



MA in Social Work, Cardiff University

Stage 1 - Practice Learning Portfolio

Student and placement details	
Student name	Owain Griffiths
Student SCW registration number	XXX-XXXX
Practice Educator (PE) name	Carys Morgan
PE email address	carys.morgan@dyfdc.org.uk
PE work phone number	01632 582430
PE SCW registration number	XXX-XXX
On Site Supervisor (OSS) name	Emily Dawson
OSS email address	emily.dawson@dyfdc.org.uk
OSS work phone number	01632 582431
OSS SCW registration number	XXX-XXX
Local Authority (LA)	Dyfed Central
Host team name	Oakridge Community Learning Disability Service

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Navigating and using this document

This document should be read in conjunction with the Practice-Learning Handbook. The purpose of the portfolio is to demonstrate a body of evidence that you have met the relevant key roles and NOS, as well as adhering to the CoPP.

The colour coding below will help you identify who is responsible for completing which sections.

	Meaning / person responsible for completing
	Students are responsible for completing sections in this colour
	On-Site Supervisors are responsible for completing sections in this colour
	These sections may be completed by multiple different people
	Practice Educators are responsible for completing sections in this colour
	Information and guidance

Part 1 – Student and Placement Information and Agreements

Section A - Student profile	
Student details	
Name	Owain Griffiths
Personal phone number (for use in emergencies)	07700 178943
University email address	griffithso1@cardiff.ac.uk
Emergency contact name	Gareth Griffiths
Emergency contact relationship to the student	Father
Emergency contact phone number	07700 456812
DBS reference number	005987236512
Date DBS certificate provided to PE and / or LA representative	04/09/2025
Welsh language	
Do you speak Welsh?	Basic
Additional communication and learning needs	
(Optional) Do you have any additional communication or learning needs? <i>E.g., hearing impairment, dyslexia, alternative communication methods, etc.</i>	
If yes, please give details below.	
I have a slight hearing impairment in my left ear, and I have been diagnosed with dyslexia. I use coloured overlays when reading for long periods and sometimes screen readers when reviewing written content.	
Previous Social Care Experience	
Describe your personal, voluntary and / or paid experience in social care, and related fields (200 words).	
I have worked in a range of social care settings over the past four years. I provided domiciliary care to older adults, supported people with physical and learning disabilities in a supported living service, and worked part-time as a pharmacy assistant in a community setting. These roles helped me develop communication skills, work within professional boundaries, and gain experience handling and recording medication.	
Previous education and relevant training	
Describe your relevant education and / or training experience (200 words).	
I completed a BSc (Hons) in Psychology in 2022. My final-year dissertation explored the experiences of unpaid male carers supporting family members with dementia. I have completed training in adult safeguarding (Level 1), safe handling of medication, dementia awareness, and autism spectrum conditions.	
Placement preferences	
While placements cannot be arranged based on personal preference, local authorities will always aim to provide suitable opportunities that meet your learning	

needs. If there are particular types of settings you're especially interested in - or would prefer to avoid - please let us know, including your reasons (200 words).

I'm especially interested in working with adults in the community, including people with learning disabilities or mental health needs, as I want to better understand how adult social care operates in practice and how services promote independence, voice, and control. I'd also welcome opportunities to observe multi-agency working, particularly between social workers and health professionals, as I know this is a key feature of modern social work practice and something I'd like to develop confidence in.

Although I'm open to any learning opportunity, I'd prefer not to be placed in a residential care or supported living setting, as I've already spent time working in that type of environment. I also feel I'd benefit from experience of things like assessment and partnership working in relation to risk and harm.

Personal connections

(Optional) If you have a personal connection to a particular local authority, or any other reason why you should not be placed there, please use the space below to let us know. This information will be used only to support the placement allocation process.

Health and Well-being

(Optional) Provide details of any health conditions that may be relevant to your placement experience. This information will only be used to ensure you receive the appropriate support while on placement.

(Optional) Are there any reasonable adjustments that would help you succeed on placement?

Due to my hearing impairment, I prefer face-to-face or video-calls to support me with lip reading. I avoid using the telephone where possible.

Additional information

(Optional) Use this space to share any other relevant information not already included above.

Travel arrangements

Do you have a full UK driving license?	Y
Do you have access to a car to use on placement?	Y
If yes, do you have insurance to use your car during placement (including, where relevant, transporting others)? <i>Note, some agencies will request copies of your insurance certificate.</i>	Y
If no, are there any travel considerations that would need to be considered for your placement?	

Section B – Partnership Agreement

This agreement should be signed as part of the pre-placement meeting, if not before.

