|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A large white building with a flag on the top  Description automatically generated  MA in Social Work, Cardiff University  Stage 2 - Practice Learning Portfolio   |  |  | | --- | --- | | Student and placement details | | | Name |  | | Student number |  | | Practice Educator (PE) name |  | | On Site Supervisor (OSS) name |  | | Local Authority (LA) |  | | Team name |  | | Can you confirm you have read the student placement handbook in full? |  | |

Table of Contents

[Navigating and using this document 3](#_Toc188345199)

[Part 1 – Practice Learning Placement Information and Agreements 4](#_Toc188345200)

[Section A - Confidentiality Statement 4](#_Toc188345201)

[Section B – Practice Learning Agreement 5](#_Toc188345202)

[Section C – Planning Your Placement 8](#_Toc188345203)

[Part 2 - Supervision and Training 10](#_Toc188345204)

[Section D – Supervision Agreement 10](#_Toc188345205)

[Section E – Supervision and Training Records 11](#_Toc188345206)

[Section F1 – Supervision record 13](#_Toc188345207)

[Section F2 – Supervision record 17](#_Toc188345208)

[Section F3 – Supervision record 21](#_Toc188345209)

[Section F4 – Supervision record 25](#_Toc188345210)

[Section F5 – Supervision record 29](#_Toc188345211)

[Part 3 – Direct Observations 33](#_Toc188345212)

[Section G - Practice learning observation 1 33](#_Toc188345213)

[Section H - Practice learning observation 2 38](#_Toc188345214)

[Section I - Practice learning observation 3 42](#_Toc188345215)

[Section J - Practice learning observation 4 46](#_Toc188345216)

[Section K - Practice learning observation 5 50](#_Toc188345217)

[Part 4 – Additional feedback from an individual or carer 55](#_Toc188345218)

[Part 5 - Additional Evidence 56](#_Toc188345219)

[Part 6 - Personal Development 57](#_Toc188345220)

[Part 7 – Evidence Summary Charts 59](#_Toc188345221)

[Section M1 – National Occupational Standards (NOS) evidence chart 59](#_Toc188345222)

[Section M2 – CoPP evidence chart 62](#_Toc188345223)

[Part 8 – Midpoint review 64](#_Toc188345224)

[Part 9 - Practice Educator’s Report 67](#_Toc188345225)

### Navigating and using this document

This document should be read in conjunction with the relevant student Practice Learning Handbook. The purpose of your portfolio is to demonstrate a body of evidence that you have met the necessary competencies.

The colour coding will help you identify who is responsible for completing which parts of your portfolio:

|  |  |
| --- | --- |
| Colour | Meaning / person responsible for completing |
|  | Information/guidance |
|  | Students are responsible for completing sections in this colour |
|  | Practice Educators are responsible for completing sections in this colour |
|  | On-Site Supervisors are responsible for completing sections in this colour |
|  | Tutors are responsible for completing sections in this colour |
|  | Other/can be completed by multiple parties |

# Part 1 – Practice Learning Placement Information and Agreements

|  |  |
| --- | --- |
| Section A - Confidentiality Statement | |
| All the evidence within your portfolio must be anonymised so that individuals (including professionals) and carers cannot be identified. You should include a confidentiality statement at the beginning of the portfolio confirming that you have done this (see below). It is suggested that individuals are referred to by an initial e.g., Mr A (this should not be the initial of the individual) or a pseudonym. Other potentially identifying information should not be included in the portfolio. | |
| I confirm that all information recorded within this portfolio has been anonymised to ensure the protection of individuals/carers with whom I have worked during this period of practice learning. At no time has an individual/carer’s name been used and all individual feedback has been anonymised. All addresses of individuals and identifying information has been removed. All names of fellow students and professionals have been anonymised. | |
| Student signature |  |
| Date |  |

|  |  |
| --- | --- |
| Section B – Practice Learning Agreement | |
| B1 - Student details | |
| Work contact number |  |
| University email address |  |
| Social Care Wales Registration Number |  |
| DBS check reference number |  |
| Date DBS certificate provided to Practice Educator and/or local authority representative |  |
| B2 - Host agency details | |
| Name of host agency / team |  |
| Address of host agency |  |
| Work contact number |  |
| B3 - Practice Educator (PE) details | |
| Work contact number |  |
| Email address |  |
| Social Care Wales Registration Number |  |
| B4 - On-Site Supervisor (OSS) details (where relevant) | |
| Name |  |
| Work contact number |  |
| Email address |  |
| Social Care Wales Registration Number (if registered) |  |
| B5 - Tutor details | |
| Tutor name |  |
| Work contact number |  |
| Email address |  |
| B6 - Roles and responsibilities for facilitating and assessing the Practice Learning Placement | |
| Details: | |
| B7 - Function of Practice Learning Placement agency | |
| Details: | |
| B8 - Student’s Individual Learning Needs | |
| Details: | |
| B9 - Outline of work to be undertaken | |
| Details: | |
| B10 - Assessment | |
| Details: | |
| B11 – Practice Learning Placement hours and working arrangements | |
| Details: | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| B12 - Procedures and processes | | | | |
| Item | Date completed | Name and role of person responsible | | |
| Health and safety induction |  |  | | |
| Lone worker policies and procedures |  |  | | |
| Agency confidentiality policy(ies) |  |  | | |
| Agency information sharing policy(ies) |  |  | | |
| Agency safeguarding policy(ies) |  |  | | |
| Procedures for reporting sickness/absences |  |  | | |
| Complaints (or similar) procedures\* |  |  | | |
| Other - please specify: |  |  | | |
| \*Any complaints in relation to student conduct should be addressed in accordance with university processes | | | | |
| B13 – Travel and insurance | | | | |
| Details: | | | | |
| Will you have access to a vehicle for the duration of the practice learning placement? | | | | Yes / no |
| Do you have appropriate insurance to use your car for the purposes of your practice learning placement (including, where relevant, transporting others)? *Copies of your insurance certificate may be requested by some agencies.* | | | | Yes / no |
| B14 - Any other relevant considerations | | | | |
| Details: | | | | |
| B15 – Confirmation and signatures | | | | |
|  | Signature | | Date | |
| Student |  | |  | |
| Practice Educator (PE) |  | |  | |
| On-Site Supervisor (OSS) |  | |  | |

