Greater Manchester Social Work Academy

Practice Educator Programme

Assessment Pack for

STAGE 2 (PEPS)

Practice Educator Professional Standards

September 2025

This assessment pack applies to:

1. Practice Educators working with a social work student from September 2024

2. Practice Educators who have worked with a social work student prior to October 2023 but did not submit for their Stage 2 assessment by the end of 2023

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Introduction

In Greater Manchester, the 4 local Universities and the 10 Local Authorities, make up the Greater Manchester Social Work Academy. All those involved in practice learning in the GMSWA, have worked together to develop a Practice Educator programme, which facilitates candidates to meet The Practice Educator Professional Standards for Social Work. These were reviewed in 2019 and again in 2022 by the British Association of Social Work (BASW) and the programme and this assessment pack have been updated, in light of the latest update.

This assessment pack contains all the information you will need to complete the assessment for accreditation at Stage 2. https://www.basw.co.uk/social-work-training/practice-educator-professional-standards-peps

The assessment of practice educators in GM takes place via the PEPS assessment panel. The panel consist of representatives from all the GMSWA partners and takes place several times every year. You can find out the dates of PEPS assessment panels from your practice placement coordinator (LA/Trust) or university representative (PVI sector).

Practice Educator Assessment

Assessment of candidates undertaking the Greater Manchester Social Work Academy (GMSWA) Practice Educator Programme will be by portfolio and will enable candidates to demonstrate their ability against The Practice Educator Professional Standards for Social Work, as required by BASW.

Practice educators are assessed in two stages. This assessment pack relates to Stage 2 only. There is a separate assessment pack for Stage 1.

For Stage 2: On completion of stage 2 Practice Educators will be able to supervise, teach and assess social work degree students up to, and including the last placement. These practice educators will have the authority to recommend, based on appropriate evidence, that social work learners are fit to practice at the point of qualification.

However Practice Educators working towards Stage 2 need to have mentor support from a stage 2 qualified practice educator. This will vary across organisations and may involve group and/or one-to-one support, including 1 direct observation and the reading of the final student/learner assessment report, prior to submission.

Mentor support will also be available from GMSWA in the form of PE masterclasses and drop-in group supervision (details available from the organisation's placement coordinator). The PE must sign a Ratification form to verify that they have engaged in **at least 3 mentor sessions or PE masterclasses per student/learner placement.** please see website here: CPD – GMSWA
This ratification form can be found within this assessment pack.

Having achieved Stage 1, candidates for Stage 2 will work with a second learner: either a final student social worker, a social work apprentice, a Newly Qualified Social Worker, or an Approved Mental Health Professional (AMHP) trainee, with the support of an appropriate mentor, produce a portfolio of evidence plus a written assignment. If you are supervising a social work apprentice, you may need clarification from your Practice Learning Coordinator about the required documentation.

Assessment should normally take place within a 3-year period of the work with the second learner. If you are outside of these timescales, this can be considered on a case-by-case basis.

PEPS 2022 requires practice educators to complete 70 hours of direct learning across Stages 1 and 2. Achievement of the initial PE training accounts for 35 hours, CPD activities from Stage 1, including the 'Preparation for Stage 2' training (equivalent to 6 hours) can all contribute towards the required hours. There is also a programme of GMSWA Practice Educator Masterclasses, refreshers courses and drop ins, which can be attended to develop practice and fulfil the required hours, please see website here: CPD – GMSWA

In order to continue to work with student social workers, PEs must maintain currency; this includes practice educating at least one student social worker in every 2-year period, being involved in mentoring other PEs (if already Stage 2) or by undertaking a refresher course, before taking another student. Link to refresher training here? I cant find it within the GMSWA PE site.

Stage 2 Assessment

To meet assessment requirements for Stage 2 of the PEPS 2022, candidates are required to provide a portfolio of evidence and written assignment to meet **PEPS Domain D and the Practice Educator Values Statements 2022**. These are detailed in Appendix 1 & 2 pages 19 - 21 of this assessment pack

You will be assessed as 'competent' or 'not yet competent'. The Domain indicators and Values will be used holistically by the assessment panel, to determine whether you meet the requirements at Stage 2.

All work submitted must be anonymised so that students, service users, other professionals and tutors are not recognisable, and all signatures must be removed. Work that is not adequately anonymised, will be returned to the candidate for anonymisation and thus successful completion of Stage 2 may be delayed.

