Bournemouth University

Faculty of Health, Environmental and medical Sciences

CPD Framework

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 Assessors, Mentors, Line Managers and Employers Guide to the Programme

2026-2027

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Contents

CONTACT DETAILS: 4

WELCOME 5

PART 1: OVERVIEW OF THE CPD PRACTICE EDUCATION UNITS 6

1.1 Entry requirements for the Practice Educator Course 6

1.2 Structure of the Practice Educator Course 6

1.3 Time required for completion of the Practice Educator Course 7

1.4. How Long Do You Have To Complete The Course? 7

1.5 Meeting the Practice Educator Professional Standards (PEPS) 7

1.6 Are there restrictions on who I can supervise/mentor/assess on placement? 10

1.6 Working in partnership with employers 10

PART 2: FURTHER INFORMATION ON PRACTICE REQUIREMENTS AND ASSESSMENT. 10

2.1 Supporting Practice Learning in Social Work - Unit One 10

2.2 SUPERVISING AND ASSESSING A LEARNER IN SOCIAL WORK PRACTICE - UNIT TWO 14

PART 3: ROLES, RESPONSIBILITIES AND TASKS 16

3.1 The Trainee Practice Educator 16

3.2. The Line Manager (or person within the agency taking responsibility for supporting the Trainee Practice Educator with the completion of the Programme) 17

3.3 The Practice Educator Assessor 18

2.5 The Tutor 24

PART 4 - DIFFICULTIES 24

PART 5 – TERMINATION OF CPD PRACTICE EDUCATOR UNITS 25

PART 6 – LINK TO PRACTICE EDUCATION DOCUMENTS AND INTENDED LEARNING OUTCOMES 26

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Welcome

This guide is intended for people who are supporting Trainee Practice Educator's to complete the CPD Practice Education Units at Levels 6 or 7 at Bournemouth University. It contains essential information for Practice Educator Assessor, mentors, line managers and employers. Please note that all of the proformas contained in this Guide are available electronically from the HEM CPD Admin Team or can be obtained from the Trainee Practice Educator that you are supporting.

Trainee Practice Educators have been issued with a more comprehensive Handbook for the Programme. Please feel free to request an electronic copy of the Trainee Practice Educator's Handbook from the Programme Support Officer if you would like to know more about other aspects of the course.

If you need any further advice or support, please do not hesitate to contact the Programme team.

Please note that throughout this Guide we refer to the person undertaking the CPD Practice Education Units as the *Trainee Practice Educator* and the student that they are supporting and assessing as the *social work student* or *the learner / student*.

Dr Louise Oliver, Senior Lecturer in Social Work and CPD

Part 1: Overview of the CPD Practice Education Units

The units described in this Handbook provide Trainee Practice Educators with the opportunity to meet the requirements of Stage 1 and Stage 2 of the Refreshed (2022) Practice Educator Professional Standards (PEPS).

1.1 Entry requirements for the Practice Educator Course

i. All Practice Educators must be qualified and registered social workers.

ii. All Practice Educators should be skilled and experienced social workers with at least 2 years full post qualifying experience at the start of Unit

iii. Prior to qualifying as Practice Educator (having successfully completed Unit One and Unit Two), they must have had a minimum of three years relevant social work experience.

1.2 Structure of the Practice Educator Course

The practice educator course consists of two 20 credit units (both of which are offered at either at Level 6 or 7) that can be taken:

- Consecutively – Unit One first and then applying to do Unit Two as soon as possible afterwards.
- Flexibly – exiting after completion of Unit One with options to end studies at this point or take a break between Units and join Unit Two at a later date (within the BU Policy timescales – please speak with CPD admin for advice and guidance regarding this). Trainee Practice Educators can register for Unit Two at BU if they have previously completed Unit One at BU or may be able to if completed at another University (evidence will be required).

Unit One: Supporting Practice Learning in Social Work – provides a general introduction to work-based learning, including an introduction the basic skills and knowledge needed to teach and assess social worker students / newly

qualified social workers, how to prepare for a learner in practice, adult learning theory and supervision and reflection models.

Unit Two: Supervising and Assessing a Learner In Social Work Practice – builds on knowledge gained in the first Unit and focuses more specifically on use of self, understanding emotions, rapport building and dealing with conflict and anti-oppressive, anti-discriminatory and anti-racist practice.