|  |
| --- |
| Section C – Planning Your Placement |
|  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| C1 – Placement Calendar | | | | | | | |
| Key | | | | | | | |
| A | Absence | | P (hours) | | Practice learning placement (and the number of hours completed) | | |
| B | Bank holiday | | V | | Vacation | | |
| O | Other non-practice learning placement day | | U | | University | | |
| Week commencing on date | Practice Learning Placement week number | Monday (hours completed) | Tuesday  (hours completed) | Wednesday  (hours completed) | Thursday  (hours completed) | Friday  (hours completed) | Running total (hours / days) |
| Example | Example | P (8) | P (7.5) | P (7.5) | A (0) | P (8.5) | 31.5 / 4 |
|  | 1 |  |  |  |  |  |  |
|  | 2 |  |  |  |  |  |  |
|  | 3 |  |  |  |  |  |  |
|  | 4 |  |  |  |  |  |  |
|  | 5 |  |  |  |  |  |  |
|  | 6 |  |  |  |  |  |  |
|  | 7 |  |  |  |  |  |  |
|  | 8 |  |  |  |  |  |  |
|  | 9 |  |  |  |  |  |  |
|  | 10 |  |  |  |  |  |  |
|  | 11 |  |  |  |  |  |  |
|  | 12 |  |  |  |  |  |  |
|  | 13 |  |  |  |  |  |  |
|  | 14 |  |  |  |  |  |  |
|  | 15 |  |  |  |  |  |  |
|  | 16 |  |  |  |  |  |  |
|  | 17 |  |  |  |  |  |  |
|  | 18 |  |  |  |  |  |  |
|  | 19 |  |  |  |  |  |  |
|  | 20 |  |  |  |  |  |  |
|  | 21 |  |  |  |  |  |  |
|  | 22 |  |  |  |  |  |  |
|  | 23 |  |  |  |  |  |  |
|  | 24 |  |  |  |  |  |  |
|  | 25 |  |  |  |  |  |  |
|  | 26 |  |  |  |  |  |  |
|  | 27 |  |  |  |  |  |  |
|  | 28 |  |  |  |  |  |  |
|  | 29 |  |  |  |  |  |  |
|  | 30 |  |  |  |  |  |  |
| Placement start date | | | | | |  | |
| Placement end date | | | | | |  | |
| Please provide details of any missed placement days in the space below. This should include: (i) dates affected; (ii) reasons for absence; (iii) how any missed days were made up; and (iv) any other relevant information. Practice Educators (PE) should be notified and consulted about any changes and information fed back to tutors as needed. | | | | | | | |
| Details: | | | | | | | |

# Part 2 - Supervision and Training

|  |  |  |
| --- | --- | --- |
| Section D – Supervision Agreement | | |
| D1 - Supervision details | | |
| Students must have at least 1.5 hours supervision for every 5 days on placement. | | |
| Details: | | |
| D2 - Joint supervisions (where relevant) | | |
| Details: | | |
| D3 – Confirmation and signatures | | |
| Please confirm you have read and agreed to the Supervision Agreement | | |
|  | Signature | Date |
| Student |  |  |
| Practice Educator |  |  |
| On-Site Supervisor |  |  |

|  |  |  |
| --- | --- | --- |
| Section E – Supervision and Training Records | | |
| E1 – Supervision log | | |
| Supervision number | Date | Reason for cancellation (if applicable). |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |
| 8 |  |  |
| 9 |  |  |
| 10 |  |  |
| 11 |  |  |
| 12 |  |  |
| 13 |  |  |
| 14 |  |  |
| 15 |  |  |
| 16 |  |  |
| 17 |  |  |
| 18 |  |  |
| 19 |  |  |
| 20 |  |  |

|  |  |  |
| --- | --- | --- |
| E2 – Training log | | |
| Add more lines as needed | Date | Topic and brief overview of the content. |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Section F1 – Supervision record | | | | | |
| Date | |  | | | |
| Location | |  | | | |
| Session number (1, 2, 3, etc.) | |  | | | |
| Practice Educator present | | Yes / no | | | |
| OSS present | | Yes / no | | | |
| Person responsible for the notes | |  | | | |
| Agenda | | | | | |
| Students, PEs and OSSs are all encouraged to help develop the agenda. | | | | | |
| Details: | | | | | |
| Supervision notes | | | | | |
| Topic/area | Details of the discussion | | Decisions made | | Evidence for NOS and CoPPs |
|  | Please ensure that any information is recorded in a manner that protects the anonymity of people using services, carers and/or other practitioners. | | This should include details of who is responsible for any actions and the timescales these. | | Any claims for NOS and the CoPP should be made here. |
| Current situation and progress  (This can include information brought forward from the last supervision) |  | |  | |  |
| Student welfare  (Work-life balance, any issues, etc.) |  | |  | |  |
| Learning opportunities and discussion of work undertaken / observed  (Reflection on practice, discussion of work, etc. This can also include discussion of simulated scenarios and examples) |  | |  | |  |
| Anti-discriminatory and anti-oppressive practice, Welsh context and social work values and ethics |  | |  | |  |
| Practice orientated theory and learning  (Theory, empirical research, wider literature, legislation and policy) |  | |  | |  |
| Placement and portfolio requirements  (Plans for observations, NOS and CoPP evidence summary charts, planning for tutor visits and/or PAPs) |  | |  | |  |
| Training and development  (Training needs and opportunities for development) |  | |  | |  |
| Additional information and comments | | | | | |
| Student |  | | | | |
| Practice Educator |  | | | | |
| On-Site Supervisor |  | | | | |
| Other |  | | | | |
| Next supervision | | | | | |
| Date and time |  | | | | |
| Location |  | | | | |
| Confirmation and signatures  Please confirm that the supervision record is accurate, and that all claims made in relation to NOS and the CoPP are correct. | | | | | |
|  | Signature | | | Date | |
| Student |  | | |  | |
| Practice Educator |  | | |  | |
| On-Site Supervisor |  | | |  | |
| Other |  | | |  | |

