the BA in Social Work (BASW), followed by a comparable review of those from the Masters in Social Work (MSW) programme. A number of factors made this unachievable and so a sampling approach was used across three student cohorts and both programmes with 54 Placement Reports reviewed in total.

Reports were reviewed using a Quality Assurance tool (see Appendices A and B) devised by the Teaching Partnership Practice Education Team which was informed by the Quality Assurance and moderation tools used in Social Work Organisations to review the assessments completed for Newly Qualified Social Workers (NQSWS).



Following this an attempt was made to triangulate the information gathered by gathering views on the placement process and experiences from students, Practice Educators, On-Site Supervisors and Tutors.

University processes restricting surveying students provided only a small window of opportunity in which to issue a student questionnaire. Students were asked to comment on the positives and challenges of their placement experiences. Unfortunately, this was not completed and a subsequent discussion with students revealed that this was potentially a result of survey fatigue and/or reservations about how their responses may be used to identify them. A further attempt was planned to seek feedback from final year students through focus groups, but unfortunately these were cancelled due to Covid-19.

A survey was carried out with Practice Educators and On-Site Supervisors and the information gathered has been used within this report. A survey with Tutors had been planned but again, Covid-19 has prevented this from being progressed.

In terms of confidentiality, this report will only focus on general themes arising from the review; individual organisations and students, Practice Educators and On-Site Supervisors will not be named. Some of the placement documents had been prepared by trainee PEs, but particular themes relating to their work were not a focus of the review.

### **STEP 1: Review of BASW L6 final placements (Sept-Nov 2019)**

The review focussed on the PLAs and EPRs for BA students who had completed final, 100 day placements in a variety of organisations across all social work sectors (children's services/adult services, mental health) in the academic year 2018-19. Placements had typically taken place from September 2018 until March 2019. Geographically most of the placements were in organisations in the Teaching Partnership region, although they were not all within formal Teaching Partnership partner agencies (57%). All placement reports were reviewed using the Quality Assurance template (as stated above) setting out the rating criteria for reports as well as inviting feedback on different aspects such as learning opportunities provided on the placement and the level of analysis provided when assessing students' capabilities.

The reports were sampled from 'Canvas', Kingston University's online learning environment and submission portal and reviewed by Paul Lawrence, Dale van Graan and Sue Lansley. Where possible, both the EPR and the corresponding PLA were reviewed.



In total, the reports for 34 students were reviewed and rated as follows:

4	Excellent
9	Good
15	Adequate
6	Require improvement

(A description of each rating can be found in within the Quality Assurance Tools, Appendices A and B)

### General Comments

A small number of EPRs were written in earlier versions of the report template. Whilst this did not in itself affect the overall quality of the report, it was slightly concerning evidence of lack of attention to detail.

The vast majority of Reports were adequately written with less than 20% of PLAs and EPRs deemed to require improvement.

Overall at least 9 EPRs, or sections thereof, were identified as exemplary.

### STEP 2: Dip sample of BASW first placement and MSW final placement reports (Jan-Feb 2020)

The Midway and End of Placement Reports of MSW2 (final) and BA2 (first) placements which occurred in the 2018/19 academic year were dip sampled and reviewed by Dale van Graan and Sue Lansley. Each reviewer sampled the reports of 5 students in each cohort using the Quality Assurance tool with the same criteria and feedback as used in the original sample. Placements had occurred in a variety of organisations across all social work sectors (children's services/adult services, mental health). Geographically most of the placements were in organisations in the Teaching Partnership region, although they were not all within formal Teaching Partnership partner agencies (61% and 26% respectively).

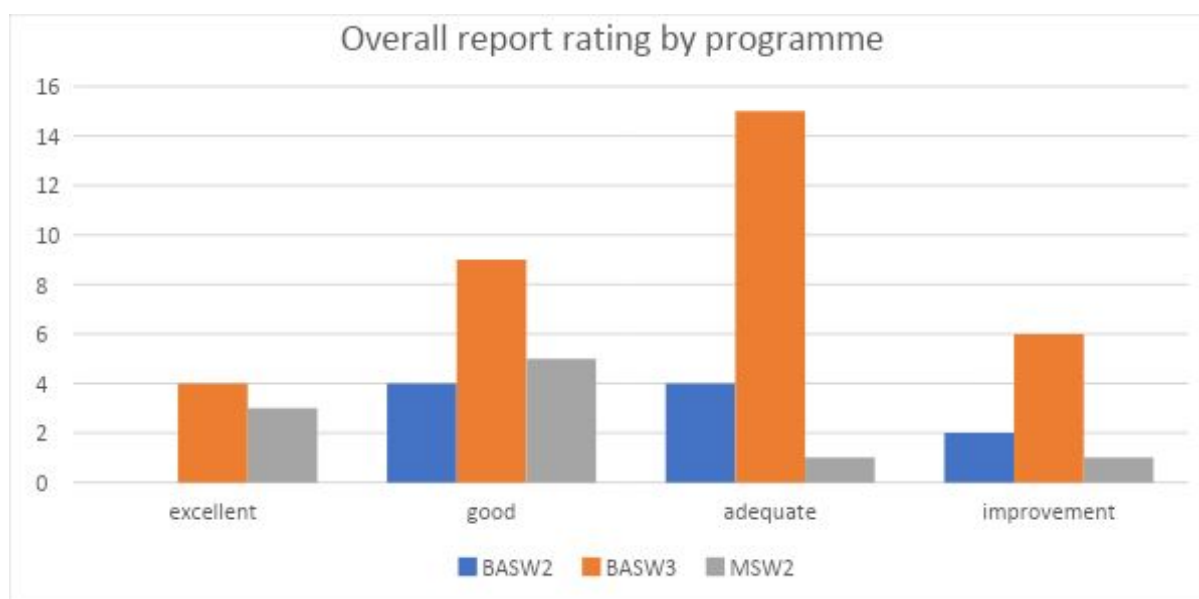
In total, the Midways and EPRs for 20 students were reviewed and rated as follows:

Programme	Rating	Total No.	Trainee PE	Experienced PE	Independent PE
BASW	Good	4	2	1	1
	Adequate	4	2	2	
	Require improvement	2		1	1
MSW	Excellent	3	1	2	
	Good	5	4	1	
	Adequate	1	1		
	Require improvement	1	1		



## General Comments

Overall, it is very encouraging that the majority of reports were rated as Adequate or Good (14/20). Only 15% required improvement and very few were identified as being poorly written. It was very encouraging to note that three of the reports written about MSW students were considered exemplary, if not in totality, at least in part, and one of those was written by a trainee. Overall, in 4 reports across both programmes the students' own contributions to Midways and/or EPRs were also considered exemplary.



