Bournemouth University

Faculty of Health, Environmental and medical Sciences

CPD Framework

Level 6

Practice Education Units

(from BU Post Registration and Post Graduate CPD Framework)

Supporting Practice Learning in Social Work (Unit One of the social work practice education course)

&

Supervising and Assessing a Learner In Social Work Practice (Unit Two of the social work practice education course)

Meeting the Social Work Practice Educator Professional Standards (PEPS) at Stages 1 & 2

Practice Educator Trainee Handbook

2026-2027

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Document date: June 2026

Circulation: General

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The details of the External Examiner for this Programme are available on the HEM Home page of Brightspace – please note this information is provided for the purposes of transparency only. You must not contact the External Examiner directly.

Welcome

You have been issued with this handbook because you have enrolled on either one, or both, of the Level 6 social work Practice Education units from the Post Registration and Post Graduate CPD Framework. These units have been developed to enable you to meet the refreshed social work Practice Educator Professional Standards (PEPS) whilst demonstrating your capability to study at Level 6. We hope that you enjoy your time as a student, and Trainee Practice Educator, with us and gain the skills, knowledge and confidence that you will need to either begin or continue your journey as a Practice Educator.

This handbook has been developed to provide and/or signpost you to all of the information you will need to complete the programme. It is important that you:

a) read it carefully before you attend your first workshop and
b) refer to it throughout your time as a student with us.

Although accurate at the time of writing, some details may be updated during your period of registration with the University. You will be notified of any major changes to policies, procedures or requirements that affect your studies.

If you need any further advice or assistance with any aspect of the course, please, in the first instance, contact your Unit Tutor (the person who delivered your workshops) or the Programme Support Officer CPD. The course leader is happy to help with any queries that Tutors or the administrator are unable to answer and is keen to receive feedback on any aspect of your experience of learning with us.

Course Leader, Bournemouth University

PART 1: Course Information

1.1. Overview

1.2. Who is the course for?

The course is for registered social workers who wish to gain an understanding of how to organise, support and assess learning in the workplace. Prior to the start of the Practice Education Course, they must have at least two years post qualifying experience (which will become a minimum of three years social work experience once successfully completed the course). The PEPS (2022) state:

> *"Those enrolling as a Trainee Practice Educator must have practised for at least two years following qualification (including ASYE) and should demonstrate ability to practice at level 7 PCF Experienced Social Work level (BASW 2018). It is for the employer and/or provider of the PEPS course to determine if the applicant is at the right stage in their career to enter onto the course" (2022, p.9).*

Although the main focus of the course is on students and newly qualified social workers, Trainee Practice Educators will also be encouraged to consider ways in which they can extend their skills and apply their learning to enable other forms of workplace learning and development e.g., supervision, mentoring, group learning and the assessment of continuing professional development (CPD). The course will therefore be of interest both to people who would like to qualify as Practice Educators and those involved in leadership roles which include responsibility for aspects of workplace learning and development.

1.3. How is the course structured?

The course consists of two 20 credit Level 6 units:

Supporting Practice Learning in Social Work (Unit One of the social work practice education course)

And

Supervising and Assessing a Learner In Social Work Practice (Unit Two of the social work practice education course)

By the end of the first unit, successful Trainee Practice Educators will have developed the skills and confidence to contribute to the learning and assessment of a range of work-based learners and take responsibility for the learning and assessment of a learner in social work. This is in accordance with the PEPS which note that:

> *"Trainee Practice Educators at this stage will be able to supervise, teach and assess social work learners up to, but not being solely responsible for, the final placement prior to qualification. Stage 1 Trainee Practice Educators will need to have their assessment decisions overseen and confirmed/ endorsed (signed off) by a PEPS 2 Practice Educator Assessor to ensure that it is justified" (SWE PEPS 2022, p. 9).*

By the end of the second unit, successful Trainee Practice Educators will have fully developed the skills, knowledge and confidence to take a leading role in supporting and assessing workplace learning including the assessment of qualifying and / or post-qualified professional learners at all levels and stages of study. The PEPS state:

