



DEVELOPING TOGETHER

SOCIAL WORK TEACHING PARTNERSHIP

Peer QA Panel Meeting 23.02.22 Summary of Learnings:

Strengths:

- Students appear to have been well supported and appropriately challenged during recent placements.
- The most comprehensive reports are well-evidenced, linked to the Index of Evidence and provide strong holistic assessments (Feedback on Overall Capability) of students' learning and development, linked to specific practice examples.
- Strong reports are supported by an Index of Evidence which contains a range of types and sources of evidence and, in a final placement particularly, more than one piece for each PCF domain.
- Strong reports have clear, specific, measurable and inclusive Action Plans linked to PCF domains.

Areas for Development:

- Where relevant, PEs should always declare their status as trainees on the front page of all reports and state their learning stage, ie. PEPS1 or PEPS2.
- Action plans should be SMART, linked to the overall assessment, address the student's learning and development needs and be mapped to PCF domains.
- Holistic assessments should link to the PLA and outline progress made relative to learning opportunities.
- PEs should be mindful of and sensitive to the frequency of acronyms used, eg. TAF and LAC.
- Explicit account should be taken of the impact of hybrid working/Covid restrictions on the placement experience and learning opportunities.
- Discussions about reasonable adjustments should always be acknowledged in the placement documentation. If reasonable adjustments have been made, it is useful to review their applicability and effectiveness at the midway.



- All reports should include evaluation of PLE feedback.

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