The **LA Host Agency** has overall responsibility for the student's practice-based learning and agrees to:

- Manage and facilitate the student's practice- based Learning for the duration of their social work qualifying education & training
- Assess the student's competence against the relevant key roles and National Occupational Standards (NOS) for Social Work, and in relation to the Code of Professional Practice in Social Care.
- Ensure regular supervision of the student's practice as per the Supervision Agreement.
- Ensure that those involved in facilitating, assessing and providing practice-based learning opportunities understand and adhere to the Programme Policies, Procedures and Regulations.
- To inform the Programme of any concerns regarding the student's progression or if the student's practice is considered to contravene the Code of Professional Practice in Social Care.

The **University Tutor**, on behalf of the Programme, has a responsibility to:

- Monitor and review the quality and consistency of standards of practice-based learning and assessment.
- Monitor adherence to Programme Policies, Procedures and Regulations and review them in relation to best practice and differing employer contexts.
- Monitor and review the provision of practice-based learning to meet individual students' learning needs in relation to the relevant learning outcomes and requirements for each placement stage.

The **student** agrees to:

- Undertake or provide evidence of an enhanced Disclosure and Barring Service check in relation to children and adults and inform the Programme of any subsequent investigations or convictions.
- Register with Social Care Wales as a student social worker and adhere to requirements of Registration including the Code of Professional Practice in Social Care.
- Inform the Programme of any exceptional circumstances which may affect their progression on the Programme or call into question their suitability for social work practice.
- Adhere to the Programme's requirements in terms of attendance and participation in academic and practice-based learning.
- Adhere to all relevant University Rules & Regulations including Assessment Regulations
- Adhere to all relevant Agency Policies & Procedures
- Adhere to all Programme Policies, Procedures & Regulations.

Signatures

	Name	Signature	Date
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Student			
LA training officer or Practice Educator			
University tutor			

Section C – Practice Learning Agreement

This section should be completed as part of the student's pre-placement meeting, if not before. Tutors, PEs, OSSs (if applicable) and LA training officers (optional attendance) should all be invited to the pre-placement meeting.

Student profile

Has the student given a completed copy of their student profile to the PE and OSS?

Y

Placement and PE / OSS Information

Description of the agency's work, communities and groups served, and services provided (150 words)

Oakridge Community Learning Disability Service is a multi-disciplinary team that supports adults with learning disabilities living in the Dyfed Central area. The team works in partnership with individuals, families, carers, and other professionals to promote well-being, independence, and inclusion. Services include community-based support planning, reviews of care packages, health and social care coordination, and support for transitions from residential to supported or independent living. The team also plays a key role in safeguarding, mental capacity assessments, and promoting voice and control and well-being in line with the Social Services and Well-being (Wales) Act 2014.

Is this a statutory or voluntary sector placement?

Statutory

Placement phone number

01632 582400

Placement address

Oakridge House, Meadow Lane, Dyfed Central
DC1 4LD

Key roles and responsibilities

Add to the information below as needed.

Practice Educator

- Provide structured supervision, guidance, and assessment of the student's practice.
- Ensure opportunities for the student to develop and demonstrate competence in line with learning outcomes.
- Complete direct observations and provide feedback.
- Assess student progress and contribute to placement evaluation.

On-Site Supervisor (if applicable)

- Arrange a thorough induction.
- Provide day-to-day support, guidance, and feedback to the student.
- Offer shadowing and learning opportunities relevant to the placement setting.

	• Ensure the student has appropriate work to complete in line with their learning objectives.
University Tutor	• Provide academic and professional support during the placement. • Attend the Pre-Placement Meeting (all stages) and Midpoint Review Meeting (Stages 2 and 3). • Support the student and placement team to address any concerns about capability or suitability. • Provide guidance on portfolio completion as needed.
Student	• Take responsibility for own learning and development during placement. • Engage actively in supervision, reflective discussions, and feedback. • Maintain professional conduct and adhere to the Code of Professional Practice for Social Care. • Demonstrate an understanding of social work ethics, values, and the law in practice. • Complete portfolio requirements, including supervision logs and reflections.
Other (add any additional information here)	
Key personal learning objectives	
Outline 3 - 5 learning objectives that you aim to achieve during the placement (50 words per objective)	
Learning objective 1	I want to develop my confidence in communicating with adults with learning disabilities, especially in community and home settings.
Learning objective 2	I want to understand how social workers assess and promote capacity, choice, and control in everyday decision-making.
Learning objective 3	I want to reflect on how my own values and social identities affect the way I build relationships in practice.
Learning objective 4	I want to become familiar with the legal and policy frameworks that guide social work in Wales, especially the SSWBA 2014.
Learning objective 5	I want to observe and begin to contribute to multi-agency working, including with health colleagues and support providers.
Outline of work	
What work will the student be doing during this placement? (150 words)	

