**Leeds & Wakefield**

**Social Work Teaching Partnership**

**PRACTICE EDUCATOR**

**PROFESSIONAL STANDARDS**

**FOR SOCIAL WORK**

**(PEPS)**

**Stage 1**

**&**

**Stage 2**

**Validating Assessment**

**Procedures & Paperwork**

Contents

[PART ONE: PROCEDURE 4](#_Toc536181132)

[2 PRACTICE EDUCATION – PEPS 1 AND PEPS 2 VALIDATION 5](#_Toc536181133)

[2.1 Contacts 5](#_Toc536181134)

[2.1.1 Workforce / Organisational Development 5](#_Toc536181135)

[2.1.2 University (HEI) Validating Assessment Academic Lead 6](#_Toc536181136)

[2.1.3 University Placement Administration 6](#_Toc536181137)

[3 PEPS 1 Validation 6](#_Toc536181138)

[3.1 PE1 in Training Reflection 7](#_Toc536181139)

[3.2 Marking Criteria 8](#_Toc536181140)

[4 PEPS 2 Validation 8](#_Toc536181141)

[4.1 PE2 in training Reflection 9](#_Toc536181142)

[4.2 Marking Criteria 9](#_Toc536181143)

[4.3 Practice Educator Professional Standards Stage 2 (PEPS2) Validating Assessment Panel 10](#_Toc536181144)

[4.3.1 PE2 in training Preparation for Panel 10](#_Toc536181145)

[4.3.2 Members 10](#_Toc536181146)

[4.3.3 Panel Process 10](#_Toc536181147)

[4.3.4 Outcome 10](#_Toc536181148)

[5 The Role of the PE2 Mentor 11](#_Toc536181149)

[6 Quality Assurance 12](#_Toc536181150)

[7 Process for PE who is at risk of not meeting the PEPS Standards 12](#_Toc536181151)

[PART TWO: PAPERWORK 14](#_Toc536181152)

[7.1 Direct Observation of PE in Training Form 15](#_Toc536181153)

[7.2 PE2 Mentor Sign-off Sheet for PE in Training 18](#_Toc536181154)

[7.3 PE2 Mentor Individual Record of PE in Training 19](#_Toc536181155)

[7.4 PE1 in Training Reflection 20](#_Toc536181156)

[7.5 PE2 in Training Reflection 21](#_Toc536181157)

[7.6 Alternative Direct Observation of PE in Training 22](#_Toc536181158)

[7.7 Validating Assessment Panel Record 25](#_Toc536181159)

[8 Resources 27](#_Toc536181160)

[8.1.1 Websites 27](#_Toc536181161)

[8.1.2 Books 27](#_Toc536181162)

[9 Validating Assessment Flow Chart 28](#_Toc536181163)

*Document updated: LBU 25/01/2019*

PART ONE: PROCEDURE

# PRACTICE EDUCATION – PEPS 1 AND PEPS 2 VALIDATION

The LWSWTP takes a partnership approach to practice education training and validation. PE1 and PE2 training is attended by nomination through the social worker’s Manager.

By attending the course, both agency and social worker are committing to the Practice Educator (PE) in training having a student within 6 months of the training. In order to be validated, and therefore qualified, the PE in training must meet the criteria. There are two distinct phases to the PE training moving through PE1 in training to PE1 and then PE2 in training to PE2.

If the student’s placement is terminated before they complete the required number of placement days, in order for the experience to be used towards PEPS validation, the PE in training must have completed at least the Interim, if not Final, Report, have conducted two direct observations of the student and have been observed by their PE2 Mentor as well as the other requirements detailed below.

Any exceptional circumstances will be considered by the Teaching Partnership on an individual basis.

Where social workers are employed by agencies outside the TP eg voluntary organisations, the NHS, they may, by agreement with the Local Authority, take part in the PEPS validating assessment process.