The only names that should appear in your portfolio are:
Your name
The stage 2 mentor/PE who completes direct observation 1 (see form A pg. 12)
The colleague/manager who completes direct observation 2 (see form B pg.15)

Submitted portfolios must include:

1. Completed front sheet (see template below)
2. Contents Page/Checklist (see template below)
3. Ratification form (see template below)
4. Statement of confidentiality (see template below)
5. Evidence of completed stage 1 (Stage 1 Certificate - *from your stage 1 portfolio submission)*
6. Evidence of completion of 'Preparing for Stage 2' training, please include your attendance **certificates for both** the Stage 2 Digital Training and face to face Stage 2 Workshop.
7. Record of Continuing Professional Development (see template below)
8. Evidence of working with a second learner: a social work student or an NQSW undertaking their ASYE or a social worker undertaking the AMHP course. The evidence should include: An Assessment report (e.g. Final PE assessment report, ASYE final report, AMHP assessment report or an assessment report relating to social worker apprentice)
9. A direct observation of your own practice supervising the second learner undertaken by a PEPS Stage 2 Practice Educator (see Form A below)
10. A further direct observation undertaken by a colleague (see Form B below for details). It is possible for this observation to take place after the PE candidate has completed Stage 1 and before they start work with the second learner.
11. Your written reflective assignment with reference list.

In total across stage 1 and stage 2 you should have evidence of working with 2 separate learners, at least one of whom has been a student social worker.

Note: If your student is using PARE to record their placements, please be aware their **placement record shuts down after the placement has ended**, so it is advised you save copies of any meeting forms as they occur. Alternatively, you can contact the relevant HEI Administrator to have these accessed and sent across to you.

Additionally, PARE only generates PDF versions of the student forms for download, which can prove problematic for anonymisation. If you do not have the facility to amend PDFs or convert files from a PDF to a Microsoft Word document, we advise the following:

- Practice Educators update a Microsoft Word version of the form as well as adding content to PARE. These can be sent to you by the relevant HEI Administrator.
- Print out the PARE forms, anonymise by hand, photocopy, and scan back to yourself.
- If you use a work tablet and have the facility to write on the screen, you may be able to anonymise and save a downloaded document in this way

Reflective written task

In addition to compiling a portfolio you need to produce a written reflective assignment which will be submitted in your portfolio. The assignment should be 1500 – 2000 words in length. The title of the assignment is as follows:

Write a critical analysis demonstrating how you have applied a model or theory of supervision, assessment or teaching and learning in your role as practice educator.

Within your analysis, you need to explore the usefulness of your chosen model or theory with more than one learner and how it has helped you develop your role as a practice educator.

In your written task, you should include reference to how you have met the Statement of Values for Practice Educators (page 20 of this assessment pack) and how you have integrated them into your practice with a student.

The assignment will enable you to demonstrate your awareness and understanding of Domain D (page 19) as well as the Statement of Values for Practice Educators and how you have incorporated this knowledge and understanding within your practice as a PE.

This written task must demonstrate further reading, using a range of academic sources, which are correctly cited that support the analysis. A minimum of 5 academic sources to be cited, which should be fully referenced using the Harvard method. The following web page will give you further guidance regarding referencing: APA 7th edition | University of Salford

It is important that within this written task your work with the student is clearly evidenced and the essay is not written in a detached academic format - so you need to:

- Use first person perspective, for example “During supervision sessions with my student I observed that ……..”
- Include real-life interactions, for example “when discussing Kolbs reflective model the student expressed concern about the process. We worked through her concerns using a mind-mapping tool …...”
- Reflect on the process and explain how you engaged with the student and others rather than just presenting final conclusions.
- Avoid jargon and overly complex vocabulary.
- Where possible Incorporate the student voice to show progression, inclusion, support, for example “At first the student said ‘I don’t understand why critical reflection is important’. After working through Kolbs reflective process in supervision, she was able to understand the importance of critical thinking and how it can shape our practice”.

Submission process

Practice educator assessment panels will be carried out virtually.

Anonymisation

Before you submit your portfolio, please ensure that **all work submitted is anonymised** so that students, service users, other professionals and tutors are not recognisable and that all signatures are removed. Work that is not adequately anonymised will be returned to the candidate for anonymisation and successful completion of Stage 2 may be delayed.

The only names that should appear in your portfolio are:
Your name
The stage 2 mentor/PE who completes direct observation 1 (see form A pg. 12)
The colleague/manager who completes direct observation 2 (see form B pg.15)

All submissions should be **submitted electronically** as hard copies will no longer be considered. Portfolios should be submitted by the advertised submission deadline directly to your social work placement coordinator. They will then send these on to the panel chair to be assessed.

Candidates should be aware the panel chair does not check the content of portfolios on receipt, and they will be assessed 'as is'. Checking of content should be completed prior to submission by the candidate and / or social work placement coordinators.

