Practice Teacher – Report Writing

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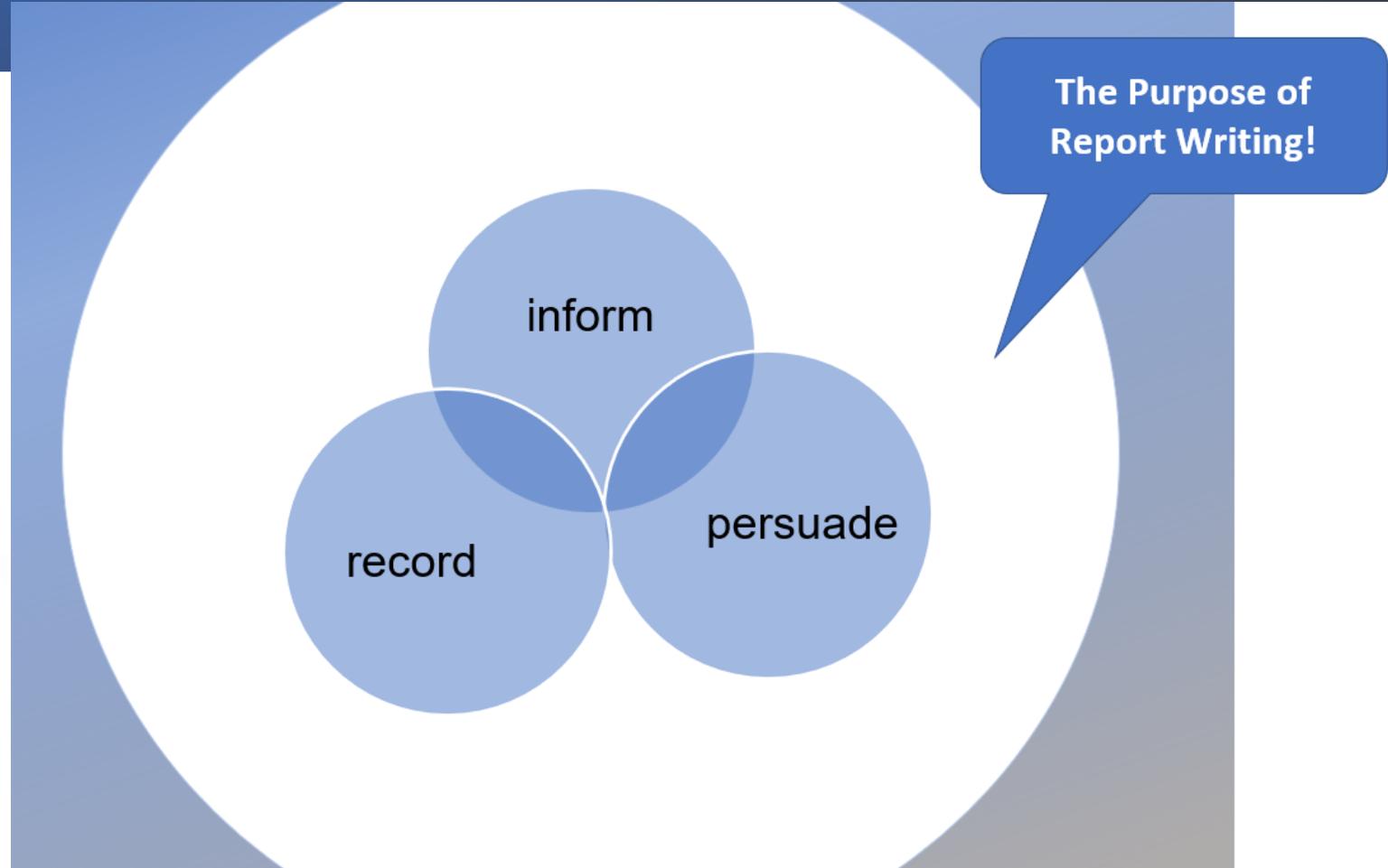Skills Centre

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Overview

Report Writing

Good Practice

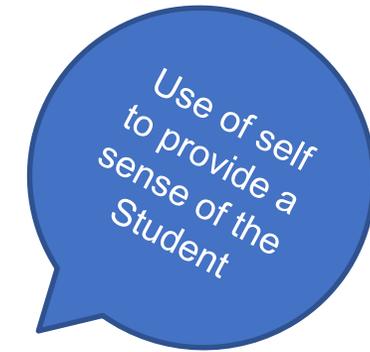USE A GOOD MIX OF "SIMPLE" AND "COMPLEX" WORDS

BE CLEAR AND STRAIGHTFORWARD

KEEP YOUR ARGUMENT SIMPLE!