During this placement I will initially shadow members of the team to understand the service's remit and approach. I will accompany social workers on home visits, reviews, and community meetings, and gradually take on supervised responsibilities, such as preparing notes, drafting visit summaries, and contributing to basic assessments. I may have the opportunity to support a small piece of work with an individual or family where appropriate. I will also attend team meetings, contribute to multi-agency discussions where appropriate, and use protected portfolio time to help reflect on what I am learning. The work I undertake will be agreed and reviewed regularly in supervision with my PE and OSS.

Working hours

How many hours is the student expected to work as part of their placement each week? When will they be expected to start and finish work? What breaks are they entitled to? When will they be working in the office, when at home and when elsewhere? (100 words)

I will usually work Monday to Friday, from 9:00am to 4:30pm, with a 30-minute lunch break each day. I will be based in the office three days a week, with one day shadowing in the community and one day working from home. My protected portfolio time will be used one day per week each fortnight (every second Friday).

How will the student's working hours be monitored? When additional hours are worked, what is the process for claiming Time Off In Lieu (TOIL)? (50 words)

My hours will be recorded daily on the placement calendar and reviewed during supervision. Time worked outside these hours (e.g. late visits) will be agreed in advance with my PE. Any TOIL accrued will be claimed in line with team policy and discussed during supervision.

Travelling and lone working

How will the student travel to and from the placement, and during the placement? What arrangements are in place to ensure the student's safety? (50 words)

I will usually drive to and from the placement and between locations using my own car. I will follow the team's lone working policy. I'll check in with my PE or OSS when travelling to appointments and will carry a work mobile when visiting alone.

Use of Artificial Intelligence

Is the student permitted to use any form of AI while on placement? If so, what tools and in what way? *Note, students must not use any form of AI not formally approved for use by the LA and / or host agency* (50 words)

I will not use any AI tools during placement. I understand that using AI tools to generate written content in relation to my practice is not acceptable based on agency guidelines on confidentiality and data protection.

Addressing any difficulties in placement

If difficulties arise during placement, the student should first raise the issue with their PE or OSS. If this is not possible or does not resolve the issue, the student should contact their tutor. Concerns raised by the PE or OSS about the student should be discussed in supervision where possible and referred to the tutor if necessary. See the Practice-Learning Handbook for more information. If there are any additional arrangements in relation to placement difficulties, please note these below.

As above.

(Optional) Any other relevant information

Signatures		
	Signature	Date
Student		
Practice Educator		
On-Site Supervisor		

Section D – Record of Induction

This section should be completed within the first two weeks of placement.

Key Policies and Procedures Checklist

	Date read by student (or n/a)
Complaints policy	09/01/2026
Confidentiality and information sharing policies	09/01/2026
Health and safety policy	09/01/2026
Lone worker policy	10/01/2026
Safeguarding policy	10/01/2026
Sickness and absences policy	10/01/2026
Use of AI at work policy	10/01/2026
Other (please specify)	11/01/2026

Summary of induction activities

	Date completed	Notes (if applicable)
Access to IT systems	09/01/2026	Email, shared drive and calendar access arranged by OSS. Still waiting for full WCCIS access.
Introduction to placement team	09/01/2026	Met team manager, social workers, OT, and health liaison nurse. Everyone was really welcoming.
Meeting with LA training officer as part of induction	09/01/2026	Short welcome meeting to discuss placement expectations and key contacts.
Meeting with OSS as part of induction (if applicable)	11/01/2026	Reviewed role, weekly plan and contact arrangements. Agreed weekly check-ins.
Meeting with PE as part of induction	10/01/2026	Set supervision times and reviewed learning agreement.
Overview of placement setting and key roles and responsibilities	10/01/2026	Discussed how referrals come in, the main areas of work, and what social workers do day to day.

Shadowing opportunities discussed	10/01/2026	Plan to shadow reviews, a best interest meeting, and some community visits over next two weeks.
Other (please specify)	09/01/2026	Given tour of building, staff room, and fire exits. Temporary ID badge issued.
(Optional) Any other information (100 words)		
I've been made to feel very welcome by the team, and the induction process helped me get a good sense of the structure and values of the service. I appreciated the opportunity to ask questions and take time to understand the local policies, especially around lone working and safeguarding. Some access is still pending (WCCIS), but this is being followed up. I'm looking forward to starting shadowing next week and using supervision to reflect on what I'm seeing.		