**The following themes and features of Practice Learning Agreements, Midway and End of Placement Reports are described in no particular order of priority:**

### A. 'Excellent' and 'Good' Reports

1. *Excellent* and *good* reports were 'easy to read' and gave a clear sense of the student's placement journey, progressive learning and 'work' undertaken – the *good* narratives made both the student and the placement 'come alive' making it easy for the reader to contextualise the student's whole experience.
2. A wide range of appropriate evidence was used, with good learning and practice examples, which highlighted the student's holistic and progressive development. The evidence was explicitly linked to clear, specific practice examples to illustrate their skills, knowledge, learning and development. Additionally, the best reports also highlighted areas for *continuing development* in each domain narrative, as well as at the



end of the report, linking these specifically to PCF domains and KSS. The learning needs at the end of placement were therefore clearly identifiable as arising from the *analysis* of learning and development pertinent to each domain.

3. Narrative (and the detail within this) was given to the learning needs of the student with these being well linked to the PCF and, in the best reports, also to the relevant KSS. Additionally, the setting's learning opportunities and student's learning experiences were clearly described and linked to the PLA. These reports showed *explicit congruence* between the PLA, the Midway review and Action Plan and the EPR.
4. Students' contributions were easily identifiable and thorough, helping to verify, and adding to, the assessment and evidence presented by the PE and OSS, where applicable. Additionally, OSSs' comments 'joined up' with the comments of the PE, with this further demonstrating good communication between them. These strengths demonstrated good co-production, shared responsibility and shared ownership by the various contributors.
5. There was clear evidence of how supervision had supported the student's critical thinking/reflection and their overall progress and learning. Generally, the narrative also detailed areas of development/learning needs of the student, although this was not always present in each of the PCF domains (section 3b of the EPR).
6. Often the PE had made good links to the social work methods and theories learned about or taught during the placement and had cited the learning/reflection tools used through supervision.
7. These reports often contained good use of feedback from service users or carers and colleagues, thereby strengthening the assessment evidence and judgement.
8. The best reports paid attention to detail, such as including dates and signatures, with all sections having been completed fully and a good narrative provided in well-constructed and well-presented writing.

## **B. 'Adequate' Reports**

1. *Adequate* reports generally provided a holistic assessment narrative of the student's learning journey and development, but this often lacked focus and/or depth in relation to the student and/or the learning opportunities. There was little exploration or evidence of the progressive



nature of this learning. There may have been 'just enough' evidence to demonstrate how the student had met the PCF level requirements and domains, but this lacked substance, depth or critical analysis of *how* the placement and student's learning journey had progressed, including gaps or barriers to learning and how and to what effect these had been addressed.

2. If learning needs were explicitly mentioned, for the start and/or the end of the placement, they were written generically and not linked to the student's development or to their continuing learning needs for their ASYE.
3. Generally, more attention to detail was needed to thoroughly complete all sections of the report, eg. some sections were only minimally completed in terms of words/narrative and the provision of a range of evidence from a variety of sources was lacking (even though presentable evidence was contained in the 'Index of Evidence' in the final section of the EPR). These reports lacked depth or evidence of critical thinking and analysis by the PE. Additionally, more attention to the standard of writing was required, such as grammar and sentence construction, suggesting possible time management difficulties, workload pressures or PE/OSS development needs as barriers to good standards of writing practice.

### **C. 'Require Improvement' Reports**

1. *Require Improvement* reports tended to have little depth in the narrative and, on occasions, there was no narrative at all, only bullet points. These reports struggled to evidence either an holistic or progressive assessment of the student. The lack of a meaningful narrative resulted in the presented evidence purely describing the list of tasks undertaken by the student, without even linking the tasks to the student's learning and/or the PCF domains.
2. There was a lack of critical analysis related to the student's learning journey and their practice development.
3. The reports were poorly written, with weak grammar and sentence construction and lack of attention to detail.
4. At times, in the individual PCF domains sections (section 3b), there were only minimal sentences written which described tasks undertaken but failed to adequately evidence how the student had demonstrated that particular PCF domain.



5. There was no joined up assessment/dialogue/writing by the PE and OSS. Additionally, if an OSS did complete their section, it was with very few words or citing little direct evidence or with a very generic reference to the student.
6. The student's learning needs or areas of development were rarely mentioned, completely absent or very generic. They were often not linked to the professional standards, the KSS, the PCF or the student's own career interests.
7. There was little to no contribution from the student, raising some concern about the extent to which they had been consulted or taken up the opportunity to comment on the assessment. **NB:** It was noted by reviewers, however, that it was not a requirement for students to comment on the report prior to submission on Canvas and that this could account for the absence of the final commentary by the student in the reports reviewed.

#### **D. Areas for Development for EPRs**

1. It is useful when PEs make specific reference to *how* the student was transitioned into their placement, including some details about the induction and the required standards of learning, knowledge and skills to pass the placement, ie. links to key information identified in the PLA. There should be a holistic account of the students' learning journey, from start of placement, through PLA, Midway review to EPR and continuing learning needs.
2. Often the Holistic Assessment and/or domain narratives tended to be descriptive, rather than providing an *analysis* of learning from the tasks carried out, leaving the reviewer asking 'So What? How does this work evidence learning and development of social work skills, knowledge and values and how does this demonstrate that the threshold for the domain has been reached?'
3. PEs should be required to cite examples from students' practice, relating them to specific (but anonymised) cases where relevant, specifically in the evidence discussed in the Domains. These examples should also be linked to the relevant KSS and other professional standards.



4. PEs should make good reference to, and meaningful use of, the Index of Evidence. Additionally, they should be mindful to use a wide range of sources of evidence to support their assessments.
5. More use could be made of Supervision records as sources of evidence. These were occasionally listed in the 'Index of Evidence' but not cross-referenced in the holistic assessment or evidence discussed in each Domain. More use could be made of supervision as a site and method of learning, teaching and enabling and evidencing the student's critical thinking.
6. The 'Assessment of Learning Needs' (section 3c) should link students' continuing learning needs to the PCF and to the KSS – this is not only useful for the report itself, but also for students' preparation of their Professional Development Plans (PDPs).
7. In terms of attention to detail and modelling high standards for practice, there should be a focus on good grammar and sentence construction throughout, and all signatures and dates should be included. Bullet points should not be used to summarise evidence as these contain little substance, no analysis and no narrative of how the student has met the PCF requirements and placement standards.
8. PEs need to be cognisant of their own skills and knowledge (PEPS), PCF level and KSS context of their practice, when writing their assessments.

