



DEVELOPING TOGETHER

SOCIAL WORK TEACHING PARTNERSHIP

Peer QA Panel Meeting 09.06.21 Summary of Learning:

Learning for Practice Educators (PEs):

- It was identified that, where there was a positive working relationship between the student and the PE, the placement experience and achievement of learning outcomes was also usually a very positive one for both. It is apparent that positive working relationships often correlate with 'smoother' progression for the student. It was noted that sometimes the positive relationship between the student and the PE was not evidenced strongly in the report, so the impact of this is more difficult to recognise and appreciate.
- Where relevant, PEs should always declare their status as trainees on the front page of all reports and state their PEPS stage.
- In the Midway Report it is helpful to have as comprehensive an Action Plan as possible, in order to indicate clear learning objectives, areas for development and the extent of development required or necessary. Actions should also be linked to the PCF domains.
- In general, the End of Placement Report (EPR) should provide *analysis* of a range of evidence and a clear *rationale* for assessment decisions and recommendations, relevant to each PCF domain and the overall holistic, progressive assessment. There should be clear, named evidence of how the student has demonstrated the integration of knowledge and skills in practice.
- At least one practice example should be cited in each of the PCF domains.
- PEs should ensure that students include a wide range of evidence in their Index of Evidence and that they themselves draw from all of that in their holistic assessment and assessment of each PCF domain.
- A good report should clearly identify the student's areas for development, linked to PCF domains and, for final placements, the relevant KSS. The report should indicate whether the student is being challenged to reach their full



potential by experiencing a broad range of activities ie. chairing multi agency meetings.

- Stronger and clearer links should be made to the KSS within reports, especially for final placement students, as employers note a lack of understanding of their own learning needs in relation to the KSS amongst students applying for the ASYE programme.
- PEs should be mindful of and sensitive to language and acronyms used, for example, referring to children as 'LAC' (looked after children). It is important to model use of positive and anti-discriminatory language in all report writing.
- It is important to ensure that reports are proof-read and checked for grammatical and spelling errors, as poor presentation affects the quality and credibility of the report and undermines the modelling provided by the PE.

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