> *"Trainee Practice Educators at this stage will be able to supervise and teach social work learners up to and including the last placement. These Trainee Practice Educators will have the authority to recommend, based on appropriate evidence, that social work learners are fit to practise at the point of qualification, but this decision still needs to be agreed with the Practice Educator Assessor and be 'signed off' by them." (SWE PEPS 2022, p. 9).*

Although most Trainee Practice Educators complete the two Bournemouth University Practice Education units consecutively (taking just over a year), it is possible to:

a) break or end your studies after completing Unit One or

b) to enrol for Unit Two having previously completed Unit One (or its equivalent) at BU if this is within the BU set timeframe of undertaking Unit One and applying for Unit Two. Or completion of the equivalent to the Unit One at another academic institution completed within the Bournemouth University policy timescales (evidence will be required).

Trainee Practice Educators are normally required to attend the Bournemouth University (BU) Unit One workshops or provide evidence that they have previously met the Practice Educator Standards at Stage 1 before they start Unit Two. However, if units are being taken consecutively without a break, it is **not** a requirement that the assessment for the BU Unit One teaching is completed and passed before progression to Unit Two (please note to qualify as a Practice Educator both units need to be successfully completed and ratified).

1.4. How Long Do You Have To Complete The Course?

In line with the CPD Framework it is expected that the course needs to be completed within five years, from start of Unit One and end of Unit Two. This, however, will be reviewed on an individual basis.

1.5. How many Social Work Learners are you required to work with and at what level?

You will be expected to work with a minimum of two learners across the two units. The social work learners can be from either a 70-day or 100-day social work placement (for example two 70-day placements or two 100-day placements). One of the learners can be from a post-qualifying course but at least one of the learners worked with must be from a pre-qualifying course.

It is expected that you will work, as a minimum, from beginning to end of at least one of the social work learner's placements. You must aim to work with two social work learners from beginning to end of their placement but, should this not be possible, such

as the social work learner's placement ends early, then you may need to work with an additional social work learner to be able to gather evidence that you have met the practice requirements. As the PEPS state:

> *"However, for those [social work] learners ending their placement earlier e.g., prior to mid-point, a further learner/additional practice education tasks will need to be allocated to enable the Trainee Practice Educator to meaningfully gather evidence against the Values Statements and PEPS Domains. It is recommended that this additional allocation is discussed with the employer and, where appropriate, learning provider to ensure it supports the Trainee Practice Educator to demonstrate the Values Statements and PEPS Domains" (2022, p.8).*

If a social work learner's placement ends early, please inform your Practice Assessor, Workforce Development Lead and Bournemouth University Practice Education Lead and Programme Support Officer, to assess if you need to work with another learner in practice to meaningfully evidence that you have met the PEPS domains and values statements.

1.6. Are there restrictions on who I can supervise/mentor/assess on placement?

For individuals undertaking training to become a Practice Educator with Bournemouth University, it is essential that the Trainee Practice Educator supervises/mentors/assesses two different social work learners in practice. A social work learner in practice is a social work student who is formally on an assessed social work placement or, in exceptional circumstances, a newly qualified social worker (please speak with the Bournemouth University course lead if the option of supervising an ASYE is required). This requirement ensures that the Trainee Practice Educator is supporting and assessing practice in line with recognised social work education standards. Individuals such as apprentices who are employed within a social work team but are not undertaking a formal placement do not meet the criteria for this role within the Practice Educator training context.

1.7. What award will I gain on completion of the units?

You will be awarded 20 Level 6 credits for each of the units that you successfully complete. These credits can be used to gain a Graduate Certificate in Professional Practice (40 credits required) or can be combined with other credits gained from earlier or later study within the Bournemouth CPD framework to achieve a Professional Practice Award e.g., 60 Level 6 credits are required for a Graduate Diploma in Professional Practice. Please talk to the CPD admin team if you would like more information about how to combine credits to gain an award.