### **STEP 3: PE/OSS Survey (Feb-Mar 2020)**

A short survey to all known PEs, OSSs and trainee PEs resulted in 54 responses. Unsurprisingly, the vast majority were trainees:

Stage 1	32
Stage 2	18
Qualified PEs	4

The survey sought responses to 8 questions on a 5 point rating scale, with 1 being 'very dissatisfied' and 5 being 'completely satisfied'. Some of the qualitative comments are included for each.





Questions and responses are summarised below:

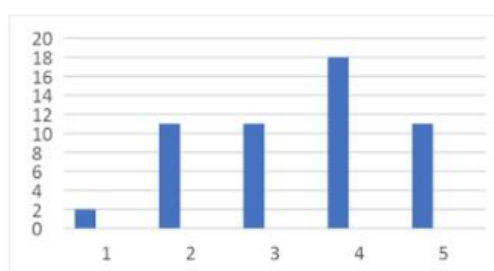
1. All respondents were at least satisfied with *Communication from the university, including setting up and preparing for the placement*. One person noted that initial communication from the university was inconsistent or the process lacked clarity, but that this had improved and was possibly indicative of the new process and new learning for all parties. One person noted that the student's Placement Application Form had been 'full of errors'.
2. When asked about the *support received from the university (practice learning team, tutor, etc) when any difficulties were experienced*, 8 respondents indicated that this was not applicable and the vast majority of remaining respondents were at least satisfied. Two respondents commented on receiving inadequate support from the student's tutor when concerns were raised about student progress.
3. 61% of on site PEs felt they had had *time to provide weekly supervision for their student*, but the remainder indicated that this was either not applicable or failed to score. This is a little confusing, given that only one respondent had indicated that they were off site and therefore 53 would have been required to provide weekly supervision.



4. Qualitative comments referred to large-scale organisational changes being a significant barrier for a period of time. Additionally, 'although weekly supervision was provided, additional hours were worked regularly in order to complete own work and prepare for student supervision and assessment'.
5. All respondents were at least **satisfied** that *the learning opportunities identified in the PLA materialised*.



6. The vast majority (50) were **at least satisfied** with the support of their line manager and team to have a student on placement but the remainder indicated that the significant changes in their team and organisational structures had had a significant impact on this, leading to complete dissatisfaction in this area.
7. Qualitative comments noted that there is 'a culture/expectation that having a student is more or less on top of usual work with much work done in own time. I didn't want to challenge this as it may lead to a more senior manager saying we can't have students in the team and I don't want this to happen for me or others'. Conversely, one respondent noted that 'The team enjoys having a student and managers like to promote a learning environment'.
8. *Support within your own supervision for your PE role.* There was a range of scores for this question and qualitative comments noted that '.... more support could be available for supervision or through workshops..... My work has been 'good' and allowed me to have autonomy but on reflection I have had limited supervision-support around my PEPS'.



9. *Time given to attend other organisational resources like workshops and groups.* Only 2 respondents were not satisfied, most felt that they had been well supported in this respect.
10. *Support through the provision of boundaried time to complete assessments of and reports on the student's learning and development.* 16% of respondents scored this below 3 and 50% were very or completely satisfied with the boundaried time provided for them.





11. Whilst this was largely positive, qualitative comments suggest that much of the work required to prepare for and document teaching and student support is created by PEs, especially where they are still in training:

*'making the time in my own time. The LA does not provide enough time to do this so we expect to do it in our own time'*

*'work commitments do create limitations to produce quality work'*

*'No protected time-you have to create some'*

*'I found having a student helpful, only issue is managing my own time commitments to ensure the student gets the most value from placement, would be good to have some protected time for PEPS'.*

12. As the majority of respondents were trainees many of the additional qualitative comments focused on the PE course, associated Practice Learning Workshops and support from their own tutors. Most of those were very positive, although there were some comments about the inhouse process for allocating and quality assuring Practice Assessors (PAs).

### **General Summary Comments**

It has been both surprising and assuring that most of the responses have been more positive than not, with the majority of respondents feeling at least satisfied with each of the above areas of their own placement provision.

The most challenging issues for a small number seem to be about managing the demands of their own usual workload, in addition to managing the learning and assessment programme for a student. Little workload relief, little bounded time to undertake core assessment and reporting work for the student and for their own studies, seem to be the main areas of concern. Additionally, for some, being supported through their own supervision and perhaps having access to other resources, as well as autonomy to prioritise that support, are ongoing challenges. Organisational changes and uncertainty were also identified as a significant barrier.

Given that most respondents were trainee PEs, these findings may be expected, however, if these areas of dissatisfaction were indicative of a more pervasive culture towards the support and development of students in any organisation, that would be more concerning. Going forward, it will be really



important to also gain the views of qualified and experienced PEs and OSSs, in order to gain a more balanced picture of practice.

The comments about the impact of lack of bounded time could also correlate to the evidence of poor writing and or analysis, which was apparent through our earlier report sampling activities.

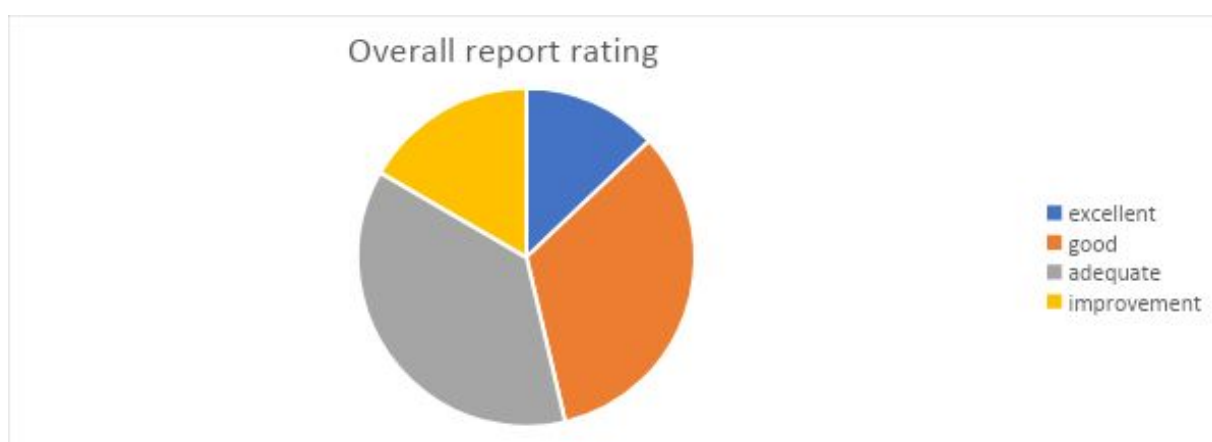
It is very pleasing to see that most respondents feel they have access to appropriate support, through, for example, time to attend workshops, and this may be correlated with the mostly high attendance at the many workshops delivered in partner agencies by the PET team, through the past nine months, particularly. Perhaps of more concern is the possible need to help ensure that line management supervision takes active account of the PE role and responsibilities.