## Contacts

### Workforce / Organisational Development

|  |  |
| --- | --- |
| Leeds – ChildrenJulie Devonald | Julie.devonald@leeds.gov.uk leedswakefieldteachingpartnership@leeds.gov.uk 0113 378 6922 |
| Leeds – AdultLindsay Harvey | Lindsay.Harvey@leeds.gov.ukleedswakefieldteachingpartnership@leeds.gov.uk 0113 3789295 |
| Wakefield – ChildrenCarolyn Smith  | CarolynSmith@wakefield.gov.uk WorkforceDevelopmentCYPS@wakefield.gov.uk 01924 302128 |
| Wakefield – AdultDawn Perry | dperry@wakefield.gov.ukWorkforceDevelopmentAdults@wakefield.gov.uk01977 723288 |

### University (HEI) Validating Assessment Academic Lead

|  |  |
| --- | --- |
| University of Leeds – Iain Moody  | I.J.Moody@leeds.ac.uk0113 343 9418 |
| Leeds Beckett University – Rebecca O Keefe | r.okeefe@leedsbeckett.ac.uk0113 812 2597 |

### University Placement Administration

|  |  |
| --- | --- |
| University of LeedsJayne Tasker | placements@healthcare.leeds.ac.uk 0113 343 1174 |
| Leeds Beckett UniversityVicky Webster | socialworkplacements@leedsbeckett.ac.uk 0113 8124525 |

# PEPS 1 Validation

The candidate must be a qualified registered social worker with a minimum of two years’ experience (including AYSE).

| Timeline | Activity |
| --- | --- |
| Before having a student  | Attend 2 day PE1 training  |
| First social work student placement | PE1 in training takes responsibility for one social work student, with support and monitoring from qualified PE2 Mentor  |
| During student’s placement  | Attend at least two of the Practice Educator Support Groups (PESG) |
| During student’s placement  | PE2 Mentor offers mentor support and observes PE1 in training supervising student and completes the Direct Observation of PE in Training Form PE2 Mentor raises any concerns re PE1 in training with the PE1 and their Manager  |
| One month after student finishes placement  | PE1 in training submits to PE2 Mentor:* 500-word reflection,
* Placement paperwork (Interim Report, Final Report, one Direct Observation of Student by PE & QAPL Evaluation),
* Direct Observation of PE In Training Form
 |
| Within one month of PE1 in training paperwork hand in | PE2 Mentor completes a sign-off form and emails to relevant colleague in Workforce / Operational Development to confirm whether or not the PE1 in training has successfully completed PEPS1.  |
| With two weeks of receiving sign-off list | Workforce / Operational Development issue PEPS1 Certificates to successful Candidates.Where a PE1 in training is unsuccessful the PE2 Mentor and Workforce / Operational Development will decide if a further opportunity will be offered or if other action is required  |
| Within one month of issuing PEPS1 Certificates | Workforce / Operational Development send list of successful PE1s to both HEI Placement Administrators |

## PE1 in Training Reflection

|  |
| --- |
| The PE1 in training is required to submit a 500-word reflection on their experience and learning as a PE with their first social work student on: **1. How do you think you have developed as a Practice Educator since you started Practice Education Stage 1?** **2. Reflecting on the success of a practice education intervention, how and why you would alter and adjust your practice with your next student?** Please discuss in relation to your personal and professional development in relation to practice education. You may use ‘I’ when talking about your own practice, but otherwise normal academic conventions apply. This should be handed in to your PE2 Mentor one month (with placement paperwork) after your student finishes their placement. |

PE1 in training should keep a copy of all documentation to support their progression through the PEPS training.

## Marking Criteria

PE1 in training should demonstrate meeting the following Learning Outcomes from the PE1 course across the supplied documentation:

* Demonstrate the ability to develop advanced communication skills required to build effective relationships with a student
* Demonstrate the ability to supervise, assess and support a social work student
* Apply reflective skills, theoretical knowledge and social work values to the contemporary context of social care and social work

# PEPS 2 Validation

The PE2 in training must have a PEPS1 certificate.