1.8. What are the practice requirements and professional outcomes?

The course has a strong practice assessment element, with a **requirement** in **both units** for Trainee Practice Educators to take some or all of the responsibility for the assessment of a professional learner in their workplace (see Parts 2 & 3 of this handbook for more details).

Registered social workers, who complete Unit One and support and assess the learning of a social work student whilst undertaking the unit, will have the opportunity to evidence that they have met the requirements of Stage 1 of the Practice Educator Professional Standards (PEPS).

Registered social workers, who have completed both units and taken full responsibility for the assessment of a minimum of one social work student on a qualifying programme, from beginning to end of placement, whilst undertaking at least one of the units AND have worked with one other learner who is being assessed against the PCF, will have the opportunity to evidence that they have fully met the requirements of both Stage 1 and 2 of the Practice Educator Professional Standards (PEPS).

Across both units, three observations of your practice will be required, Observations are normally in supervision / teaching / assessment sessions with their student lasting 1 - 1.5 hours **(at least two of which are recommended to be in-person)**. For more information, see the practice requirements section below.

For further information and guidance on PEPS see www.basw.co.uk

1.9. How we work with employers

The Programme team works closely with employers in all geographic areas in which the Programme is delivered. We hope that this ensures that the content and delivery style meet their needs and the needs of their employees. Employer representatives form part of the management group for the programme and are active and valued participants in all planning, management and quality assurance processes.

1.10. How Trainee Practice Educators are involved in programme management

We believe that it is very important to provide current Trainee Practice Educators with the opportunity to contribute to programme management and quality assurance.

Feedback about the Programme is welcome at any time and can be given either to the tutor who delivered your workshops, your employer or the course leader (based in Bournemouth). Formal evaluations of each unit are undertaken via Brightspace (or equivalent) at the completion of the last workshop. We are very grateful for the time Trainee Practice Educators take to complete evaluations and will always listen carefully to any feedback we are given.

1.11. How you can raise concerns about the programme

The University encourages the early resolution of any issues / concerns you may have and is normally able to deal with the majority of these quickly. In the first instance you should discuss any concerns relating to your course or your assessment outcomes with an appropriate member of your course team (either the person who delivered your workshops or the Programme Leader). If your concern cannot be resolved or clarified by an informal discussion in this way, you can write to the Faculty Academic Administration Manager or Head of Professional Service to which the issue / concern relates.

For full details of university regulations regarding to complaints please refer to:
11a – Academic Appeals: policy and procedure for taught awards and 11f – student complaints: policy and procedure (available via Brightspace)

See also the section on resolving difficulties with practice assessment and mentoring in Part 3 of this Handbook.

1.12. Assignments – submission, marking and extensions (both units)

In this section you will find a summary of the submission, marking and extension policies that apply to this programme.

For full details of university regulations regarding assessment please refer to *6A - Standard Assessment Regulations*, *6H – Academic Offences, 6J Mitigating Circumstances including Extensions, 11 A- Academic Appeals all* available via Brightspace.
Please note: The Standard Assessment Regulations apply to this programme with one exception – both elements of assessment must be of a pass standard for an overall pass to be achieved in either Unit.

You will find outline information about the assignments that you need to complete and submit in Parts 2 and 3 of this Handbook. More detailed guidance on how to write and submit the assignments, access electronic resources, reference your work etc. is available via the Help section of Brightspace and the BU Library website.

Please read all relevant information carefully before you begin work on your submissions.

1.13. How to submit your assignment:

You must:

- Submit the assignment electronically via Brightspace.

- Start the submission process at least an hour before the deadline for submission (submission times are always 12noon on the allocated submission day).
- Use the unit assessment proformas provided for the whole submission.
- Keep a copy.

See the Help section of your unit on Brightspace for guidance on how to submit your assignment.

Before you submit your assignment, please double check to ensure that:

- You have read and understood the guidance on how to complete the assessment proforma.
- All personal references are anonymised, and all practicable steps taken to preserve the confidentiality of the evidence included.
- That all citations and sources are properly acknowledged and fully referenced. The University treats plagiarism as a serious offence. **Please note** that plagiarism includes the re-use of your own material that you have produced for other courses.