#### **STEP 4: Student focus groups and STEP 5: Tutor survey**

Due to the unforeseen Covid-19 circumstances it was not possible to meet with students as planned in March 2020 and it has not been feasible at this time to pursue other means of gathering student views. It has also not been possible to pursue obtaining the views of tutors.

The views of both of these stakeholders are considered essential in informing future QA processes.

#### **KEY MESSAGES**



From this review it appears that the majority of reports are being presented to at least a satisfactory standard, PEs are mostly satisfied with the systems in place to arrange and support placements and they are all satisfied with the availability of learning opportunities in their settings.



However, there are a number of areas which could be developed or strengthened. As a result, a number of recommendations have been generated, and these can be found below.

### **Kingston University and TP Team**

1. The annual placement QA process led by KU should consider incorporating a wider, but targeted range of questions, which would allow for more qualitative analysis of placement provision, from all stakeholders' perspectives.
2. The process could consider alternative means for enabling stakeholders to contribute their views, eg. focus groups, Student Voice meetings, surveys.
3. The annual QA process could be strengthened by actively sampling and reviewing a range of placement documents: PLA, Midway and EPRs, perhaps using a similar framework to that used in this exercise, across both qualifying programmes. This should be a shared responsibility (HEI and employer partners) and lead to both individual and organisational feedback for PEs, OSS and tutors.
4. Workshops to support PES, OSSs and PAs should continue to build availability of exemplars of high quality reports. This should also include exemplars of quality student contributions to reports, which could be used to promote student learning. Consideration could be given to making these available through electronic means, such as the Developing Together Teaching Partnership [website](#).
5. A Critical Writing Skills workshop to be developed for Practice Educators and possibly On-Site Supervisors.
6. A Report Writing workshop to be developed to focus on writing holistic and progressive reports through the placement lifespan.
7. Programmes of training and support for On-Site Supervisors to be delivered as a means of raising minimum standards.
8. Tutors should be actively enabled to develop knowledge and understanding of placement and PE course requirements, including their QA and mediation roles.
9. Continued work with employer partners to ensure minimum standards of support are provided for PEs, both in training and qualified, and to consider ways in which this could be strengthened/developed and good practice disseminated.
10. PAs, or a different form of such, should consider ways to provide balanced, considered, constructive and timely feedback to workforce development leads about the quality of all the reports completed by their PEs and OSSs. Current practice is that reports raising concerns are discussed with individual PEs, OSS and possibly workforce leads by a



representative of the PAP, but there is little collective evaluation of reporting according to organisation. Highlighting examples of good practice could also promote the dissemination of those standards within an organisation.

11. For future similar QA reviews it would be useful if the EPR (Pan London) form clearly identified if the PE was experienced or a trainee. As this would need to be agreed through the annual pan London and South East change management process, in the interim PEs should be requested to indicate their status and the model of practice education being used, on EPRs.

## **Employer Partners**

1. Employer partners should actively support and enable their PEs, OSSs and PAs to fulfil the responsibilities of their roles to a high standard, including completing the PLA, Midway and EPR and all the other placement documents. Without this regular 'space' for reporting and reflecting, writing processes can be rushed, resulting in poorly evidenced assessment decisions lacking adequate detail, depth and critical analysis. Time needs to be prioritised and ring-fenced for PEs particularly, to review evidence, analyse and present it in a coherent, cohesive and comprehensive manner which will underpin the student's continuing development and learning.
2. Employer partners should continue to actively support not only trainee PEs, but also experienced and inactive PEs. Organisational support could incorporate a wide range of activities including mentoring. The refreshed PEPS (2019) identifies the mentor as a key person in developing PEs' skills and knowledge and providing practical guidance and support. Experienced, active Stage 2 PEs could be identified as PE champions or mentors and contribute to facilitating the return to PE practice of lapsed PEs and their own development as Practice Assessors or assessors of newly qualified social workers.
3. Employer partners should develop mechanisms to quality assure key reports, specifically the PLA, Midway and End of Placement Report. Reviewing midway reports could be a 'litmus test' for the final report - any concerns about the quality of reporting at the midway could then be actively addressed before preparation of the final report.



4. Employer partners should also continue to set standards for, and quality assure, the placement itself and aim to provide a consistently high level of structured placements throughout the organisation. This could help ensure equitable opportunities and experiences for students placed in the same organisation, in respect of their learning, the support they receive and the tasks they undertake, as well as for all cohorts of students.
  
5. Employer partners should actively seek to respond to the supervision needs of all PEs; there may be a specific need for supervision training or support for those supervisors new to this role or unfamiliar with the requirements of the PE programme and/or the role.

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**Date:** 24 April 2020



**Appendix A: Quality Assurance Tool 1 - Midway-EPR**

**QUALITY ASSURANCE REVIEW FORM  
MIDWAY & END OF PLACEMENT REPORT**

<b>Date of Quality Assurance Review</b>	
<b>Reviewer</b>	
<b>Summary of Key Information</b>	
<b>Course (BA or MSW)</b>	
<b>Report Recommendation (Pass/Fail)</b>	
<b>Student Number</b>	
<b>Name of Practice Educator</b>	
<b>Practice Educator: On-Site or Off-Site</b>	
<b>Practice Educator: Experienced or Trainee – if known</b>	
<b>On-site Supervisor (OSS) - if relevant</b>	
<b>Name of University Placement Tutor</b>	
<b>Placement Start Date</b>	
<b>Placement Learning Agreement Meeting Date</b>	
<b>Midway Review Meeting Date</b>	
<b>Placement End Date</b>	
<b>Any additional review/assessment meetings held? If YES, what were dates?</b>	
<b>Number of Placement Days Completed</b>	
<b>Name of Placement Organisation Statutory or Voluntary?</b>	





Placement Agency Setting (e.g. Adults/Children's)	
Name of Placement Team	

## SECTION A: MIDWAY REVIEW REPORT

SUMMARY OF PROGRESS TO DATE	YES	NO
<b>Section 1.1 Placement Details</b> Is this section fully completed? If NO, which sub-section(s) is/are incomplete?		
<b>Section 1.2 Summary recommendation</b> Is this section completed?		
<b>Section 1.3 Summary of any issues or circumstances</b> Is this section completed appropriately ? If NO, what needs development?		
<b>Section 1.4 Implementation of the PLA</b> Is this section fully completed? If No, which sub-section(s) is/are incomplete? Is there evidence of weekly supervision?		
<b>Section 1.5 Implementation of the PLA</b> Have these pieces of evidence been gathered?		
<b>Section 1.6 Summary of Work Undertaken</b> Has the student completed this in a progressive holistic narrative?		
<b>SECTION 2: ONSITE SUPERVISOR'S REPORT (if applicable)</b> Was this required? If yes, was this section completed? Was the evidence linked to the PLA and/or the PE's assessment? If yes, does this report provide a clear and holistic view of the student's placement, including the tasks undertaken and their key learning and development? Does the report suggest the work carried out was at the level of a final /first placement student?		
<b>Section 3: HOLISTIC ASSESSMENT</b>		
<b>Section 3a: Feedback on Overall Assessment</b> Was this section completed To what extent did it provide a holistic, progressive summary of the student's learning, linked to the student's summary, the PLA and the OSS's assessment? Is there evidence that the student is demonstrating their generic social work knowledge and skills related to key social work tasks such as direct work and assessment? Were the key comments cross-referenced to the evidence number, using a range of evidence?		



