Assessment Brief Guidance On How To Complete The Assessment Proforma

For the Unit: Supporting Practice Learning in Social Work

Academic Year 2026- 2027

Level 7

(This is guidance only, do not complete this form)

Credits: 20 **Level:** 7 **(For qualified social workers only)**	**Social Work Practice Education Course Unit:** Supporting Practice Learning in Social Work (Unit 1 of the social work practice education course) **Programme Lead**: Dr Louise Oliver

IMPORTANT: You MUST read and understand the assignment guidance before completing this assignment – it is not possible to complete the assignment without doing this first.

IMPORTANT: If the social work Learner In Practice completes their placement after the formal submission date given to you then you need to let us know so we can consider changing your submission date to after the placement has ended. Please email the course lead, Louise Oliver, (loliver@bournemouth.ac.uk) and CPD admin (hss-cpdadmin@bournemouth.ac.uk), Thom Wills (twills@bournemouth.ac.uk) (and your unit tutor if not Louise Oliver e.g., Katie Kenny or David Neal) and your workforce development lead and if you have a Practice Education Assessor include them in the email as well. You need to request that either the workforce development lead and/or Practice Education Assessor confirm the placement ending date because we require supporting evidence of the placement end date to consider whether you require a new submission date or not. If you do require one, once we have the evidence we will confirm via email your new submission date. If you do not

receive a confirmation email with a new submission date then you must submit to the cohort pre-agreed submission date with the rest of the cohort.

Assessment Proforma Content

Part 1: Reflective Assignment 2000 words (+10%). If you go over the word limit (+10%) the first marker will stop reading at the point the assignment reaches the word limit.

Part 2: A concise action plan. This assessment element is marked on a Pass/Fail basis.

Part 3: Verification of you supervising the Learner In Practice and of the observation of you supervising the Learner In Practice. This assessment element is marked on a Pass/Fail basis.

Part 4: Reference List. This assessment element contributes to the grade for the unit.

Please note all four parts of the proforma must be completed.

To pass this Unit you need to use the reading list (see Brightspace) and go beyond the material provided by the course. It is expected that you will include references from recent peer reviewed journals such as Social Work Education, Reflective Practice or the British Journal of Social Work.

Title: How have you designed a learning opportunity to meet the needs of the Learner In Practice and what is your learning from this?

Please use the font Ariel or Aptos, size 12 with the line space of 1.5.

Introduction to the reflective assignment:

Although it is widely accepted that every learner is unique, it is surprisingly common for busy practice educators to offer a limited range of standardised learning experiences to those that they are supporting and assessing in their workplace. However, by this stage in your studies, you should be developing an understanding of how and why the quality of workplace learning increases when learning experiences are personalised to take account of learner's specific learning needs, preferences and characteristics. You will also have become much more aware that the way that learning experiences are designed and supported can affect the depth of learning achieved and increase the likelihood that learning will be transferred to other contexts.

This reflective assignment is your opportunity to evidence that you have met the Unit Intended Learning Outcomes by showing how you have used the learning from this course to:

a) Find out about the specific learning needs, preferences and characteristics of a learner
b) Work in partnership with the learner, to select a learning objective which will help them develop a specific aspect of their practice and provide evidence of their capability against the Practice Capabilities Framework (BASW 2018)
c) Work in partnership with the learner to design a structured learning opportunity that includes a practice experience. This must be specifically tailored to enable them to meet that objective, considering their specific learning needs, preferences and characteristics.

d) Use theories, models, approaches to practice education and research to support the way the learning opportunity was designed.

Question 1-4 support: The learning opportunity?

