



DEVELOPING TOGETHER

SOCIAL WORK TEACHING PARTNERSHIP

Placements: Peer Review Quality Assurance Panel

Terms of Reference

1. Introduction

In the 2018/19 academic year, as part of the Placement Quality Assurance project, the then Teaching Partnership Practice Education Team reviewed a mixture of 54 reports (Practice Learning Agreement, Midway and End of Placement) across undergraduate social work (BASW) final and first placements and postgraduate social work (MSW) final placements.

The review found that the majority of reports were being presented to at least a satisfactory standard, PEs were mostly satisfied with the systems in place to arrange and support placements and they were all satisfied with the availability of learning opportunities in their settings. However, a number of areas, which could be developed or strengthened, were identified and two of the key recommendations were:

- 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, OSSs and tutors.
- Practice Assessment Panels (PAPs), 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, OSSs 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.



After some initial discussions between the HEI and employer partners, an opportunity was identified to take a partnership approach to raising the standards of social work practice placements in the region, through a new peer review quality assurance (QA) process. Whilst some employer partners conduct an internal QA process, the need to introduce an external (cross-partnership) element to this process, similar to that of the ASYE portfolio moderation process, was agreed.

2. Purpose

The purpose of the group is for key stakeholders to:

- undertake an agreed process for conducting peer QA reviews;
- review an anonymised sample of 10% of placement reports, as well as all fails and borderlines, where relevant. The focus will be on Midway reports, to include the PLA, as well as End of Placement Reports (EPR);
- the focus will be on the quality of the report writing, as well as student supervision and support;
- ensure that this process does not duplicate, and instead complements, existing QA processes, e.g. the Practice Assessment Panel (PAP);
- identify common areas for development that need to be addressed across the board and implement improvements as appropriate across Kingston University Practice Learning Workshops, Post Qualifying PEPs modules and Teaching Partnership Practice Education provision;
- escalate and take steps to address significant issues where appropriate - both with internal stakeholders within respective organisations and the wider Partnership;
- share any learnings and/or recommendations regionally and/or nationally;

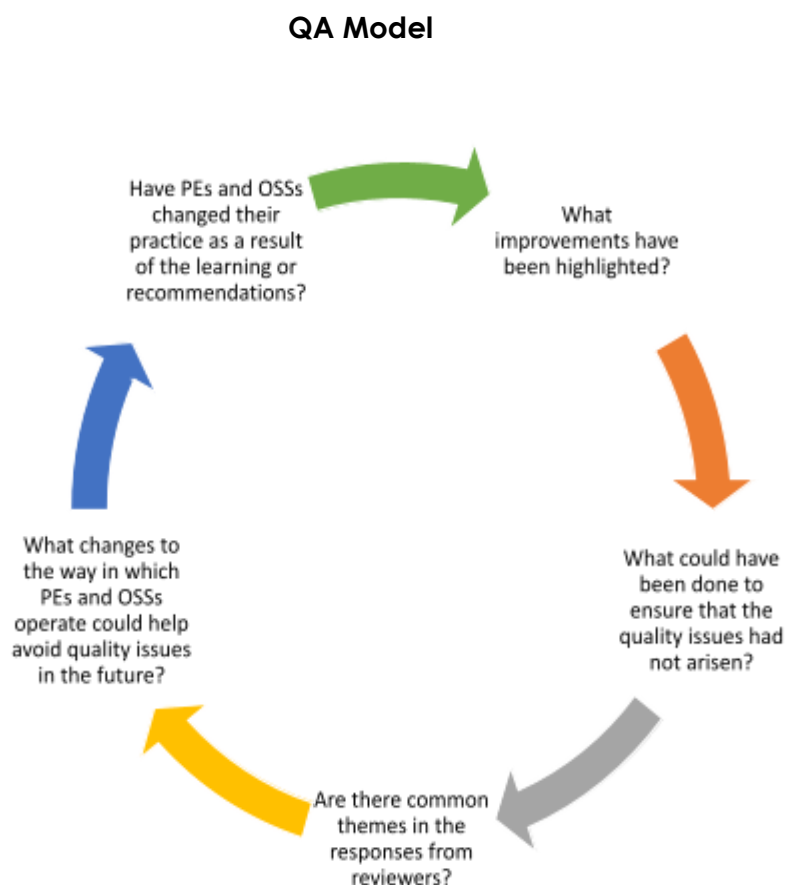
Key principles and QA model

The following key principles for raising standards will apply to the work of the group:

- 1) The focus of the panel is on the effectiveness and impact of the PEs and OSSs, based on the remit of their roles and functions;
- 2) It is essential for the success of the panel that the peer review QA group work together in an open and honest manner that jointly identifies both the strengths and the areas for improvement in the selected samples of placement reports;
- 3) The partners involved in the process will provide rigorous and balanced feedback based on the evaluation criteria agreed by the group;



- 4) The intention is to strengthen the existing PAPs process by ensuring that there is consistency in the application of quality standards across agencies in the Teaching Partnership.