Section E – Placement Calendar

Key

A = absent (e.g., unwell)

B = bank holiday

H = holiday

O = other non-placement day

P = placement day

R = recall day

Week commencing (date)	Week number	Monday	Tuesday	Wednesday	Thursday	Friday	Running total of days
Example	1	B	P	P	P	R	3
Example	2	P	P	P	P	P	8
	1	P	P	P	P	P	5
	2	P	P	A	P	P	9
	3	P	P	P	P	P	14
	4	P	P	P	P	P	19
	5	P					20
	6						
Placement start date						05/01/2026	
Placement end date						02/02/2026	

Part 2 – Supervision and Training

Section F - Supervision Agreement	
Supervision frequency and duration	
How often will formal, individual supervision take place? (50 words)	I will have a formal supervision session with my PE once every two weeks, in line with the programme requirements. This will give us time to reflect on my learning and explore how I'm developing in relation to the NOS and Code of Professional Practice.
What is the expected duration of each formal, individual session? (50 words)	Each formal session will last between 60 and 90 minutes, depending on what we need to cover.
Will formal, individual supervision take place online, in-person or both? (50 words)	Most sessions will take place in person at the office. If needed (e.g. due to illness or home working), we'll meet via Teams so that I can still lip read as well as listen.
How often will group supervision sessions take place? (50 words)	The team holds monthly reflective practice sessions which I am welcome to join, though these are optional for students. I may attend one if the timing works out.
Additional information (if applicable)	I will have an informal meeting with my OSS at least twice a week and keep in contact with my PE via email or in person in between formal supervision sessions. These informal discussions will also be logged.
Roles and responsibilities	
What are the PE's key responsibilities in supervision? (100 words)	My PE will guide and support my learning during the placement. She will provide structured feedback, help me reflect on my development, and support me to link practice with theory, values, and the NOS. She will also monitor my progress and ensure I have suitable learning opportunities.
What are the student's key responsibilities in supervision? (100 words)	I will prepare for supervision by reflecting on my experiences and making a note of things I want to discuss. I will be open and honest, take responsibility for my own learning, and act on feedback. I'll also complete any

	agreed tasks or reflections between sessions.	
If applicable, what are the OSSs key responsibilities in supervision? (100 words)	My OSS will contribute to formal supervision as needed, especially in terms of feedback on my day-to-day work. She'll also be a first point of contact for questions or reflections after shadowing or tasks I've completed on-site.	
Supervision Content		
<i>Supervision discussions must cover a range of topics, including student well-being, review of the student's work, anti-discriminatory, anti-oppressive and anti-racist practice, the application of theory and knowledge to practice, reflection, judgement and decision-making, and feedback from direct observations.</i> <i>Not every topic needs to be covered in every supervision session.</i> Apart from those listed above, are there any additional topics that will be discussed in supervision? (50 words)		
We've agreed to use supervision to explore my confidence with communication, including any challenges related to my hearing or literacy needs, and how I'm managing the emotional side of direct work.		
Supervision Records		
How will supervision records be stored securely and in line with host agency policies and procedures? (100 words)		
My PE will write up formal supervision records using the agreed university template. We'll also keep a supervision and training log. Supervision records will stored in a password-protected folder on the council's shared drive, only accessible to me, my PE and OSS. Any printouts will be kept in a locked drawer and deleted or shredded after the relevant Practice Assessment Panel has confirmed my placement outcome.		
Addressing Concerns		
What should the student do if they have any concerns about their supervision? (100 words)		
If I have any concerns about supervision, I will speak with my PE directly in the first instance. If I don't feel comfortable doing this, or if the concern isn't resolved, I will contact my OSS and / or university tutor. I understand that supervision should be a safe space to reflect on both positive and difficult aspects of practice.		
Review of this Agreement		
How will this agreement be kept under review? (50 words)		
We'll check in briefly at the start of each supervision session to see if anything needs updating or changing.		
Signatures		
	Signature	Date
Student		

Practice Educator		
On-Site Supervisor		

Section G - Supervision and Training Records

Supervision			
<i>Add more rows as needed</i>			
Supervision number	Date	Individual, group, other (please specify).	Notes included in the portfolio? (Y/N)
1	09/01/26	Informal	N
2	10/01/26	Formal	No
3	16/01/26	Informal	No
4	26/01/26	Formal	Yes
5	02/03/26	Informal	No

Training		
<i>Add more rows as needed</i>		
Date	Topic	Student reflection on key learning points (50 words per line)
13/01/26	Safeguarding Adults (Level 1)	Helped me understand local safeguarding thresholds and how to raise concerns. Also made me reflect on the need to explain safeguarding in ways that make sense to people, without jargon.
17/01/26	Introduction to WCCIS	Learned the basics of navigating the system and entering visit records. Felt more confident about how records contribute to continuity of care.
23/01/26	Autism and Social Work	This session deepened my awareness of sensory processing differences and the importance of flexibility in communication. Reminded me to check assumptions and take a personalised approach.