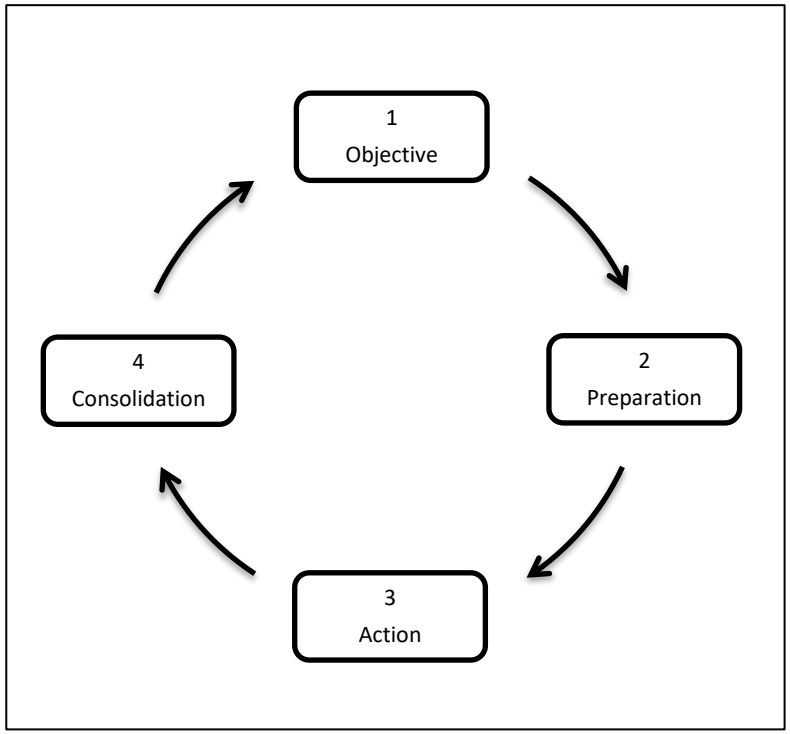


Figure 1: Model showing the stages of a learning opportunity

Outline a learning opportunity following the four stages as shown in the diagram above. The learning opportunity is designed to meet the learning objective.

1. **Objective**: What is the overarching learning objective and why was it chosen? (This should be linked to a BASW PCF).

2. **Preparation**: What did you do to help prepare the Learner In Practice for the practice experience? (Some examples are: shadowing the Practice Educator/colleagues/other professionals, reading case notes and assessments, reading articles or listening to podcasts or watching videos focusing on key areas in practice and/or meeting the service/use client beforehand).

3. **Action**: What is the specific practice experience which helped meet the learning objective? (Some examples are: completing a visit to a service user/client, completing part of an assessment, chairing a review meeting).

4. **Consolidation**: What did you do to help the learner consolidate (develop) their learning after the practice experience? (For example, reflective logs, summaries of action, presenting learning to others, writing a reflective assignment, but most importantly a timely in-depth critically reflective supervision which includes considering changes which will be implemented going forwards, both in practice but also reviewing future learning opportunities).

- Referencing is only required in this section if for example, specific models/theories or legislation are noted.
- The suggested limit of approx. 300 words to be used for the first 4 questions together.

Question 5-7 support: Reflecting on how the learning opportunity is designed to meet the needs of the Learner In Practice

- Justify and critically evaluate key elements of your design. We are particularly interested in hearing how you personalised the design to meet the needs of the learner and how you scaffolded their learning to promote the development of professional capability (please see the box below which has suggested point to think about for each question (you will not be able to include all the suggested questions in the word count, it is only a tool to help you think about how to complete this reflective assignment).

- You MUST refer to relevant literature (theories, models, approaches to practice education and research) to enable you to justify and critically explore the ideas that you put forward in this part of the assignment. It is important that you show how the reading you have undertaken and your learning from the workshops have influenced your design.

- The suggested limit of the remaining 1,700 words should be used for these questions.

Part 1: Reflective Assignment - Title: How have you designed a learning opportunity to meet the needs of the social work Learner In Practice and what is your learning from this? (2000 words in total - the suggested limit of approx. 300 words to be used for questions 1-4 in total and the remaining 1700 words for questions 5-7).

Remember – **do not** delete the headings or questions on the proforma, they must remain on your completed proforma – the pre-filled questions and headings **do not** count as the overall word count.

 Please note for the purposes of anonymisation the social work Learner In Practice has been given a pseudonym which will be used throughout the reflective assignment and will be called [TYPE FAKE NAME HERE].

1) What Is The Bespoke Learning Opportunity And Why? (approx. 45 words)

The objective must be sharply focussed on a specific aspect of the learner's practice that you have both agreed needs to be developed. The objective MUST link to the PCF so, for example - 'to increase understanding of how to adapt communication style to match the needs of a service user (PCF final placement Skills and Interventions) or 'to gain experience of involving a service user in decision making' (PCF final placements Values and Ethics). Make sure you avoid broad objectives and keep the learning opportunity focused.

Some questions you may like to consider when responding to this question are:

- What team is the leaner in practice placed in?
- What is your role in supervising/mentoring/assessing the student?
- What is the main learning objective for the student and why was it chosen?

- How does it link to the PCF domains?

2) What Is The Specific Practice Experience (Concrete Activity) Which Helped Meet The Learning Objective? (approx. 45 words)

Action:

Describe the practice experience you and the social work Learner In Practice have selected to enable them to meet their learning objective. For example, a small and focused piece of direct work undertaken by the learner such as a leading a visit or review meeting or leading on an assessment.

Some questions you may like to consider when responding to this question are:

- What was the specific practice activity you designed and how did this meet the learning objective?
- Why did you choose this type of experience?
- How does it support experiential or practice-based learning?