Does the report suggest work was carried out at the level of a final/first placement student?		
<b>3b Summary Progressive Assessment</b> Has this section been fully completed? Any additional information provided if required?		
<b>Action Plan</b> Has this been fully completed? Are the tasks linked to specific PCF, especially where more learning/evidence is required? Do the tasks reflect the responsibilities of all contributors? If there are concerns about progress is there an agreed date by which to review progress?		
<b>Student's Comments</b> Has this section been completed? Has the PDP been updated? Has the student completed the box about the KSS?		
<b>Tutor's Comments</b> Has this been completed?		
<b>Index of Evidence</b> If attached does this include a range of evidence? Is each item clearly numbered and referenced? Does the quantity and nature of the evidence support the PE/OSS assessment and recommendation?		

## **SECTION B: END OF PLACEMENT REPORT**

	YES	NO
<b>SECTION 1: SUMMARY OF ASSESSMENT AND SUPPORTING EVIDENCE</b>		
Was the 2018/2019 End of Placement Report template used?		
<b>Section 1.1 Placement Details</b> Is this section fully completed? If NO, which sub-section(s) is/are incomplete?		
<b>Section 1.2 Summary of issues or circumstances</b> Is this section fully completed? If NO, which sub-section(s) is/are incomplete? If issues/circumstances listed what were these?		
<b>Section 1.3 Summary of Documentation and Assessments</b> Is this section fully complete? If NO, which sub-section(s) is/are incomplete?		
<b>Section 1.4 Confirmation of Types of Evidence</b> Is this section fully completed? If No, which sub-section(s) is/are incomplete? Is the 'Index of Evidence Used for Student Assessment' attached at the end of the Report?		
<b>Section 1.5 Summary of Work Undertaken on Placement</b> Has this section been completed by the student?		



Any comments?		
<b>SECTION 2: ONSITE SUPERVISOR'S REPORT (if applicable)</b>		
<p>Was this required?</p> <p>If yes, was this section completed?</p> <p>If yes, does this report provide a clear and holistic view of the student's placement, including the tasks undertaken and their key learning and development?</p> <p>Does the report suggest the work carried out was at the level of a final /first placement student?</p>		
<b>Section 3: HOLISTIC ASSESSMENT</b>		
<p><b>Section 3a: Holistic Assessment</b></p> <p>Was the '<i>Feedback on Overall Capacity</i>' section completed?</p> <p>If yes, does this feedback provide a clear and holistic view of the student's placement, including the tasks undertaken and the key learning and development of the student?</p> <p>Is there evidence that the student has demonstrated their generic social work knowledge and skills related to key social work tasks such as direct work and assessment?</p> <p>Were all the key comments cross-referenced to the evidence number?</p> <p>Does the report suggest work was carried out at the level of a final/first placement student?</p>		
<p><b>Section 3b: Summary of Progressive Holistic Assessment for each PCF Domain</b></p> <p><i>Note: all domain section summaries should take into account the student's personal circumstances and any pre-existing or newly identified disability or specific need</i></p>		
<p><b>Domain 1: Professionalism</b></p> <p>Were all the sections completed?</p> <p>If NO, which section(s) was/were missing?</p> <p>Was the 'Assessment' section written within the guideline of 250 words?</p> <p>If NO, was the summary under or over the guideline?</p> <p>Was the evidence in this domain presented in a balanced manner, highlighting strengths/progress made and areas of development/progress to be made? Any comments?</p> <p>Was the evidence provided to support the judgement clear, varied and cross referenced to the evidence number, with at least one example given?</p> <p>Was Capability at level for this placement demonstrated?</p>		
<p><b>Domain 2: Values and Ethics</b></p> <p>Were all the sections completed?</p> <p>If NO, which section(s) was/were missing?</p> <p>Was the 'Assessment' section written within the guideline of 250 words?</p> <p>If NO, was the summary under or over the guideline?</p> <p>Was the evidence in this domain presented in a balanced manner, highlighting strengths/progress made and areas of development/progress to be made? Any comments?</p>		



<p>Was the evidence provided to support the judgement clear, varied and cross referenced to the evidence number, with at least one example given? Was Capability at level for this placement demonstrated?</p>		
<p><b>Domain 3: Diversity and Equalities</b> Were all the sections completed? If NO, which section(s) was/were missing? Was the 'Assessment' section written within the guideline of 250 words? If NO, was the summary under or over the guideline? Was the evidence in this domain presented in a balanced manner, highlighting strengths/progress made and areas of development/progress to be made? Any comments? Was the evidence provided to support the judgement clear, varied and cross referenced to the evidence number, with at least one example given? Was Capability at level for this placement demonstrated?</p>		
<p><b>Domain 4: Rights and Justice</b> Were all the sections completed? If NO, which section(s) was/were missing? Was the 'Assessment' section written within the guideline of 250 words? If NO, was the summary under or over the guideline? Was the evidence in this domain presented in a balanced manner, highlighting strengths/progress made and areas of development/progress to be made? Any comments? Was the evidence provided to support the judgement clear, varied and cross referenced to the evidence number, with at least one example given? Was Capability at level for this placement demonstrated?</p>		
<p><b>Domain 5: Knowledge</b> Were all the sections completed? If NO, which section(s) was/were missing? Was the 'Assessment' section written within the guideline of 250 words? If NO, was the summary under or over the guideline? Was the evidence in this domain presented in a balanced manner, highlighting strengths/progress made and areas of development/progress to be made? Any comments? Was the evidence provided to support the judgement clear, varied and cross referenced to the evidence number, with at least one example given? Was Capability at level for this placement demonstrated?</p>		
<p><b>Domain 6: Critical Reflection and Analysis</b> Were all the sections completed? If not, which section(s) was/were missing? Was the 'Assessment' section written within the guideline of 250 words? If NO, was the summary under or over the guideline? Was the evidence in this domain presented in a balanced manner, highlighting strengths/progress made and areas of development/progress to be made? Any comments? Was the evidence provided to support the judgement clear, varied and cross referenced to the evidence number, with at least one example given? Was Capability at level for this placement demonstrated?</p>		
<p><b>Domain 7: Intervention and Skills</b></p>		