| Timeline | Activity |
| --- | --- |
| Before having a student  | Attend 1 day PE2 training  |
| Second social work student placement | PE2 in training takes responsibility for one social work student, with light touch support and monitoring from qualified PE2 Mentor |
| During student’s placement  | Attend at least two of the Practice Educator Support Groups (PESG) |
| During student’s placement  | PE2 Mentor supports and observes PE2 in training supervising student and completes the Direct Observation of PE in Training Form.PE2 Mentor raises any concerns re PE2 in training with the PE2 in training and their Manager  |
| One month after student finishes placement  | PE2 in training submit to PE2 Mentor: * 500-word reflection,
* Placement paperwork (Interim Report, Final Report, one Direct Observation of student by PE, QAPL Evaluation),
* Direct Observation of PE in Training Form
 |
| Within one month of paperwork hand in  | PE2 Mentor completes sign-off form and emails this to relevant colleague in Workforce / Operational Development to confirm the PE2 in training as satisfactory or not and is put forward to attend a Validating Assessment Panel |
| Within one month of receiving sign-off forms | Workforce / Operational Development sends to the HEI a list of PE2s in training who are eligible to attend a Validating Assessment Panel along with a copy of their Reflection.  |
| Within one month of receiving the sign-off form | Where a PE2 in training is unsuccessful at this stage the PE2 Mentor and Workforce / Operational Development will decide if a further opportunity will be offered or if other action is required.  |
| Within three months of recommendation  | PE2 in training invited to attend a Validating Assessment Panel by the HEI. Successful assessment will result in the award of the PEPS2 Certificate by the HEI.  |
| Within one month of issuing PEPS2 Certificates | HEI sends Workforce / Operational Development a results lists.  |

## PE2 in training Reflection

|  |
| --- |
| The PE2 in training is required to submit a 500-word reflection in relation to their personal and professional development in relation to practice education**How do you think you have developed as a Practice Educator now that you have supervised your first and second student? Please discuss in relation to supervision, ability to put theory into practice, values and reflection, with reference to your experience and learning as a PE with your second social work student.** You may use ‘I’ when talking about your own practice, but otherwise normal academic conventions apply. This should be handed in to your PE2 Mentor one month (with placement paperwork) after your student finishes their placement.  |

PE2 in training should keep a copy of all documentation to support their progression through the PEPS training.

## Marking Criteria

PE2 in training candidates should demonstrate how they are meeting the following Learning Outcomes across their supplied documentation and validating assessment:

1. Demonstrate an understanding of one’s own development as a Practice Educator
* Demonstrate the ability to critically analyse own practice as a PE
* Demonstrate knowledge of a range of strategies used to address students' practice learning needs

The PE2 Mentor may wish to consult with a Practice Champion or HEI Validating Assessment Lead if the decision is borderline.

## Practice Educator Professional Standards Stage 2 (PEPS2) Validating Assessment Panel

PE2s in training are additionally required to attend a Validating Assessment Panel.

### PE2 in training Preparation for Panel

Before attending, the PE2 in training should reflect on their learning, experiences and development as a Practice Educator, so that they are able to answer related questions.

### Members

The membership will include:

HEI representative (Chair)

PE2 Mentor (nominated by the LA)

### Panel Process

The HEI will convene the Validating Assessment Panels which will take place in Leeds at the Universities.

The HEI will liaise with the Chair and PE2 Mentor to arrange dates, times and venues and issue invitations to the PE2s in training.

The panel will assess the candidate against the four PE Domains at the PEPS2 level:

Domain A: Organise opportunities for the demonstration of assessed capability in practice

Domain B: Enable learning and professional development in practice

Domain C: Manage the assessment of learners in practice

Domain D: Effective continuing performance as a practice educator (stage 2 only)

Additionally, the PE2 in training will be asked to evidence their values as practice educators.

### Outcome

The PE2 in training will be informed of the outcome of the Panel and the PEPS2 certificate will be issued by the HEI within five working days of the Panel.

Where the PE2 in training has not demonstrated that they have met the PEPS2 standards they will be provided with full feedback back by the Chair and where appropriate be given a second opportunity to demonstrate that they have met the PEPS2 standard.

Where a PE2 in training is unsuccessful at the second attempt they will be given full feedback by the Chair and may be asked to attend further training before being offered the opportunity to supervise a further student unless the Panel has determined in exceptional circumstances that they should not.