Submissions should be in the form of one single email with documents loaded as attachments or within a Zip folder. If a candidate needs to resend a document prior to assessment panel, please do not resend the individual document, but instead resubmit the whole portfolio again as a new email.

The email subject should include the following:
Candidate name, Local authority, Stage 2 submission

Following the Panel, results will be emailed to you and certificates provided for successful candidates. Candidates who do not meet the requirements at this stage, will receive feedback and have an opportunity to re-submit to a future panel.

Agencies who wish to have their staff assessed at the Panel, should provide representatives to join the assessment team on the Panel. Panel assessors must hold the Practice Teacher Award or have met Stage 2 of the Practice Educator Professional Standards for Social Work.

Assessment Proformas in this pack:

1. **Front Sheet - page 8**
2. **Contents Page/Portfolio Checklist - page 9**
3. **Statement of Confidentiality - page 10**
4. **Ratification Form – page 11**
5. **Direct Observation of Practice Form A – page 12 - 14**
6. **Direct observation of practice form B – page 15 - 17**
7. **Record of Continuing Professional Development - page 18**

Practice Educator Programme

STAGE 2 Front Sheet

Candidate's Name	
Candidate's work email address	
Candidate's Social Work England registration number	
Candidate's employer	
Dates of PE training / blended course undertaken	
Date submitting for assessment	
Date of Stage 2 assessment pack used (See front cover of assessment pack)	

Assessment outcome and feedback *(FOR GMPEP Panel purposes only)*

Competent / Not yet competent	**Portfolio assessor name**	**Date**
Practice Educator Assessor feedback on portfolio		
Holistic assessment of the practice educator		
Areas of strength		
Areas for development		

Practice Educator Programme

Contents Page/Portfolio Checklist

Item	
1. Completed front sheet	
2. Contents Page/Checklist	
3. Ratification Form	
4. Statement of confidentiality:	
5. Stage 1 Certificate	
6. Evidence of completion of 'Preparing for Stage 2' training	
7. Record of Continuing Professional Development	
Evidence of working with a second learner: 8. Assessment report (e.g. final PE assessment report, ASYE final report, AMHP assessment report)	
9. Direct observation (Form A) of your own practice as practice educator, supervising a learner, completed by a Stage 2 practice educator **(Please leave PE observer name on the front)**	
10. A further direct observation (Form B) of your own practice I. Peer reviewed supervision. II. Leading a group supervision. III. Leading a teaching and development opportunity for a student **(Please leave PE observer name on the front)**	
11. Written assessment task & Reference list	

Practice Educator Programme

Statement of Confidentiality

To preserve confidentiality, all names and other identifying factors have been changed in this portfolio. This includes names and contact details of the student, the tutor, service users, their family and carers. In order to do this, I have used:

Pseudonyms or random initials

Tippexing and photocopying

The only names which remain are those of colleagues who have undertaken direct observations of my practice.

Name of Practice educator:

Signed:

Date:

Practice Educator Programme

Ratification Form for Stage 2

Support and Assessment of PEs in Training

Practice educators in training i.e., PEs who have not achieved Stage 1 and Stage 2 (PEPS) will need to have their decision ratified and overseen by a PEPS 2 qualified PE mentor or assessor.

For trainee PEs, whose organisations are in the Greater Manchester Social Work Academy (GMSWA), this means that they have to engage with support, guidance and assessment by a Stage 2 mentor. This includes:

- attending at least 3 organisational or GMSWA drop-in / group supervisions
- a direct observation by a Stage 2 PE
- having the final assessment report of the student/learner read and commented on by a Stage 2 PE

I confirm that I have met the above requirements for Stage 2:

Practice Educator:

Date:

Practice Educator Programme

Direct Observation Form (A)

Observation undertaken for: Stage 2

Name of Candidate	
Name of Mentor	
Mentor Qualification held (Practice Teachers Award or Stage 2)	
Date of Observation	
1a. Brief summary of the context in which the observation will take place (to be completed by the candidate)	
1b. Preparation and planning of session including specific objectives and identification of PEPS domains to be evidenced (to be completed by candidate)	

1c Provide a summary of how research and theory will both inform and be exemplified in your practice during the session (e.g. theories related to adult learning, reflective practice, social work models, supervision etc). 300 words max

Feedback from Observer (to be completed by Observer)

2a. What is your holistic assessment of the practice demonstrated by the PE candidate? **State how they have achieved their objectives and accommodated issues raised for the agenda by the student.** **(Please refer to the Guidance for Observers for additional prompts)**
2b. How did the candidate demonstrate values / standards in their practice? **(see Statement of Values for Practice Educators)**
2c. What aspects of Domain D have been demonstrated? Please give specific evidence/examples from the observation.
2d. Comments from student social worker or learner. The observer is responsible for gathering this feedback; you may wish to consider the following: • How typical was this supervision session? • How has this session helped you learn? • How helpful, or unhelpful, has the feedback been? • How does the PE include you in the planning of learning and assessment activities to support your development?

