# 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 actively sought feedback and integrated this into their practice, showing an ability to self-assess and make adjustments accordingly — as seen in their reflection during supervision on **27/05/25**, which referenced growth between **Direct Observation One and Two**.  During supervision, they 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 reluctant to engage with services, they explored motivational techniques and reviewed engagement strategies in statutory settings. These were applied effectively in **Direct Observation Three**, where elements of Motivational Interviewing were used to build rapport.  They demonstrated a clear understanding of legal and policy frameworks, evidenced in their written reflections and in practice — particularly in **Direct Observation Four**, where they referenced the Social Services and Well-being (Wales) Act 2014 and the All-Wales Safeguarding Procedures. This legal knowledge was deepened through training completed on Safeguarding, Violence Against Women, and Ask and Act, and was critically explored during supervision on **13/05/25**.  In supervision on **10/06/25**, they discussed the ethical implications of self-determination versus duty of care. One example involved supporting a parent with learning difficulties to engage with services while reflecting on their own professional boundaries and the need to avoid paternalistic practice (CoPP 3.4). This insight was later evident in their decision-making approach during **Direct Observation Five**, where they facilitated a conversation using accessible language and strength-based techniques. | | |
| 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 showed increasing confidence across placement in navigating complex decisions and multi-agency dynamics, with this progression clearly evident between **Direct Observation Two and Direct Observation Four**.  In **Direct Observation Two**, they participated in a Section 47 investigation and collaborated with the safeguarding team to assess a disclosure made by a young person. Their contribution demonstrated both empathy and sound judgement in escalating concerns appropriately while maintaining trust. The supervision session on **03/06/25** explored this further, with reflective discussion about balancing child protection responsibilities with relationship-based practice.  Their ability to work across disciplines was evident in **Direct Observation One**, where they liaised with education staff and police colleagues following a school disclosure. In supervision on **20/05/25**, we explored their emerging understanding of professional roles and how they navigated differing priorities with clarity and respect.  They demonstrated professional courage when facilitating a complex multi-agency planning meeting, as seen in **Direct Observation Four**. They challenged a colleague’s dismissive view of a young person’s wishes, asserting the importance of co-production and participation in accordance with CoPP 1.3 and 3.8. Their handling of this situation was thoughtful, and they reflected on the emotional labour of holding professional boundaries while remaining values-led during supervision on **10/06/25**.  They also demonstrated growth in managing ethical dilemmas, particularly when a young person expressed a wish to return to a parent under investigation for neglect. In supervision on **27/05/25**, [Student Name] explored the emotional impact of this situation and used attachment theory and trauma-informed approaches to inform their final recommendation, as reflected in **Direct Observation Three**. | | |
| 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 promoting engagement and participation, consistently advocating for the views and rights of children and families. Their creativity and commitment to co-production were particularly well demonstrated in **Direct Observation One**, where they used a visual genogram activity to help a young person articulate relationships and support networks. This approach was discussed in supervision on **13/05/25**, where they reflected on adapting tools to suit developmental stage and communication needs.  They have effectively supported service users in decision-making, ensuring that individuals were fully informed of their rights and options. In **Direct Observation Three**, [Student Name] supported a young person through a review meeting, enabling them to express concerns about contact arrangements. They arranged for advocacy support and used a visual scaling tool to help the young person share how they felt, which they evaluated during supervision on **27/05/25**.  Their advocacy skills were further demonstrated in **Direct Observation Five**, where they identified that a parent was being marginalised during a multi-agency discussion. They intervened to ensure the parent’s views were heard and subsequently arranged a follow-up meeting to revisit decisions in a more inclusive manner. Their ability to challenge respectfully and centre the service user voice was reflected on in supervision on **10/06/25**, with specific reference to CoPP 1.4 and 3.3.  In **Direct Observation Four**, [Student Name] engaged a child with communication needs using a child-friendly tool adapted from Talking Mats. Their preparation and ability to tailor communication styles showed emotional intelligence and empathy, ensuring the child’s wishes influenced the care planning discussion. This piece of work also featured in their reflective journal and was highlighted as an area of professional pride during our final supervision session. | | |