# 

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Section F2 – Supervision record | | | | | |
| Date | |  | | | |
| Location | |  | | | |
| Session number (1, 2, 3, etc.) | |  | | | |
| Practice Educator present | | Yes / no | | | |
| OSS present | | Yes / no | | | |
| Person responsible for the notes | |  | | | |
| Agenda | | | | | |
| Students, PEs and OSSs are all encouraged to help develop the agenda. | | | | | |
| Details: | | | | | |
| Supervision notes | | | | | |
| Topic/area | Details of the discussion | | Decisions made | | Evidence for NOS and CoPPs |
|  | Please ensure that any information is recorded in a manner that protects the anonymity of people using services, carers and/or other practitioners. | | This should include details of who is responsible for any actions and the timescales these. | | Any claims for NOS and the CoPP should be made here. |
| Current situation and progress  (This can include information brought forward from the last supervision) |  | |  | |  |
| Student welfare  (Work-life balance, any issues, etc.) |  | |  | |  |
| Learning opportunities and discussion of work undertaken / observed  (Reflection on practice, discussion of work, etc. This can also include discussion of simulated scenarios and examples) |  | |  | |  |
| Anti-discriminatory and anti-oppressive practice, Welsh context and social work values and ethics |  | |  | |  |
| Practice orientated theory and learning  (Theory, empirical research, wider literature, legislation and policy) |  | |  | |  |
| Placement and portfolio requirements  (Plans for observations, NOS and CoPP evidence summary charts, planning for tutor visits and/or PAPs) |  | |  | |  |
| Training and development  (Training needs and opportunities for development) |  | |  | |  |
| Additional information and comments | | | | | |
| Student |  | | | | |
| Practice Educator |  | | | | |
| On-Site Supervisor |  | | | | |
| Other |  | | | | |
| Next supervision | | | | | |
| Date and time |  | | | | |
| Location |  | | | | |
| Confirmation and signatures  Please confirm that the supervision record is accurate, and that all claims made in relation to NOS and the CoPP are correct. | | | | | |
|  | Signature | | | Date | |
| Student |  | | |  | |
| Practice Educator |  | | |  | |
| On-Site Supervisor |  | | |  | |
| Other |  | | |  | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Section F3 – Supervision record | | | | | |
| Date | |  | | | |
| Location | |  | | | |
| Session number (1, 2, 3, etc.) | |  | | | |
| Practice Educator present | | Yes / no | | | |
| OSS present | | Yes / no | | | |
| Person responsible for the notes | |  | | | |
| Agenda | | | | | |
| Students, PEs and OSSs are all encouraged to help develop the agenda. | | | | | |
| Details: | | | | | |
| Supervision notes | | | | | |
| Topic/area | Details of the discussion | | Decisions made | | Evidence for NOS and CoPPs |
|  | Please ensure that any information is recorded in a manner that protects the anonymity of people using services, carers and/or other practitioners. | | This should include details of who is responsible for any actions and the timescales these. | | Any claims for NOS and the CoPP should be made here. |
| Current situation and progress  (This can include information brought forward from the last supervision) |  | |  | |  |
| Student welfare  (Work-life balance, any issues, etc.) |  | |  | |  |
| Learning opportunities and discussion of work undertaken / observed  (Reflection on practice, discussion of work, etc. This can also include discussion of simulated scenarios and examples) |  | |  | |  |
| Anti-discriminatory and anti-oppressive practice, Welsh context and social work values and ethics |  | |  | |  |
| Practice orientated theory and learning  (Theory, empirical research, wider literature, legislation and policy) |  | |  | |  |
| Placement and portfolio requirements  (Plans for observations, NOS and CoPP evidence summary charts, planning for tutor visits and/or PAPs) |  | |  | |  |
| Training and development  (Training needs and opportunities for development) |  | |  | |  |
| Additional information and comments | | | | | |
| Student |  | | | | |
| Practice Educator |  | | | | |
| On-Site Supervisor |  | | | | |
| Other |  | | | | |
| Next supervision | | | | | |
| Date and time |  | | | | |
| Location |  | | | | |
| Confirmation and signatures  Please confirm that the supervision record is accurate, and that all claims made in relation to NOS and the CoPP are correct. | | | | | |
|  | Signature | | | Date | |
| Student |  | | |  | |
| Practice Educator |  | | |  | |
| On-Site Supervisor |  | | |  | |
| Other |  | | |  | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Section F4 – Supervision record | | | | | |
| Date | |  | | | |
| Location | |  | | | |
| Session number (1, 2, 3, etc.) | |  | | | |
| Practice Educator present | | Yes / no | | | |
| OSS present | | Yes / no | | | |
| Person responsible for the notes | |  | | | |
| Agenda | | | | | |
| Students, PEs and OSSs are all encouraged to help develop the agenda. | | | | | |
| Details: | | | | | |
| Supervision notes | | | | | |
| Topic/area | Details of the discussion | | Decisions made | | Evidence for NOS and CoPPs |
|  | Please ensure that any information is recorded in a manner that protects the anonymity of people using services, carers and/or other practitioners. | | This should include details of who is responsible for any actions and the timescales these. | | Any claims for NOS and the CoPP should be made here. |
| Current situation and progress  (This can include information brought forward from the last supervision) |  | |  | |  |
| Student welfare  (Work-life balance, any issues, etc.) |  | |  | |  |
| Learning opportunities and discussion of work undertaken / observed  (Reflection on practice, discussion of work, etc. This can also include discussion of simulated scenarios and examples) |  | |  | |  |
| Anti-discriminatory and anti-oppressive practice, Welsh context and social work values and ethics |  | |  | |  |
| Practice orientated theory and learning  (Theory, empirical research, wider literature, legislation and policy) |  | |  | |  |
| Placement and portfolio requirements  (Plans for observations, NOS and CoPP evidence summary charts, planning for tutor visits and/or PAPs) |  | |  | |  |
| Training and development  (Training needs and opportunities for development) |  | |  | |  |
| Additional information and comments | | | | | |
| Student |  | | | | |
| Practice Educator |  | | | | |
| On-Site Supervisor |  | | | | |
| Other |  | | | | |
| Next supervision | | | | | |
| Date and time |  | | | | |
| Location |  | | | | |
| Confirmation and signatures  Please confirm that the supervision record is accurate, and that all claims made in relation to NOS and the CoPP are correct. | | | | | |
|  | Signature | | | Date | |
| Student |  | | |  | |
| Practice Educator |  | | |  | |
| On-Site Supervisor |  | | |  | |
| Other |  | | |  | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Section F5 – Supervision record | | | | | |
| Date | |  | | | |
| Location | |  | | | |
| Session number (1, 2, 3, etc.) | |  | | | |
| Practice Educator present | | Yes / no | | | |
| OSS present | | Yes / no | | | |
| Person responsible for the notes | |  | | | |
| Agenda | | | | | |
| Students, PEs and OSSs are all encouraged to help develop the agenda. | | | | | |
| Details: | | | | | |
| Supervision notes | | | | | |
| Topic/area | Details of the discussion | | Decisions made | | Evidence for NOS and CoPPs |
|  | Please ensure that any information is recorded in a manner that protects the anonymity of people using services, carers and/or other practitioners. | | This should include details of who is responsible for any actions and the timescales these. | | Any claims for NOS and the CoPP should be made here. |
| Current situation and progress  (This can include information brought forward from the last supervision) |  | |  | |  |
| Student welfare  (Work-life balance, any issues, etc.) |  | |  | |  |
| Learning opportunities and discussion of work undertaken / observed  (Reflection on practice, discussion of work, etc. This can also include discussion of simulated scenarios and examples) |  | |  | |  |
| Anti-discriminatory and anti-oppressive practice, Welsh context and social work values and ethics |  | |  | |  |
| Practice orientated theory and learning  (Theory, empirical research, wider literature, legislation and policy) |  | |  | |  |
| Placement and portfolio requirements  (Plans for observations, NOS and CoPP evidence summary charts, planning for tutor visits and/or PAPs) |  | |  | |  |
| Training and development  (Training needs and opportunities for development) |  | |  | |  |
| Additional information and comments | | | | | |
| Student |  | | | | |
| Practice Educator |  | | | | |
| On-Site Supervisor |  | | | | |
| Other |  | | | | |
| Next supervision | | | | | |
| Date and time |  | | | | |
| Location |  | | | | |
| Confirmation and signatures  Please confirm that the supervision record is accurate, and that all claims made in relation to NOS and the CoPP are correct. | | | | | |
|  | Signature | | | Date | |
| Student |  | | |  | |
| Practice Educator |  | | |  | |
| On-Site Supervisor |  | | |  | |
| Other |  | | |  | |