Feedback from Candidate (to be completed by Candidate)

3a. Candidate evaluation of the session (to be completed by candidate) **Provide a critical analysis based on your learning and development from this observation, including your reflection on your use of research and theory, the feedback from the social work student and the observer; how this will enhance your future practice as a PE and identification of any future needs. (up to 300 words)**

4a. Areas for further development (to be completed by observer). **Provide specific examples on how the candidate could improve their practice and develop their identity as a practice educator.**	
4b. Any additional comments (from observer)	
RECORD OF MEETING SIGNED BY:	
Candidate	Signature
Observer	Print
	Signature
Date	

Practice Educator Programme

Direct Observation Form (B)

Observation undertaken for: Stage 2

To be undertaken by a colleague/manager experienced in the job role and with an understanding of the requirements and Domain D of PEPS 2022. This might be a colleague in a mentor or supervisory role. The activity observed can include:

I. Peer reviewed supervision.
II. Leading a group supervision.
III. Leading a teaching and development opportunity for a student.

Name of candidate	
Name of observer	
Role of observer	
Date of observation	
1a. Brief summary of the context in which the observation will take place (to be completed by the candidate)	
1b. Preparation and planning of session including specific objectives and identification of PEPS domains to be evidenced (to be completed by candidate)	

1c. Provide a summary of how research and theory will both inform and be exemplified in your practice during the session (e.g. theories related to adult learning, reflective practice, social work models, supervision etc). 300 words max

Feedback from Observer (to be completed by Observer)

2a. What is your holistic assessment of the practice demonstrated by the Stage 2 Candidate? Please refer to Domain D on page 26 in completing this Section. **State how they have achieved their objectives and accommodated issues raised for the agenda by the learner/s.** **(Please refer to the Guidance for Observers for additional prompts)**
2b. How did the candidate demonstrate values / standards in their practice? (see Statement of Values for Practice Educators)
2c. Comments from colleagues/learners involved in the peer / group supervision or teaching activity. The observer is responsible for gathering this feedback. You may wish to consider the following: • How well had the PE prepared for the session? • What did they do well and what could they change? • How has this session helped you learn?

Feedback from Candidate (to be completed by Candidate)

3a. Candidate evaluation of the session (to be completed by candidate) **Provide a critical analysis based on your learning and development from this observation, including your reflection on your use of research and theory, the feedback from the social work student and the observer; how this will enhance your future practice as a PE and identification of any future needs. (up to 300 words)**

4a. Areas for further development (to be completed by observer). **Provide specific examples on how the candidate could improve their practice and develop their identity as a practice educator.**
4b. Any additional comments (from observer)

RECORD OF MEETING SIGNED BY:	
Candidate	Signature
Observer	Print
	Signature
Date	

Practice Educator Programme

Record of Continuing Professional Development

In order to meet the CPD requirement of PEPS 2022, you are required to evidence 70 hours of learning and development activity in total, across both Stage1 and Stage 2.

The CPD may relate to being a practice educator, practice learning and more broadly to social work and activities can vary for example: formal training, research, facilitating the learning of colleagues, presentations, PE workshops, peer supervision, associated reading, mentoring or coaching.

The initial PE course, workbook, workshop and independent study, equates to 35 hours. The 'Preparation for Stage 2' training equates to a further six hours.

CPD record for Stage 1 PEPS

Date	CPD activity	What I learnt and how I will put it into practice
		Add rows as required

CPD record for Stage 2 PEPS

Date	CPD activity	What I learnt and how I will put it into practice
		Add rows as required

Appendices:

1. Practice Educator Professional Standards (PEPS) Domains (2022)
2. Statement of Values for PEPS (2022)
3. Guidance for mentors and observers
4. Glossary of terms
5. Further Reading
6. Complaints/Appeals Procedures