Section H - Supervision Records

Date	26/01/2026
Mode (in-person or online)	In-person
PE present	Yes
OSS present	No
Person responsible for the notes	Carys Morgan (PE)

Key discussion points
<i>Briefly record the main topics discussed, key learning points, and any significant reflections. Consider:</i> ○ Student Well-being ▪ <i>Work-life balance, managing academic and placement work.</i> ▪ <i>Mental and physical health factors affecting practice.</i> ▪ <i>Managing professional boundaries.</i> ○ Review of Student's Work ▪ <i>Progress and key responsibilities.</i> ▪ <i>Evaluating learning and development needs.</i> ○ Anti-Discriminatory and Anti-Oppressive Practice ▪ <i>Ethical considerations and reflections.</i> ▪ <i>Social work values and principles within the Welsh context.</i> ○ Application of Theory and Knowledge to Practice ▪ <i>Using theoretical frameworks and models in practice.</i> ▪ <i>Reflecting on research, policy, and best practices.</i> ▪ <i>Reflecting on the views and experiences of people with care and support needs and carers.</i> ○ Reflective Supervision and Decision-Making ▪ <i>Discussing ethical dilemmas, personal values, and biases.</i> ▪ <i>Evaluating professional judgment and evidence-based decision-making.</i>

- **Feedback from Direct Observations**

- *Using insights from observed practice to improve.*
- *Incorporating feedback from people with care and support needs, carers and professionals where appropriate.*

Student Well-being:

Owain reported feeling well and said he is managing the workload appropriately. He acknowledged feeling slightly nervous about the upcoming direct observation, particularly around structuring the conversation and demonstrating empathy without overthinking it. We discussed how this is a natural stage-one concern and agreed on strategies to support confidence.

Review of Student's Work:

We reviewed Owain's proposed structure for the planned direct observation next week. He talked through his approach to introductions, agenda-setting, and pacing. I encouraged him to remain flexible and responsive to the individual's communication style. He demonstrated a thoughtful approach and clear preparation.

Anti-Discriminatory and Anti-Opressive Practice:

Owain reflected on how structure can support inclusive communication. We explored how assumptions about someone's understanding or processing ability can become exclusionary, particularly in learning disability contexts. He was reflective and showed good insight into how small adjustments can promote equity.

Application of Theory and Knowledge to Practice:

We revisited the Mental Capacity Act (2005), focusing on the five principles and how they apply to the situation he'll be working with. Owain made links to supported decision-making and the social model of disability. He also referenced his psychology background, showing emerging ability to integrate theory and practice.

Reflective Supervision and Decision-Making:

Owain recognised a tendency to focus on 'getting it right' and acknowledged this could distract from building a genuine connection. We discussed how empathy and purpose can work together, and that being fully present is more important than having rehearsed lines. He showed good capacity for critical reflection.

Direct Observations:

We discussed what Owain would like me to focus on during the observation — in particular, how he communicates empathy and

maintains structure. I reminded him to complete the preparation section in good time and to think practically about the setting and consent.

Decisions and Action

List any key decisions made and actions to be taken, including who is responsible and the timescale.

- Owain to complete and send his DO preparation write-up to me by 31/01/2026.
 - I will confirm final logistics for the observation and review consent arrangements.
 - Owain to re-read the MCA Code of Practice and bring one takeaway to supervision following the observation.
- We agreed Owain will reflect in writing after the observation, focusing on emotion, analysis, and application of theory.

Any Additional Notes

For optional use – this could include any outstanding matters, follow-up points for next time, or anything else relevant to the session.

We briefly discussed time management and made a plan for how Owain will complete his portfolio work, especially the direct observation – which is being completed relatively late in the placement – as well as final bits of shadowing work.

The Code of Professional Practice

Add some brief notes here to indicate how this record provides evidence in relation to the CoPP.

This supervision session evidences Owain's developing understanding and application of several key areas of the Code of Professional Practice for Social Care.

He demonstrated a strong commitment to working in a person-centred way (CoPP 1.1), with a focus on promoting the rights, views, and preferences of the person he would be working with (1.2, 1.3). We discussed how his planned approach to the direct observation aimed to maximise voice and control (3.1), while showing dignity and respect (1.4).

