**Practice Educator Accreditation – Assessor’s Feedback**

This form should be used to give feedback to PEAS applicants and can be attached to their application.

1. **PEAS Applicant Number:** Click or tap here to enter text.
2. **Application Route:**

Initial approved course accreditation

Initial experiential/CPD accreditation

Re-accreditation

1. **Roles and responsibilities**
2. **Certificated attached:**

Yes

No

Not applicable

1. **Reflection on the improvements they can make to the clinical learning environment that they facilitate as a practice educator**
2. **Linked CPD**

Not applicable (initial approved course accreditation)

6 (experiential route accreditation)

12 (re-accreditation)

1. **Feedback on CPD Reflections**

1. **How the 12 learning outcomes were met** *(Tick all that apply)*

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Reflections:**  **6 – Initial application**  **12 - Reaccreditation** | | | | | | | | | | | |
| **The 12 learning outcomes** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| 1. Provide information to learners about the learning experience offered and to clarify/manage expectations |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Apply knowledge of educational theory to learning and assessment practice, creating level-appropriate, inclusive and empowering learning environments and opportunities |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Actively promote policies and practices that acknowledge different needs of students and learners individually and as a group, demonstrating an inclusive approach |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Promote the visibility of practice education and the role of learners within the health and care professional team, amongst stakeholders |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Actively contribute to the assessment of adequate and safe levels and models of learner supervision |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understand where practice learning fits with taught components of the programme when working with students |  |  |  |  |  |  |  |  |  |  |  |  |
| **The 12 learning outcomes** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| 1. Promote, facilitate and support self-reflection and peer learning |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Provide a range of opportunities to maximise learning and enable the achievement of directed and self-directed level-appropriate learning outcomes |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Apply and contribute to, where appropriate, various forms and levels of fair, inclusive, sensitive, consistent and robust practice education feedback / feed forward and assessment and involve learners in the process |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Communicate in a skilled and effective manner with students, colleagues, service users and stakeholders to support the facilitation of the programme of learning |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Reflect on and evaluate their role as a practice educator and continually implement improvements |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Evaluate the practice learning environment and formal / informal learning events and implement change based on evidence |  |  |  |  |  |  |  |  |  |  |  |  |

1. **Overall comments**
2. **Advice on how to improve future submissions**