| 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 and person-centred approach to assessing need, risk, and circumstance throughout placement. Their confidence in applying risk frameworks and safeguarding procedures developed significantly across the six-month period, with marked progression between **Direct Observation One** in February and **Direct Observation Four** in May.  In **Direct Observation Two**, [Student Name] undertook a joint home visit with health colleagues in response to concerns around neglect. They demonstrated a calm and structured approach, gathering information from multiple sources and discussing observations during supervision on **05/03/25**, where they reflected on the impact of cumulative harm and the role of cultural humility in assessment.  By the time of **Direct Observation Four**, they were leading more complex safeguarding work, including a Section 47 enquiry. In this observation, they challenged another professional’s assessment that underestimated psychological risk. They drew on research around coercive control and made a well-reasoned case for further action (CoPP 4.1). This scenario was then explored further in supervision on **28/05/25**, with an emphasis on professional assertiveness and evidence-informed judgement.  Their ability to assess collaboratively was shown in **Direct Observation Three**, where they worked with a family and an advocate to develop a holistic understanding of the child’s needs and home context. This piece of work was discussed in supervision on **17/04/25**, where [Student Name] reflected on the benefits and challenges of including multiple voices in a single assessment process.  In supervision on **12/02/25**, they explored how bias and assumptions can shape early impressions during assessments, referencing their initial visit with a family experiencing domestic violence. This early reflection helped shape a more analytical and anti-oppressive assessment approach later in the placement.  Across all supervision sessions, [Student Name] demonstrated an increasing ability to balance professional curiosity with empathy. This was particularly evident in the development from **Direct Observation One** to **Five**, showing a maturing understanding of complexity, uncertainty, and the importance of proportionality. | | |
| 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 consistently planned with individuals in a way that reflects person-centred values and promotes both independence and protection. Their approach to care and support planning developed in confidence and nuance as the placement progressed, with thoughtful use of planning tools and clear evidence of co-production.  In **Direct Observation Three**, they co-produced a care plan with a young person and their foster carer, which incorporated education, emotional well-being, and identity-related goals. They supported the young person to articulate their hopes around future contact with their birth family and used life story work to inform the planning process. This work was explored in supervision on **17/04/25**, with a focus on balancing aspirations with realistic goal-setting and maintaining clarity about professional roles and responsibilities.  Their growing confidence in collaborative planning was reinforced in **Direct Observation Five**, where they facilitated a care and support review for a parent with fluctuating mental health needs. They used a strengths-based approach, clearly explaining rights and responsibilities while ensuring that the parent’s voice was central to the updated plan. Supervision on **11/06/25** reflected on the planning process, highlighting their sensitivity in managing uncertainty and change.  During supervision on **21/02/25**, [Student Name] reflected on the need to ensure plans are flexible and proportionate, particularly when working with families experiencing chronic rather than acute concerns. This discussion followed **Direct Observation One**, in which they observed and later contributed to a planning meeting for a family experiencing housing instability. Their role was initially more observational, but they later applied the learning to more active planning work.  In supervision on **30/04/25**, they discussed the complexities of planning when risks are dynamic or contested by different professionals. This was in relation to **Direct Observation Four**, where they facilitated a multi-agency discussion on managing school attendance concerns. They were able to frame the conversation around the child’s voice and negotiated realistic responsibilities with the parent and school in line with CoPP 1.2 and 3.2.  Their planning work consistently demonstrated ethical reasoning, a clear understanding of legal responsibilities, and a commitment to co-producing outcomes that are meaningful, proportionate, and sustainable. | | |
| 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 taken purposeful and values-driven action to support change throughout their placement, applying theory and methods to promote meaningful outcomes for individuals and families. They demonstrated increasing autonomy and clarity in their interventions, building on learning across the five direct observations.  In **Direct Observation Five**, they supported a parent experiencing substance use issues using a Motivational Interviewing-informed approach. Their use of open questions, affirmations, and reflective listening helped elicit the parent’s own change goals, which were then integrated into a care and support plan. Supervision on **11/06/25** focused on evaluating this intervention, including how the social worker’s role can support change without creating dependency.  Their solution-focused and non-judgemental approach was also evident in **Direct Observation Two**, where they worked with a young person at risk of exclusion. They liaised with school staff, youth services, and CAMHS to co-develop a multi-agency support package. This required confident coordination and follow-up, which they reflected on during supervision on **07/03/25**, particularly in terms of sustaining engagement and evaluating progress.  In **Direct Observation One**, their role in supporting a new placement for a young child involved identifying emotional and practical needs and initiating contact with therapeutic services. While their role in this piece was early-stage, they used supervision on **14/02/25** to explore how endings and transitions are managed in practice and how practitioners can support a sense of safety and stability during change.  