3) What Did You Do To Help Prepare The Learner In Practice For The Practice Experience And Why? (approx. 105 words)

Preparation:

Describe how you have helped the social work Learner In Practice prepare for the practice experience you have selected to meet the learning objective and practice experience set out above. This can be through the provision of opportunities to develop skills / knowledge and /or to support reflection which supports them to plan for the practice experience

Some questions you may like to consider when responding to this question are:

- How did you prepare the student for this activity and how did it meet their needs?
- What learning activities/opportunities and guidance did you provide and why?
- How did you address risk, ethics, and professional accountability?

4) What Did You Do To Help The Learner Consolidate (Develop) Their Learning After The Practice Experience And Why? (approx. 105 words)

Consolidation:

Describe the activity or activities that you have used to support the social work Learner In Practice to consolidate (develop) their learning from the practice experience through, for example, follow on practice experiences, activities in supervision, consideration of feedback from service users and / or support for critical reflection.

Some questions you may like to consider when responding to this question are:

- How did you support the learner to reflect on the learning experience?
- Did you incorporate feedback from others (e.g., service user, patient, client, practitioners)?
- How did you support the learner to learn from the practice experience and help meet the learning objective?
- What methods did you use and why (e.g. supervision, reflective models, feedback etc)?
- How did you evaluate whether learning had taken place?

5) **How Did You Design And Implement The Bespoke Learning Opportunity To Meet The Learners Needs And Why? (approx. 566 words)**

You must **critically** explore key aspects of the Learner In Practice, such as their, specific learning needs, learning history, reflective capability, learning styles, approach to learning, motivation, anxiety and so on, and explore how this knowledge about the learner was used to design and shape the learning opportunity.

Some questions you may like to consider when responding to this question are:

- What did I know about the learner's needs and strengths that helped me shape the learning opportunity?
- What informed the way I designed this learning opportunity to meet the needs of the learner and promote their strengths (e.g., adult learning theory, approaches, models, research)?
- What biases or blind spots might have influenced the design process?

6) **How Did You Uphold Practice Education Values And Ethical Standards Within Your Role As A Supervisor And/ Or Assessor For This Learning Opportunity? (approx. 566 words)**

You must consider how you met the Learner In Practice's rights and needs when designing and shaping the learning opportunity in regard to sustaining, equality, diversity and inclusivity, for the Learner In Practice. You can also discuss how you made sure the practice experience sustained practice education values.

Some questions you may like to consider when responding to this question are:

- What power dynamics were present, and how did I manage them?
- How were practice education and social work values considered?
- Was the service user/client/patient involved in the planning of this learning opportunity?
- How was anti-oppressive, anti-discriminatory and anti-racist practice education sustained by me as a supervisor?
- How did you manage the balance between the learning opportunity for the Learner in Practice with the needs of the service user/client/patient involved?
- What theories, models and research underpin your approach and why?

7) **What Are Your Reflections On The Design And Implementation Of This Learning Opportunity And Your Role As A Supervisor And / Or Assessor? (approx. 566 words)**

You must consider what you have learnt, from this learning opportunity and this assignment, and how you are going to include this in your future supervisory practice.

Some questions you may like to consider when responding to this question are:

- What did you learn about yourself as a trainee Practice Educator/supervisor?
- What aspects of your practice were effective and why?
- What were your limitations or areas for development and why?
- How did your actions impact the student's learning and why?
- What would you do differently in future, and why?
- What theories/research would help explain what happened

PART 2: Action Plan

Please develop 3 action points only. These must show how you plan to develop your practice as a Trainee Practice Educator and/or Supervisor going forwards – this is about your learning throughout Unit One and not about working with the learner in practice. There is no word limit for this action plan and is not counted towards the 2000-word limit for the reflective assignment.

Examples are given below in purple.

Action Point Number	What do you want to continue doing or do differently?	What needs to happen to keep/make this change?	What, if any, are the Barriers to the action point	What, if any, are the facilitators for this action point	Who needs to also be involved?	Intended outcome(s)
1	**For example:** I want to support the social work learner in practice in practice make better use of the	I will always hold two reflective supervisions with the learners in practice to plan how to meaningfully	None	To keep space in my diary to meet with the learner on a regular basis.	Me, The social work learner in practice in Practice, Service user	To enhance social work practice for the learner in practice and the profession.

	service user feedback.	gather service user feedback and then, with the social work learner in practice, reflect on the feedback.				
2	**For example:** I want to be confident in using a variety of reflective models in supervision.	I will spend more time learning new reflective models, trying them out in my own supervisions with my manager and then bringing them to supervisions with the social work learner in practice.	Feeling confident in trying reflective models outside of my comfort zone/learning style.	To choose a new model for each supervision I have for my practice and try it out.	Me, My manager, social work learner in practice	To help support different people's learning and reflective styles, to develop practice learning to be inclusive and enhance the holistic assessment process.