<p>Were all the sections completed?          If NO, which section(s) was/were missing?          Was the 'Assessment' section written within the guideline of 250 words?          If NO, was the summary under or over the guideline?          Was the evidence in this domain presented in a balanced manner, highlighting strengths/progress made and areas of development/progress to be made? Any comments?          Was the evidence provided to support the judgement clear, varied and cross referenced to the evidence number, with at least one example given?          Was Capability at level for this placement demonstrated?</p>		
<p><b>Domain 8: Contexts and Organisations</b>          Were all the sections completed?          If NO, which section(s) was/were missing?          Was the 'Assessment' section written within the guideline of 250 words?          If NO, was the summary under or over the guideline?          Was the evidence in this domain presented in a balanced manner, highlighting strengths/progress made and areas of development/progress to be made? Any comments?          Was the evidence provided to support the judgement clear, varied and cross referenced to the evidence number, with at least one example given?          Was Capability at level for this placement demonstrated?</p>		
<p><b>Domain 9: Professional Leadership</b>          Were all the sections completed?          If NO, which section(s) was/were missing?          Was the 'Assessment' section written within the guideline of 250 words?          If NO, was the summary under or over the guideline?          Was the evidence in this domain presented in a balanced manner, highlighting strengths/progress made and areas of development/progress to be made? Any comments?          Was the evidence provided to support the judgement clear, varied and cross referenced to the evidence number, with at least one example given?          Was Capability at level for this placement demonstrated?</p>		
<p><b>Section 3c: Assessment of Student's Future Learning Needs/Priorities</b>          Was this section completed by the Practice Educator?          Were the key points clear?          Were the key points linked to the PCF domains and KSS?          Will the identified learning needs/priorities extend the student's learning and progressive development into their ASYE or second placement?          If NO to any of the above, which key points are not addressed in the evidence?</p>		
<p><b>SECTION 4: PRACTICE EDUCATOR'S RECOMMENDATION</b>          Was this a Pass or Fail recommendation?          Were all 3 tick box sections completed?          If NO, which one(s) was/were missing?</p>	Pass/Fail	



<b>SECTION 5: STUDENT'S COMMENTS ON THE END OF PLACEMENT REPORT</b>		
Was this section completed by the student? Any comments? Did the student review and update their PDP and share this with their Practice Educator and Tutor?		
<b>SECTION 6: UNIVERSITY TUTOR'S COMMENTS</b>		
Was this section completed by the University Tutor?		
<b>SIGNATURES OF ALL PARTIES</b>		
Were all signatures present? If NO, which signature was missing? Were all signatures dated? If NO, which signature was not dated?		
<b>ATTACHED DOCUMENTS</b>		
Was the Index of Evidence attached to the Report? Was the Index of Evidence seen/reviewed/signed off by the Practice Educator?		

### SUMMARY COMMENTS

Are there any confidentiality breaches in the End of Placement Report? If YES, what is the nature of this breach?		
Taken as a whole, did the evidence in the End of Placement Report support the Practice Educator's final Pass/Fail recommendation? If NO, comment on the inconsistencies		
<b>What is the overall quality of the END OF PLACEMENT REPORT?</b>		
Excellent		Good
		Adequate
		Poor
		Very Poor
What are the strengths of the End of Placement Report?		
What are the developmental areas for the End of Placement Report?		
Any additional comments about the End of Placement Report?		
Should this Practice Educator's End of Placement Report be considered as an exemplar report?		
	YES	NO

### PLA and End of Placement Report Marking Criteria



	Excellent	Good	Adequate	Poor	Very Poor
<b>PE Report</b>	<p>Report is well written.</p> <p>Detailed evidence that student has met all PCF domains.</p> <p>Extensive range of evidence with specific examples.</p> <p>Clear identification of student's strengths and areas of development.</p> <p>Evidence concurs with Pass/Fail recommendation?</p>		<p>Report is adequately written.</p> <p>Enough evidence that student has met all PCF domains.</p> <p>A range of evidence with specific examples.</p> <p>Some identification of student's strengths and areas of development.</p> <p>Evidence concurs with Pass/Fail recommendation?</p>		<p>Report is poorly written with poor grammar.</p> <p>Little to no evidence that student has met all PCF domains.</p> <p>Very narrow range of evidence without specific examples.</p> <p>Little to no identification of student's strengths and areas of development.</p> <p>Evidence contradicts Pass/Fail recommendation?</p>



**Appendix B: Quality Assurance Tool 2 - PLA-EPR**

**QUALITY ASSURANCE REVIEW FORM**

**PLACEMENT LEARNING AGREEMENT/PRACTICE END OF PLACEMENT REPORT  
FOR FINAL PLACEMENT STUDENT**

<b>Date of Quality Assurance Review for PLA</b> <b>Date of Quality Assurance Review for EPR</b>	
<b>Name of Quality Assurance Reviewer for PLA</b> <b>Name of Quality Assurance Reviewer for EPR</b>	
<b>Was the PLA submitted as evidence to Canvas?</b>	
<b>Summary of Key Information from PLA and Placement Report</b>	
<b>Course (BA or MSW)</b>	
<b>Report Recommendation (Pass/Fail)</b>	
<b>Name/Number of Student</b>	
<b>Name of Practice Educator</b>	
<b>Practice Educator: On-Site or Off-Site</b>	
<b>Practice Educator: Experienced or Trainee – if known</b>	
<b>Name of On-site Supervisor (OSS) - if relevant</b> <b>Was OSS a social worker – Yes/No/Not Known?</b>	
<b>Name of University Placement Tutor</b>	
<b>Name of Academic Tutor</b>	
<b>Placement Start Date</b>	
<b>Placement Learning Agreement Meeting Date</b>	
<b>Midway Review Meeting Date</b>	
<b>Proposed Placement End Date</b>	
<b>Actual Placement End Date</b>	
<b>Any additional review/assessment meetings held?</b>	





If YES, what were dates?	
Number of Placement Days Completed	
Name of Placement Organisation Statutory or Voluntary?	
Placement Agency Setting (e.g. Adults/Children's Services)	
Name of Placement Team	