See *Guidance on Referencing in the Post Registration Student Guide on Brightspace or on the University Library website*.

1.14. How will your assignment be marked?

- Assignments will normally be marked and returned to Trainee Practice Educators within four weeks of the submission date (unless an extension was granted then the return date may fall outside of the four weeks).
- The reflective assignment and reference list is given a percentage mark (%) and this mark provides the overall classification for the unit's academic credit. Written comments offering feedback will be provided.
- The pass mark is 40%.
- The Action Plan and Verification of the Observation are marked on a Pass / Fail basis and must be validated by the assessor (third party).

- All elements of the assessment (e.g., the reflective assignment, Action Plan and Verification of the Observation must be of a pass standard for a pass to be awarded for the Unit.
- A sample of assignments is moderated within the university and marking is scrutinised by an External Examiner to maintain standards and ensure fairness.
- Assignments given a mark lower than 40% can normally be re-submitted on one further occasion. Trainee Practice Educators will be notified of resubmission opportunities following the Programmes Assessment Board. All communications regarding submission will be via the Bournemouth University emails only.
- Resubmitted assignment marks are capped at 40% (Pass) if satisfactory.
- Release of assignment marks or notification of resubmission dates will be sent to the Trainee Practice Educators Bournemouth University email.

1.15. What should I do if I cannot submit an assignment by the submission date?

- Like all universities, BU imposes serious penalties on Trainee Practice Educators for the late submission of assignments. If an extension due to mitigating circumstances has not been approved, assignments submitted after the submission deadline will be marked at 0%. Although *one* resubmission is normally allowed at a later date, your resubmission will be capped at 40% and your progress through the programme may be delayed.

  Please note - Although an assignment submitted within 72 hours of the submission date may still be marked but capped at a pass (if assessed as being a pass or above) an indicative mark and feedback will be given to the candidate to help with the preparation of their resubmission. Bear in mind that you will only be given one opportunity to resubmit.

- Extension requests for late submission of assignments will normally be approved when a candidate has significant difficulty meeting the deadline because of, illness, bereavement, family crisis or serious competing pressures at work. Requests for extensions must be made **before the submission date** on the online Bournemouth

University form. Please note that independent supporting evidence will be required, and you should inform the HEM CPD admin team when this has been done.
The Mitigating Circumstances form can be obtained online, and you should inform the HEM CPD admin team when this has been done.

Full details of the University regulations on extensions please refer to *6J – mitigating circumstances including extensions: policy and procedure* (available via Brightspace).

PART 2: Unit One - Supporting Practice Learning in Social Work

Please note: to qualify as a Practice Educator you must have worked with two different social work learners from beginning to end of their placement. This will be one social work learner for Unit One and a new social work learner for Unit Two. One of the learners must be a pre-qualifying social work student. If a social work learner's placement ends early, please inform your Practice Assessor, Workforce Development Lead and Bournemouth University Practice Education Lead and Programme Support Officer, to assess if you need to work with another learner in practice to meaningfully evidence that you have met the PEPS domains and values statements.

2.1. Unit One Intended Learning Outcomes (ILOs)

The intended learning outcomes listed in this section set out what we expect you to be able to do by the time you complete this unit. They are used to help us plan the learning experiences that we provide (unit content) and guide the way that we assess your progress (unit assessment).

When you have completed this Unit, you should be able to:

1. The ability to enable learning and professional development in others by selecting, and implementing appropriate learning and teaching strategies, valuing the uniqueness and diversity of learners, in a social work environment.

2. Taking responsibility for aspects of the assessment of learners in practice, using an appropriate range of methods, basing assessment decisions on relevant evidence and using professional judgement to resolve any inconsistencies in the evidence available.
3. The ability to apply appropriate theoretical frameworks and relevant research to social work practice education.
4. Being able to reflect on their practice, particularly with regard to the application of an appropriate professional and personal value base to practice education.