# Part 3 – Direct Observations

|  |  |  |  |
| --- | --- | --- | --- |
| Section G - Practice learning observation 1 | | | |
| G1 – Observer information | | | |
| Name of observer | |  | |
| If the observer is not the PE, what is their role? (Observers must be registered social workers.) | |  | |
| G2 – Student preparation | | | |
| You should only identify and claim evidence of NOS and in relation to the CoPP where it has already been demonstrated and achieved. You should not refer to NOS or the CoPP in relation to something you might hope to achieve in the future. When providing evidence of meeting NOS or in relation to the CoPP, you should include the relevant information in parentheses. For example:  "By talking to the children about why I was visiting and seeking their views about my being observed, I have shown respect for their views (CoPP, 1.2) and supported them to take part in decision-making about whether the observation could go ahead (CoPP, 1.3)." | | | |
| Informed consent - What have you done to establish whether those involved are giving informed consent to the observation and feeding back on your practice? This applies to adults and children. | | | |
| Details: | | | |
| Has a consent form been completed for every person involved in the observation? | Yes / no | | |
| Context - Individual, Carer, Group or Community context. Think about social GRACES and Welsh context. | | | |
| Details: | | | |
| Your role and purpose of the session – What is the purpose of social work involvement with this person, carer, family or group? What is the aim of the session being observed, and how does this relate to the overall purpose of the intervention? | | | |
| Details: | | | |
| Multi-agency and interdisciplinary working - Please identify any multi-agency and interdisciplinary working. In doing this, you should clearly identify any skills you are hoping to demonstrate in relation to multi-agency and interdisciplinary working. | | | |
| Details: | | | |
| Legal and policy context - Please identify the relevant legal and policy frameworks | | | |
| Details: | | | |
| Empirical research and theory - What research and theories are you drawing on to help you think about this piece of work? Any theories you refer to here must be referred to again in your reflective account. | | | |
| Details: | | | |
| Skills - What skills do you hope to evidence within the observation? Do not list NOS/CoPP | | | |
| Details: | | | |
| Learning needs - What learning needs have been identified from your previous social care experience, previous placements and in previous observations (where applicable) that you wish to develop as part of this observation? | | | |
| Details: | | | |
| Safeguarding – Are there any actual or potential safeguarding issues relevant to this piece of work? If so, what are they? | | | |
| Details: | | | |
| Additional information – Is there any other information that the observer and/or PE should be aware of? | | | |
| Details: | | | |
| Date preparation completed | | |  |
| Date preparation discussed with observer | | |  |
| Date of observation | | |  |

|  |  |
| --- | --- |
| G3 – Observer summary of individual / carer feedback | |
| Remember to link the evidence to the NOS and CoPP. | |
| Summary of feedback from individuals / carers meeting with the student: | |
| Can you confirm that the student obtained informed consent for this observation? | Yes / no |
| Date |  |

|  |  |
| --- | --- |
| G4 – Observer feedback on observation | |
| Summary of your feedback for the student: | |
| Date |  |