Owain also showed early ability to recognise the power inherent in his role and took steps to minimise this in how he framed the conversation (3.4). His willingness to reflect on how his own position, identity, and communication style might influence the interaction aligns with the Code's expectations around accountability and professional development (6.1, 6.9).

We also touched on the importance of risk awareness and management (CoPP 4.1), especially in relation to ensuring emotional and conversational safety for people taking part in direct work. In addition, we considered how to maintain integrity and public trust (CoPP 5.3, 5.7), particularly through transparent communication and clear boundaries when working independently.

Finally, Owain showed clear efforts to communicate openly, honestly, and appropriately (2.2), and to uphold the values of respectful, rights-based practice throughout. Going forward, continued focus on embedding these principles into live practice will further support his professional development.

Next supervision meeting

Date

Signatures

By signing below, all parties confirm the accuracy of this supervision record.

	Signature	Date
Student		
Practice Educator		
On-Site Supervisor		

Part 3 – Direct Observation

Background Information	
Name of observer	Carys Morgan
Role and relationship to student (e.g., PE, OSS, team manager, etc.)	PE
Date of observation	01/02/2026
Consent	
Have all participants received an information sheet about this direct observation in advance?	Yes
<i>If no, have all participants received appropriate information (in a form suitable to their age, understanding, and capacity) about this direct observation in advance?</i>	n/a
Have all participants had the opportunity to ask questions about this direct observation in advance?	Yes
Do all participants with capacity to do so understand that they can decline to participate in this direct observation at any time without giving a reason?	Yes
If children or young people are involved, has informed consent (or assent) been obtained from the child or young person <i>and</i> consent from a person with parental responsibility?	n/a
Have all participants with capacity given their informed consent for this direct observation to go ahead?	Yes
If you have answered 'no' to any of these questions, use the space below to add explanatory comments and justify why you are going ahead with the observation.	
Are there any concerns about the capacity of any participants to give informed consent for this direct observation?	No
<i>If yes, use the box below to explain what you and / or your PE have done to assess mental capacity, how you can justify this direct observation going ahead, and how you will monitor the participant's ongoing wellbeing during the observation.</i>	
Please confirm that the observation will be stopped immediately if any concerns arise in relation to consent, capacity or the well-being of any participant(s).	Yes

Context
Pen-picture (250 words)
<i>A concise description of the individual, family, or group involved including personal, language (e.g., Active Offer), identity-related, social, economic and / or cultural circumstances.</i>
Tom is a white Welsh man in his early 30s, living in a one-bedroom housing association flat in a semi-rural part of Dyfed Central. He has a mild learning disability and receives floating support twice daily to assist with medication prompts, meals, and budgeting. Tom is socially isolated and on a low income. His life is shaped by financial constraints, digital exclusion, and a limited local transport system. He

would like to work but cannot find a local job. His access to leisure activities is restricted due to poor transport links, and much of his week is spent alone.

Tom communicates clearly and confidently and uses a mix of Welsh and English in informal settings. He prefers to speak English during professional appointments, though the Welsh language remains important to his sense of identity. He is often perceived as “managing well” due to his verbal fluency and polite manner, but this may mask unmet needs around social connection, mental well-being, and autonomy.

As a neurotypical, able-bodied male student from a university setting, I am mindful of the power dynamics involved, for example that Tom may tell me what he thinks I want to hear (perhaps that the service is completely meeting his needs, even though this may not be entirely true).

Word count 211

Legal and policy frameworks (250 words)

Summarise the legal and/or policy frameworks relevant to this visit or activity, including any safeguarding responsibilities.

This visit is grounded in the Social Services and Well-being (Wales) Act 2014, particularly the general duty to assess and meet eligible needs (Part 3 and Part 4), and the requirement to promote well-being, voice, and control (Section 6). Although this was not a formal assessment or review, the conversation was structured as a ‘What Matters’ discussion, which is explicitly supported by the SSWBA as a way of placing the individual’s views at the centre of planning and decision-making. The Code of Practice under the Act reinforces the importance of treating people with dignity and respect, working collaboratively, and ensuring proportionate responses to need.

I also considered the Code of Professional Practice for Social Care, particularly in terms of building trust (2.1), respecting rights and preferences (1.3), and promoting well-being while supporting safe decision-making (3.1, 4.1).

Because some of the discussion involved routines, medication, and independent living, I also kept in mind the Mental Capacity Act 2005. Although there were no indicators that Tom lacked capacity, I am mindful of the need to support understanding, provide information clearly, and avoid assumptions.

Finally, wider policy principles such as co-production, outcomes-focused planning, and the Active Offer (Welsh language) also informed the approach and framing of the conversation.

