

**Revised learning outcomes for Practice Development Educators (PDEs) who support learners on post-qualification routes or programmes (ASYE, AMHP, CPD)**

<b>Standard 1</b>	
<b>Organise opportunity for demonstration of assessed capability of practice</b>	
<b>1.1</b>	Take responsibility for and provide evidence of ability to create a learning environment conducive to the demonstration of assessed capability.
<b>2.1</b>	Take responsibility for planning, designing and creating a physical and learning environment for the observation of direct practice that is conducive to the demonstration of assessed capability and use of video technology, engaging with the learner in this activity.
<b>3.1</b>	Provide evidence of ability to devise an induction programme and support the learner to develop a professional development plan to meet identified learning needs, taking into account previous capability.
<b>4.1</b>	Work with the learner, colleagues, people in need of care and support and other stakeholders* to identify relevant learning opportunities and resources to enable the demonstration of professional capability.
<b>5.1</b>	Work openly and co-operatively with stakeholders in the planning of key activities at all stages of learning and assessment to create a community of learning.
<b>6.1</b>	Co-ordinate the work of all contributors in the community of learning. Ensure they are fully briefed, understand their roles and provide them with feedback.
<b>7.1</b>	Contribute to internal QA/feedback and evaluation in relation to the outcomes and impact of learning.
<b>8.1</b>	Monitor, critically evaluate and report on the continuing suitability of the work environment, learning opportunities and resources. Take appropriate action to address any shortcomings and optimise learning and assessment.
<b>9.1</b>	Contribute to the development of a culture for learning within the organisation. Help to review and improve its provision, policies and procedures, and identify barriers for learners.

<b>Standard 2</b>	
<b>Direct learning and professional development in practice</b>	
<b>2.1</b>	Support the learner to use contemporary social work models, methods, theories and research relevant to the work (including reference to the KSS Adults 2015).
<b>2.2</b>	Support the learner to understand and use the powers, duties, policy and procedures of the agency,
<b>2.3</b>	Demonstrate and support the learner to develop the abilities of critical thinking, analysis and reflection including impact on service delivery and outcomes for people who need care and support.
<b>2.4</b>	Establish a learning contract including how the learning and assessment programme is to be reviewed and how disagreements on any aspects of it are resolved.
<b>2.5</b>	Regularly review the learning contract, PDP and other relevant tools, provide evidence of and assess progressive development. Encourage learners to express their views, identify and agree any changes.
<b>2.6</b>	Ensure that identified learning needs are met with the resources available.
<b>2.7</b>	Respond to any difficulties encountered by the learner and provide guidance and support as appropriate.
<b>2.8</b>	Support the learner to provide evidence of meeting the learning outcomes and the impact of this on their practice at the relevant level of the PCF.
<b>2.9</b>	Use and critically reflect on an appropriate range of supervisory models, roles and skills, which recognise the power dynamics between manager, professional supervisor/assessor and learner.

	<b>Standard 3</b> <b>Manage the assessment of learners in practice</b>
<b>3.1</b>	Engage learners in the design, planning and implementation of the assessment of learning.
<b>3.2</b>	Agree and review a plan and methods for assessing learners' performance against the professional capabilities framework at the relevant level and the KSS Adults 2015.
<b>3.3</b>	Ensure that holistic assessment decisions are the outcomes of informed, evidence-based judgements basing the decisions on all relevant evidence and from a range of sources, resolving any inconsistencies in the evidence available and clearly explain them to learners.
<b>3.4</b>	Evaluate evidence for its relevance, validity, reliability, sufficiency and authenticity according to the agreed standard.
<b>3.5</b>	Confidently evaluate observed evidence for its relevance, validity, reliability, sufficiency and authenticity according to the agreed standard
<b>3.6</b>	Make appropriate use of direct observation of learners in practice to assess performance.
<b>3.7</b>	Demonstrate observation skills of looking, listening and meta-competence <sup>1</sup> in the identification and assessment of practice dynamics and the assessment of the intervention and behaviour of the NQSW.
<b>3.8</b>	Demonstrate an awareness of and ability to counter professional bias in the role of the Observer by maintaining objectivity. Be skilled in maintaining a distance from the intervention unless forced to intervene
<b>3.9</b>	Use focused questioning and prompts with practitioners to explore the observed practice and to identify if practitioners need to adopt a more reflective and curious approach
<b>3.10</b>	.
<b>3.11</b>	Encourage learners to self-evaluate and seek service users, carers and peer group feedback on their performance.
<b>3.12</b>	Provide timely, honest and constructive feedback on learners' performance in an appropriate format. Review their progress through the assessment process, distinguishing between formative and summative assessment as required.
<b>3.13</b>	Confidently demonstrate the ability to record clearly and concisely evidence and comments on the practice of the learner.
<b>3.14</b>	Provide timely feedback on learners' performance in an appropriate written and verbal format. Ensure feedback provided is constructive and specific. Review learner progress using evidence from the direct observation and relating this to the

