



Practice Evaluation Panel (PEP) Procedure

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Revision history

Version	Type (e.g. replacement, revision etc...)	Date	History (reason for changes)
V.1	New	May 2024	New procedure for BA (Hons) Social Work practice evaluation
V2	Annual review	Sept 2025	No changes

Monitoring and review

This procedure will be reviewed by the Academic Board every year.

Practice Evaluation Panel (PEP) Procedure

Definitions

PEP (Practice Evaluation Panel): A panel established to assess the quality and compliance of practice learning opportunities for BA (Hons) Social Work students at Bradford College, ensuring alignment with Social Work England standards and college policies.

Practice Placement: A structured and supervised professional experience opportunity for BA (Hons) Social Work students, integral to their learning and professional development.

Social Work England Standards: Regulatory standards set by Social Work England that define the professional, ethical and educational requirements for social work training and practice in England.

Practice Educator: A social work professional responsible for supervising, mentoring and assessing social work students during their practice placements.

PCF (Professional Capabilities Framework): A framework developed by the Social Work Reform Board that outlines the capabilities expected of social workers at various stages of their career.

Assessment Board: The Assessment Board is a formal body within an educational institution responsible for reviewing and making decisions on student assessments, achievements and qualifications. It evaluates performance against defined criteria and standards to determine final grades, pass/fail outcomes and eligibility for progression or qualification awards. The board ensures academic integrity, fairness and consistency across evaluations and adheres to institutional policies and external regulatory requirements.

Quorate: The minimum number of panel members required to be present for the PEP meetings to proceed and for decisions to be made validly.

Material Procedural Irregularity: A significant procedural error by the PEP that could adversely affect the fairness or outcome of a placement assessment.

GDPR (General Data Protection Regulation) Act of 2018: A regulation in EU law on data protection and privacy that also pertains to the transfer of personal data outside the EU and EEA areas.

Fitness to Practice: The status of being suitable to practice as a social worker, including meeting necessary professional, ethical and health standards.

OIA (Office of the Independent Adjudicator for Higher Education): An independent body set up to review student complaints about higher education providers in England and Wales.

Objective:

The objective of the Practice Evaluation Panel (PEP) procedure is to assess the quality and compliance of practice learning opportunities for BA (Hons) Social Work students at Bradford College, ensuring alignment with Social Work England standards and college policies. The primary aim is to evaluate each student's practice placement comprehensively and decide on the outcome, focusing on the student's performance, the learning environment and the alignment of the placement with educational objectives. This process ensures that students are placed in environments that foster professional growth, meet regulatory and educational standards and address any concerns to enhance the overall quality of social work education.

Roles and Responsibilities

1. Chair (Mandatory)

Role: Oversee the PEP meetings and ensure they are conducted fairly and efficiently.

Responsibilities:

- Lead the panel in discussions and decision-making processes.
- Ensure all agenda items are addressed during meetings.
- Represent the panel in communications with external bodies as required.

2. Vice Chair (Practice Learning Coordinator) (Mandatory)

Role: Assist the Chair in the administration and coordination of the PEP activities.

Responsibilities:

- Facilitate discussions related to practice learning evaluations.
- Coordinate with academic staff and practice educators regarding placement evaluations and final placement reports.
- Act as a liaison between the PEP and the Assessment Board.
- Report outcomes of the PEP to students and practice educators.

3. Panel members

Role: Contribute to the discussions and decision-making regarding students' placement outcomes

Responsibilities:

- Ensure that practice learning aligns with academic standards and student learning outcomes.
- Contribute academic perspectives to discussions and evaluations.

4. Bradford College Quality Team Member

Role: Monitor compliance with procedural standards and assist with servicing the meeting.