Word count 205

Preparation

Purpose (200 words)

*Describe the overall purpose of social work involvement, and the aims of **this** visit or activity (including how this visit or activity will contribute to meeting the overall purpose)*

The purpose of this visit is to carry out a ‘What Matters’ conversation with Tom as part of the local authority’s commitment to person-centred and outcomes-focused

practice under the Social Services and Well-being (Wales) Act 2014. Although this is not a statutory assessment or formal review, the conversation is intended to inform future planning about Tom's support package and ensure his wishes and views are central to that process. It is also an opportunity for Tom to reflect on whether his current support is working well for him and if there are changes he would like to explore.

As a student social worker, this visit is also a learning opportunity for me - to practise purposeful, person-centred communication; to hear directly from someone using services about their lived experience; and to begin building confidence in leading structured, values-based conversations. I will aim to balance a clear sense of purpose with enough flexibility to allow the conversation to unfold in a way that feels natural and respectful to Tom. I also hope to reflect afterwards on how well I managed that balance, and what I can learn from Tom's perspective about the role and impact of adult social care.

Word count	198
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Empathy and structural awareness (200 words)

What might the people involved be thinking, feeling, or expecting from this visit? How have you considered their experience in light of anti-oppressive, anti-discriminatory, and anti-racist practice?

In preparing for this visit, I've thought about what Tom might be feeling or expecting. He may be unsure about the purpose of the conversation, or cautious about giving negative feedback in case it affects his support. As I'm a student and not someone he knows well, he might also feel unsure about how much to share. I want to approach the visit in a way that is open, respectful, and non-pressuring, making it clear that there are no 'right answers' and that the focus is on what matters to him.

I'm also aware that Tom's experience is shaped by wider structural inequalities. For example, he faces social and geographic isolation, financial hardship, and limited access to transport, all of which affect his ability to participate fully in his community. He may also have had previous experiences of not being heard or taken seriously because of his learning disability. With this in mind, I want to be careful not to make assumptions about his independence, well-being, or satisfaction based on surface impressions. I will pay attention to how I ask questions, how much space I give him to speak, and how I respond if he says something unexpected or difficult.

Word count	200
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Self-reflection and power dynamics (200 words)

How might your own social identities (e.g., race, gender, age, class, etc.) and role as a student social worker (thinking about power and authority) affect this interaction?

I've been reflecting on how my own identity and position might influence this interaction. I am a white, neurotypical, able-bodied man in my twenties, currently studying at university. Although I also come from a working-class background and have lived in a rural area, my role as a student social worker, and the fact that I am coming into Tom's home in a professional capacity, places me in a position of power. It's possible that Tom may view me as someone with influence over his support, even though that's not the case. He may also feel pressure to say things he thinks I want to hear.

I'm also aware that my ability to work or travel freely, and to access education, has not been limited by disability or digital exclusion in the way it has for Tom. I want to be especially mindful not to minimise his experiences, or to assume that being "independent" means the same thing for everyone. To address this, I will focus on listening carefully, asking open questions, and making space for Tom's perspective. I'll try to stay aware of the subtle ways that power can shape conversations, even when they feel informal or friendly.

Word count 198

Relevant literature and theory (250 words)

*Identify at least theory or theoretical concept **or** one specific academic article or book chapter that you have read in preparation for this observation (which could be empirical research or theoretical or both) and provide (i) a brief summary of the theory, concept, article or book chapter and (ii) how it helped you prepare.*

I read Odiyoor and Jaydeokar (2020), who highlight the deep-rooted inequalities faced by people with learning disabilities living in rural areas, including social exclusion, stigma, and limited access to meaningful services. Although their work is based in a non-UK context, many of the issues they describe, such as poor transport, lack of tailored day services, over-reliance on restricted social networks, are also relevant to Tom's situation and the broader Welsh context.

The article challenged me to think more critically about how services are structured and whether they truly offer voice, choice, and control. In particular, I was struck by the discussion about how support often focuses on basic functioning rather than wider wellbeing, and how unmet needs can be masked by polite or compliant behaviour. This reminded me not to assume that "coping" means "thriving."

Odiyoor and Jaydeokar also discuss the links between socioeconomic disadvantage and mental health, which made me reflect on the structural barriers Tom faces, including digital exclusion, poverty, and rural isolation. I will bear these factors in mind during the conversation and try to create space for Tom to talk about what matters to him beyond just the practicalities of his current support.

Word count 197

Learning needs (150 words)

What areas of your practice are you aiming to develop and demonstrate in this observation? What specific areas would you like the observer to focus on in their feedback? (You can use bullet points for this section.)