# The Role of the PE2 Mentor

The PE1 or 2 in training will be supported by a *PE2 Mentor* who must be a registered social worker and qualified PE2. Their responsibilities include:

1. To attend the PLA, interim and action plan (where appropriate) meetings
2. To provide regular and ongoing mentoring support to the PE in training
3. To quality assure PE in training’s support of student, including monitoring of sufficient knowledge discussions, reflective analysis and value discussion in supervision of the student and undertaking of administrative tasks such as direct observation and interim and final report provision.
4. To give timely, constructive feedback to the PE in training
5. To provide support and advice to support the development of PE in training’s developmental needs in practice education
6. To share any concerns with PE in training’s manager
7. To undertake one direct observation of the student’s practice
8. To directly observe (and complete proforma) the PE in training on one occasion leading a supervision session with a social work student
9. To confirm and sign off the student’s Final Report which has been written by the PE in training
10. To read all paperwork provided by PE in training at end of placement. To make written recommendation of PE in training’s suitability to proceed to qualified PE 1 or 2 (as appropriate)
11. In the absence of PE in training (ie short term illness or annual leave), to provide weekly supervision.
12. If this is prolonged to undertake on role of PE in training. If this is not viable to liaise with placement lead for replacement PE.

# Quality Assurance

All Reflections that do not meet the required standards must be sent to the Workforce / Operational Development contact.

Where a PE2 Mentor has concerns about the PE in training they should first consult with the PE’s Manager and Workforce / Operational Development. The HEI Validating Assessment Lead can also provide support and advice regarding the reflection.

A Quality Assurance Panel will be convened by Workforce / Operational Development and the HEIs twice each year to review a random sample of the 500 word reflections and other paperwork from PE1s and PE2s in training.

# Process for PE who is at risk of not meeting the PEPS Standards

The ‘PE2 Mentor Recommendation for PE in Training Form’ should be completed for each PE in training.

If a PE in training, be it PE1 or PE2, has concerns raised about their ability to progress through the PEPS, then the following procedure should be followed.

The PE2 Mentor should gather feedback from student, colleagues, Manager and Tutor to establish the PE in training’s strengths and areas for development in order to be able to provide an evidence based summary of the PE in training’s practice educating.

The PE2 Mentor should discuss concerns as they arise with the PE in training. This should be evidence-based, timely and constructive feedback. The PE2 Mentor should work with the PE in training to identify areas of development and any training issues. They should offer advice and support to develop the PE in training.

The PE2 Mentor should inform the PE in training’s Manager and Workforce / Operational Development contact of their concerns. They will keep them informed of all future progress from this point.

The PE2 Mentor should arrange a review of the PE in training’s practice educating in a realistic timescale (6 weeks is recommended). They should gather further feedback from student, colleagues, Manager and Tutor. They should provide further feedback to the PE in training.

Should the PE in training be unable to meet the PEPS standards in the student’s placement timescale, the PE2 Mentor will discuss with the PE in training that they will *not be nominated* for PEPS1 / PEPS2. They will share areas for development, and ensure that PE in training’s Manager is aware for their CPD review.

The PE2 Mentor will detail the PE in training’s strengths and areas for development in practice educating. The PE2 Mentor will present the information about the PE in training at the PE1 Panel (even if this relates to a PE2 in training) for discussion and to determine if the PE in training will be offered a further student practice education opportunity. The Panel will inform the PE in training of the outcome of the panel.

The PE2 Mentor will ensure that the student’s experience on placement is not compromised and will ensure that their Final Report is completed within the required timescale.

PART TWO: PAPERWORK

**Please submit all forms electronically**

## Direct Observation of PE in Training Form

***To be completed by the PE2 Mentor***

The PE2 Mentor is required to record one direct observation of the PE in training teaching, supervising and assessing their social work student against the PCF.

|  |  |
| --- | --- |
| Name of PE in training |  |
| PEPS Stage | PE1 in training |  |
| PE2 in training |  |
| Name of PE2 Mentor |  |
| Name of Local Authority / Organisation | Leeds Adult |  | Leeds Child |  |
| Wakefield Adult |  | Wakefield Child |  |
| Other |  |
| PE’s Team Name |  |
| Student Name |  |
| University | Leeds Beckett University |  |
| University of Leeds |  |
| Course | BA |  | MA |  |
| Placement  | First |  | Final |  |
| Does the observation meet the PEPS standard as required? (see Resources)  | Yes |  |
| No |  |

**Part 1 - Preparation**

|  |
| --- |
| **PE in training to complete**:What is your plan for this session? What learning outcomes do you anticipate from the social work student? Which elements of the PCF, knowledge and skills, and HCPC guidance on conduct and ethics are available as learning outcomes? Have you given the student any activity or reading as preparation for this session?  |
|  |

**Part 2 - Observation**

|  |
| --- |
| **Observer (PE2 Mentor) to complete written feedback on the observation, to consider:**How was the session conducted?How is the student being taught, and on what issues? Has the student been offered support as appropriate?Has accountability been demonstrated? How has the student been assessed? How has feedback been offered? How have issues of diversity been addressed?How is the session summarised and ended? |
|  |

**Part 3 - Further Development**

|  |
| --- |
| Please offer some brief comment on future / further development that may be helpful for the PE in training.  |
|  |
| Date Form Completed |  |

PE2 Mentor, please keep a copy for your records.