Responsibilities:

- Advise the PEP on quality assurance matters and regulatory compliance.
- Ensure that decisions made by the PEP adhere to college policies and legal requirements.
- Assist with the taking of accurate minutes and record keeping

1. Formation of the Practice Evaluation Panel (PEP):

The formation of the PEP is crucial for assessing and ensuring the quality and compliance of practice learning opportunities for students. Based on the document, the panel should include both required (mandatory) and desired (desirable) members to ensure a comprehensive and diverse representation of stakeholders in social work education. The members are as follows:

1.1 Required Members:

- Chair (Mandatory): Must be a qualified Stage 2 Practice Educator, elected from panel members for a period of 2 years.
- Vice Chair (Practice Learning Coordinator) (Mandatory): A representative from the academic staff at Bradford College, normally the practice learning coordinator.
- Representatives from the Social Work Academic Team including Personal Academic Tutors (One is Mandatory): To ensure academic perspectives and student support mechanisms are integrated into the panel's considerations.
- Local Authority Representative (One is Mandatory): To provide insights and perspectives from local government social work practice settings.
- Bradford Children and Families Trust (BCFT) Representative (One is Mandatory): Ensures representation from mental health service settings, contributing to the breadth of practice learning environments considered by the panel.
- Practice Educator Representative (One is Mandatory): Can also be in one of the categories above, ensuring direct input from individuals involved in the practical education and training of students.
- Representative from the University of Bradford's Practice Learning Team, who can provide valuable insight into placements in the Bradford district and form an essential part of the Bradford Social Work Teaching Partnership.
- A member of the Bradford College Quality team in an advisory capacity and to ensure compliance of procedures.

1.2 Desired Members:

- Head of School (Desirable): To provide senior academic leadership and strategic direction to the panel's activities.
- Programme Lead of BA (Hons) Social Work (Desirable): Offers program-specific insights and leadership to the panel's discussions and decisions.
- Co-Production Coordinator and Lived Experience Member: Brings valuable perspectives from those with lived experiences relevant to social work, enhancing the panel's understanding of diverse needs and contexts.
- Representative from NHS Placements (Desirable): Contributes expertise and perspectives from health service settings, enriching the panel's discussions on practice learning in these environments.
- Off-site Practice Educator Representative (Desirable): Offers perspectives on practice learning that occurs outside of traditional settings, ensuring a comprehensive view of the varied environments where students gain practical experience.
- Representative from one of the Third/Voluntary Sector Providers (Desirable): Ensures the inclusion of insights from third sector organisations, highlighting the role of non-profit and voluntary settings in social work education.

For the panel to be quorate, there must be a minimum of seven members present, ensuring that decisions are made with broad representation and consideration of multiple perspectives. This composition facilitates a robust and diverse discussion on the quality of practice learning opportunities, ensuring that they meet the educational and professional standards required for social work students.

2. Scheduling and Conducting Meetings:

To ensure the effective operation and the fulfilment of its objectives, the PEP at Bradford College adopts a structured approach to scheduling and conducting its meetings throughout the academic year. This approach is designed to facilitate timely and comprehensive evaluations of student placements in the BA (Hons) Social Work programme, in line with the outlined objectives and standards.

2.1 Frequency and Scheduling:

- The PEP is scheduled to meet four times per year, aligning with the academic calendar to ensure that all practice placements can be appropriately monitored and evaluated within relevant timeframes.
- Dates for these meetings are set well in advance to facilitate maximum attendance and ensure that all members can contribute to the discussions and decision-making processes.

2.2 Extraordinary Meetings:

- Beyond the scheduled quarterly meetings, the panel has the provision to call extraordinary meetings if urgent issues regarding student placements arise. This flexibility ensures that the panel can respond promptly to any concerns that may impact the quality of practice learning experiences or require immediate attention.

2.3 Agenda Setting:

- Agendas for each meeting are prepared in advance, focusing on key areas such as review of current placements, feedback from students and practice educators, updates on compliance with Social Work England standards and any specific concerns related to practice learning environments.
- Members are encouraged to submit items for the agenda ahead of time, ensuring a comprehensive coverage of topics relevant to the panel's objectives.

2.4 Conducting Meetings:

- Meetings are chaired by the elected Chairperson, who guides the discussion, ensures that all agenda items are addressed and that decisions are reached through a collaborative and inclusive process.
- The Vice Chair or Practice Learning Coordinator plays a critical role in facilitating discussions, particularly around coordination and evaluation of practice learning experiences.
- Minutes are taken during each meeting to document discussions, decisions and action items, ensuring transparency and accountability. These minutes are circulated to all members post-meeting for review and confirmation.

