# Practice Educator’s Report

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| *Further guidance can be found in the Practice Learning Placement Handbook.* | | |
| O1 – Recommended Outcome | | |
| Pass | | |
| 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) | | |
| O2 – 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 |
| O3 – Summary comments for Key Role 1 - Maintain professional accountability  How has the Code of Professional Practice met within this key role? | | |
| **Relevant specific NOS:**   * SW1 Maintain an up-to-date knowledge and evidence base for social work practice * SW2 Develop social work practice through supervision and reflection   [Student Name] has demonstrated a strong commitment to maintaining professional accountability throughout placement, consistently engaging in supervision and reflective practice (CoPP 6.6). They have actively sought feedback and integrated this into their practice, showing an ability to self-assess and make adjustments accordingly.  During supervision, [Student Name] reflected on the ethical challenges of decision-making, particularly around **balancing the rights of individuals with statutory responsibilities** (CoPP 3.1). For example, when working with a young person who was reluctant to engage with services, they explored various motivational techniques and reviewed research on engagement strategies in statutory settings, applying elements of Motivational Interviewing to build rapport.  They have also **demonstrated a clear understanding of legal and policy frameworks**, evidenced in their written reflections and discussion of **the Social Services and Well-being (Wales) Act 2014** and the **All-Wales Safeguarding Procedures**. They attended **Safeguarding Training, Violence Against Women (including sexual violence) training, and Ask and Act Training**, which further developed their knowledge base. During a supervision session, [Student Name] discussed the ethical implications of **service users' rights to self-determination versus their own duty of care**. They identified an example where a parent with learning difficulties was struggling to engage with services, and they reflected on their role in **supporting without overstepping into paternalistic practice** (CoPP 3.4). | | |
| Recommended Outcome for Key Role (Pass; Fail; or Incomplete). | Pass | |
| O4 – Summary comments for Key Role 2 - Practice professional social work  How has the Code of Professional Practice met within this key role? | | |
| **Relevant specific NOS:**   * SW3 Manage your role as a professional social worker * SW4 Exercise professional judgment in social work * SW5 Manage ethical issues, dilemmas, and conflicts * SW6 Practise social work in multi-disciplinary contexts   [Student Name] has consistently demonstrated **professionalism, accountability, and sound judgment** when managing competing demands. They have worked within multi-disciplinary teams, effectively liaising with **health professionals, education staff, police, and advocacy workers**.  They have engaged in **complex decision-making scenarios**, such as assessing risk in situations of **domestic abuse and child protection concerns**. During a Section 47 investigation, [Student Name] collaborated with the safeguarding team to assess a **disclosure made by a young person**, appropriately escalating concerns while maintaining the individual’s trust.  They also effectively managed **competing ethical concerns**, such as when a **young person expressed a desire to remain with a parent who was being investigated for neglect**. In this situation, they balanced **child-centred practice (CoPP 1.1) with their statutory duty to safeguard (CoPP 3.3)**, demonstrating their ability to **apply theory to practice** by referencing **attachment theory and the impact of trauma** in their assessment.  During a complex **multi-agency planning meeting**, [Student Name] effectively facilitated discussions, ensuring that **all professionals were heard while keeping the service user’s best interests central**. They demonstrated **confidence in challenging a fellow professional** who had overlooked the young person’s views, reinforcing the importance of **co-production and participation** in decision-making (CoPP 1.3). | | |
| Recommended Outcome for Key Role (Pass; Fail; or Incomplete). | Pass | |
| O5 – Summary comments for Key Role 3 – Promote engagement and participation  How has the Code of Professional Practice met within this key role? | | |
| **Relevant specific NOS:**   * SW9 Engage people in social work practice * SW10 Support people to participate in decision-making processes * SW11 Advocate on behalf of people   [Student Name] has been **highly proactive in engaging individuals and promoting participation**, demonstrating strong **advocacy skills** for children and families. They have taken a **strengths-based approach**, ensuring that individuals were fully informed of their rights and available options.  They have also **used creative methods to facilitate engagement**, such as **visual tools and interactive activities** when working with young children. For example, they developed an **eco-map with a young person in foster care** to explore their support network, leading to increased confidence in their placement stability.  During a **Care and Support Review**, [Student Name] ensured that **the voice of a child with communication difficulties was central to discussions** by arranging for an **advocacy worker to attend** and using a **child-friendly tool to support participation** (CoPP 1.4). | | |
| Recommended Outcome for Key Role (Pass; Fail; or Incomplete). | Pass | |
| O6 – Summary comments for Key Role 4 – Assess need, risk and circumstances  How has the Code of Professional Practice met within this key role? | | |
| **Relevant specific NOS:**   * SW12 Assess needs, risks, and circumstances in partnership with those involved * SW13 Investigate harm or abuse   [Student Name] has demonstrated a **systematic approach to risk assessment**, working within safeguarding procedures to **investigate concerns of neglect, domestic violence, and emotional harm**. They have confidently **applied risk frameworks** and **critically analysed information from multiple sources**, ensuring a **balanced and proportionate response**.  In a **child protection strategy meeting**, [Student Name] **challenged a professional's assessment** that minimised the risk posed by a parent with a history of coercive control. They presented **evidence from research on the impact of psychological abuse** (CoPP 4.1) to ensure that concerns were fully considered. | | |
| Recommended Outcome for Key Role (Pass; Fail; or Incomplete). | Pass | |
| O7 – Summary comments for Key Role 5 – Plan for person-centred outcomes  How has the Code of Professional Practice met within this key role? | | |