3	**For example:** I want to continue to challenge my values, beliefs and biases.	I will start using a reflective diary to explore my thinking, judgements and biases, especially in the decisions I made as a supervisor/Trainee Practice Educator.	Getting into the habit of writing a reflective diary. Not having the space to reflect on a day-to-day basis.	None		To help develop and sustain anti-oppressive practice in Practice Education and adhere to the PEPS values statements.

Part 3: Verification of you supervising the learner in practice and of the observation of you supervising the learner in practice – to be completed by a third party (normally the Practice Assessor)

It is compulsory that you have worked with a social work learner in practice for a minimum of 70 days for unit 1 of this practice education course. If you do not think that you will be able to meet the minimum requirement e.g., the placement ends early, then you must contact the workforce development lead, your practice assessor/mentor and the BU unit lead (and if appropriate the unit tutor), and a meeting will be held to discuss how to support you will be able to meet the requirements to pass this unit. Therefore, on the proforma there is a checkbox for the practice assessor to confirm the minimum 70 days requirement has been met and if not to note that an agreed alternative has been met.

<table>
<tr><td colspan="2">The observation of you supervising the learner is a requirement of the Practice Educator Professional Standards and is a compulsory part of your assessment for the Unit. The name of your observer and the date of the observation must be included below, their name and contact details as well as their electronic signature. The feedback you receive does not need to be submitted.

I verify that the evidence contained in this document relates to work that I know has been undertaken by the Trainee Practice Educators named at the beginning of the form.

The below part of the form needs to be completed by the third part verifier, normally the Practice Assessor. Please make sure that you get it to them in plenty of time so that it can be signed off. It is also recommended that you plan your observation close to the learner in practice's midway point, so that there is time to rebook another one if required.</td></tr>
<tr><td colspan="2">I, the practice assessor for the named trainee practice educator above, verify that the evidence contained in this document relates to work that I know has been undertaken by the Trainee Practice Educators named at the beginning of the form.</td></tr>
<tr><td>I, the practice assessor for the named trainee practice educator above, confirm that the Trainee Practice Educator has supervised a social work learner in practice for a minimum of 70 days

Yes ☐ No ☐</td><td>If no – I confirm that the Trainee Practice Educator has completed an agreed significant amount of supervisory work in order to meet the Practice Educator Professional Standards

Yes ☐ No ☐</td></tr>
<tr><td colspan="2">Practice Educator Assessor (Observers) Name / Job Title (compulsory):</td></tr>
<tr><td colspan="2">Contact details of Practice Educator Assessor:</td></tr>
</table>

Date of Trainee Practice Educators Observation (compulsory): DO NOT UPLOAD OR ATTACH YOUR COMPLETED OBESERVATION FORM
Signature of Practice Educator Assessor: Electronic signature copied and pasted in by the Practice Educator Assessor
Part 4: Reference List
Please follow this link on how to create an accurate reference list using the appropriate Referencing Style. Why you need to reference? • Anything you use from a source that is written or produced by another author should be cited in the main text of your work must be referenced in a list at the end of your work. • Consistency and accuracy of referencing is important to verify quotations, enable readers to follow up and read cited author's arguments. Referencing correctly is part of demonstrating your academic integrity necessary to avoid accusations of academic offences particularly plagiarism which is a serious offence.
Further Guidance
AI use: There is set guidance on the assessment information sheet found in Brightspace under the assessment tab. Assessment Criteria: There is also set guidance on the assessment information sheet found in Brightspace under the assessment tab.

Academic Integrity

The work you submit must be your own. Any attempt to gain an unfair advantage in your assessment by **cheating**, deception or fraud is considered an academic offence. The 'Assessment help and support' section of the unit (found under 'Assessment' in the content area) provides more guidance on avoiding academic offences, including **any guidance on what will or will not be considered an academic offence in this specific assessment**.

Help and support

The 'Assessment help and support' section of the unit (found under 'Assessment' in the content area) provides information and guidance, including specific information on support for this assessment. It provides help with our policies on deadline extensions and information on support available in the university, including academic skills support and additional learning support for students with disabilities.

Disclaimer

The information provided in this assignment brief is correct at time of publication. In the unlikely event that any changes are deemed necessary, they will be communicated clearly via e-mail and via the VLE and a new version of this coursework brief will be circulated.