



## **Good Practice Guidance- Feedback to Practice Educators**

### **Background to this document:**

The Good Practice in [Practice Educator Quality Assurance document](#) (link to the document) , approved by the Teaching Partnership in January 2023, proposes under the section Ensuring ongoing Capability (section 5a) that; “ *The Quality Assurance in Practice Learning Feedback Form ( QAPL form) received from students regarding their placement should always be sent to both the relevant Practice Educator (offsite or onsite) and the designated Practice Educator Quality Assurance Lead (PEQA Lead). The feedback should support the Practice Educator with their professional development as well as contributing to the Quality Assurance process*”. Furthermore, in Section 5b it proposes; “*Practice Educators and the PEQA Lead should always receive feedback if a Practice Educator’s report is reviewed by a standardisation or practice assessment panel*”. Additionally; “*The PEQA Lead or an experienced Practice Educator should be available to discuss the feedback to the Practice Educator if required and recognise and celebrate success and support in areas of development*”. This feedback can then be used as part of evidence of ongoing capability of the Practice Educator within the overall Quality Assurance Framework.

This Good Practice Guidance collates ideas and suggestions for providing good and timely feedback to Practice Educators. It is recognised that each organisation will implement the ideas and suggestions differently according to their own organisation’s policies and procedures.

### **Use of QAPL Forms or alternative Feedback forms by Higher Education Institutions (HEIs).**

- Student response rates significantly increased when the QAPL forms are included in the final portfolio submission.
- The QAPL form 7b “ Feedback from Students”, covers a range of questions, many of which do not relate specifically to the Practice Educator. A supplementary, short feedback form could be included in the portfolio submission for students which focuses specifically on the Practice Educator. This would be shared with the practice educator after the end of the placement (see Annex A).
- Themes from QAPL forms can be presented as an audit report to placement providers (this would not be specific to individual Practice Educators unless there was only one student from that HEI on placement) (see Annex B).
- Where a review of QAPL forms highlights a concern or area for development rather than provide a thematic summary, invite the Practice Educator or PEQA Lead for a one to one discussion.



### **Final Reports at Standardisation/ Practice Assessment Panel**

- Practice Panel readers or tutors comment on the quality of the final report and complete a feedback form which is sent to individual Practice Educators and the appropriate PEQA lead (feedback is specific to the report not the overall practice placement) (see Annex C).

### **HEI Actions to prepare Practice Educators for receiving feedback**

- HEIs are encouraged to include a section on Practice Educator's receiving feedback on PE stage 1 & stage 2 courses to introduce an open attitude to receiving feedback and an approach to ongoing learning and development from the outset for all Practice Educators.
- Where final placement meetings are held at the HEI, this is an opportunity to provide the Practice Educator with informal feedback. Where there have been difficulties in the placement this will require sensitive handling.
- Recommended that HEIs have a clear policy about how a placement provider can raise a concern about independent Practice Educators, should the need arise. Also detailing how this information is conveyed to the Practice Educator in a constructive manner.

### **HEI preparing Students about raising issues and providing feedback**

- Assist students to distinguish between raising issues with Practice Educators/ Tutors whilst a placement is ongoing and providing helpful feedback to Practice Educators at the end of the placement, demonstrating the student's developing professionalism.

### **Employer Actions to gather feedback:**

- Recognition that when staff are undertaking the PE stage 1 or PE stage 2 training there are established mechanisms for obtaining and giving feedback to trainee Practice Educators as part of the training eg via reports, observations of supervision sessions and one to one discussions with their PE Assessor/ Mentor.
- Internal feedback could be sought for experienced Practice Educators in a similar way e.g.: sending a questionnaire out to all students on placement in the agency. Students to be informed that any feedback gathered is not shared with the Practice Educator until their placement is ended (see Annex D).
- Regular practice forums for Practice Educators and separately for students, can be an opportunity for real time feedback and allows time to make changes/ address issues before the end of placement (done anonymously and relies on the availability of staff within an agency to facilitate and support this).
- A further proposal in the 'Good Practice in Practice Educator Quality Assurance' document is an observation of experienced Practice Educators every 2 years (or every 2 or 3 students) by a PE stage 2 qualified Practice Educator/ Practice Assessor with feedback framed as a practice/professional development conversation.