2.2. Unit Content

To support your learning and help you to meet the ILOs listed above, we will provide you with opportunities to learn about the following aspects of managing, supporting and assessing learning in the workplace:

- Introduction to adult teaching, learning and assessment theories and methods.
- Introduction to the concept of professional capability and the Professional Capabilities Framework (PCF).
- Managing and organising learning in the workplace.
- Developing effective teaching / learning relationships including working with power and difference and supporting independent learning.
- Identifying individual learning needs and the use of learning agreements.
- Working in partnership with learners and others to support learning and facilitate effective holistic assessment through the creation of an appropriate learning environment.
- Collecting and evaluating evidence of capability, reaching assessment judgments based on that evidence and providing feedback.
- Standardising assessment.
- Evaluating learning and contributing to a learning organisation.
- Models of supervision and application of supervisory skills, including the use of strategies to promote critical practice, support the development of professional capability and the confidence to use professional judgement in practice.

- Models of critical reflection and strategies for supporting learning through critical reflection.

2.3. Learning and Teaching

As adult professional learners, we expect people enrolling on this programme to take significant responsibility for their own learning. You will need to make sure that you set aside sufficient time to undertake the work set out in this section. The programme takes a blended learning approach which means that you will be supported to learn through a variety of different experiences – all of which are essential elements of your overall learning.

- **Workshops** make up 50% of the teaching / learning input for the unit and provide an opportunity for learners to come together either in person or via a virtual classroom to gain information, share ideas and discuss their experiences. They introduce and encourage critical debate about key themes related to Enabling Work Based Learning and will support you to explore the work that you have carried out independently.

  The workshops also provide information and guidance to help with the completion of assessment for the unit.

- **Structured self-managed learning** makes up the remaining 50% of your teaching / learning. You will be provided with a package of reading and reflective exercises that have been designed to help you critically explore your practice-based experiences and develop a deeper understanding of links between practice and theory. The self-managed learning materials include:

  - Self-managed learning guidance – see Brightspace.

  - Links to journal articles & books are provided electronically in the unit Brightspace and through BU library electronic resources.

You will have the flexibility to undertake this work at a pace and at times that are convenient to you. You will also be able to tailor your learning to meet your own needs by choosing areas of interest or professional relevance for further research and exploration.

- **Independent research -** in order to complete the assignment for the unit you **must** undertake additional independent reading to extend your knowledge and understanding of the assignment topic. This means that in addition to reading the resources provided by the University you **must** access some current and recent professional journals that are available electronically through the BU Library.

- **Practice learning** is a very important part of the unit. It will give you the opportunity to gain experience of enabling and assessing learning in the workplace and gather evidence of your capability to use for the assessment of the unit.

Important information about the practice learning requirements of Unit One

Trainee Practice Educators will be unable to complete the unit unless they undertake sufficient work with a learner or learners to enable them to demonstrate that they have met the requirements of Domains A-D of the BASW Practice Educator Professional Standards (this is usually working with a learner in practice for a minimum of 70 days whilst they are on their social work placement). This must include taking responsibility for at least some aspects of the assessment of that learner (s) against the Social Work Professional Capabilities Framework (PCF) or equivalent.

Your employer is responsible for ensuring that you are allocated a learner in practice, and that your work with this learner is assessed by a Practice Educator Mentor/Assessor via one observation in a supervision / learning support session and the observation needs to be verified ('signed off') by the Mentor/Assessor (a third party) on the assessment proforma. This observation is intended to provide you with formative feedback so, whilst it is compulsory that your practice is observed, we do not expect you to submit the feedback that you receive to Bournemouth University. You should however request and

retain written feedback from the observation (we suggest you use the observation feedback form available in the Unit One on Brightspace) because this may be required for your professional CPD portfolio to evidence that you have met the Practice Educator Professional Standards at Stage 1.

You must be provided with access to Mentor support whilst you are undertaking this unit. If you are self-funding your studies, you must ensure that you organise and pay for a Practice Assessor and source your own social work learners in practice.