PE in training, please keep a copy to support your progression through the PEPS training.

## PE2 Mentor Sign-off Sheet for PE in Training

To be completed by the PE2 Mentor and a copy emailed to Workforce / Operational Development. Please give a copy to the PE in training.

|  |  |
| --- | --- |
| Name of PE in training |  |
| PEPS Stage | PE1 in training |  |
| PE2 in training |  |
| Name of PE2 Mentor |  |
| Name of Local Authority / Organisation | Leeds Adult |  | Leeds Child |  |
| Wakefield Adult |  | Wakefield Child |  |
| Other |  |
| PE’s Team Name |  |
| Student Name |  |
| University | Leeds Beckett University |  |
| University of Leeds |  |
| Course | BA |  | MA |  |
| Placement  | First |  | Final |  |
| Has the PE in training met the PEPS Standards? | Yes |  |
| No\* |  |

|  |
| --- |
| **\*If the PE in training has NOT met the PEPS standards, please provide an outline of both their strengths and areas for development.** |
|  |
| Please provide recommendations for future training. |
|  |
| Signature |  | Date |  |

PE2 Mentor, please keep a copy for your records

## PE2 Mentor Individual Record of PE in Training

The PE2 Mentor is advised to keep a record of their PE in training’s progress.

|  |  |
| --- | --- |
| Name of PE in training |  |
| PEPS Stage | PE1 in training |  |
| PE2 in training |  |
| Name of PE2 Mentor |  |
| PE’s Team Name |  |
| Student Name |  |
| University | Leeds Beckett University |  |
| University of Leeds |  |
| Course | BA |  | MA |  |
| Placement  | First |  | Final |  |
| Name of Local Authority / Organisation | Leeds Adult |  | Leeds Child |  |
| Wakefield Adult |  | Wakefield Child |  |
| Other |  |
| **Recommendation**: Has the PE in training met the PEPS Standards? | Yes |  |
| No |  |

Checklist: tick to confirm that an activity has been completed.

| Timeline | Activity | Completed? |
| --- | --- | --- |
| Before having a student  | The PE has attended 2 day PE1 training / or 1 day PE2 training |  |
| During student’s placement  | The PE has attended at least two of the Practice Educator Support Groups |  |
| During student’s placement  | You have completed a Direct Observation Form  |  |
| One month after student finishes placement  | The PE has submitted copies of:* 500-word Reflection
* Placement paperwork:
	+ Interim Report
	+ Final Report
	+ One direct observation of student
	+ Evidence of completion of QAPL Evaluation
 |  |
| Within one month of PE paperwork hand in  | Send the sign-off form by email to relevant colleague in Workforce / Operational Development to confirm the PE in training has met all the requirements. |  |

PE2 Mentor: please retain a copy for your records and quality assurance purposes.

## PE1 in Training Reflection

To be completed by the PE1 in training and emailed to their PE2 Mentor.

|  |  |
| --- | --- |
| Name of PE1 in training |  |
| Name of PE2 Mentor |  |
| Student Placement  | First |  | Final |  |
| University | University of Leeds |  |
| Name of Local Authority / Organisation | Leeds - Adult |  | Leeds- Child |  |
| Wakefield - Adult |  | Wakefield- Child |  |
| Other (add name) |  |
| The PE1 in training is required to submit a **500-word reflection** on their experience and learning as a PE with their first social work student on: **1. How do you think you have developed as a Practice Educator since you started Practice Education Stage 1?** **2. Reflecting on the success of a practice education intervention, how and why you would alter and adjust your practice with your next student?** Please discuss in relation to your personal and professional development in relation to practice education. You may use ‘I’ when talking about your own practice, but otherwise normal academic conventions apply. This should be handed in to your PE2 Mentor one month (with placement paperwork) after your student finishes their placement. |
|  |
| Date form completed |  |
| **PE2 Mentor**: Has this reflection has met the learning outcomes? | Yes |  |
| No |  |

PE2 Mentor. Please keep a copy for your records and quality assurance purposes.