## SECTION A: PLACEMENT LEARNING AGREEMENT

CONTENT	YES	NO
Was the ' <i>Total number of placement days: 70 days/100 days</i> ' statement at the top of the Placement Learning Agreement completed to state 100 days? Was the Placement Learning Agreement meeting held within 20 (placement) days of placement start date? If NO, was the reason for the delay given?		
<b>Section 1: Contact Details</b> Are all details included in this section? If NO, what information is missing?		
<b>Section 2 :Student Verification of Status</b> Is the 'Student Verification of Status' signed and dated? If NO, what information is missing - the signature and/or the date?		
<b>Section 3: Brief Description/Profile of Agency</b> Has this section been completed? Is the agency profile clear in detailing the student's placement and its' context? Any comments?		
<b>Section 4: Induction Checklist and Practice Arrangements</b> Has the Practice Educator fully completed this section including dates and tick boxes? If NO, what information is missing – dates and/or tick boxes, other information? Do the details in the ' <i>Reflective Learning</i> ' section clearly show how the student's reflective learning time was to be organised, recorded, evidenced and discussed? If NO, what information is missing?		
<b>Section 5: Awareness of Policies and Procedures</b> Is this section fully completed, including dates and tick boxes? If NO, what information is missing?		
<b>Section 6: Equality Arrangements (Student Disability/ Specific Needs)</b> Did the student have an identified disability or have specific needs? If a disability/specific need was identified, was there a clear description of what support was offered?		



Was a review date for these arrangements recorded?		
<b>Section 7: Working Together</b> Was this section fully completed with comments? If NO, what information is missing?		
<b>Section 8: Student Confidentiality Statement</b> Was this signed and dated by the student? If NO, what information is missing – the signature or the date?		
<b>Section 9: Students Identified Specific Learning Needs in Relation to This Placement Setting</b> Was this section completed by the student? Did the student make clear links to all the PCF domains, HCPC 'Guidance on Conduct and Ethics for Students' and the relevant KSS? If NO, what information was missing? Were the learning needs linked to the placement setting? If NO, what were the issues?		
<b>Section 10: Learning Opportunities to be Provided by the Placement</b> Was this section fully completed by the Practice Educator, with clear links to the PCF and KSS? If NO, what information is missing? Were there additional learning opportunities for the student? If YES, what were these?		
<b>Section 11: Supervision Arrangements</b> Is this section clear about arrangements, particularly if there was an Off-Site Practice Educator working with an On-Site Supervisor? If NO, what information is missing?		
<b>Section 12: Assessment Methods</b> Were any additional assessment methods used on this placement? If YES, what were these methods?		
<b>Section 13: Significant Dates</b> Are all dates completed? If NO, which dates are missing?		
Has the Learning Agreement been signed off by the Practice Educator/Student/University Tutor and all dated? If NO, what signatures/dates were missing?		

<b>What is the overall quality of the Placement Learning Agreement?</b>								
Excellent		Good		Adequate		Poor		Very Poor
What are the strengths of the Placement Learning Agreement:								
What are the developmental areas of Placement Learning Agreement:								
Is this an exemplar Placement Learning Agreement?								
Any additional comments:								



## SECTION B: END OF PLACEMENT REPORT

	YES	NO
<b>SECTION 1: SUMMARY OF ASSESSMENT AND SUPPORTING EVIDENCE</b>		
Was the current 2018/2019 End of Placement Report used?		
<b>Section 1.1 Placement Details</b> Is this section fully completed? If NO, which sub-section(s) is/are incomplete?		
<b>Section 1.2 Summary of issues or circumstances</b> Is this section fully completed? If NO, which sub-section(s) is/are incomplete? If issues/circumstances listed what were these?		
<b>Section 1.3 Summary of Documentation and Assessments</b> Is this section fully complete? If NO, which sub-section(s) is/are incomplete?		
<b>Section 1.4 Confirmation of Types of Evidence</b> Is this section fully completed? If No, which sub-section(s) is/are incomplete? Is the 'Index of Evidence Used for Student Assessment' attached at the end of the Report?		
<b>Section 1.5 Summary of Work Undertaken on Placement</b> Has this section been completed?		
<b>SECTION 2: PRACTICE SUPERVISOR'S REPORT (if applicable)</b>		
Was an On-Site Supervisor's (Practice Supervisor's) Report required for this placement? If yes, was this section completed? If yes, does this report provide a clear and holistic view of the student's placement, including the tasks undertaken and their key learning and development? Does the report suggest the work carried out was at the level of a final placement student?		
<b>Section 3: HOLISTIC ASSESSMENT</b>		
<b>Section 3a: Holistic Assessment</b> Was the 'Feedback on Overall Capacity' section completed? If yes, does this feedback provide a clear and holistic view of the student's placement, including the tasks undertaken and the key learning and development of the student? Is there evidence that the student has demonstrated their generic social work knowledge and skills related to key social work tasks such as direct work and assessment? Were all the key comments cross-referenced to the evidence number? Does the report suggest work was carried out at the level of a final placement student?		



<p><b>Section 3b: Summary of Progressive Holistic Assessment for each PCF Domain</b></p> <p><i>Note: all domain section summaries should take into account the student's personal circumstances and any pre-existing or newly identified disability or specific need</i></p>		
<p><b>Domain 1: Professionalism</b></p> <p>Were all the sections completed?          If NO, which section(s) was/were missing?          Was the 'Assessment' section written within the guideline of 250 words?          If NO, was the summary under or over the guideline?          Was the evidence in this domain presented in a balanced manner, highlighting strengths/progress made and areas of development/progress to be made? Any comments?          Was the evidence provided to support the judgement clear, varied and cross referenced to the evidence number, with at least one example given?          Was Capability at level for this placement demonstrated?</p>		
<p><b>Domain 2: Values and Ethics</b></p> <p>Were all the sections completed?          If NO, which section(s) was/were missing?          Was the 'Assessment' section written within the guideline of 250 words?          If NO, was the summary under or over the guideline?          Was the evidence in this domain presented in a balanced manner, highlighting strengths/progress made and areas of development/progress to be made? Any comments?          Was the evidence provided to support the judgement clear, varied and cross referenced to the evidence number, with at least one example given?          Was Capability at level for this placement demonstrated?</p>		
<p><b>Domain 3: Diversity and Equalities</b></p> <p>Were all the sections completed?          If NO, which section(s) was/were missing?          Was the 'Assessment' section written within the guideline of 250 words?          If NO, was the summary under or over the guideline?          Was the evidence in this domain presented in a balanced manner, highlighting strengths/progress made and areas of development/progress to be made? Any comments?          Was the evidence provided to support the judgement clear, varied and cross referenced to the evidence number, with at least one example given?          Was Capability at level for this placement demonstrated?</p>		
<p><b>Domain 4: Rights and Justice</b></p> <p>Were all the sections completed?          If NO, which section(s) was/were missing?          Was the 'Assessment' section written within the guideline of 250 words?          If NO, was the summary under or over the guideline?          Was the evidence in this domain presented in a balanced manner, highlighting strengths/progress made and areas of development/progress to be made? Any comments?</p>		



