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| **Practice Educator Professional Standards Self-Assessment** |

This is a tool to support you in completing your professional development plan (PDP) that needs to be completed within the first 4 weeks of supporting a learner. It does not form part of your portfolio submission. Please score your confidence level against each domain of the Practice Educator Professional Standards this should assist in identify strengths and development areas to be part of the PDP plan.

**Practice Educator Professional Standards Self-assessment**

**1. Domain A**

**Work with \*others to organise an effective learning environment**

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| **How confident are you that you can successfully:** | **Not at all confident** **Very confident**  |
| 1. Establish an effective collaborative working relationship with learners and manage the power and authority in the educator/ assessor role skilfully.  | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 2. Devise an induction programme that takes into account learners’ needs and their previous experience. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 3. Create reflective spaces for learner’s growth and development and provide regular reflective supervision.  | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 4. Ensure all those involved in supporting the student have clarity and understanding of each other’s roles.  | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 5. Work openly and co-operatively with others in the planning of learning opportunities and key activities at all stages of learning and assessment.  | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 6. Consider student confidentiality and ensure all student information is maintained in a secure environment according to General Data Protection Regulations.  | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 7. Contribute to the learning and development of the agency as a learning organisation. This may include encouraging the student to make links with others in the team by working alongside, making presentations and contributing to team resources. It may also include showing leadership by helping to review and improve the provision, policies and procedures of the learning organisation and identify barriers for learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

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| **2. Domain B****Teaching, facilitating and supporting learning and professional development in practice**  |
| **How confident are you that you can successfully:** |  **Not at all confident Very confident** |
| 1. Demonstrate informed expertise in their practitioner role eg an applied knowledge of contemporary issues in research and relevant policy, legislation and practice.  | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 2. Using a range of learning methods, including modelling good social work practice. Teach and support the learning of relevant social work knowledge and research, and the integration of theory and research in practice. Knowledge taught should include the power and duties and policy and procedures of the agency.  | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 3. Help students to understand their own learning processes and to develop different models and strategies for critical reflection and analysis.  | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 4. Discuss and plan with the student the learning and assessment programme, the student’s particular needs and capabilities and how best the learner can derive further support for the learning.  | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 5. Make sound reasoned judgements about the level of work the student can be allocated and the support required to achieve both learning and the work goals.  | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 6. Demonstrate an understanding of and critical engagement with, learning theories, to make professional educational judgments about students’ needs and how to meet them.  | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

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| **3. Domain C****Manage the fair and transparent assessment of students in practice**  |
| **How confident are you that you can successfully:** | **Not at all confident**  | **Very confident** |
| 1. Ensure that holistic assessment decisions are the outcomes of informed evidence-based judgments, drawing on evidence, which is relevant, valid, reliable and sufficient from a range of sources, including direct observation. Clearly explain the decisions to students.  | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 2. Encourage students to self-evaluate and seek service users, carers and work-based colleagues feedback to develop their performance. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 3. Provide timely, honest and constructive feedback on student performance in an appropriate format. Review student progress throughout the assessment process, identifying strengths and any areas requiring improvement, making clear to students how they may improve to meet the acceptable standard.. | 0 | 1 | 2  | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 4. Ensure that all assessment decisions, and the supporting evidence are documented and recorded according to the required standard. Provide holistic assessment reports which demonstrate clear evidence for decision. Demonstrate ability to work well with others in the assessment process, particularly if learner’s practice is marginal or failing. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 5. Engage students in the design, planning and implementation of methods to assess students’ performance against the appropriate standards.  | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 6. Extend the development of all students including those who already have strong skills or are experiencing difficulties. Ensure that disagreements about assessment judgments and complaints made about the assessment process are managed in accordance with agreed procedures.  | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

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| **4. Domain D****Developing knowledge and continuing performance as a Practice Educator**  |
| **How confident are you that you can successfully:** | **Not at all confident**  | **Very confident** |
| 1. Seek feedback from students on their experience of being assessed and the consequences of the assessment programme for them. Incorporate the feedback into future assessment.  | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 2. Show understanding of and the ability to apply models and theories of supervision, knowledge and research on assessment, teaching and learning and critical reflection.  | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 3. Establish and maintain effective resources for their own support and supervision in respect of their role in workplace learning. Demonstrate the ability to consult and work with others in contentious and challenging contexts such as dealing with struggling students and formal appeals and complaints.  | 0 | 1 | 2  | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 4. Demonstrate critical reflection on their own development as practice educators, including the use of feedback from direct observations, colleagues and HEI tutors and other assessment resources.  | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 5. Apply learning to subsequent practice education experience using a range of methods.  | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 6. Contribute to the development of the agency as a learning organisation by providing information and advice from their experience on the quality and effectiveness of placement learning.  | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 7. Demonstrate an ability to deepen and extend their ability and expertise as a practice educator. This may also include the transfer of practice educator skills, knowledge and values to new roles in mentoring, supervision, teaching and/ or assessment and show leadership in workplace learning.  | 0  | 1 | 20 1  | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 8. Show ability to: critique and apply models and theories of supervision and knowledge and research on assessment, teaching and learning, critical reflection and other relevant knowledge. Contribute to the extension of that knowledge through their expertise and research. Promote the profile of the practice educator as playing a key role in the development of excellent early career practitioners | 0 | 1 | 20 1  | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

\*Where mention is made of those involved in supporting the learning this refers to practice supervisors, practice educators, university tutors, people with lived experience of social work, line managers, workplace colleagues and other professional and agencies.

**Areas of strength:**

**Areas for development:**