1.3 Time required for completion of the Practice Educator Course

Each of the units involves **three** days of compulsory learning activities which include:

- Workshops (Online or Face to Face) and
- Self-managed learning tasks (based on materials provided by the University).

IMPORTANT - In addition to these learning days, Trainee Practice Educators will need to undertake reading and research related to the completion of their assessment tasks. Most employers provide **at least three days study time** away from the workplace to undertake these assessment tasks **in addition** to the three days required to complete the learning for the unit.

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 Meeting the Practice Educator Professional Standards (PEPS)

The PEPS are a nationally recognised framework (currently overseen by BASW and have been refreshed) that sets out the requirements for Practice Educators at two different stages:

> *"A Trainee Practice Educator may therefore be at 'stage 1' or 'stage 2' as follows:*

Stage 1

> *This is where the Trainee Practice Educator will have their first learner [from beginning to end of placement]. 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 (see Table 2). Some Trainee Practice Educators may just undertake this element of the course and remain able to only support, teach and assess 'first placement' pre-qualification learners once this has been completed.*

Stage 2

> *This is where the Trainee Practice Educator will have their second learner and be able to take responsibility [see PEPS 2022 for guidance on levels of responsibility according to the stage of the learner (PEPS Link)]. 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" (2022, p.9)*

Stage 1 – Trainee Practice Educators who successfully complete Unit One will have met Stage 1 of the PEPS if whilst completing the unit they:

- work with a social work learner from beginning to end of their placement, taking significant responsibility for aspects of managing their learning, enabling their learning and the assessment of their practice **and**
- have at least one observation of their practice by a PEPS 2 Practice Educator Assessor (or equivalent).

Stage 2 - Trainee Practice Educators who successfully complete Unit Two will have met Stage 2 of the PEPS if whilst completing the Units they:

- have taken overall responsibility for the whole placement for a qualifying social work student in a practice placement

  and
- have a further two observations by a Practice Educator Assessor.

Across both units: It is expected that the Trainee Practice Educator will work, as a minimum, from beginning to end of at least one of the social work learner's placements. Although, the Trainee Practice Educator 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 the Trainee Practice Educator may need to work with an additional social work learner to be able to gather evidence that they 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 the workforce development lead and Bournemouth University Practice Education lead and Programme Support Officer, to assess if the Trainee Practice Educator needs to

work with another learner in practice to meaningfully evidence that they 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.

1.6 Working in partnership with employers

The programme team works closely with employers in all areas that the programme is delivered. We hope that this ensures that the programme content and delivery meet their needs and the needs of their employees.

PART 2: Further Information on Practice Requirements and Assessment

2.1 Supporting Practice Learning in Social Work - Unit One

Trainee Practice Educators often act as onsite supervisors to meet the requirements of this unit. As an alternative, it may be possible to undertake this

practice requirement with an NQSW rather than a social work student but this should be discussed with the course leader on a case by case basis.

They need to complete and submit the one assignment proforma, which has 4 parts within the one document, required to pass this Unit:

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 below) 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 7).

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 7).

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 7).

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 7).

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).

It is a requirement that at least one observation of practice is undertaken by the Practice Assessor (or equivalent such as a Stage 2 qualified Practice Educator) whilst they are completing Unit One (normally of a supervision session).

Important information about the practice learning requirements of UNIT ONE Unit

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.

The Trainee Practice Educators employer is responsible for ensuring that they are allocated a learner in practice, and that the Trainee Practice Educators work with this learner is assessed by a Practice Educator Mentor/Assessor via one observation in a supervision / learning support session and observation needs to be verified ('signed off') by the Mentor/Assessor (third party) on the assessment proforma. This observation is intended to provide the Trainee Practice Educators with formative feedback so, whilst it is compulsory that their practice is observed, we do not expect them to submit the feedback that they receive to Bournemouth University. The Trainee Practice Educators should however request and retain written feedback from the observation (we suggest they use the observation feedback form available in the UNIT ONE Unit on Brightspace)

because this may be required for their professional CPD portfolio to evidence that they have met the Practice Educator Professional Standards at Stage 1.