<p>Was the evidence provided to support the judgement clear, varied and cross referenced to the evidence number, with at least one example given? Was Capability at level for this placement demonstrated?</p>		
<p><b>Domain 5: Knowledge</b> Were all the sections completed? If NO, which section(s) was/were missing? Was the 'Assessment' section written within the guideline of 250 words? If NO, was the summary under or over the guideline? Was the evidence in this domain presented in a balanced manner, highlighting strengths/progress made and areas of development/progress to be made? Any comments? Was the evidence provided to support the judgement clear, varied and cross referenced to the evidence number, with at least one example given? Was Capability at level for this placement demonstrated?</p>		
<p><b>Domain 6: Critical Reflection and Analysis</b> Were all the sections completed? If not, which section(s) was/were missing? Was the 'Assessment' section written within the guideline of 250 words? If NO, was the summary under or over the guideline? Was the evidence in this domain presented in a balanced manner, highlighting strengths/progress made and areas of development/progress to be made? Any comments? Was the evidence provided to support the judgement clear, varied and cross referenced to the evidence number, with at least one example given? Was Capability at level for this placement demonstrated?</p>		
<p><b>Domain 7: Intervention and Skills</b> Were all the sections completed? If NO, which section(s) was/were missing? Was the 'Assessment' section written within the guideline of 250 words? If NO, was the summary under or over the guideline? Was the evidence in this domain presented in a balanced manner, highlighting strengths/progress made and areas of development/progress to be made? Any comments? Was the evidence provided to support the judgement clear, varied and cross referenced to the evidence number, with at least one example given? Was Capability at level for this placement demonstrated?</p>		
<p><b>Domain 8: Contexts and Organisations</b> Were all the sections completed? If NO, which section(s) was/were missing? Was the 'Assessment' section written within the guideline of 250 words? If NO, was the summary under or over the guideline? Was the evidence in this domain presented in a balanced manner, highlighting strengths/progress made and areas of development/progress to be made? Any comments?</p>		



<p>Was the evidence provided to support the judgement clear, varied and cross referenced to the evidence number, with at least one example given? Was Capability at level for this placement demonstrated?</p>		
<p><b>Domain 9: Professional Leadership</b> Were all the sections completed? If NO, which section(s) was/were missing? Was the 'Assessment' section written within the guideline of 250 words? If NO, was the summary under or over the guideline? Was the evidence in this domain presented in a balanced manner, highlighting strengths/progress made and areas of development/progress to be made? Any comments? Was the evidence provided to support the judgement clear, varied and cross referenced to the evidence number, with at least one example given? Was Capability at level for this placement demonstrated?</p>		
<p><b>Section 3c: Assessment of Student's Future Learning Needs/Priorities</b> Was this section completed by the Practice Educator? Were the key points clear? Were the key points linked to the PCF domains and KSS? Will the identified learning needs/priorities extend the student's learning and progressive development into their ASYE? If NO to any of the above, which key points are not addressed in the evidence?</p>		
<p><b>SECTION 4: PRACTICE EDUCATOR'S RECOMMENDATION</b> Was this a Pass or Fail recommendation?</p>		
<p>Were all 3 tick box sections completed? If NO, which one(s) was/were missing?</p>		
<p><b>SECTION 5: STUDENT'S COMMENTS ON THE END OF PLACEMENT REPORT</b> Was this section completed by the student? Did the student review and update their PDP and share this with their Practice Educator and Tutor?</p>		
<p><b>SECTION 6: UNIVERSITY TUTOR'S COMMENTS</b> Was this section completed by the University Tutor?</p>		
<p><b>SIGNATURES OF ALL PARTIES</b> Were all signatures present? If NO, which signature was missing? Were all signatures dated? If NO, which signature was not dated?</p>		
<p><b>ATTACHED DOCUMENTS</b> Was the Index of Evidence attached to the Report?</p>		



Was the Student's Personal/Professional Development Plan attached to the Report?		
<b>STUDENT'S PERSONAL/PROFESSIONAL DEVELOPMENT PLAN</b>		
Was the PPDP linked to the PCF? Was the PPDP linked to the KSS? Was the PPDP SMART?		
<b>PPDP: BRIEF OVERVIEW OF ACHIEVEMENTS TO DATE</b>		
Were both of the two sections completed by the student? If NO, which section was missing? Was this section signed off by all parties? Were all dates included? If NO, which signature/date was missing?		

### SUMMARY COMMENTS

Are there any confidentiality breaches in the End of Placement Report? If YES, what is the nature of this breach?		
Taken as a whole, did the evidence in the End of Placement Report support the Practice Educator's final Pass/Fail recommendation? If NO, comment on the inconsistencies		
<b>What is the overall quality of the END OF PLACEMENT REPORT?</b>		
Excellent		Good
		Adequate
		Poor
		Very Poor
What are the strengths of the End of Placement Report?		
What are the developmental areas for the End of Placement Report?		
Any additional comments about the End of Placement Report?		
Should this Practice Educator's End of Placement Report be considered as an exemplar report?		

### PLA and End of Placement Report Marking Criteria

	Excellent	Good	Adequate	Poor	Very Poor
<b>PLA</b>	PLA clearly lays out dates and times. Specific study time agreed. Practical arrangements of the placement are clearly evidenced. Student learning needs are clearly		PLA has set out dates and times. Specific study time agreed. Practical arrangements of the placement are evidenced. Student learning needs are linked to		PLA dates and times missing or not clear. Specific study time was not agreed or is not clear. Practical arrangements of the placement are not evidenced.



	linked to learning opportunities. Evidence clearly demonstrates links to PCF/KSS.		learning opportunities. Evidence is linked to PCF/KSS		Student learning needs are not linked to learning opportunities. Evidence does not link to PCF/KSS
<b>PE Report</b>	Report is well written. Detailed evidence that student has met all PCF domains. Extensive range of evidence with specific examples. Clear identification of student's strengths and areas of development. Evidence concurs with Pass/Fail recommendation?		Report is adequately written. Enough evidence that student has met all PCF domains. A range of evidence with specific examples. Some identification of student's strengths and areas of development. Evidence concurs with Pass/Fail recommendation?		Report is poorly written with poor grammar. Little to no evidence that student has met all PCF domains. Very narrow range of evidence without specific examples. Little to no identification of student's strengths and areas of development. Evidence contradicts Pass/Fail recommendation?