2.5 Decision Making:

- Decisions regarding the evaluation of practice placements and any required actions are made collectively, based on the information and feedback presented during the meetings. The PEP will take a holistic approach and review the whole student profile, including but not limited to any other regulatory matters such as Fitness to Practice, or Academic Misconduct. The Assessment Board will be informed of all decisions made by the PEP (see section 6).
- The panel strives for consensus but may resort to voting if necessary, ensuring that decisions are made in the best interest of the students and their educational outcomes.

2.6 Communication and Follow-Up:

- Key decisions and recommendations from the meetings are communicated to relevant parties, including practice educators, academic staff and students, to inform them of any changes or actions required.
- Follow-up on action items and decisions is a critical aspect of subsequent meetings, ensuring that the panel's recommendations are implemented effectively and contribute to the continuous improvement of practice learning experiences.

This structured approach to scheduling and conducting meetings ensures that the PEP operates efficiently, with a clear focus on enhancing the quality of practice learning for Social Work students at Bradford College.

3. Monitoring and Evaluation of Practice Learning:

The PEP plays a pivotal role in the quality assurance of practice learning for BA (Hons) Social Work students. The comprehensive process for monitoring and evaluation is designed to ensure that practice placements contribute appropriately to the curriculum, align with Social Work England standards and adhere to the college's policies and procedures. The key components of this process include:

3.1 Monitoring the Selection and Approval of Placements:

- The PEP is responsible for overseeing the selection and approval of both new and existing placements. This involves assessing the suitability of practice settings to provide meaningful learning experiences that meet the educational outcomes for students.

3.2 Collecting Feedback:

- An integral part of the monitoring process is the collection of feedback about practice placements from all stakeholders, including service users, students, practice educators and academic staff. This feedback is crucial for evaluating the effectiveness and quality of the learning environment.

3.3 Evaluating Quality of Practice Placements:

- The PEP evaluates the quality of practice placements to ensure the learning opportunities provided are appropriate, sufficient and align with the Professional Capabilities Framework (PCF). This includes reviewing the adequacy of supervision, the variety of learning opportunities and the overall environment in relation to the student's learning objectives.

3.4 Moderation and Feedback to Practice Educators:

- The panel plays a key role in moderating and providing feedback to Practice Educators on final reports. This ensures that evaluations of student performance are fair, consistent and aligned with expected standards. Practice Educators are also supported in their professional development to enhance their capacity to provide quality practice education.

3.5 Annual Reporting:

- The PEP provides an annual report summarising the evaluations of practice placements. This report includes recommendations for ongoing training and development for Practice Educators, as well as suggestions for improving the practice learning experience for students.

Through this thorough and structured approach, the PEP ensures that practice learning opportunities are of high quality, meet regulatory and educational standards and are effectively contributing to the professional development of social work students.

4. Addressing Concerns and Ensuring Compliance:

The PEP is instrumental in addressing concerns related to the practice learning experiences of BA (Hons) Social Work students and ensuring that all placements comply with Social Work England standards and college policies. This proactive approach is vital for maintaining the integrity and quality of the social work program. The key components of this process include:

4.1 Review of Evidence Files:

- The PEP will review a sample of students' evidence file as part of the moderation process but when a Practice Educator's report indicates that a student is failing or has failed to meet the requirements the individual student's evidence file will be reviewed. This thorough review ensures that all decisions are made based on comprehensive evidence, including any action plans.

4.2 Action Plans for Students Failing to Meet Requirements:

- In situations where concerns are expressed about a student's progress or a student has failed to meet the requirements, the PEP will ensure that a clear and appropriate action plan was put in place for the student.

4.3 Providing Guidance for Improvement:

- Where necessary, the PEP will provide recommendations for the next steps and progression for students who fail to meet the requirements. This includes meeting with the Programme Lead and informing students about Bradford College's support services to help them address the identified issues and succeed in their future practice learning opportunities.

4.4 Ensuring Compliance with Practice Educator Standards:

- A key part of the monitoring and evaluation process is ensuring that Practice Educators meet the required Practice Educator Standards. Recommendations may be made for their ongoing training and development, as well as for the continuing relationship with the College to ensure a high standard of practice education.