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

Summary of the role of the Practice Assessor- Unit One

i) Organising observation of practice

It is normally the employers responsibility to ensure that a suitably qualified Practice Assessor is identified to observe the Trainee Practice Educator's work with the learner that they are supporting.

ii) Countersigning the ROPR

Part 3 in the assessment proforma, about the observation, must be countersigned by a Practice Educator Assessor (third party) to confirm that the work claimed as evidence has actually been carried out by the Trainee Practice Educator.

iii) Providing mentor support

The Trainee Practice Educator will be taking on a range of new responsibilities whilst undertaking this unit and it is normally the employer's responsibility to identify and appoint a Practice Educator Practice Assessor and a mentor (this can be the same person) for Trainee Practice Educator's undertaking this unit.

Professional Standards **require** that in addition to organising practice assessment that mentor support is provided. Trainee Practice Educators **must** have access to regular support and advice from an experienced Practice Educator throughout the student placement. Employers must ensure that Trainee Practice Educators have access to a named Mentor as and when required to provide best practice advice and help them to resolve any uncertainties or difficulties that may arise in the placement. **The PEPS (2022) recommend at least six supervision sessions across Stages 1 and 2.**

2.2 Supervising and Assessing a Learner in Social Work Practice - Unit Two

Trainee Practice Educator's MUST take full responsibility for a social work student's placement, organising the learning environment, teaching and supporting their learning and assessing their practice whilst undertaking Unit Two.

Assessment Requirements Unit Two:

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 below):

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 7). 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 7).

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)

Summary of the role of the employer / line manager in Unit Two

i. Appointing Practice Educator Assessor

It is normally the employer's responsibility to identify and appoint a Practice Educator Practice Assessor and a Mentor (can be the same person) for Trainee Practice Educators undertaking Unit Two.

The Practice Educator Assessor is responsible for undertaking a minimum of two observations of practice (normally supervision sessions between the Trainee Practice Educator and a student but could be an alternative teaching / assessment situation), gaining feedback from the student **and** the assessment of placement related material. Practice Educator Assessors should be qualified Practice Educators (e.g., holders of the GSCC Practice Teaching Award or Stage 2 Practice Educators and the refreshed PEPS recommend they would have supported a minimum of 5 learners in practice and have experience of working with complexity in this role).

A copy of an Assessment Agreement Proforma is included in Appendix C – it is strongly recommended that you draw up an agreement based on this format or its equivalent to guide work with the Trainee Practice Educator.

Trainee Practice Educators will be undertaking a role which is new and challenging when undertaking this unit. It is therefore a Practice Educator Professional Standards **requirement** that in addition to organising practice assessment that mentor support is provided. Trainee Practice Educators **must** have access to regular support and advice from an experienced practice educator throughout the student placement. Employers must ensure that Trainee Practice Educators have access to a named mentor as and when required to provide best practice advice and help them to resolve any uncertainties or difficulties that may arise in the placement. **The PEPS (2022) recommend at least six supervision sessions across Stages 1 and 2.**

Part 3: Roles, responsibilities and Tasks

3.1 The Trainee Practice Educator

The Trainee Practice Educator is expected to:

- Take responsibility for their learning and continuous professional development and contribute to the negotiation of an assessment agreement.
- Attend all the teaching days on the programme.
- Participate in all teaching and learning activities.
- Take all the study days and self managed learning days allocated to them and use these to complete self managed learning activities and prepare for, write and submit assignments.

- Work with their Practice Educator Assessor and Manager to identify opportunities to work with social work students and other learners to enable them to meet the requirements of the unit.

- Organise a minimum of one observation in Unit One and at least two further observations for Unit Two, of practice all signed off by the Practice Educator Assessor appointed to assess their practice. This must include obtaining permission from the student for the observation to take place.

- Work with their Practice Educator Assessor to monitor their progress towards meeting the PEPS requirements.

- Liaise with their Practice Educator Assessor, Manager, Workforce Development Lead and University Tutor if difficulties arise that may prevent successful completion of the programme.

- Notify both the university and their employer if they are unable to attend the course for any reason.

- Submit the required assessment for both Units by the specified submission dates and time. Where this is not possible as a result of illness, family circumstances or abnormal work pressures the trainee practice educator must apply for a Mitigating Circumstances Form from the Programme Administrator before the submission date. Failure to do so will result in a referral for the unit.