| **Relevant specific NOS:**   * SW14 Plan in partnership to address short and longer-term issues * SW15 Agree risk management plans to promote independence and responsibility   [Student Name] has successfully co-produced care plans that reflect **individual choice while addressing risk**. They have **balanced empowerment with protection**, ensuring that individuals were given **realistic options** and had a clear understanding of their **rights and responsibilities**.  During a **Care Plan Review**, [Student Name] **worked collaboratively with a young person and their foster carer** to create a plan that incorporated their **education and emotional well-being goals**. They facilitated **a discussion about identity and belonging**, using **life story work to support the process**. | | |
| Recommended Outcome for Key Role (Pass; Fail; or Incomplete). | Pass | |
| O8 – Summary comments for Key Role 6 – Take action to achieve change  How has the Code of Professional Practice met within this key role? | | |
| **Relevant specific NOS:**  * SW17 Apply methods and models of social work intervention to promote change * SW18 Access resources to support person-centred solutions * SW19 Evaluate outcomes of social work practice * SW20 Disengage at the end of social work involvement   [Student Name] has consistently demonstrated their ability to **take purposeful and meaningful action to achieve change** in the lives of individuals and families. Their practice has been **rights-based, solution-focused, and grounded in ethical decision-making**, ensuring that interventions are both **effective and sustainable**.  They have **applied a range of social work methods and models of intervention,** incorporating **Motivational Interviewing, Strengths-Based Practice, and Solution-Focused Approaches** into their work. In their interactions with a **parent struggling with substance use**, they adopted a **non-judgmental, person-centred approach (CoPP 1.1)**, exploring the parent’s **own goals for change** while ensuring that the child’s safety remained the primary focus (CoPP 3.1).  Throughout placement, they have proactively **identified and accessed resources** to support service users, demonstrating their ability to **advocate for and secure appropriate services**. For example, in their work with a young person at risk of exclusion from school, they liaised with **education, health, and youth support services**, ensuring that a **tailored support package** was in place to **address their needs holistically** (CoPP 3.2). Their persistence in ensuring **appropriate multi-agency involvement** reflected their **commitment to promoting well-being and participation** (CoPP 1.3). | | |
| Recommended Outcome for Key Role (Pass; Fail; or Incomplete). | Pass | |
| O9 – Practice Educator’s summary of assessment | | |
| Summative comments | | |
| [Student Name] has successfully met all the **National Occupational Standards (NOS)** and adhered to the **Code of Professional Practice for Social Care (CoPP)**, demonstrating strong competence across all key areas of social work practice. They have evidenced **professional accountability, critical application of theory and legislation, effective engagement with service users, and sound decision-making in multi-agency contexts**. ***Professionalism and Accountability*** [Student Name] has engaged **proactively in supervision**, using feedback to refine their practice (SW1, SW2). They have demonstrated **strong professional conduct**, maintaining **accurate and legally compliant records** (CoPP 6.2). Their work has been **ethically grounded**, particularly in **balancing autonomy with safeguarding responsibilities** (CoPP 3.1). ***Application of Theory and Legislation*** They have **confidently applied social work theory and legislation**, particularly in **child protection and care planning**. Their assessments have been **well-evidenced, incorporating Systems Theory, Attachment Theory, and the Social Services and Well-being (Wales) Act 2014** to inform decision-making. ***Engagement and Communication*** [Student Name] has demonstrated **strong advocacy skills**, ensuring service users were fully involved in decision-making (SW9, SW10). Their communication style has been **person-centred**, and they have successfully adapted their approach to engage individuals with **complex needs and diverse backgrounds** (CoPP 1.4). ***Risk Assessment and Safeguarding*** They have shown **competence in risk assessment**, contributing effectively to **Section 47 investigations and strategy meetings** (SW12, SW13). Their ability to **analyse risk factors and advocate for appropriate interventions** has been evident in their safeguarding work (CoPP 4.1). ***Multi-Agency Working and Decision-Making*** They have worked **collaboratively with professionals across social work, health, and education**, demonstrating **confidence in presenting assessments and constructively challenging decisions where necessary** (SW6, CoPP 3.8). ***Direct Work and Person-Centred Planning*** [Student Name] has demonstrated **creativity in direct work**, using tools such as **eco-maps and life story work** to support engagement (SW14, SW15). Their **care planning has been thoughtful and well-structured**, balancing **service user autonomy with risk management**. ***Overall Progress and Readiness for Practice*** [Student Name] has developed into a **capable and reflective practitioner**, demonstrating **strong analytical skills, ethical reasoning, and the ability to navigate complex situations**. They have shown **resilience, professionalism, and a commitment to continuous learning**. | | |
| Summary of student’s learning needs for further development in relation to the NOS and CoPP. | | |
| While [Student Name] has demonstrated strong competence across all NOS areas, the following areas for further development have been identified:   * ***Confidence in managing professional conflict*** – further experience in **challenging decisions and negotiating disagreements in professional forums** will support their ability to advocate effectively. * ***Crisis intervention skills*** – more opportunities to **manage immediate risk and high-pressure situations** will further develop their ability to work under pressure. * ***Court-related work*** – gaining experience in **writing court reports and attending legal proceedings** will enhance their ability to work within the legal framework of social work. * ***Advanced safeguarding practice*** – further opportunities to **take the lead in complex safeguarding cases** would consolidate their learning. | | |
| Comments in relation to the student’s Personal Development Plan. | | |
| Details: | | |
| O10 – On-site Supervisor comments (where applicable) | | |
| Details: | | |
| O11 – Student’s comments | | |
| Details: | | |
| O12 – Permission to use portfolio for training purposes | | |
| Student | Yes / no | |
| Practice Educator | Yes / no | |