<sup>1</sup> Meta competency- Higher order, overarching qualities and abilities of a conceptual , interpersonal and professional nature .This includes cognitive, critical and self-reflective capacities.

	holistic assessment process
<b>3.15</b>	Make clear to learners how they may improve their performance. Identify any specific learning outcomes not yet demonstrated and the next steps. If necessary, arrange appropriate additional assessment activity to enable them to meet the standard.
<b>3.16</b>	Identify any specific learning outcomes not yet demonstrated and agree how these may be addressed.
<b>3.17</b>	Ensure that all assessment decisions, and the supporting evidence, are documented and recorded according to the required standard. Produce holistic assessment reports which provide clear evidence for decisions.
<b>3.18</b>	Ensure that all assessment decisions, and the supporting evidence, are documented and recorded according to the required standard for the ASYE and at the level required by the PDE.
<b>3.19</b>	Ensure that disagreements about assessment judgments and complaints made about the assessment process are managed in accordance with agreed procedures.
<b>3.20</b>	Contribute to relevant monitoring, evaluation and other quality assurance processes.
<b>3.21</b>	Demonstrate the ability to make difficult holistic assessment decisions around areas of development, including for marginal or failing learners or those who have not met the standards they seek or are required to attain.
<b>3.22</b>	Demonstrate the ability to evaluate the learner's academic/assessed work to inform the judgement.
<b>3.23</b>	Demonstrate an ability to use a range of assessment methods including recording, reports, and the feedback of people who use services and carers, professionals and other colleagues.

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	<b>Standard 4</b> <b>Effective continuing performance as a practice educator/practice development educator</b>
	Seek feedback from learners on their experience of being assessed, and the consequences of the assessment programme for them. Incorporate the feedback into future assessment activity.
<b>4.1</b>	Critically reflect upon and evaluate own professional development and apply learning to subsequent experience as a PDE
<b>4.2</b>	Demonstrate critical reflection on own development as a PDE including the use of feedback from direct observations, colleagues and HEI tutors and other assessment sources.
<b>4.3</b>	Demonstrate ability to critically reflect to counter professional bias and support own development as practice development educator, including the use of feedback from videoed observations, by internal moderator.
<b>4.4</b>	Demonstrate knowledge of employing organisation's quality assurance, performance and capability systems and those of HEI/external providers if appropriate.
<b>4.5</b>	Demonstrate an applied knowledge of contemporary issues in research, policy, legislation and practice including agency policy, procedures and practice
<b>4.6</b>	Demonstrate an ability to transfer skills, knowledge and values as a PDE to a range of roles, e.g. mentoring, supervision, teaching and/or assessment.
<b>4.7</b>	Establish and maintain effective resources for your own support and supervision in respect of the PDE role and demonstrate the ability to consult and work with others in contentious and challenging contexts such as failing learners and formal appeals and complaints.

	<b>Standard 5</b> <b>Values and ethics in your role as Assessor</b>
<b>5.1</b>	Ensure that ethical and professional issues are taken into account.
<b>5.2</b>	Show evidence of ability to question and act upon, if necessary, own values and prejudices and the use of power and authority in the assessment process
<b>5.3</b>	Show evidence of respect and value for diversity of learners, building on strengths and taking account of learning styles
<b>5.4</b>	Show evidence of ability to assess in a manner that does not stigmatise or disadvantage the learner, recognising and working to prevent discrimination and disadvantage in the assessment process.
<b>5.5</b>	Take responsibility for the quality of your own work ensuring it is monitored and appraised. Critically reflecting on own practice and identifying development needs to improve performance.

- Stakeholders - refers to learner, line manager, other professionals, colleagues, people who need care and support as applicable.