



**Assessment Brief Guidance On How To Complete The Assessment Proforma
For the Unit: Supporting Practice Learning in Social Work**

Academic Year 2025/26

Level 6

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

Credits: 20

Level: 6

(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 1500 words ONLY (if registered with Bournemouth University as having Additional Learning Support Needs you may go over word count by up to 10%). This assessment element contributes to the grade for the unit.*

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.

Intended Learning Outcomes

Level 6

By the end of the unit, you should be able to demonstrate:

- 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.*

Title of Assignment: 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?

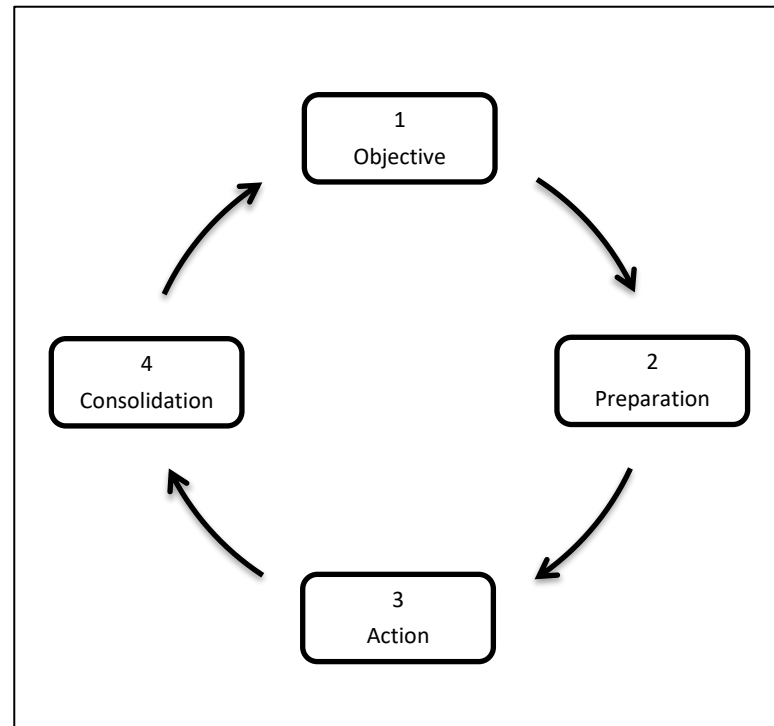


Figure 1: Model showing the stages of a learning opportunity

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? (1500 words in total - the suggested limit of approx. 300 words to be used for questions 1-4 in total and the remaining 1200 words for questions 5-7).

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 OVERARCHING LEARNING OPPORTUNITY AND OBJECTIVE AND WHY HAS IT BEEN CHOSEN?

Objective:

- *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).*
- *Avoid broad objectives based on the completion of processes or procedures such as undertaking a specific assessment.*

2. WHAT DID YOU DO TO HELP PREPARE THE LEARNER IN PRACTICE FOR THE PRACTICE EXPERIENCE?

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 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*

3. WHAT IS THE SPECIFIC PRACTICE EXPERIENCE WHICH HELPED MEET THE LEARNING OBJECTIVE?

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 visit or review meeting, some joint working or a shadowing experience.

4. WHAT DID YOU DO TO HELP THE LEARNER CONSOLIDATE (DEVELOP) THEIR LEARNING AFTER THE PRACTICE EXPERIENCE?

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 above practice experience through, for example, follow on practice experiences, activities in supervision, consideration of feedback from service users and / or support for critical reflection.

5. WHAT SIGNIFICANT THINGS DO YOU KNOW ABOUT THE SOCIAL WORK LEARNER IN PRACTICE AND HOW AND WHY DID YOU USE THIS KNOWLEDGE TO CREATE A BESPOKE DESIGN FOR THIS PRACTICE LEARNING OPPORTUNITY?

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.

You may wish to ask yourself some of the following:

- *How did I support the social work Learner In Practice by appropriately responding to their needs in the design of this learning opportunity (remember the learning opportunity is about meeting the learning objective set out in question 1)?*
- *What/if any is my bias in my thinking about the learners needs?*
- *What research and theory did you draw upon to develop the design to meet the learners needs?*
- *What were the strengths of the design?*
- *What were the limitations of the design?*
- *What knowledge (research, theory, practice wisdom) can I draw upon which substantiates the discussion points?*

6. HOW DID YOU MAKE SURE YOU SUSTAINED EQUALITY, DIVERSITY AND INCLUSIVITY IN THE DESIGN AND IMPLEMENTATION OF THE LEARNING OPORUNITY TO SUPPORT THE SOCIAL WORK LEARNER IN PRACTICE REACH THEIR POTENTIAL?