BEWARE OF THE THESAURUS!

Report Writing Essentials Do's and Don'ts

✓ Formal

✓ Clear, precise, concise

✓ Cautious

✓ Factual

✓ Impersonal yet personal!

✓ Objective

X Overuse of personal pronouns like "I", "We", and "You"

X Slang

X Vague ideas

X Abbreviations/contractions

Use of self to provide a sense of the Student

Note: *Use of personal pronouns is very useful for certain aspects of the form as will be seen later in this presentation. However, overall they should not be used to the point of distraction for the reader*

IMPORTANT

- Analyse facts, CORU Frameworks and evidence that are **relevant** to a specific problem

- Important to follow these rubrics of assessment in your report

- Use sections and headings to allow the reader to follow easily

Mid-placement Review Form

Specific requirements for both format and content are provided

Important to use these as a guide you

Specific categories required that you can reflect on alongside CORU frameworks

Includes list and/or brief details such as:

- Student name and ID
- Practice Teacher Details (name and agency, address of placement location etc
- Any student absences?

Details of student's assigned role
- Gender of service users
- Age range of service users
- Family work?
- Community work?

Remember :
No descriptive or identifying information of service users can be used

Example Section: Practice recommendations

This is commonly used to structure remainder of placement. It's important to ensure these are all grounded in CORU frameworks.

1. Raise concerns about safety and quality of care : [add some specific goals around this skill which the student can do in their everyday placement setting for the coming weeks]

2. Assess and mitigate any health, safety and welfare risks: [add some specific goals around this skill which the student can do in their everyday placement setting for the coming weeks]

Purpose:
- Allows for both you and your student to reflect on performance
- Identifies gaps in knowledge/skills/behaviour but in a way that is productive
- Breaks them into specific, achievable goals to work towards for the student
- Ensures that communication on both sides is clear due to the report's official nature

Your student will also fill out a midway report.

Important to add purpose to the report throughout the placement experience and during the report sign-off by:

- Flagging any potential issues

- Having a clear and precise training plan you follow which records, in a timely manner, any incidents of interest that could be used to demonstrate how the student did/did not meet CORU framework

- These records should be used to form your report at mid and end of placement reports

- Both you and the student must meet regularly to discuss progress

- The sign-off by both you and the student should therefore not be the time for any revelations about learning outcomes/expectations that had or had not been sufficiently met according to CORU guidelines

The Final Report.

This section usually requires:

- Your Practice Teacher judgement

- Requires a pass or fail recommendation

- Important to note if there is any dissenting opinion regarding your judgement

- Any matters that need to be forwarded to the relevant practise committee in charge of student placements should be noted here

Final Report

CONTEXT AND CONTENT OF THE PLACEMENT

BOTH STUDENT AND PRACTICE TEACHER SHOULD BE INVOLVED IN THE WRITING OF THE REPORT

OPEN DISCUSSION AND BOTH PARTIES SHOULD SIGN BOTH DOCUMENTS

THE IMPORTANCE OF GOAL ESTABLISHMENT, GOOD NOTETAKING AND RECODING PROGRESS IS NOW EVIDENT

DIVERGENCE IN VIEWS MUST BE CLEARLY RECORDED

CORU Proficiencies

❑ *Please explicitly link your assessment of the student's progress to the* CORU proficiencies

- Autonomy and accountability
- Communication, collaborative practice and teamworking
- Safety and quality
- Professional development
- Professional knowledge and skills

❑ Satisfactory/Unsatisfactory

❑ Students must receive satisfactory in all 5 to pass

What is feedback?