Appendix 1

PEPS Domains 2022

Domain to be evidenced at Stage 2

Domain D
Developing knowledge and continuing performance as a practice educator
1. Seek feedback from students on their experience of being assessed and the consequences of the assessment programme for them. Incorporate the feedback into future assessment activity.
2. Show understanding of, and the ability to apply, models and theories of supervision, knowledge and research on assessment, teaching and learning, and critical reflection.
3. Establish and maintain effective resources for their own support and supervision in respect of their role in workplace learning. Demonstrate the ability to consult and work with others in contentious and challenging contexts such as dealing with struggling students and formal appeals and complaints.
4. Demonstrate critical reflection on their own development as practice educators, including the use of feedback from direct observations, colleagues and HEI tutors and other assessment sources.
5. Apply learning to subsequent practice education experience using a range of methods.
6. Contribute to the development of the agency as a learning organisation by providing information and advice from their experience on the quality and effectiveness of placement learning.
7. Demonstrate an ability to deepen and extend their ability and expertise as a practice educator. This may also include the transfer of practice educator skills, knowledge and values to new roles in mentoring, supervision, teaching and/or assessment and show leadership in workplace learning.
8. Show ability to critique and apply models and theories of supervision, and knowledge and research on assessment, teaching and learning, critical reflection and other relevant knowledge. Contribute to the extension of that knowledge through their expertise and research. Promote the profile of the practice educator as playing a key role in the development of excellent early career practitioners.

Appendix 2

Practice Educator Values Statements 2022

In order to promote anti-oppressive and anti-discriminatory practices, practice educators and supervisors will:

1. Advise learners of their rights and actively lead on challenging oppression, discrimination and racist practices that may be experienced by learners. This may include overt expressions of racism, or more covert unconscious bias and micro-aggressions. Learners must be supported throughout the process by the learning provider and (Trainee) Practice Educator in the reporting and responding to such concerns. Where appropriate this will require the implementation of whistleblowing policies (BASW, 2014) to ensure an effective working environment for social work (BASW/IFSW, 2013)

2. Manage professional and personal boundaries, appropriately using authority and power within the assessment relationship and recognising and acting upon the implications for assessment of practice. Fundamental to this relationship is an underpinning of the common principles of equality, diversity and inclusion in appropriately supporting learners by acknowledging and responding to their needs and in anti-discriminatory manner

3. Update on best practice in assessment and research on adult learning and apply this knowledge in promoting the rights and choices of a diverse group of learners. Managing the assessment process whilst actively challenging oppressive practice which does not support learners to reach their potential.

4. Commit to the needs and interests of people with lived experience of social work when assessing the capability and skills of learners at all stages of the assessment process. As appropriate, those with lived experience should play an active part in assessing those being accepted onto and undertaking training in practice education.
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5. Identify and question their own values and prejudices and respect, value and celebrate the uniqueness and diversity of leaners such as those from different entry routes and with different personal and professional experiences. Actively challenge when oppressive practice is observed or reported. This is in line with the Professional Capability Framework (BASW 2018, PCF Domain 3).

6. Accept and respect learners' circumstances, understand how these impact on the learning and assessment process and make reasonable adjustments as required. Those involved in practice education should recognise and build on learners' strengths and consider individual learning styles and use a range of assessment methods (including those preferred by the learner).

7. Implement an holistic approach to assess in a manner that does not stigmatise or disadvantage learners and ensures equality of opportunity in line with the Equality Act 2010. Ensure that the views of those who have lived experiences of social work

are central to this assessment process. Show applied knowledge and understanding of the significance of lived experience, poverty, racism, ill health, disability, sex, social class, age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, religion or belief and sexual orientation in managing the assessment process. Recognise and work to prevent and counter unjustifiable oppression, discrimination and disadvantage in all aspects of the assessment process. Be aware of the impact of poverty and associated issues such as food insecurity and how this might affect the experiences of learners and those accessing social work services.

8. Take responsibility for the quality of their work and ensure that it is monitored and appraised; critically reflect on their own practice and identify development needs in order to improve their own performance, raise standards, and contribute to the learning and development of others.

Appendix 3

Guidance for Mentors and Observers

The practice educator mentor role

The PE mentor is a registered social worker qualified to PEPS 2 (or Practice Teacher Award), who will develop skills and knowledge of the trainee practice educator during the process of undertaking the Practice Educator Professional Standards. The mentor will not be making a final assessment on the trainee practice educator. In Greater Manchester, the final assessment is undertaken by means of the portfolio submission to the practice Educator Assessment Panel.

Direct observations of trainee practice educators

What is the purpose of the observation?

The purpose is twofold: -

1. It is one of the required pieces of evidence of the PE candidate's capability in practice education, for submission in their portfolio at Stage 1. The candidate is being assessed against Domains A-C of PEPS 2019 and the Statement of Values for Practice Educators.

2. It is an opportunity for the PE candidate to gain developmental feedback about their professional practice and an opportunity for discussion and reflection with the observer.

What makes a suitable observation?
A suitable observation is a formal, planned supervision session of a social work student which lasts for around one – one and half hours.

