



DEVELOPING TOGETHER

SOCIAL WORK TEACHING PARTNERSHIP

Peer QA Panel Meeting 22.11.22 Summary of Learning:

Strengths:

- Students appear to have been well supported and appropriately challenged during recent placements, with assessments being robust, overall.
- Reports are strengthened where there is clear evidence that the PE and OSS have been working well together, as well as a good assessment of learning by the OSS.
- The most comprehensive reports are well-evidenced, linked to the Index of Evidence and provide clear holistic assessments of students' learning and development and the progress the student has made. Reports are strengthened where the Practice Educator has considered a range of evidence, including the DO, PWLE feedback, critical reflection, extract from supervision, feedback from other professionals and work products.
- Reports are strengthened where there is a succinct summary of the work undertaken on placement, demonstrating that the student was offered a range of learning opportunities and the student is demonstrating the relevant social work knowledge, skills and values, including reference to relevant legal frameworks used within the team on placement.

Areas for Development:

- PEs need to ensure areas for continuing learning and development are clear and specific, linked to PCF domains and PQS/KSS. Objectives for future learning also need to be SMART and linked to student's learning and development needs.



- Where there has been a 'challenge' within a placement, this should be described and detailed as to how this was overcome, to understand the student's journey, the support that was given and how this was used in a way that led to a successful outcome.
- PEs should try to remain within the recommended word count, however it is expected that there may be more/less to write within some domains.
- There needs to be triangulation between evidence and assessment in the report and Onsite PEs need to get evidence of triangulation from team members.
- The student's progression throughout the placement should be clearly evidenced. PE should draw on the specific identified learning needs in the PLA, progress and action within the Midway, and report on progression and how this supports or informs the final assessment made.
- PES should use specific practice examples to support their assessment (e.g. "X has demonstrated being child focused and of understanding the wider context this can at times mean Y").

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