|  |  |
| --- | --- |
| G5 – Student reflection | |
| Reflective account: | |
| Word count |  |
| Date |  |
| Can you confirm that any initials or pseudonyms included in this account have been fully anonymised, and that you have removed all other potentially identifying information about people who user services and carers? | Yes / no |

|  |  |
| --- | --- |
| G6 – PE feedback on reflection | |
| Practice Educator (PE) feedback: | |
| Date |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Section H - Practice learning observation 2 | | | |
| H1 – Observer information | | | |
| Name of observer | |  | |
| If the observer is not the PE, what is their role? (Observers must be registered social workers.) | |  | |
| H2 – Student preparation | | | |
| You should only identify and claim evidence of NOS and in relation to the CoPP where it has already been demonstrated and achieved. You should not refer to NOS or the CoPP in relation to something you might hope to achieve in the future. When providing evidence of meeting NOS or in relation to the CoPP, you should include the relevant information in parentheses. For example:  "By talking to the children about why I was visiting and seeking their views about my being observed, I have shown respect for their views (CoPP, 1.2) and supported them to take part in decision-making about whether the observation could go ahead (CoPP, 1.3)." | | | |
| Informed consent - What have you done to establish whether those involved are giving informed consent to the observation and feeding back on your practice? This applies to adults and children. | | | |
| Details: | | | |
| Has a consent form been completed for every person involved in the observation? | Yes / no | | |
| Context - Individual, Carer, Group or Community context. Think about social GRACES and Welsh context. | | | |
| Details: | | | |
| Your role and purpose of the session – What is the purpose of social work involvement with this person, carer, family or group? What is the aim of the session being observed, and how does this relate to the overall purpose of the intervention? | | | |
| Details: | | | |
| Multi-agency and interdisciplinary working - Please identify any multi-agency and interdisciplinary working. In doing this, you should clearly identify any skills you are hoping to demonstrate in relation to multi-agency and interdisciplinary working. | | | |
| Details: | | | |
| Legal and policy context - Please identify the relevant legal and policy frameworks | | | |
| Details: | | | |
| Empirical research and theory - What research and theories are you drawing on to help you think about this piece of work? Any theories you refer to here must be referred to again in your reflective account. | | | |
| Details: | | | |
| Skills - What skills do you hope to evidence within the observation? Do not list NOS/CoPP | | | |
| Details: | | | |
| Learning needs - What learning needs have been identified from your previous social care experience, previous placements and in previous observations (where applicable) that you wish to develop as part of this observation? | | | |
| Details: | | | |
| Safeguarding – Are there any actual or potential safeguarding issues relevant to this piece of work? If so, what are they? | | | |
| Details: | | | |
| Additional information – Is there any other information that the observer and/or PE should be aware of? | | | |
| Details: | | | |
| Date preparation completed | | |  |
| Date preparation discussed with observer | | |  |
| Date of observation | | |  |

|  |  |
| --- | --- |
| H3 – Observer summary of individual / carer feedback | |
| Remember to link the evidence to the NOS and CoPP. | |
| Summary of feedback from individuals / carers meeting with the student: | |
| Can you confirm that the student obtained informed consent for this observation? | Yes / no |
| Date |  |

|  |  |
| --- | --- |
| H4 – Observer feedback on observation | |
| Summary of your feedback for the student: | |
| Date |  |

|  |  |
| --- | --- |
| H5 – Student reflection | |
| Reflective account: | |
| Word count |  |
| Date |  |
| Can you confirm that any initials or pseudonyms included in this account have been fully anonymised, and that you have removed all other potentially identifying information about people who user services and carers? | Yes / no |

|  |  |
| --- | --- |
| H6 – PE feedback on reflection | |
| Practice Educator (PE) feedback: | |
| Date |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Section I - Practice learning observation 3 | | | |
| I1 – Observer information | | | |
| Name of observer | |  | |
| If the observer is not the PE, what is their role? (Observers must be registered social workers.) | |  | |
| I2 – Student preparation | | | |
| You should only identify and claim evidence of NOS and in relation to the CoPP where it has already been demonstrated and achieved. You should not refer to NOS or the CoPP in relation to something you might hope to achieve in the future. When providing evidence of meeting NOS or in relation to the CoPP, you should include the relevant information in parentheses. For example:  "By talking to the children about why I was visiting and seeking their views about my being observed, I have shown respect for their views (CoPP, 1.2) and supported them to take part in decision-making about whether the observation could go ahead (CoPP, 1.3)." | | | |
| Informed consent - What have you done to establish whether those involved are giving informed consent to the observation and feeding back on your practice? This applies to adults and children. | | | |
| Details: | | | |
| Has a consent form been completed for every person involved in the observation? | Yes / no | | |
| Context - Individual, Carer, Group or Community context. Think about social GRACES and Welsh context. | | | |
| Details: | | | |
| Your role and purpose of the session – What is the purpose of social work involvement with this person, carer, family or group? What is the aim of the session being observed, and how does this relate to the overall purpose of the intervention? | | | |
| Details: | | | |
| Multi-agency and interdisciplinary working - Please identify any multi-agency and interdisciplinary working. In doing this, you should clearly identify any skills you are hoping to demonstrate in relation to multi-agency and interdisciplinary working. | | | |
| Details: | | | |
| Legal and policy context - Please identify the relevant legal and policy frameworks | | | |
| Details: | | | |
| Empirical research and theory - What research and theories are you drawing on to help you think about this piece of work? Any theories you refer to here must be referred to again in your reflective account. | | | |
| Details: | | | |
| Skills - What skills do you hope to evidence within the observation? Do not list NOS/CoPP | | | |
| Details: | | | |
| Learning needs - What learning needs have been identified from your previous social care experience, previous placements and in previous observations (where applicable) that you wish to develop as part of this observation? | | | |
| Details: | | | |
| Safeguarding – Are there any actual or potential safeguarding issues relevant to this piece of work? If so, what are they? | | | |
| Details: | | | |
| Additional information – Is there any other information that the observer and/or PE should be aware of? | | | |
| Details: | | | |
| Date preparation completed | | |  |
| Date preparation discussed with observer | | |  |
| Date of observation | | |  |