3.2. The Line Manager (or person within the agency taking responsibility for supporting the Trainee Practice Educator with the completion of the Programme)

The programme team's experience has shown that the active support of employers is very important in enabling students to complete programmes successfully and support them throughout their study. Managers are therefore expected to:

- To enable the Trainee Practice Educator to attend all the teaching days.

- To enable the Trainee Practice Educator to take all their study / self managed learning days.

- To ensure that a Practice Educator Assessor is identified for Unit One and Unit Two.

- In consultation with the Practice Educator Assessor and the student, to ensure that the Trainee Practice Educator has suitable opportunities to work with social work students and other learners.

- To ensure that appropriate mentor support is provided by a person with Practice Education experience (this may be combined with the Practice Educator Assessors role or may be provided by the line manager or another identified person).

- To use supervision to discuss the Trainee Practice Educator's progress on the programme, to support them to reflect on their experiences and the application of learning to practice.

3.3 The Practice Educator Assessor

The Trainee Practice Educator's Practice Assessor must be arranged by their employing agency. It is a key part of the assessment for the Units. The Practice

Educator Assessor plays a central part of the Trainee Practice Educator learning process and may be asked by employers to provide mentor support in addition to undertaking a practice assessment role.

The Practice Educator Assessor's Role

Both Units 1 and 2

Practice Educator Assessors are expected to:

- **Take the lead in negotiating and writing an assessment agreement** based either on the Proforma included in Appendix D or equivalent.
- **Observe the Trainee Practice Educator's practice on a minimum of 3 occasions across the 2 units** – 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)**. Please note that:

- The Practice Educator Assessor is not required to make a Pass /Fail judgement for the individual observations but will need to gather sufficient evidence to reach an overall pass / fail judgement on the Trainee Practice Educator's performance over the placement as a whole.
- Either the Trainee Practice Educator or the Practice Educator Assessor can request an additional observation to be arranged if either feel that there is a lack of evidence of competence from the observations or when there is a need for the Trainee Practice Educator to demonstrate developments in their practice following a further observation in which practice of a NOT GOOD ENOUGH standard is observed.
- Advice should be sought from the Course Leader if more than three Practice Educator Assessor observations are considered necessary by either the Trainee Practice Educator or the Practice Educator Assessor.

- It is very important that observations are not left to the last minute to allow for an additional observation to be organised if required. Observations should be spread across the student placement with the first taking place normally before the mid-point of the placement.

Before the observation the Practice Educator Assessor should:

- Work with the Trainee Practice Educator and their line manager to identify suitable opportunities for observations.
- Ensure that the Trainee Practice Educator has sought the permission of the student for the observations to take place.
- Negotiate assessment objectives for the observation with the Trainee Practice Educator based on selected areas from the Practice Educator Professional Standards (see up to date PEPS document).
- Agree assessment criteria for the objectives.
- Provide an opportunity for the Trainee Practice Educator to discuss any relevant issues and raise any concerns that they may have about the observation before it takes place.

At the observation the Practice Educator Assessor should:

- Introduce themselves to the student and explain the purpose of the observation but not intervene or contribute in any way with the supervision session.
- Observe the Trainee Practice Educator's practice with a particular focus on the agreed objectives.

After the observation session the Practice Educator Assessor should:

- Seek feedback from the student on the quality of support, teaching and assessment that the Trainee Practice Educator has provided in the

placement but not intervene or contribute in any way with the supervision session.

- Provide verbal & written feedback to the Trainee Practice Educator. This should be primarily linked to the assessment objectives and criteria agreed before the start of the observation, although other key issues can be raised by the Practice Educator Assessor to support the learning of the Trainee Practice Educator (see Appendix D for suggested format for written feedback).
- Work with the Trainee Practice Educator to identify learning needs and develop a strategy to meet those needs. It is important that the learning needs are linked to the Practice Education Professional Standards.

Focusing on Unit Two:

- **Read and comment on key documents** that the Trainee Practice Educator has produced or been involved in producing for the placement / learning opportunity. Please note that:
- The relevant documents are listed on the Practice Assessors report proforma.
- They should be read and commented on in a timely fashion throughout the placement as this will ensure that developmental feedback can be given by the Practice Educator Assessor.
- The assessment of these documents is formative. If any of the documents is not of an acceptable standard the final report should include comments on steps taken by the Trainee Practice Educator to improve their future practice. This may include re writing documents if appropriate.
- A Trainee Practice Educator will not necessarily fail the practice element of the Unit because one or more documents were not of an acceptable standard, so long as the Practice Educator Assessor is satisfied that the

Trainee Practice Educator understands and is capable of producing documents to an acceptable standard in the future.