4. Roles and functions

The role of the Developing Together Social Work Teaching Partnership is to:

- provide a forum through which key stakeholders can collaborate in order to raise the quality of social work practice placements in the region;
- attend all meetings;
- provide the necessary administrative support;
- provide governance and oversight;



- take an active role in disseminating information both regionally and nationally via existing forums, such as the Pre-Qualifying Alliance, Steering Committee, Strategic Board and National Teaching Partnership Network;
- utilise various methods of communication to share learnings with the sector, such as the Partnership website, Twitter account and bi-monthly newsletter.

The role of Kingston University is to:

- chair the group and attend all meetings (arranging for an appropriate deputy to chair/attend if required);
- appropriately resource activities that arise;
- appropriately implement any learnings into Kingston University Practice Learning Workshops and Post Qualifying PEPs modules;
- effectively disseminate information within relevant HEI networks, e.g. Dept of Social Work and Social Care, trainee Practice Educators, student groups etc.

The role of the Local Authority is to:

- attend all meetings, providing appropriate anonymised 10% sample report for review (arranging for an appropriate deputy to attend if required) and ensuring timescales are met for providing this;
- complete contrasting report, ensuring timescales are met for providing this;
- appropriately resource activities that arise;
- effectively disseminate information within respective organisations to appropriate individuals, e.g. Practice Educators, Onsite Supervisors, students on placement etc.

5. Chairing, frequency of meetings and administration

The group will be chaired by Josie Newton, Senior Lecturer in Social Work, Kingston University. In the absence of Josie Newton, an appropriate practice education academic representative from Kingston University will chair.

The frequency of moderation meetings will be approximately three times a year, (February/March, June and November).

Members must upload their organisation's anonymised reports for review to One Drive, at least four weeks in advance of the panel meetings. Each member must upload to One Drive a 10% sample from each service plus all fails and borderlines. Where the number of student placements in a service is below 10, then a sample of 1 evidence folder will be the minimum requirement. The Teaching Partnership will then be responsible for allocating folders from contrasting organisations to



individuals for review at least three weeks prior to the panel meeting. These folders must be reviewed and forms complete and loaded to One Drive to the corresponding folder one week prior to the panel meeting to aid discussions and outcomes. The Teaching Partnership will be responsible for capturing the outputs of meetings, and will work with members in between meetings to collate and share relevant information and progress the project.

6. Membership and decision making

Membership will represent those partner agencies who have opted into the panel. The nominated representative should be an operational decision maker and play a significant role in placement/ASYE coordination/assessment and/or practice education.

Decisions will be made jointly during meetings. Meetings will need to be quorate, ensuring that there is a minimum of 3 representatives in attendance. These will ideally span Children and Family, and Adults partners.

For decisions that require more senior sign off (for example for financial or whole organisational buy in), one of the following methods will be used:

- Information and request for sign off will be emailed to the respective strategic leader, with their group representative copied in, with a deadline for responses. This will be sent by the Teaching Partnership otherwise agreed. Members are responsible for ensuring a response from their organisation; or
- Group members will be asked to present the decision to their respective senior leadership team and share the outcome with the Teaching Partnership, who will then communicate the outcome to the group at the earliest convenience.

MEMBERSHIP	
Agency	Named representative/s
Kingston University	Josie Newton (chair)
Teaching Partnership	Philippa Mann Sharon Evans Taz Mudali



Achieving for Children	No current representative
Croydon Adults	No current representative
Croydon Children	Anneta Pinto-Young/ Cherelle Wilson-Morrison
Kingston Adults	Vicky Middleton
Merton Adults	Lisa Hewitt
Merton Children	Monika Sukthankar / Lydia Billington
Richmond & Wandsworth Adults	No current representative
Sutton Children & Adults	Camilla Webster
Surrey Children	Siobhan Doyle/ Kevin Pender
Wandsworth Children	Florence Clark / Elizabeth Wash

7. Version Control

Version No.	Date	Changes	Author
1.0	June'22	Now that the pilot is complete, membership table updated & panel dates added.	Philippa Mann
2.0	June'23	Updated to reflect current membership	Philippa Mann

The next review of this document will be June 2024.