|  |  |
| --- | --- |
| I3 – Observer summary of individual / carer feedback | |
| Remember to link the evidence to the NOS and CoPP. | |
| Summary of feedback from individuals / carers meeting with the student: | |
| Can you confirm that the student obtained informed consent for this observation? | Yes / no |
| Date |  |

|  |  |
| --- | --- |
| I4 – Observer feedback on observation | |
| Summary of your feedback for the student: | |
| Date |  |

|  |  |
| --- | --- |
| I5 – Student reflection | |
| Reflective account: | |
| Word count |  |
| Date |  |
| Can you confirm that any initials or pseudonyms included in this account have been fully anonymised, and that you have removed all other potentially identifying information about people who user services and carers? | Yes / no |

|  |  |
| --- | --- |
| I6 – PE feedback on reflection | |
| Practice Educator (PE) feedback: | |
| Date |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Section J - Practice learning observation 4 | | | |
| J1 – Observer information | | | |
| Name of observer | |  | |
| If the observer is not the PE, what is their role? (Observers must be registered social workers.) | |  | |
| J2 – Student preparation | | | |
| You should only identify and claim evidence of NOS and in relation to the CoPP where it has already been demonstrated and achieved. You should not refer to NOS or the CoPP in relation to something you might hope to achieve in the future. When providing evidence of meeting NOS or in relation to the CoPP, you should include the relevant information in parentheses. For example:  "By talking to the children about why I was visiting and seeking their views about my being observed, I have shown respect for their views (CoPP, 1.2) and supported them to take part in decision-making about whether the observation could go ahead (CoPP, 1.3)." | | | |
| Informed consent - What have you done to establish whether those involved are giving informed consent to the observation and feeding back on your practice? This applies to adults and children. | | | |
| Details: | | | |
| Has a consent form been completed for every person involved in the observation? | Yes / no | | |
| Context - Individual, Carer, Group or Community context. Think about social GRACES and Welsh context. | | | |
| Details: | | | |
| Your role and purpose of the session – What is the purpose of social work involvement with this person, carer, family or group? What is the aim of the session being observed, and how does this relate to the overall purpose of the intervention? | | | |
| Details: | | | |
| Multi-agency and interdisciplinary working - Please identify any multi-agency and interdisciplinary working. In doing this, you should clearly identify any skills you are hoping to demonstrate in relation to multi-agency and interdisciplinary working. | | | |
| Details: | | | |
| Legal and policy context - Please identify the relevant legal and policy frameworks | | | |
| Details: | | | |
| Empirical research and theory - What research and theories are you drawing on to help you think about this piece of work? Any theories you refer to here must be referred to again in your reflective account. | | | |
| Details: | | | |
| Skills - What skills do you hope to evidence within the observation? Do not list NOS/CoPP | | | |
| Details: | | | |
| Learning needs - What learning needs have been identified from your previous social care experience, previous placements and in previous observations (where applicable) that you wish to develop as part of this observation? | | | |
| Details: | | | |
| Safeguarding – Are there any actual or potential safeguarding issues relevant to this piece of work? If so, what are they? | | | |
| Details: | | | |
| Additional information – Is there any other information that the observer and/or PE should be aware of? | | | |
| Details: | | | |
| Date preparation completed | | |  |
| Date preparation discussed with observer | | |  |
| Date of observation | | |  |

|  |  |
| --- | --- |
| J3 – Observer summary of individual / carer feedback | |
| Remember to link the evidence to the NOS and CoPP. | |
| Summary of feedback from individuals / carers meeting with the student: | |
| Can you confirm that the student obtained informed consent for this observation? | Yes / no |
| Date |  |

|  |  |
| --- | --- |
| J4 – Observer feedback on observation | |
| Summary of your feedback for the student: | |
| Date |  |

|  |  |
| --- | --- |
| J5 – Student reflection | |
| Reflective account: | |
| Word count |  |
| Date |  |
| Can you confirm that any initials or pseudonyms included in this account have been fully anonymised, and that you have removed all other potentially identifying information about people who user services and carers? | Yes / no |

|  |  |
| --- | --- |
| J6 – PE feedback on reflection | |
| Practice Educator (PE) feedback: | |
| Date |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Section K - Practice learning observation 5 | | | |
| K1 – Observer information | | | |
| Name of observer | |  | |
| If the observer is not the PE, what is their role? (Observers must be registered social workers.) | |  | |
| K2 – Student preparation | | | |
| You should only identify and claim evidence of NOS and in relation to the CoPP where it has already been demonstrated and achieved. You should not refer to NOS or the CoPP in relation to something you might hope to achieve in the future. When providing evidence of meeting NOS or in relation to the CoPP, you should include the relevant information in parentheses. For example:  "By talking to the children about why I was visiting and seeking their views about my being observed, I have shown respect for their views (CoPP, 1.2) and supported them to take part in decision-making about whether the observation could go ahead (CoPP, 1.3)." | | | |
| Informed consent - What have you done to establish whether those involved are giving informed consent to the observation and feeding back on your practice? This applies to adults and children. | | | |
| Details: | | | |
| Has a consent form been completed for every person involved in the observation? | Yes / no | | |
| Context - Individual, Carer, Group or Community context. Think about social GRACES and Welsh context. | | | |
| Details: | | | |
| Your role and purpose of the session – What is the purpose of social work involvement with this person, carer, family or group? What is the aim of the session being observed, and how does this relate to the overall purpose of the intervention? | | | |
| Details: | | | |
| Multi-agency and interdisciplinary working - Please identify any multi-agency and interdisciplinary working. In doing this, you should clearly identify any skills you are hoping to demonstrate in relation to multi-agency and interdisciplinary working. | | | |
| Details: | | | |
| Legal and policy context - Please identify the relevant legal and policy frameworks | | | |
| Details: | | | |
| Empirical research and theory - What research and theories are you drawing on to help you think about this piece of work? Any theories you refer to here must be referred to again in your reflective account. | | | |
| Details: | | | |
| Skills - What skills do you hope to evidence within the observation? Do not list NOS/CoPP | | | |
| Details: | | | |
| Learning needs - What learning needs have been identified from your previous social care experience, previous placements and in previous observations (where applicable) that you wish to develop as part of this observation? | | | |
| Details: | | | |
| Safeguarding – Are there any actual or potential safeguarding issues relevant to this piece of work? If so, what are they? | | | |
| Details: | | | |
| Additional information – Is there any other information that the observer and/or PE should be aware of? | | | |
| Details: | | | |
| Date preparation completed | | |  |
| Date preparation discussed with observer | | |  |
| Date of observation | | |  |