## PE2 in Training Reflection

To be completed by the PE2 in training and emailed to their PE2 Mentor.

|  |  |
| --- | --- |
| Name of PE2 in Training |  |
| Name of PE2 Mentor |  |
| Student Placement  | First |  | Final |  |
| University | Leeds Beckett University |  |
| University of Leeds |  |
| Name of Local Authority / Organisation | Leeds Adult |  | Leeds Child |  |
| Wakefield Adult |  | Wakefield Child |  |
| Other (add name) |  |
| The PE2 in training is required to submit a **500-word reflection** in relation to their personal and professional development in relation to practice education. **How do you think you have developed as a Practice Educator now that you have supervised your first and second student? Please discuss in relation to supervision, ability to put theory into practice, values and reflection, with reference to your experience and learning as a PE with your second social work student.**You may use ‘I’ when talking about your own practice, but otherwise normal academic conventions apply. This should be handed in to your PE2 Mentor one month (with placement paperwork) after your student finishes their placement. |
|  |
| Date submitted |  |
| **PE2 Mentor Recommendation:** Has this reflection has met the learning outcomes? | Yes |  |
| No |  |

**PE2 Mentor**: Please complete the Recommendation and send a copy to your Workforce / Organisational Development Contact as it be required for the Validating Assessment Panel.

## Alternative Direct Observation of PE in Training

Observer to email a copy of the observation to their Workforce / Organisational Development Contact.

**In Lieu of ONE Practice Education Direct Observation of Practice**

Where a PE1 or PE2 in training does not have a Direct Observation of their supervision of their student then, in exceptional circumstances and at the discretion of the HEI Validating Assessment Academic Lead, an alternative observation can be substituted for ONE of the two observations ONLY. The PE may be observed by their Manager mentoring a less experienced colleague eg ASYE. The observer needs to be able to comment meaningfully using the same categories as for a student observation.

|  |  |
| --- | --- |
| Name of PE in Training |  |
| PEPS Status | PE1 in training |  |
| PE2 in training |  |
| Local Authority / Organisation | Leeds Adult |  | Leeds Child |  |
| Wakefield Adult |  | Wakefield Child |  |
| Other (add name) |  |
| Manager’s Name |  |
| Team Name |  |
| Date of Observation |  |
| Does the PE meet the standard of the required Level? | Yes |  |
| No |  |

|  |
| --- |
| Please provide information about the scenario in which this observation took place |
|  |

| **Element** | **Evidence** |
| --- | --- |
| 1. Prepares session in accordance with colleague’s learning needs.  |  |
| 2. Has an agenda and Identifies questions / issues to be addressed. |  |
| 3. Arranges session at time suitable for all parties and has made arrangements for privacy and no interruptions. |  |
| 4. Negotiates or re-negotiates ground rules for session and establishes current relevance of chosen agenda – re-negotiates if necessary. |  |
| 5. Acknowledges colleague’s existing knowledge and competence. |  |
| 6. Encourages colleague’s participation and initiation at all times and respects colleague’s pace. |  |
| 7. Makes careful and sparing use of own knowledge and expertise. |  |
| 8. Acknowledges colleague’s perceptions and interpretations of experiences and his/her own performances and progress (including feelings/conflicts). |  |
| 9. Helps colleague to evaluate other evidence of his/her progress and performance and identifies learning which has taken place. |  |
| 10. Gives qualitative feedback to colleague from own evidence of colleague’s strengths and needs. |  |
| 11. Asks appropriate questions to seek evidence, and, where necessary, challenges the colleague’s practice. |  |
| 12 Uses themes (either pre-planned or identified in session) as opportunities to link theory to practice. |  |
| 13 Encourages articulation and analysis of values as well as discussion and development of anti-oppressive practice. |  |
| 14. Reinforces knowledge of agency policies and procedures. |  |
| 15. Summarises and evaluates content of session including plans for any further work.  |  |

**Manager / Observer**: Please email a copy to your Workforce / Organisational Development contact.

**Workforce / Organisational Development Contact**: Please email to HEI Validating Assessment Academic Lead for assessment.