Who can be an observer?
The observer will be a registered social worker and have Stage Two Practice Educator Status or the CCETSW Practice Teacher Award.

What is involved?
Observing practice typically has 4 stages of development. (Please refer to Direct Observation form)

1 briefing between observer and candidate,
2 observation
3 feedback
4 completion of the Direct Observation report

1. The briefing:

- The pre-observation briefing with the PE candidate should focus on planning and preparation. If a session plan / supervision agenda is available, it could be given to the observer and used to form the basis of the discussion. This briefing

is also an opportunity for the PE candidate and observer to identify particular aspects of practice they would like to focus the feedback on – see Domains A-C and the Statement of Values for Practice Educators – or particular areas of each domain that might be helpfully demonstrated within the observation session.

- PE candidate and observer will agree how student comments and feedback will be sought (see Direct Observation form Section 2d). The Observer is responsible for gathering the feedback from the student.

- The PE candidate should complete sections 1a, 1b and 1c of the Direct Observation form prior to the observation. This outlines the aims/outcomes for the session and provides relevant information and context. The form should be sent to the observer before the observed session takes place.

- The PE candidate will have agreed the observation date with the social work student prior to the session. They will make suitable arrangements (for example where the observers will sit/position themselves) for the observation.

- PE candidate and observer will agree arrangements for verbal feedback after the observed session. It may be helpful for both PE candidate and observer to consider the 'keep/change rule' and agree beforehand to discuss 1 or 2 elements of the session that they thought went well ("keep") and 1 or 2 elements that they would "change". Fuller feedback can be given in the written direct observation form.

2. The observation:

The session should resemble normal practice as far as possible (although there may be some consideration of particular areas/domains that can be helpfully demonstrated within a direct observation session**). Observation of the following supervision sessions – or that incorporate the following - may be particularly helpful in providing 'evidence' for the candidate's portfolio:

- A supervision session prior to the Interim Review, considering the students' progress so far; giving feedback on development and further assessment issues requiring attention etc
- A supervision session after a student direct observation, involving the candidate and student in developmental feedback, encouraging student reflection etc
- The candidate helping the student relate theory to practice, either directly or discussing the student's written work/assignment
- The candidate encouraging/helping the student reflect on practice
- A supervision session towards the end of placement, helping the student reflect and consider skills gained and learning needs for their next placement/as they move into practice

Remember, the PE candidate has a range of items in their portfolio from which they can claim 'evidence' – it does not all have to be done in the Direct Observation. As the observer, you can 'say what you see' and give examples of this in the Direct Observation form under each Domain/Values and comment on how you think this is valid evidence for that particular domain statement or Values. You are also required to make broader, overall and more holistic comments about the PE candidate's practice within sections 2a and 4a.

3. Feedback

The timing of the feedback session should be agreed between PE candidate and observer and verbal feedback should happen immediately or very shortly after the observed session. Feedback is an opportunity for dialogue with the PE candidate and the Observer should seek their views and opinions as part of the feedback process. The PE candidate has to critically reflect on the feedback given (section 3a) and comment on their learning and future development needs after the observation/feedback.

The observation should be constructive and developmental and discussed in line with good practice on giving and receiving feedback and the Observer should ensure that their feedback is: **SCORE**

Specific: - refer to specific behaviours and achievements with examples
Clear: - be clear, one or two points are remembered by the receiver
Owned: - use I; these are your thoughts and opinions
Relevant: - make suggestions and offer alternatives; make sure the PE candidate can act upon them
Enabling: - ensure feedback is balanced and constructive

The following points may be helpful when the Observer is considering prompts for feedback, discussion with the PE candidate and also for written comments to be included Direct Observation report:

How had the PE candidate planned the session?

- Clear relationship between this and previous / future sessions
- Appropriate teaching / learning methods chosen
- Realistic aims / plan for the session
- Adequate resources available as required

How did the PE candidate facilitate the session?

- Aims / plan / agenda of the session made clear to the student
- Session well organised, and all parties understood their role and expectations
- Professional, positive and enthusiastic approach; balance of support and appropriate challenge
- Evidence of understanding the principles of good practice in supervision; use of particular skills in supervision

- Evidence of understanding the principles of adult learning, teaching and enabling
- Evidence addressing the student's professional development in relation to requirements of practice and guidance on practice.
- Evidence of understanding of and links to the assessment of the student
- Effective use of any resources or teaching materials used.
- Session drawn to satisfactory and timely conclusion.