Feedback is the return of information about the process or result of an activity

- Important to clarify this with student from the beginning to depersonalise the impact it may have on their self-esteem / ego

- Discuss the benefits for them as an individual who has just started their career path

- Clarify the benefits of a circular, but independent, feedback process (e.g. they should also be able to identify areas of improvement and vocalise additional needs from you as their PT)

Why Give Feedback

- Responsibility of the educator
- Trusted advice using your expertise both from your educational background but most importantly your career experiences
- Commitment to student development
- Offer guidance or mentor the other
- Intent to support or help improve performance
- Contribution to the wider field of your speciality

Types of Feedback

Approach to Giving Feedback Determines the PT/Placement Student Experience

Top tip: an ideal approach is a combination of all of the below!

Corrective Feedback

Helps us revise our work

The feedback giver can explain what went wrong and show the students how to reach a different, perhaps better outcome.

Complementing

Indicating what the student did well. For example, engagement, tone, procedural, word choice, syntax, tone, structure. Noting strengths provides positive reinforcement and can be useful information for future engagements.

Suggesting

Feedback can offer specific suggestions about a action or written piece. For example, pointing out specific irrelevant elements in relation to actions or questions used. The receiver may be directed to the Code of Professional Conduct and Ethics and CORU competencies.

Correcting

Correcting feedback allows you to become aware of certain "habits". Feedback around behaviour and client engagement to be taken from an objective observational stand point and reflective and corrective suggestions made. If corrective around writing you could point out grammar, spelling and continuity errors.

Outlook

Try and treat feedback as a gift rather than a curse!

Feedback and respectful confrontation are gifts we share to help one another grow"

Frederic Laloux

This needs to go both ways!

As PT you also need to be able to receive and adopt feedback in order to adjust where possible to the learning style of your placement student

How do you feel about feedback?

| Think about your journey and training to be where you are today. | Who was a good influence on you career? | Who did you learn the most from? | Why? |

This also goes both ways!

It is important to reflect on any modes of behaviour or supervision which impacted your own learning experience negatively and consider alternative ways to be a PT.

Be the mentor you always wanted

Approaches to Feedback

Step 1: State the purpose of the feedback
Step 2: Be specific in what you have observed
Step 3: Describe the consequence of the action
Step 4: Encourage engagement and response
Step 5: Offer specific suggestions for improvement
Step 6: Summarise and be supportive

I have a concern about ….
I want to discuss…………
I have some thoughts about...

Say where and when the
observation occurred and try not
to speak for others
Avoid language like

Use open questions
What do you think?
I would like to hear your view on this….
What are your thoughts?
How do you think this could be
improved?

Benefits

Improves your overall performance

Can help increase satisfaction with your work

Feedback can help you both to understand things better and feel more confident

You will feel better equipped to assess your own work

Provides you with information and insights about your own work and approaches

Motivative you and your student to write and improve

The process helps you think and reflect on your own work, which enables you to develop a clearer path to work on

Reminder

"You demonstrate a high degree of confidence when you engage with clients"

Rather than

"Your communication skills are good"