4.5 Addressing Fitness to Practice Concerns:

- If there are significant concerns about a student's fitness to practice, these can be raised by the PEP with the Head of School. The Head of School then follows the college's "Students Fitness to Practice Procedures" to address these concerns comprehensively and fairly.

5. Outcomes of the PEP

The PEP can conclude with one of four possible outcomes for each student's performance and practice placement evaluation. All outcomes are a recommendation to the Assessment Board (see section 6):

- **Pass:** The student has satisfactorily met all the requirements of the practice placement, demonstrating the necessary skills, knowledge and professional behaviour in accordance with the Social Work England standards, the Professional Capabilities Framework (BASW) and the BA (Hons) Social Work Programme criteria.
- **Fail:** The student has not met the required standards of the practice placement and there are no further opportunities given at placement. This decision is based on evidence and assessment that the student's performance, skills, knowledge or professional behaviour are significantly below the expected standards. Specific areas of deficiency will be documented and recommendations for improvement or further action will be provided.
- **Repeat:** This outcome mandates a comprehensive redo of the student's year of study, encompassing all incomplete modules up to the point of placement failure. Any module with academic components linked to the placement must be completed again, even where the student passed successfully. The requirement to repeat aims to ensure the student fully meets the comprehensive standards and learning objectives of their programme, addressing both practical and theoretical competencies. Conditions for the repeat placement and academic work will be precisely defined to guide the student's development and progress. Repeat tuition fees will apply.
- **Defer:** This outcome is applicable when a student's placement is terminated due to circumstances beyond their control. Examples include loss of funding for the organisation or significant changes to the work or learning opportunities that prevent the continuation of the placement. This outcome should not be applied in cases where the student is dealing with personal or health issues; instead, such situations should be addressed through alternative support mechanisms, such as the mitigating circumstances or suspension of studies procedures.

These outcomes are determined after thorough consideration of all relevant information, including student performance, feedback from practice educators and compliance with professional standards.

6. Recommendations to the Assessment Board

The process of making and considering recommendations for the outcomes of student placements is a critical component of ensuring the quality and effectiveness of practice learning experiences in the BA (Hons) Social Work programme at Bradford College. The PEP plays a pivotal role in this process by evaluating the performance of students in their practice placements and making informed recommendations to the Assessment Board. The procedure for these recommendations is as follows:

6.1 Recording Recommendations:

- After a thorough review of student performances in their practice placements, the PEP will record its observations and formulate recommendations regarding the outcomes of these placements. This includes recommendations for both successful completions and instances where students may have failed to meet the required standards.

6.2 Communicating with the Assessment Board:

- The Practice Learning Coordinator, serving as the liaison between the PEP and the Assessment Board, is responsible for informing the Assessment Board of the PEP's recommendations. This communication is essential for ensuring that the board has a complete and accurate understanding of the PEP's assessments and recommendations.

6.3 Reporting Placement Outcomes:

- The Practice Learning Coordinator will report the outcomes of placements, including both passes and fails, through the placement modules on the student records system. This systematic reporting ensures that all relevant data is accurately captured and made available to the Assessment Board for their consideration.

6.4 Assessment Board Consideration:

- The Assessment Board will consider the PEP's recommendations during its deliberations on student outcomes. This consideration is based on a comprehensive review of the PEP's recommendations, student performance data and any other relevant information that may impact the final decision regarding the outcomes of practice placements.

6.5 Approval of Recommendations:

- Once the Assessment Board has thoroughly reviewed the recommendations and all associated information, it will approve the final outcomes for student placements. This approval process ensures that decisions are made based on a careful consideration of all relevant factors, aligning with the program's standards and objectives.

By following this procedure, Bradford College ensures that the outcomes of practice placements are determined through a rigorous and collaborative process that prioritises the quality of student learning experiences and the integrity of the BA (Hons) Social Work Programme.

7. Appealing the Decision of the Practice Evaluation Panel (PEP)

7.1 Grounds for Appeal:

An appeal against the decision of the PEP can be made on one of the following grounds:

- **Material Procedural Irregularity:** There was a significant procedural error made by the PEP that adversely affected the outcome.
- **Additional Evidence:** New evidence has emerged which could not have reasonably been presented at the time of the PEP's decision-making process and might have influenced the outcome.