|  |  |
| --- | --- |
| K3 – Observer summary of individual / carer feedback | |
| Remember to link the evidence to the NOS and CoPP. | |
| Summary of feedback from individuals / carers meeting with the student: | |
| Can you confirm that the student obtained informed consent for this observation? | Yes / no |
| Date |  |

|  |  |
| --- | --- |
| K4 – Observer feedback on observation | |
| Summary of your feedback for the student: | |
| Date |  |

|  |  |
| --- | --- |
| K5 – Student reflection | |
| Reflective account: | |
| Word count |  |
| Date |  |
| Can you confirm that any initials or pseudonyms included in this account have been fully anonymised, and that you have removed all other potentially identifying information about people who user services and carers? | Yes / no |

|  |  |
| --- | --- |
| K6 – PE feedback on reflection | |
| Practice Educator (PE) feedback: | |
| Date |  |

# Part 4 – Additional feedback from an individual or carer

Include one additional piece of feedback from an individual or carer, not related to any of your direct observations.

# 

# Part 5 - Additional Evidence

Additional evidence should be added to the portfolio only when necessary and with a clear rationale. It should be included solely to further demonstrate NOS or in relation to the CoPP. Please follow this guidance for additional evidence:

* All additional evidence must be annotated to the NOS and CoPP.
* Ensure confidentiality is maintained, and relevant permissions are obtained.
* The PE must provide a reason for including the additional evidence.
* Concerns Meeting notes must be included as additional evidence.

Please include any additional evidence needed here:

# Part 6 - Personal Development

|  |  |  |  |
| --- | --- | --- | --- |
| Section L – Personal Development Plan | | | |
| L1 - Summary of learning to date (including this stage of study) | | | |
| Please indicate the following | | | |
|  | Was this a statutory placement? | Did this practice learning placement provide you with an opportunity to work with adults? | Did this practice learning placement provide you with an opportunity to work with children? |
| Stage 1 |  |  |  |
| Stage 2 |  |  |  |
| Stage 3 |  |  |  |
| L2 – Knowledge achievements | | | |
| Details: | | | |
| L3 – Practice learning achievements | | | |
| Details: | | | |
| L4 – Personal growth | | | |
| Details: | | | |
| L5 – Acquired skills | | | |
| Details: | | | |
| L6 – Welsh language and culture | | | |
| Details: | | | |
| L7 - Future learning needs and personal development plan | | | |
|  | Learning needs | | Please identify: (i) opportunities to meet identified needs; (ii) timescales and expected outcomes (i.e. how will you know when the need has been met/outcomes achieved?); (iii) responsibility (who else will be involved; (iv) any other relevant information |
| 1 |  | |  |
| 2 |  | |  |
| 3 |  | |  |
| 4 |  | |  |
| 5 |  | |  |

# Part 7 – Evidence Summary Charts

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Section M1 – National Occupational Standards (NOS) evidence chart | | | | | | |
| Please indicate where the evidence can be found and provide at least two examples and sources of evidence for each NOS. | | | | | | |
|  |  | Evidence location | | | | |
| Key role | NOS | Direct Obs. (P for preparation, RA for reflective account, F for feedback) | Community profile presentation | Supervision session (number) | OSS or other feedback | Additional evidence |
| Example |  | DO1, P | CP | S1 | X | (Specify) |
| 1. Maintain professional accountability | Maintain an up to date knowledge and evidence base for social work practice. |  |  |  |  |  |
| Develop social work practice through supervision and reflection |  |  |  |  |  |
| 1. Practice professional social work | Manage your role as a professional social worker |  |  |  |  |  |
| Exercise professional judgement in social work |  |  |  |  |  |
| Manage ethical issues, dilemmas and conflicts. |  |  |  |  |  |
| Practice social work in multi-disciplinary contexts |  |  |  |  |  |
| Prepare professional reports and records relating to people |  |  |  |  |  |
| 1. Promote engagement and participation | Prepare for social work involvement |  |  |  |  |  |
| Engage people in social work practice |  |  |  |  |  |
| Support people to participate in decision-making processes |  |  |  |  |  |
| Advocate on behalf of people |  |  |  |  |  |
| 1. Assess needs, risk and circumstances | Assess needs, risks and circumstances in partnership with those involved |  |  |  |  |  |
| Investigate harm or abuse |  |  |  |  |  |
| 1. Plan for person-centred outcomes | Plan in partnership to address short- and longer-term issues |  |  |  |  |  |
| Agree risk management plans to promote independence and responsibility |  |  |  |  |  |
| Agree plans where there is risk of harm or abuse |  |  |  |  |  |
| 1. Take actions to achieve change | Apply methods and models of social work intervention to promote change |  |  |  |  |  |
| Access resources to support person centred solutions |  |  |  |  |  |
| Evaluate outcomes of social work practice |  |  |  |  |  |
| Disengage at the end of social work involvement |  |  |  |  |  |
| Section M2 – CoPP evidence chart | | | | | | |
|  |  | Direct Obs. (P for preparation, RA for reflective account, F for feedback) | Community profile presentation | Supervision session (number) | OSS or other feedback | Additional evidence |
| Respect the views and wishes, and promote the rights and interest of individuals and carers |  |  |  |  |  |  |
| Strive to establish and maintain the trust and confidence of individuals and carers |  |  |  |  |  |  |
| Promote the well-being, voice and control of individuals and carers while supporting them to stay safe |  |  |  |  |  |  |
| Respect the rights of individuals while seeking to ensure their behaviour does not harm themselves or other people |  |  |  |  |  |  |
| Act with integrity and uphold public trust and confidence in the social care profession |  |  |  |  |  |  |
| Be accountable for the quality of your work and take responsibility for maintaining and developing knowledge and skills. |  |  |  |  |  |  |