Student engagement and involvement

- Developed rapport with student
- Student's motivation, attention and engagement maintained
- Encouraged student participation in the session
- Student's contributions valued and empowerment promoted
- Candidate responded to individual needs of the student

4. The Direct Observation report

This is completed after the discussion and feedback session as above. The Observer will write up their notes on the observation pro forma and send this to the PE candidate.

Section 2a – general, overall comments reflecting the Observers holistic assessment of the PE candidate's performance during the direct observation and how they facilitated student engagement and involvement during the session.

Section 2b – requires specific evidence/examples of how the PE candidate demonstrated values (Statement of Values for Practice Educators) in their practice with their student during this observation/supervision session. This relates to how the PE demonstrated their understanding of the Values that underpin **their assessment of the student**, **NOT** of the student's demonstration or understanding of values in their work with service users.

Section 2c – requires specific evidence/examples of how the PE candidate demonstrated particular statements within Domains D.

Section 4a; 4b - comments on the PE candidates' overall achievements and areas for further development

Appendix 4

Glossary (taken from PEPS 2022)

Accreditation of Prior Learning (APEL) This is where acknowledgement is made of prior learning on acceptance to a course either at commencement or partway through.

Assessed and Supported Year in Employment (ASYE) The first assessed year in employment for a newly qualified social worker. Blended Learning Is a method of delivering learning with provided content for learners to engage with asynchronously, supported by some opportunity for synchronous learning too (face to face or online).

Continuing Professional Development (CPD) Ongoing learning activities to ensure social workers are up to date. There is a requirement to register this activity with the social work regulator Social Work England.

Higher Education Institution (HEI) Provider of higher, tertiary education.

Knowledge and Skills Statements (KSS) Set out what social workers, supervisors and practice leaders should know and be able to do within the context of their role in different settings.

Learner Person undertaking pre-qualification award (e.g. social work) or post-qualification learning e.g. ASYE, Best Interests Assessor (BIA), Approved Mental Health Professional (AMHP). This does not refer to the person undertaking the PEPS course. They will be referred to as a Trainee Practice Educator.

Line manager Usually the person responsible for supervising and allocating workload to a qualified social worker.
Learning provider This will be the organisation that delivers the teaching and assessment of a PEPS course. This might be an HEI, an employer or an independent organisation.

Newly Qualified Social Worker (NQSW) Usually undertaking the ASYE.

On-site Supervisor Is responsible for the day-to-day support for the learner and will work closely with the Practice Educator in their overall assessment of that learner. They might be called ‘work-based supervisors’ in some practice learning settings.

Off-site Practice Educator A registered social worker qualified to PEPS 2 who is physically located away from the learners’ practice area and contracted by the programme provider or employer to undertake the role of Practice Educator. They will work closely with the On-site Supervisor.

People with Lived Experience (PLE) People who will have had direct or indirect experience of social work services. For the purposes of this review PLE have contributed to the development of the refreshed guidance through their roles in social work practice education.

Practice Educator (PE) A registered social worker qualified to PEPS 2 who takes overall responsibility for assessing learners in practice education against relevant frameworks including the Professional Capability Framework. These may be located on the same site as the learner but may also be 'off site PE' and also referred to as a 'long arm' provider or 'independent' depending on their employment status.

Practice Educator (PE) Assessor* A registered social worker qualified to PEPS 2 who will be responsible for assessing the Trainee PE against the Values Statements and PEPS Domains; this includes undertaking the direct observations of the Trainee PE and writing assessments for their progression on the PEPS course. This person will also need to feedback and counter-sign the Trainee PE's assessment of a learner in Stage 1 and Stage 2 of the PEPS. If this is carried out in a separate role to the PE Mentor, it is expected there will be close working and sharing of feedback about the progress of the Trainee PE.

Practice Educator (PE) Mentor* A registered social worker qualified to PEPS 2 who will develop skills and knowledge of the Trainee PE during the process of undertaking the PE Professional Standards. The PE Assessor may also fulfil this role. It is expected that a PE Mentor should provide at least six supervision sessions to the Trainee PE during PEPS 1 and 2. In Greater Manchester we offer PE Drop in sessions that we expect PE's in training to attend as generally our mentors are not expected to offer six supervision sessions across stage 1 and stage 2. CPD – GMSWA If this is a separate role to the PE Assessor, it is expected there will be close working and sharing of feedback about the progress of the Trainee PE. The mentor will not be making a final assessment on the Trainee PE.

Practice Educator Professional Standards (PEPS) Are the standards categorised into Domains that those delivering practice education are expected to demonstrate.

Practice Placements Refer specifically to those undertaking the required days in a practice setting as part of a pre-qualifying programme (so 200 days across the duration of the programme), often broken down into 30 skills days, 70 days and 100 days.