2.4. Unit One Assessment

You need to complete and submit the one assignment proforma, which has 4 parts within the one document, required to pass Unit One Assessment (including the practice requirements as stated above) you must:

Part 1: Reflective Assignment. This assessment element contributes 100% of the grade for the unit. assessed against intended learning outcomes 3 & 4 from section 2.1 above AND the Bournemouth University Generic Assessment Criteria (Level 6).

Part 2: A concise action plan. This assessment element is marked on a Pass/Fail basis. – assessed against intended learning outcomes 1-4 from section 2.1 above AND the Bournemouth University Generic Assessment Criteria (Level 6).

Part 3: Verification of the observation of you supervising the learner. – assessed against intended learning outcomes 1-2 from section 2.1 above AND the Bournemouth University Generic Assessment Criteria (Level 6).

Please note, the Observation Feedback is not submitted to Bournemouth University as a part of the assessment. It is for the Trainee Practice Educators development.

Part 4: Reference List. assessed against intended learning outcomes 3 & 4 from section 2.1 above AND the Bournemouth University Generic Assessment Criteria (Level 6).

You cannot pass the unit unless you achieve a Pass in all of the above pieces of work. They **must** be submitted on the Unit One Assessment Proforma (Assessment section of the unit on Brightspace) and the observation of practice to be verified by the Mentor/Assessor (third party).

See also:

- Programme assessment information in Part 1 of this Handbook (generic submission, marking and extension information).
- Generic guides to writing assignments, accessing electronic resources (books, journals etc.) and being assessed for additional learning needs (Brightspace).
- The Assessment Proforma, Bournemouth University generic assessment criteria and guidance on how to submit your assignment (Brightspace).

PART 3: Unit Two – Supervising and Assessing a Learner in Social Work Practice

3.1. Unit Two Intended Learning Outcomes (ILOs)

The intended learning outcomes set out what we expect you to be able to do by the time you complete this unit. They are used to help us plan the learning experiences that we provide (unit content) and guide the way that we assess your progress (unit assessment).

When you have completed this Unit, you should be able to:

1. Take full responsibility for managing the learning and assessment of a qualifying social work learner in practice in a work-based learning situation. Ensuring the

provision of an effective and anti-oppressive learning and assessment environment whilst maintaining the quality of service delivery.

2. Apply appropriate skills, knowledge and attributes to facilitate the development of professional capability in others, using a range of strategies that encourage and support critically reflective practice.
3. Use professional judgement to make decisions about the holistic assessment of the professional capability of learners against agreed objectives and criteria.
4. Reflect upon aspects of their own professional development as a practice educator, showing how they integrate appropriate professional and personal values with all aspects of teaching and assessment, using power and authority appropriately and applying new learning to future practice.
5. Demonstrate knowledge of relevant contemporary practice education issues, including evidence of an understanding of current theories, research, policies and legislation.

3.2. Unit content

To support your learning and help you to meet the ILOs listed above, we will provide you with opportunities to learn about the following aspects of managing, supporting and assessing learning in the workplace:

- Teaching, learning and assessment approaches and methods (building on knowledge and skills gained in Unit One).
- Development of effective teaching / learning relationships including working with power and difference.
- Promotion of a teamwork approach to supporting and assessing students in practice, including the involvement of other professionals and other agencies.
- Development of own reflective practice including the identification of own further learning and support needs and the transfer of learning to other contexts such as supervision, mentoring and coaching.
- Exploration of use of self, including understanding emotions and how they impact us and working with others.

- Development of communication skills through different theoretical frameworks and rapport building.
- Exploration of how to deal with conflict within the supervisory role and power and anti-oppressive practice.

3.3. Learning and teaching

As adult professional learners, we expect people enrolling on this programme to take a great deal of responsibility for their own learning. You will need to make sure that you set aside sufficient time to undertake the work set out in this section. The programme uses a blended learning strategy which means that you will be supported to learn through a variety of different experiences. These include:

- **Workshops** make up 50% of the teaching / learning input for the unit and provide the opportunity for learners to come together either in person or via a virtual classroom to share ideas and experiences. They introduce and encourage critical debate about some of the key themes involved in supervising a student in practice and provide an opportunity to explore some of the work that you have carried out independently. Although the primary focus of the workshops is on the role of practice educators working with students and newly qualified social workers, you will be encouraged to build on work undertaken in Unit One to consider how these skills can be used to support other types of learners in your workplace. The workshops also provide information and guidance to help with the completion of assessment for the unit.

