School of Health and Social Care

Practice Educator Report

UNIVERSITY OF GLOUCESTERSHIRE

There are a number of stages that need to occur in the production of this report; planning; gathering the evidence; weighing the evidence; and producing the report (Walker, Crawford and Parker, 2008, p. 89). Whilst it is the student's responsibility to provide the evidence, it is the responsibility of the Practice Educator to ensure that the evidence meets the following criteria, as proposed by Walker, Crawford and Parker (2008).

Is the evidence clear?	Is it clearly the student's own work or is it a true and fair representation of the student's achievement? Can it be understood by others?
Is the evidence valid?	Does the evidence reflect agency practice, policy and procedure?
Is the evidence sufficient?	Is the evidence of sufficient depth and has it been seen frequently enough?
Is the evidence relevant?	Does it actually demonstrate the capability claimed in full, in part or not at all?
Is the evidence supportive of social work values?	Does it reflect anti-oppressive and anti-discriminatory practice and promote a values based approach?
Is the evidence reliable?	Does it, when taken together with other evidence, build a consistent picture?

The report comprises the following:

A summary of supporting evidence from records of work undertaken, supervision notes, direct observations, feedback from service users, colleagues etc. **This does not have to include all of the content of records taken at the mid-point and final review meetings but should contain those that have been specifically used in the completion of the final report**. **This should, however, be sufficiently robust and broad to include evidence from paperwork utilised by the agency, e.g. recordings, letters, assessments, risk assessments, reports.**

It should be noted that the student must pass each domain; it is not possible for them to fail in one and pass overall. Writing specifically to each domain allows the Practice Educator to identify, in detail, the student's achievement against each domain at the relevant Professional Capabilities Framework level, whilst recognising that achievement in one domain will mean achievement in others. They should be able to draw on a wider range of evidence and every attempt should be made to do this to avoid repetition and duplication. The individual domains also provide the opportunity to write specifically about the skills, knowledge (use of theory, methods of interventions, tools, legislation, policy, and research), ethics and values that the student demonstrated.

Holistic assessment should provide a robust source of evidence that demonstrates the student's growth, achievement and acknowledges the interplay between the exercise of practice skills and use of practice knowledge to develop professional judgement and decision making. This is an opportunity to comment on the student's progression throughout the placement commencing from the learning needs identified in the placement agreement, drawing on strengths. The report can make reference to the student's commitment to

upholding standards set by the Health and Care Professions Council (2017 and 2016) and should conclude with an evaluation of where the student is against the Professional Capabilities Framework (BASW, 2018) level descriptor.

This requires a professional judgement to be made about the quality of the student's practice, integrating and synthesizing information and evidence from a range of perspectives and sources. For example this could involve you drawing on your observations (naturalistic and planned), the observations of other professionals, feedback from service users and carers, working to agreed criteria and standards, sharing good ideas and working to the evidence base, values and ethics of the profession.

The final element is an analysis of future learning and development needs that the student takes forward into their final/completion placement or Assessed and Supported Year in Employment. Practice Educator's are recommended to review the domains within the Professional Capabilities Framework at the higher levels (as appropriate) to assist in the identification of these.

Once completed, an electronic copy should be provided to the student no less than two days prior to the end of the placement. This provides an opportunity for the content to be discussed with the student. A signed hard copy must be available to the student by the last day of the placement for copying to PDF format and uploading on to the relevant section of the portfolio on Mahara.

Practice Educator Report

Student Name and No.	

Sources of evidence used	
	Dates
Supervision record	
Direct formal observation of the student's practice	
Informal observation	
Student work products (assessments, recording, letters, referrals, emails, reports)	
Feedback from service users and carers	
Feedback from colleagues and other professionals	
Formal or informal training, CPD or e-learning	
Reflective journal	
Other (e.g. critical incident analysis, team presentations, chairing meetings)	

Purpose

Domain 2 Values and ethics (linked to HCPC Guidance on Conduct and Ethics for Students Section 1 and 2)

Domain 3 Diversity and Equality (linked to HCPC Guidance on Conduct and Ethics for Students Section 1)

Domain 4 Rights, justice and economic wellbeing (linked to HCPC Guidance on Conduct and Ethics for Students Section 6 and 7)

Practice

Domain 5 Knowledge (linked to HCPC Guidance on Conduct and Ethics for Students Section 6 and 7)

Domain 6 Critical reflection and analysis

Domain 7 Intervention and skills (linked to HCPC Guidance on Conduct and Ethics for Students Section 8, 9, 10, 11 and 12)

Impact

Domain 8 Contexts and organisations

Domain 9 Professional leadership

Domain 1 Professionalism (linked to HCPC Guidance on Conduct and Ethics for Students Section 3, 4, 5 and 13)

Placement Supervisor comments

Practice Educator Holistic Assessment

Areas for future development (refer to the Final/Completion or ASYE PCF domains)

Professional judgement	Pass [ ] Fail [ ]

Placement Supervisor signature	
Practice Educator signature	
Date	