Professional Capability Framework (PCF) 'The framework for practice teaching and learning in England. It sets out nine common domains of capability that we expect to develop as social workers, and which others can expect of us. It promotes and underpins social work as 'one profession' across all specialisms and roles'(BASW 2018).

Trainee Practice Educator Is the person undergoing training to be qualified to be a Practice Educator.

Values Statements Are the expectations of those in the practice learning setting and are linked closely to the PCF (2018), KSS (2014, 2015) and Social Work Ethics (BASW 2021).

***** PE Assessors and/or PE Mentors will normally have supervised five learners (post and pre-qualifying) and have experience of managing complexity in practice education prior to taking on that role. The proposed number of approximately five learners includes those they supervised during their own PEPS 1 and 2 training

Appendix 5

Further Reading

Social Work

Rogers, M, Whitaker, D, Edmondson D and Peach D (2020): Developing Skills and Knowledge for Social Work Practice. Sage. London.

Trevithick,P (2012) Social Work Skills and Knowledge – A Practice Handbook OU Press

Practice Teaching in General / Teaching and Learning

P.Field, C.Jasper and L.Littler (2016) Practice Education in Social Work: Achieving Professional Standards, *available from* www.criticalpublishing.com

Williams, S and Rutter, L (2023) The Practice Educator's Handbook Learning Matters Exeter

Anti oppressive practice

L. Dominelli (2018) Anti oppressive social work theory and practice London Palgrave Macmillan

Tedam, P. (2021) Anti-oppressive social work practice. London: Learning Matters (Transforming social work practice).

Supervision

Tedam, P: S (2017) Share: A New Model for Social Work. Kirwin Maclean

Maclean, S (2020) Social Work Theory Cards. Kirwin Maclean.

Reflective Practice

Amas, D (2023) 'Using the sandtray as a reflective learning tool in social work practice education (Social Work Education Volume 43, issue 1. (Available via CC Inform)

Mantell, A. and Scragg, T. (eds) (2019) *Reflective practice in social work*. 5th edn. London: Learning Matters, an imprint of Sage Publications (Transforming social work practice

Maclean, S (2024) The Reflective Social Worker. Kirwin Maclean.

Competence and assessment

Beesley, P. (2019) Making the most of your social work placement. 1st edn. London: SAGE Publications.

Beesley, P (2023) Practice Educatio in Social Work: Achieving Professional Standards. Critical Publishing

O' Loughlin, M and O Loughlin, S (2014): Effective Observation in Social Work Practice. SAGE. London

Useful websites

Community Care Inform has excellent resources for practice educators.

www.skillsforcare.org.uk
www.scie.org.uk
www.socialworkengland.org.uk
www.BASW.co.uk
www.nopt.org.uk
www.siobhanmaclean.co.uk
www.researchinpractice.org.uk

Appendix 6

Complaints /appeals procedure

The complaints procedure seeks to promote good practice in relation to the right to complain. Underpinning the procedure are the principles of simplicity, accessibility and the need for it to be readily understood by programme participants.

As the Greater Manchester Practice Educator Programme is a partnership of different agencies complaints about the Programme, training provided by the Programme and the assessment process should be made direct to the GMSWA Practice Learning Steering Group.

If you are unhappy about an experience which you have had regarding any aspect of the Practice Educator Programme you should first try and resolve it informally with the administrator.

However, if you continue to be dissatisfied you should put your complaint in writing to the Chair of the GMSWA Practice Learning Steering Group via the programme administrator.

The Chair will write to you acknowledging receipt of the letter usually within five working days after receiving the complaint. The complaint will then be taken to the next Steering Group meeting and you will be notified of the date that you will receive a formal response with any actions that the Programme proposes to take.

Making an Appeal against a Decision of the Assessment Panel

If you wish to appeal against a decision of an Assessment panel you must do so in writing to the Programme Administrator within 10 calendar days of the receipt of the Panel's decision. The complaint will then be taken to the next GMSWA Practice Learning Steering Group meeting and you will be notified of the date that you will receive a formal response from the Chair of the GMSWA Practice Learning Steering Group with any actions that the programme proposes to take.

An appeal may only be submitted on one or more of the following grounds:

a) that evidence is available which for good and reasonable cause has not been submitted previously to the Panel;
b) that there has been an error in process;
c) that the Panel has acted in a way which is manifestly unfair.

An appeal must state:

a) sufficient particulars to enable the grounds on which the appeal is made to be understood by the Steering Group and
b) sufficient particulars to enable the relevant decision of a Panel to be identified.

An appeal which does not satisfy the requirements of both a) and b) above may be treated as a nullity by the Steering Group.