- **Self-managed learning** makes up the remaining 50% of the teaching / learning input and provides activities that will enable you to be more effective in your role as trainee practice educator. The activities will help you develop resources for use with learners and critically evaluate your practice.

  The self-managed learning material will be provided at the start of the unit and include:

  - Self-managed learning guidance.

- Links to journal articles & books are provided electronically in the unit Brightspace and through BU library electronic resources.

Because 50% of the learning in the unit is self-managed, you will have the flexibility to undertake this work at a pace and at times that are convenient to you. You will also be able to tailor your learning to meet your own needs by choosing areas of interest or professional relevance for further research and exploration.

- **Independent research -** in order to complete the assignment for the unit you **must** undertake additional independent reading to extend your knowledge and understanding of the assignment topic. This means that in addition to reading the resources provided by the University you **must** access some current and recent professional journals that are available electronically through the BU Library.

- **Practice learning** gives you the opportunity to gain experience of enabling and assessing learning in the workplace and will enable you to gather evidence of competence that you will use for the assessment of the Unit.

Important Information about the practice learning requirements for Unit Two:

You must take full responsibility for a qualifying social work student (min. 70-days) whilst registered for this unit (in some situations an alternative learner may be acceptable if you have already provided evidence of taking responsibility for a pre-qualifying social work learner for their whole placement 'beginning to end' for Unit One. This must be discussed with the Bournemouth University Lead and your Workforce Development Lead before you begin working with a learner to ensure that you can meet the requirements for the unit). It is your responsibility to ensure that you have sufficient work-based experiences whilst you are registered for the Programme to meet the requirements for this unit.

Your employer is responsible for ensuring that your practice is assessed by a Practice Education Assessor, including the observations of your work with a learner in supervision sessions. If you are self- funding your studies, you must ensure that you organise and pay for a Practice Assessor / Mentor and source access to social work learners in practice.

Practice assessment and mentoring can be provided by the same person or by two different people. When the same person is acting as a Practice Assessor and Mentor, they need to ensure that their assessment is based only on two observations of practice that they complete together with feedback from the student you are supporting and the documents that you have produced for the placement. Information gained from mentor sessions should not be used to inform assessment decisions unless it leads to serious concerns about your professional competence or the welfare of the student and or service user. Serious concerns will be reported immediately to the Course Lead.

Important: it is an expectation that a Practice Educator Assessors Final Report, written by the Practice Educator Assessor, will be completed in full and submitted to the Trainee Practice Educator prior to the completion on this unit. The reason for this is, this is a key aspect of development, it evidences how the BASW Practice Educator Professional Standards (PEPS), have been met and for the Trainee Practice Educator to be able to use the feedback within the reflective assignment, should they wish.

The Final Report provides evidence that the trainee practice educator has met the Practice Requirements (BASW PEPS), including the minimum requirement of the three observations held, across the two units of the trainee practice educator supervising the learner in practice. The report also evidences that the Practice Assessor has had oversight of relevant documents written by the Trainee Practice Educator and the Practice Assessor has made an assessment that the Trainee Practice Educator has Passed these practice requirements (PEPS). It is the responsibility of the of the Trainee Practice Educator to give the blank Word document of the Final Report to the Practice

Educator Assessor for them to complete. The Final Report is submitted as a part of the assessment proforma.

3.4. Unit Assessment

You need to complete and submit the assignment proforma, which has the four parts within the one document, required to pass this Unit (including completing the practice requirements for this unit as stated above):

Part 1: Practice Educator Assessors testimonial and Practice Educator Assessor's assessment recommendation. assessed against ILOs 1, 2 and 3 from section 3.1 above AND the Bournemouth University Generic Assessment Criteria (Level 6). This must be verified by the Mentor/Assessor within the assessment proforma. This MUST include confirmation of the details of the minimum of two observations of your practice as a Trainee Practice Educator (see practice requirements above).