7.2 Making a Request for an Appeal:

- Students who wish to appeal the decision of the PEP must submit a written request for review through the Appeal Procedure for Bradford College Higher Education Students.

- Appeals must be submitted within 10 working days of receiving the decision from the PEP. The request should be sent in writing to the Quality team and emailed to appeals@bradfordcollege.ac.uk.
- The appeal request should clearly state the grounds for appeal and include any relevant supporting evidence. It is crucial to understand that this process does not entail a re-evaluation of the PEP's decision but a review based on the stated grounds for appeal.
- Upon submission of an appeal, the student may request a copy of the PEP meeting minutes and any Professional Extenuating Circumstances forms that may have been submitted to the SEPP.

7.3 Limitations of the Appeal Process:

- It is important to note that there is no right to appeal against the Professional or academic judgment made by the PEP. Appeals cannot be based solely on disagreement with the Professional or academic decisions of the panel.

7.4 Conclusion of the College Internal Processes:

- At the end of the internal review process, students will receive a 'Letter of Completion' of internal proceedings as outlined by the Office of the Independent Adjudicator for Higher Education (OIA).
- Should a student feel that their case remains unresolved following the internal process, they have the option to appeal to the OIA for reconsideration under its scheme rules. This must be done within twelve months from the issuance of the 'Letter of Completion'.

7.5 Additional Resources and Contact Information:

For more information on how to appeal to the OIA, students can visit OIA's complaint procedure page. Contact details for the OIA are as follows:

- Address: OIA(HE), Second Floor Abbey Gate, 57 – 75 Kings Road, READING, RG1 3AB
- Telephone: 0118 959 9813
- E-form: <https://oiahe.org.uk/contact-us/e-form.aspx>
- Email: enquiries@oiahe.org.uk

This section provides a comprehensive overview for students on how to appeal decisions made by the PEP, ensuring that there is a clear and fair process for addressing concerns and ensuring that all students are treated justly and equitably.

8. Retention of Information and Records Relating to Appeals and Complaints

When an applicant submits an appeal regarding the PEP, they implicitly agree that Bradford College is authorised to process the information contained within the submission for all matters related to the PEP Procedure. This consent is crucial for the College to carry out its duties in reviewing and resolving appeals in a comprehensive and lawful manner.

8.1 Data Handling and Privacy:

- All information and records generated during the appeals and complaints process are handled with the utmost respect for privacy and confidentiality. The College adheres strictly to the principles outlined in the General Data Protection Regulation (GDPR) Act of 2018, ensuring that personal data is processed fairly, lawfully and transparently.

8.2 Record Retention:

- The records and information pertaining to appeals are retained in accordance with the College's "Information and Records Management Policy." This policy dictates the duration for which records should be kept, the conditions under which they can be accessed and when they should be securely disposed of, to protect the privacy of all parties involved.

8.3 Purpose of Information Processing:

The processing of this information is essential for several purposes, including:

- To facilitate a thorough review of the appeal.
- To ensure that all relevant facts and evidence are considered during the decision-making process.
- To enable effective communication between the College, the applicant and other relevant parties.
- To comply with legal and regulatory obligations, including those related to higher education governance and quality assurance.
- To identify opportunities for improving the College's processes and practices related to practice learning experiences.

8.4 Access to Information:

- Access to records related to appeals is limited to authorised personnel who are directly involved in managing or resolving the appeal or complaint. This restricted access is necessary to maintain the confidentiality of the information and to ensure that it is used solely for the purposes outlined above.

8.5 Rights of Individuals:

- Individuals whose data is processed in the context of appeals and complaints have rights under the GDPR, including the right to access their personal data, the right to request the correction of inaccurate data and the right to object to the processing of their data in certain circumstances.

By submitting an appeal applicants acknowledge and agree to these terms regarding the retention and processing of their information. Bradford College is committed to upholding the highest standards of data protection and privacy for all individuals involved in the School Experience Professional Panel Procedure.

Related Policies/Procedures/Regulations

- Information and Records Management Policy
- Bradford College Fitness to Practise Procedures
- Higher Education Student Appeals Policy
- Learning Support for Students with Disabilities and/or Learning Difficulties Policy
- Terms of Reference: PEP for BA (Hons) Social Work