Their ability to take action was not limited to planned interventions. In **Direct Observation Four**, [Student Name] responded flexibly to an unanticipated safeguarding concern raised during a family meeting. They showed composure in escalating the concern appropriately and in adapting the session to provide emotional support and clarity. This scenario was explored in depth during supervision on **30/04/25**, with a focus on ethical decision-making under pressure and learning from real-time situations.  Finally, in **Direct Observation Three**, they helped a young person explore their sense of identity and future goals through structured direct work. They then supported a discussion with the young person’s carer, drawing on strengths-based and attachment-informed frameworks. In supervision on **17/04/25**, they reflected on how this intervention helped the young person feel more secure and understood, and how small relational changes can have a big impact over time.  Across placement, [Student Name] demonstrated a growing ability to intervene with purpose, evaluate outcomes thoughtfully, and work toward planned and safe endings. Their practice was consistently grounded in ethical reasoning, legal literacy, and a clear commitment to human rights and participation. | | |
| 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 demonstrated a consistently high standard of professional conduct in line with the Code of Professional Practice for Social Care (CoPP). Over the course of the placement, they have shown clear development in their confidence, judgement, and ability to apply learning to complex practice scenarios.  **Professionalism and Accountability**  [Student Name] has actively engaged in weekly supervision throughout the placement and has used this space effectively for critical reflection and professional development. They demonstrated openness to feedback, a commitment to self-awareness, and a proactive approach to improving their practice. Their recording has been timely, accurate, and appropriately analytical, and they have shown a strong understanding of confidentiality, data protection, and professional boundaries. Ethical practice has underpinned their work, particularly in relation to balancing rights, autonomy, and safeguarding responsibilities.  **Application of Theory and Legislation**  The student has drawn confidently on theory and legislation to inform their interventions. They made effective use of frameworks such as Systems Theory, Attachment Theory, and Strengths-Based Practice. Their knowledge of key legal duties — including under the Social Services and Well-being (Wales) Act 2014, the Children Act 1989, and the Wales Safeguarding Procedures — was applied thoughtfully in practice. They demonstrated sound reasoning in complex circumstances and showed an ability to integrate learning from training, supervision, and wider reading into their day-to-day decision-making.  **Engagement and Communication**  [Student Name] demonstrated skilled and sensitive communication, adapting their approach to meet the needs of different individuals, including children, parents, carers, and professionals. They promoted participation throughout their work, using creative tools and advocacy to ensure that the voices of individuals — particularly those less confident or able to articulate their views — were central to planning and review processes. Their relationship-based practice was respectful and values-driven, and they consistently worked in ways that empowered and engaged those they supported.  **Risk Assessment and Safeguarding**  The student showed strong analytical skills in their safeguarding work, demonstrating both professional curiosity and the ability to synthesise complex information. They made confident contributions to Section 47 investigations and strategy meetings, and they were able to identify both immediate and cumulative risks. Their safeguarding assessments were balanced and proportionate, informed by relevant research, and sensitive to the lived experiences of those involved.  **Multi-Agency Working and Decision-Making**  [Student Name] worked effectively with a range of professionals across health, education, and third-sector agencies. They demonstrated confidence in presenting assessments, contributing to meetings, and where necessary, constructively challenging the views of others. Their approach to partnership working was inclusive, respectful, and underpinned by a clear focus on the rights and needs of individuals and families.  **Direct Work and Person-Centred Planning**  Their direct work with children and families was thoughtful, creative, and person-centred. They made good use of a range of tools and approaches, tailoring interventions to the individual and cultural context of each situation. Their care and support planning work was co-produced and grounded in realistic goal-setting, balancing risk with empowerment.  **Overall Progress and Readiness for Practice**  [Student Name] has developed into a capable, reflective, and ethical practitioner who is well-prepared for the next stage of their professional journey. They have shown resilience, adaptability, and a strong commitment to their own learning and development. They approach practice with curiosity, humility, and professionalism, and they are well-placed to contribute positively to social work teams in the future. | | |
| Summary of student’s learning needs for further development in relation to the NOS and CoPP. | | |
| While [Student Name] has demonstrated solid competence across all NOS areas, the following areas for continued development are recommended:   * **Confidence in managing professional conflict** – building on their experience to further develop skills in negotiating and navigating disagreement in professional forums. * **Crisis intervention** – gaining additional experience in managing urgent safeguarding situations and high-risk decisions. * **Court-related work** – developing knowledge and confidence around legal processes, including report writing and attending hearings. * **Advanced safeguarding** – taking the lead in more complex safeguarding cases to consolidate understanding of thresholds and multi-agency procedures. | | |
| 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 | |