Write a report on the Trainee Practice Educator's practice

- Using the relevant pro-forma (see Appendix B).
- To 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
- As part of this report the Practice Educator Assessor must make a clear PASS / FAIL recommendation. The Practice Educator Assessor must therefore be confident that through observing practice in supervision sessions, collecting feedback from the student and assessing the documents produced as part of the placement that they have gathered sufficient evidence linked to the Practice Educator Professional Standards (PEPS) to make this judgement.
- The Practice Educator Assessor is not expected to specifically assess the Trainee Practice Educator on every element of the Practice Educator Professional Standards but will be expected to make links to the Standards where relevant in the report.

Fill out Part 1 of the Assessment Proforma, which is the Practice Educator Assessors testimonial and Practice Educator Assessor's assessment recommendation.

Confirm in the (pre-written) testimonial that the Practice Educator Assessor, verify that the Trainee Practice Educator, has, through undertaking both Unit One and Unit Two of the Social Work Practice Education course;

- mentored, supervised and assessed two different social work learners in practice,

- held three observations of the Trainee Practice Educator supervising a learner(s) in practice,
- engaged with feedback from learner(s) in practice,
- met the BASW Practice Educator Professional Standards (PEPS) A, B, C and D.
- Gives a final recommendation for a PASS/FAIL of meeting the Practice Requirements to qualify as a Practice Educator.

2.4 The Mentor

All Trainee Practice Educators undertaking must be offered access to Mentor support. Employers are responsible for organising and paying for this support.

The Mentor is expected to:

- Provide support and advice on issues relating to the student placement. Planned support should ideally 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.
- Be available to provide support with uncertainties and difficulties. This support should be 1:1 when needed.
- Facilitate networking between the Trainee Practice Educator and other Practice Educators where practicable.

The PEPS state that a Practice Educator Mentor is:

> *"A registered social worker qualified to PEPS 2 who will develop skills and knowledge of the Trainee Practice Educator during the process of undertaking the Practice Educator Professional Standards. The Practice Educator*

Assessor may also fulfil this role. It is expected that a Practice Educator Mentor should provide at least six supervision sessions to the Trainee Practice Educator during PEPS 1 and 2. If this is a separate role to the Practice Educator Assessor, it is expected there will be close working and sharing of feedback about the progress of the Trainee Practice Educator. The mentor will not be making a final assessment on the Trainee Practice Educator" (2022, p.3).

The Mentor's role is to support and advise the Trainee Practice Educator. It is not normally part of the Mentors role to become directly involved with the student that the Trainee Practice Educator is supporting / assessing.

2.5 The Tutor

The tutor will be responsible for all matters relating to the taught elements of the programme, including the setting and marking of assignments.

Part 4 - Difficulties

In the event of disagreement between the Trainee Practice Educator and the Practice Educator Assessor or the Trainee Practice Educator and the 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 Trainee Practice Educator 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 Trainee Practice Educator is assessed as being failing or marginal the Practice Educator Assessor and / or the Trainee Practice Educator should contact the Practice Learning Co-ordinator **and** the Trainee Practice Educator 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 Trainee Practice Educator.

N.B. The Practice Educator Assessor has **no direct role** to play in resolving difficulties between the social work student and the Trainee Practice Educator.

Part 5 – Termination of CPD Practice Educator Units

Where the Course Leader receives information which leads them to believe a Trainee Practice Educator's behaviour creates an unacceptable risk to themselves or others, they will inform the Trainee Practice Educator's employer, or SWE, in order to ensure that appropriate action can be taken in the context of the Trainee Practice Educator's employment and with regard to professional registration.

If a Trainee Practice Educator is suspended from their employment whilst participating in the CPD Practice Educator Units, they will be unable to continue with the programme until the issue is resolved. The Management Board will be informed of the suspension.

Where appropriate, the following Bournemouth University policies and procedures will be invoked.

Part 6 – Link to Practice Education Documents and Intended Learning Outcomes

Please note that links to the Word Documents Associated with the Practice Education Units Are In The Link Below:
https://nccdsw.co.uk/practice-education-key-documents