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 these values.

You may wish to ask yourself some of the following:

- *How did you question your own values and biases within this learning opportunity?*
- *How did you value and respect the uniqueness of the learner?*
- *How did you manage your professional and personal boundaries with the learner?*
- *How did you appropriately use power and authority within the educator-learner relationship?*
- *How did your relationship with the social work Learner In Practice influence the design and why? and if relevant, what did you do to manage this?*
- *How did you incorporate anti-oppressive and anti-discriminatory practice whilst designing the learning opportunity (consider the communities we serve/ the learner/you/the team/the agency you both work within)?*
- *What knowledge (research, theory, practice wisdom) can I draw upon to support these discussion points?*

7. FOLLOWING FROM THIS LEARNING OBJECTIVE AND REFLECTIVE ASSIGNMENT, WHAT ARE YOUR KEY LEARNING POINTS TO TAKE FORWARDS INTO YOUR FUTURE PRACTICE EDUCATOR/SUPERVISORY ROLE?

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.

You may wish to ask yourself some of the following:

- *What key learning can I take from this learning opportunity design and why?*
- *How did the design affect/influence the learner/you?*
- *Were there any reactions/responses to the learning opportunity you had not anticipated from you, the learner, those we serve, colleagues?*

- *What do I need to do to strengthen what worked well?*
- *What do I need to do to address areas of development? What learning am I going to carry forwards and how?*

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 1500-word limit for the reflective assignment.

Examples are given below in purple.

Action Point Number	What do you want to do differently?	What needs to happen to make this change?	What, if any, are the Barriers to the action point	By when?	Who needs to also be involved?	Intended outcome(s)
1	<i>For example: I want to support the social work learner in practice in practice make better use of</i>	<i>I will always hold two reflective supervisions with the learners in practice to plan how to meaningfully gather</i>	<i>None</i>	<i>Sept 2025</i>	<i>Me, The social work learner in practice in Practice, Service user</i>	<i>To enhance social work practice for the learner in practice and the profession.</i>

	<i>the service user feedback.</i>	<i>service user feedback and then, with the social work learner in practice, reflect on the feedback.</i>				
2	<i>For example: I want to be confident in using a variety of reflective models in supervision.</i>	<i>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.</i>	<i>Feeling confident in trying reflective models outside of my comfort zone/learning style.</i>	<i>Sept 2025</i>	<i>Me, My manager, social work learner in practice</i>	<i>To help support different people's learning and reflective styles, to develop practice learning to be inclusive and enhance the holistic assessment process.</i>
3	<i>For example: I want to continue to challenge my values, beliefs and biases.</i>	<i>I will start using a reflective diary to explore my thinking, judgements and</i>	<i>Getting into the habit of writing a reflective diary.</i>	<i>June 2025</i>	<i>Me</i>	<i>To help develop and sustain anti-oppressive practice in Practice Education</i>

		<i>biases, especially in the decisions I made as a supervisor/Trainee Practice Educator.</i>	<i>Not having the space to reflect on a day-to-day basis.</i>			<i>and adhere to the PEPS values statements.</i>
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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.

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.

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.

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

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

Practice Educator Assessor (Observers) Name / Job Title (compulsory):

Contact details of Practice Educator Assessor:

Date of Trainee Practice Educators Observation (compulsory):

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

Can I use Generative AI tools? <https://brightspace.bournemouth.ac.uk/d2l/le/lessons/336220/topics/1872643>

Basic spelling and grammar correction tools are permitted.

Generative AI assisted idea generation and structuring

Generative AI can be used for summarising, creating structures and generating ideas for content. No generative AI content is allowed in the final submission.

Assessment Criteria:

Link to generic assessment criteria [https://intranetsp.bournemouth.ac.uk/pandptest/6f-generic-assessment-criteria-procedure%20\(2020-21\).pdf](https://intranetsp.bournemouth.ac.uk/pandptest/6f-generic-assessment-criteria-procedure%20(2020-21).pdf)

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.