# Part 8 – Midpoint review

|  |  |  |
| --- | --- | --- |
| Date of meeting |  | |
| Location of meeting |  | |
| Who attended? |  | |
| How many placement days have been completed so far? |  | |
| Review of midpoint portfolio | | |
| Has the student submitted a copy of their midpoint portfolio? | Yes / no | |
| Are sections A, B and D complete? | Yes / no | |
| Are sections C and E up to date? | Yes / no | |
| How many supervision records (section F) have been completed so far? (*minimum of 2 needed by the midpoint review)* |  | |
| How many direct observations (part 3) have been completed so far? (*minimum of 2 needed by the midpoint review)* |  | |
| Are the Evidence Charts (part 7) up to date? | Yes / no | |
| Review of progress and development | | |
| Summary of work undertaken so far by the student: | | |
| Summary of student’s learning and progress: | | |
| Summary of discussion of one direct observation and one set of supervision notes (tutor feedback for student and / or PE): | | |
| Summary of learning and development plans for the second part of the placement: | | |
| Summary of any concerns about the student and / or placement: | | |
| Outcome of midpoint review | | |
| PE’s overall view of the student at the midpoint of the placement | On-track to pass, no concerns; |  |
| On-track to pass, minor issues in relation to progress |  |
| Not-on-track to pass, serious concerns about progress |  |
| Summary of reasons given for PE’s overall view of the student and their progress so far: | | |
| If the PE’s view is **not** “on-track to pass, no concerns”, what specific areas of development does the student need to demonstrate in the second half of the placement and what support will they receive to ensure they can meet the necessary standards? | | |
| Student’s comments (optional): | | |
| If the outcome of the midpoint review is “not on track to pass”, you must send a copy of this report to i) the LA training officer and ii) the University practice learning coordinator (Dr Dan Burrows). | | |

# Part 9 - Practice Educator’s Report

|  |  |  |
| --- | --- | --- |
| Further guidance can be found in the Practice Learning Placement Handbook. | | |
| N1 – Recommended Outcome | | |
| Pass / Fail / Incomplete | | |
| Incomplete should only be used if the student has not completed the required number of days / hours in placement for this stage (one = 20 days / 140 hours; two = 80 days / 560 hours; three = 100 days / 700 hours) | | |
| N2 – Evidence summary charts for NOS and CoPP | | |
| Please confirm your agreement with the evidence summary charts prepared by your student. If ‘no’, you must identify why in the following sections. | | Yes / no |
| N3 – Summary comments for Key Role 1 - Maintain professional accountability  How has the Code of Professional Practice met within this key role? | | |
| Details: | | |
| Recommended Outcome for Key Role (Pass; Fail; or Incomplete). | Pass / Fail / Incomplete | |
| N4 – Summary comments for Key Role 2 - Practice professional social work  How has the Code of Professional Practice met within this key role? | | |
| Details: | | |
| Recommended Outcome for Key Role (Pass; Fail; or Incomplete). | Pass / Fail / Incomplete | |
| N5 – Summary comments for Key Role 3 – Promote engagement and participation  How has the Code of Professional Practice met within this key role? | | |
| Details: | | |
| Recommended Outcome for Key Role (Pass; Fail; or Incomplete). | Pass / Fail / Incomplete | |
| N6 – Summary comments for Key Role 4 – Assess need, risk and circumstances  How has the Code of Professional Practice met within this key role? | | |
| Details: | | |
| Recommended Outcome for Key Role (Pass; Fail; or Incomplete). | Pass / Fail / Incomplete | |
| N7 – Summary comments for Key Role 5 – Plan for person-centred outcomes  How has the Code of Professional Practice met within this key role? | | |
| Details: | | |
| Recommended Outcome for Key Role (Pass; Fail; or Incomplete). | Pass / Fail / Incomplete | |
| N8 – Summary comments for Key Role 6 – Take action to achieve change  How has the Code of Professional Practice met within this key role? | | |
| Details: | | |
| Recommended Outcome for Key Role (Pass; Fail; or Incomplete). | Pass / Fail / Incomplete | |
| N9 – Practice Educator’s summary of assessment | | |
| Summative comments | | |
| Details: | | |
| Summary of student’s learning needs for further development in relation to the NOS and CoPP. | | |
| Details: | | |
| Comments in relation to the student’s Personal Development Plan. | | |
| Details: | | |
| N10 – On-site Supervisor comments (where applicable) | | |
| Details: | | |
| N11 – Student’s comments | | |
| Details: | | |
| N12 – Permission to use portfolio for training purposes | | |
| Student | Yes / no | |
| Practice Educator | Yes / no | |

|  |  |
| --- | --- |
| N13 – Confirmation of Completion | |
| Please tick **one** of the options below and if necessary, indicate what sections are yet to be completed by your PE or OSS (add more rows as needed). | |
|  |  |
| My portfolio is complete (all sections) |  |
| My portfolio is incomplete |  |
| If you have ticked ‘My portfolio is incomplete’, which sections (if any) still need to be completed by your PE (e.g., M6): |  |
| you have ticked ‘My portfolio is incomplete’, which sections (if any) still need to be completed by your OSS or other people (e.g., M6): |  |

|  |  |  |
| --- | --- | --- |
| N14 – Signatures | | |
| Please sign to confirm that you have read, agree with, and, where needed, have commented on this portfolio. | | |
|  | Signature | Date |
| Student |  |  |
| Practice Educator |  |  |
| On-Site Supervisor |  |  |
| Your portfolio must be uploaded to Learning Central by the required submission deadline. | | |