- If it is not constructive, do not give it at this time

- Focus on the behaviours while avoiding emotive language

- Focus on observation rather than inference

- Provide a balance of positive and negative feedback

- Be aware of feedback overload - use supervision for formal

- If in doubt reach out- practise having the conversations
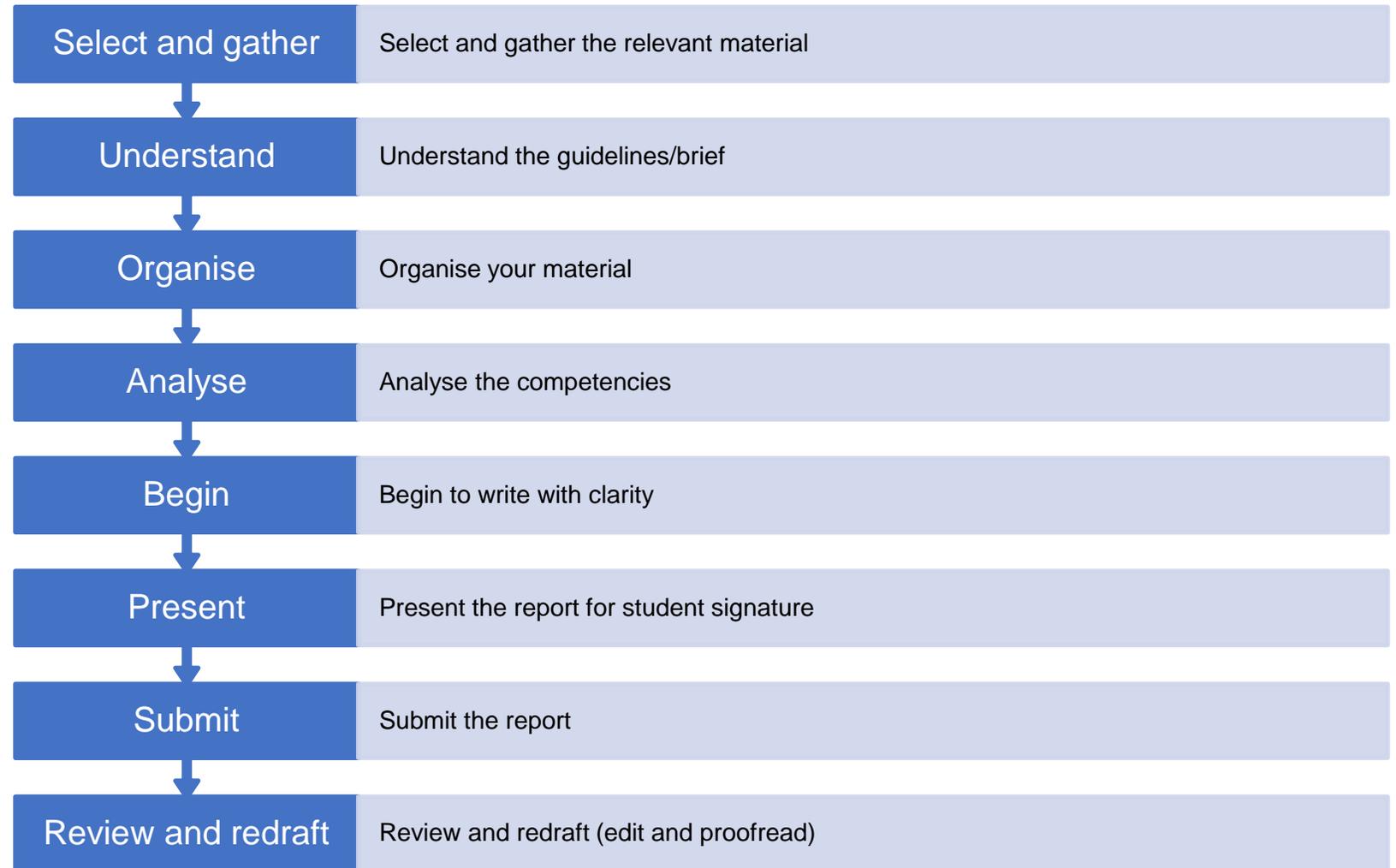
Useful prompts for consideration

- Provide specific examples of how the student demonstrated skills of competency (CORU) – generalised feedback is insufficient

- Ensure to refer to the student by name in the reports, important to demonstrate that you have a sense of them as a person and their career progression. The reader of the report needs to understand their character

- Similarly, provide specific recommendations and pathways for improvement: "I observed … / I saw … "

- Where appropriate/useful/helpful, incorporate examples (negative or positive) of feedback received from managers/colleagues/service users

- Contextualise circumstances which may have impacted student's placement experience(e.g. covid/cybercrime)

- It needs to be clear how the student did/did not progress over the 14-week placement period

- However, ensure to provide a sense for the reader if there were any additional challenges the student experienced

Recap

Select and gather	Select and gather the relevant material
Understand	Understand the guidelines/brief
Organise	Organise your material
Analyse	Analyse the competencies
Begin	Begin to write with clarity
Present	Present the report for student signature
Submit	Submit the report
Review and redraft	Review and redraft (edit and proofread)

Thank you for your attention!