### **Delivering Feedback to Practice Educators**

- Feedback to be shared after the placement has ended.
- PEQA Lead/ placement coordinator is best placed to share this feedback – where feedback highlights areas for development the suggestion is a one to one discussion takes place with the Practice Educator.
- Any feedback received can be logged by the Practice Educator as evidence of their Continual Professional Development and contribute to evidence of their ongoing capability/currency (referenced in Good Practice in Practice Quality Assurance Annex J).
- HEIs are encouraged to identify a PEQA lead responsible for ensuring feedback is shared appropriately with independent Practice Educators and thereby contributing to evidence of their ongoing capability.
- Recognition of the value in supporting experienced Practice Educators to maintain their familiarity with and commitment to, the Practice Education Professional Standards ( PEPS) once qualified by explicitly incorporating references to the PEPS in supervision and/ or within annual appraisals and providing informal feedback within these discussions. Where the Practice Educator’s team manager is not familiar with the PEPS consideration could be given to an experienced Practice Educator/ Practice Assessor contributing to the supervision/ appraisal process.
- A “Statement of Expectations” document which explicitly references the Practice Education Professional Standards (PEPS) value statements/ behaviours could be used by employers to clarify their expectations of their Practice Educators and provide a framework for feedback to the Practice Educator as part of supervision/ appraisals.



Annex A – Example feedback form from University of Birmingham

**EVALUATION OF PE (May be onsite, off site or Independent off site PE)**

Please can the student provide feedback about the quality of the PE? This feedback will be shared with the PE and any issues arising will be directly addressed with the PE involved. The PT will also be asked for their view. **This evaluation should be completed before the end of the placement and submitted to the required portal on Canvas. It should NOT be included in the portfolio. The student is responsible for completing and submitting and anyone not doing this will not be able to pass until this is done.**

Student Name:

Practice Educator Name:

Placement Level: *(please circle as appropriate)*

Agency:

Was PE - on site/off site

1. Please comment on the quality and timeliness of any the support required throughout the placement from the PE. Please include details about the quality of supervision and whether this happened regularly and as it should.
2. Please comment on the strengths of this PE?
3. Please comment on any areas of improvement/development for this PE?
4. Please add any additional comments you wish to make.

Overall, how would you rate the support and guidance provided by the PE?

Please Circle

1

2

3

4

5

Poor/unacceptable

Excellent

Signed:

Student:

Date:

PLEASE RETURN TO: [SOCIALWORKPLACEMENTS@CONTACTS.BHAM.AC.UK](mailto:SOCIALWORKPLACEMENTS@CONTACTS.BHAM.AC.UK)



**Annex B – Example QAPL themes letter from University of Worcester**

Date:

Dear

**RE: Social Work Practice Placement**

I am writing to thank you for supporting one of/two of our social work students undertaking a 70/100 day placement, which finished in XXXXX. The learning opportunities students are exposed to during placement are crucial in terms of developing their knowledge, skills and confidence. In addition to learning, I hope our student(s) was able to make a valuable contribution to the work of your agency. Placement is a vital part of their development as social work students, and I would like to thank the onsite supervisor/practice educator for their support and commitment.

As you may be aware, we routinely collect feedback from those involved in practice education, including from students, practice educators, on-site supervisors (if appropriate) and university tutors. This is an important element of our quality assurance process, and it supports us to promote consistent practice and to help monitor the quality of practice learning. We thought it would be helpful to provide some feedback to you as a placement provider and this is something we are now planning to do following all practice placements.

**Feedback for your agency:**

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I hope this feedback is helpful and once again can I thank you for your support with this vital element of social work education. If you have any questions or queries, please feel free to get in touch with XXXXXX.

Yours sincerely



**Annex C – Example Feedback Form from Practice Panel from University of Worcester**

**MA Social Work Second Placement**

**QUALITY PRACTICE ASSESSMENT PANEL (QPAP)  
FEEDBACK TO THE PRACTICE EDUCATOR**

Name of Practice Educator:	
Name of Student:	
Placement name and type e.g. Children's / Adult Placement:	

*Please provide comments on the quality of the Practice Educator's Report*

<b>Practice Educators Report</b>	<b>Yes/No</b>	<b>Comments</b>
Does the report bring the student alive; can you picture this student's placement journey?		
Has the student and workplace supervisor (where applicable) included their comments in the report?		
Has the Practice Educator commented on the student's ability to work within the Social Work England Professional Standards (SWEPS) within the report?		
Is the PE's assessment of the student's Practice supported by evidence?		

**GENERAL COMMENTS & ON-GOING PROFESSIONAL DEVELOPMENT**

*Please provide overall comments on the quality of the report and any continual professional/develop/support needs for the Practice Educator.*

Panel Reader's Name

Date:



**Annex D – Example Student Questionnaire ( from Staffordshire)**

- Did you receive regular formal supervision sessions and were these well organised and planned?
- Did you receive an induction to the team and work involved on the team?
- Have you been well supported by your PE whilst on placement?
- Have you been well supported by the team whilst on placement?
- Have you had enough/to much work to complete?
- Did you feel listened to on placement and that you were able to raise any concerns?
- Did you feel the student group supervisions were helpful?
- How have you found working with Staffordshire in general?
- Is there anything we could do differently next year?