Please note: The Final Report is not submitted to Bournemouth University; it does not form a part of the assessment proforma.

Part 2: Reflective Assignment. This element is given a formal grade – assessed against ILOs 4 & 5 from section 3.1 above and the Bournemouth University Generic Assessment Criteria (Level 6).

Part 3: Reference List, this is the reference list for the whole assignment.

Appendix One: Practice Educator Assessor's Final Report. Please copy and paste your Practice Educator Assessor's final report (this part is an appendix and not formally marked)

(Please note all four parts of the assessment proforma need to be completed)

Guidance on the Practice Educator Assessor's role and the Practice Assessor's report can be found in the Practice Assessors Guide which you will find on Brightspace. Guidance on the reflective assignment and the assessment proforma can be found in the assessment section of the unit on Brightspace. It is essential that you read all of this guidance at the start of the unit to ensure that you can meet the requirements AND revisit it when you start work on your submission. Trainee Practice Educators who do not closely follow the guidance provided are unlikely to meet the requirements of the unit and risk being referred.

See also:

- Programme assessment information in Part 1 of this Handbook (generic submission, marking and extension information).
- Generic guides to writing assignments, accessing electronic resources (books, journals etc.) and being assessed for additional learning needs (see Brightspace).
- Assignment Brief and Guidance, Bournemouth University generic assessment criteria, Unit Assessment Proforma and guidance on how to submit your assignment (see Brightspace).

Part 4: Practice Educator Assessor and Mentor Support

4.1. Your Mentor is expected to:

a. Provide regular support and advice to you on issues relating to the student placement. Planned support should be available at key points of the placement and could include providing access to examples of completed (anonymised) documents such as contracts, induction plans, reports etc. if appropriate. Group, individual support or a mix of the two can be provided.

b. Be available to provide support with uncertainties and difficulties. This support should be 1:1 when needed.

c. Facilitate networking between yourself and other Practice Educators where practicable.

The Mentor is not part of the assessment process. Where there are serious concerns about your work as a Practice Educator, the Mentor should seek advice from the Programme Leader and /or the Practice Learning Co-ordinator (or equivalent) from the candidate's employing agency.

The Mentor's role is to support and advise you. It is not normally part of the Mentor's role to become directly involved with the student that you are supporting.
The Practice Educator Assessor is expected to:

> *"Be responsible for assessing the Trainee Practice Educator against the Values Statements and PEPS Domains; this includes undertaking the direct observations of the Trainee Practice Educator and writing assessments for their progression on the PEPS course. This person will also need to feedback and counter-sign the Trainee Practice Educators assessment of a learner in Stage 1 and Stage 2 of the PEPS. If this is carried out in a separate role to the Practice Educator Mentor, it is expected there will be close working and sharing of feedback about the progress of the Trainee Practice Educator" (PEPS Refresh 2022, pp. 3-4)*

4.2. How to deal with difficulties with practice assessment / mentoring

In the event of disagreement between a candidate and an assessor or a candidate and a mentor relating to practice assessing or mentoring the two parties should discuss the issues first between themselves. If a resolution is not possible the practice learning co-ordinator in the candidate's employing agency or equivalent should be informed and a three-way meeting organised to discuss the problems that have arisen (The University Tutor can be involved at this stage, if appropriate). Disagreements that cannot be resolved at the meeting should be dealt with through the employing agencies and / or University Complaints Procedure.

Where a candidate is assessed as being failing or marginal, the Assessor and / or the candidate should contact the Practice Learning Co-ordinator **and** the candidate's tutor from Bournemouth University at the earliest opportunity. The tutor will organise a four-way meeting to negotiate and agree an action plan and agree developmental support for the candidate.

NB. The Assessor has **no direct role** to play in resolving difficulties between the social work student and the trainee practice educator.