## Validating Assessment Panel Record

Chair to return the completed form to the HEI Administrator

|  |  |
| --- | --- |
| Name of PE2 in training |  |
| Name of Local Authority / Organisation | Leeds Adult |  | Leeds Child |  |
| Wakefield Adult |  | Wakefield Child |  |
| Other |  |
| Date of Panel |  |
| Location of Panel |  |
| Name of Chair |  |
| Name of LA Representative |  |
| Form completed by |  |
| Has the candidate evidenced their achievements against the four learning outcomes(please use a selection of the questions provided) |
| ***Domain A*:** Organise opportunities for the demonstration of assessed capability in practice | Yes |  |
| No |  |
| Notes: |
| ***Domain B*:** Enable learning and professional development in practice | Yes |  |
| No |  |
| Notes: |

|  |  |  |
| --- | --- | --- |
| ***Domain C***: Manage the assessment of learners in practice | Yes |  |
| No |  |
| Notes: |
| ***Domain D***: Effective continuing performance as a practice educator  | Yes |  |
| No |  |
| Notes: |
| Has the PE evidenced their values as a practice educator? | Yes |  |
| No |  |
| Notes: |
| Has the Panel seen a copy of the PE2 in training’s Reflection | Yes |  |
| No |  |
| Recommendation: Has the PE2 in training met the requirements for PEPS2? | Yes |  |
| No\* |  |
| \*If No, please provide feedback for the PE and mark as appropriate |
| [ ]  Defer: offer another Validating Assessment opportunity OR[ ]  Fail: [ ]  Attend PE2 training day [ ]  Supervise another student |

|  |  |  |  |
| --- | --- | --- | --- |
| Signature of Panel Chair |  | Date |  |

*Please continue overleaf if required*

# Resources

### Websites

BASW / TCSW PEPS standards

<https://www.basw.co.uk/resource/?id=4784>

University of Leeds

<http://medhealth.leeds.ac.uk/homepage/862/social_work>

Leeds Beckett University

<https://www.leedsbeckett.ac.uk/studenthub/placement-information/health-and-social-care-practice-learning-team/social-work/>

Leeds & Wakefield Social Work Teaching Partnership

<https://www.leedswakefieldteachingpartnership.org/>

### Books

Doel, M (2014) *Social Work Placements- A Travellers Guide* Routledge, Oxon

Edmonson, D (2014) *Social Work Practice Learning* Sage London

Field, P, Jasper, C and Littler, L (2016) (2nd Ed) *Practice Education in Social Work* Critical Publishing, Northwich

Howe, D (2008) *The Emotionally Intelligent Social Worker* Palgrave Macmillan, London

Jones, S (2015) *Social Work Placements* Learning Matters, London

Knott, C and Scragg, T (2013) *Reflective Practice in Social Work* Learning Matters, London

# Validating Assessment Flow Chart

Practice Champion

Registered social worker, 2 years’ experience (including ASYE)

**PE1 in training**

**PE2 in training**

2-days training

**PESG**

Attend at least two support groups during the placement

PEPS1 Certificate and

1-day training

Supervise first student

* Direct observation by PE2 Mentor
* Direct observation of student
* Interim Report
* Final Report
* QAPL Evaluation
* Reflection

Pass all evidence to PE2 Mentor

Supervise second student

* Direct Observation by PE2 Mentor
* Direct observation of student
* Interim Report
* Final Report
* QAPL Evaluation
* Reflection

Pass all evidence to PE2 Mentor

* Attend PE2 Panel

**PE2 Mentor**

* Conduct Direct Observation of PE
* Collate Evidence
* Assess the Reflection

Forward PE in training Recommendations & PE2 in training Reflections to Workforce Development

Attend VA Panel if nominated

**Workforce / Operational Development**

Verify PE2 Mentor sign-offs for PEPS1 and PEPS2 Fails

**Workforce / Operational Development**

Receive Nominations & Reflections to forward to HEI

**HEI**

Convene Panel and invite candidates to attend

**Workforce Development**

Inform PEs of outcome

Issue PEPS1 Certificates

**PEPS 2 Validating Assessment Panel**

Interview candidates & award PEPS2

**HEI**

Inform Workforce / Operational Development of Panel outcomes

Issue PEPS2 Certificates to PEs

Inform unsuccessful PE2s in training of outcome