- I want to build confidence in person-centred conversations, moving from shadowing to active practice.
- A key focus is to develop and demonstrate empathy using complex reflections, showing that I'm listening and understanding more than just explicit / surface content.
- I am working on using affirmations to support rapport and highlight strengths.
- I want to practise basic reflections and summaries as a form of active listening, to check my own understanding and support clarity.
- I aim to apply relevant theory, especially the social model of disability, to inform how I understand and respond to Tom's needs.

- I would like to develop my confidence in managing pauses and silences, allowing the other person space to think and speak without feeling pressure to fill gaps. - I would appreciate feedback on how I structure the conversation — for example, whether I open and close in a way that feels clear and purposeful, and how well I balance empathy with agenda-setting.	
Word count	155
Optional - clarity about risk and need (150 words)	
<i>If you need to raise any difficult topics during this visit - for example, in relation to risk, unmet needs, or other areas of concern – outline here what you are worried about. What do you intend to share with the individual or family, and how will you do so in a way that is clear, concrete, and concise? If not, leave this section blank.</i>	
Word count	
Optional - additional information	
<i>If applicable, is there any other information you need to provide? If not, leave this section blank.</i>	
Date preparation write-up completed	
Date preparation write-up discussed with observer	

<i>PE feedback on preparation</i>	
Up to 500 words	
<i>To what extent does the student's preparation demonstrate professional curiosity and critical reflection? To what extent does the student's preparation link theory, knowledge, values and practice?</i>	
Owain's preparation for this direct observation was thoughtful and demonstrated a strong commitment to person-centred practice. His work clearly shows emerging critical reflection, particularly in how he considered the structural barriers affecting Tom's life and the subtle power dynamics at play in the student-service user relationship. He showed appropriate self-awareness regarding his own background, learning needs, and communication style. Owain linked theory, knowledge, and values well, particularly in relation to communication skills, supported decision-making, and the Mental Capacity Act 2005. He also made good use of current literature, applying Odiyoor and Jaydeokar's work to the context of the conversation. His attention to the Code of Professional Practice, especially in promoting voice, respect, and control, was clear throughout. Owain referenced the social model of disability in the preparation section, and we also discussed this in supervision beforehand. However, in practice there was limited evidence of this model being applied during the activity or in his later reflection. For example, Owain could have considered how the conversation or the wider support planning process reflects, or fails to reflect, a social model approach. More critical	

engagement with the implications of this model, and how it contrasts with individual or medicalised understandings, would have strengthened his analysis and deepened the link to his stated values.

Overall, this was a strong and well-prepared submission that shows a clear grasp of the importance of purpose, empathy, and structure in social work conversations, as well as a growing ability to think systemically and critically about his role.

Word count	251
Date completed	

Description of the visit or activity

What happened during this direct observation? (up to 250 words)

The observation took place at Tom's home. I was accompanied by my PE, who observed but did not participate in the conversation. I began by briefly explaining my role and checking again that Tom was happy for me to be observed. I tried to use a warm and relaxed tone and explained that the purpose was to hear more about what matters to him, not to assess him or review his care and support plan.

I asked open questions about Tom's routine, what he enjoys, and how he feels about the support he receives. He spoke positively about his support worker and described feeling "mostly fine" about things. I used basic and complex reflections to explore some of his comments further. For example, when he said, "I don't need much, really," I reflected, "It sounds like you're used to managing on your own — but maybe that's not always easy."

As the conversation continued, Tom mentioned feeling bored and stuck indoors most days. I affirmed the steps he had taken to stay busy and offered a summary of what I'd heard before checking whether he wanted me to pass anything on to the team.

The visit lasted just over 40 minutes. I closed by thanking him and left before my PE so that she could ask for feedback on my practice.

Word count	220
Date completed	03/02/2025

Observer summary of participant feedback (up to 200 words)

Summarise the feedback obtained from participants in the direct observation about the student and their practice.

Alternatively, if the participant(s) have provided written feedback or completed a feedback form, this can be scanned, photographed or otherwise copied and then pasted into the space below (instead of writing an observer summary).

If no feedback has been provided, please provide a brief explanation as to why not (e.g., participant declined).

Following the observation, I asked Tom whether he was happy to give some feedback on the conversation and how Owain had approached it. Tom agreed and completed a

short feedback form with support from me to read the questions aloud and clarify their meaning.

Tom said he felt “comfortable” during the conversation and described Owain as “easy to talk to.” He said it was “good that [Owain] didn’t rush me” and that he felt “listened to.” He said he was glad Owain asked about how things were going and not just about forms or tasks.

Tom rated the experience as positive and gave permission for his feedback to be included in the portfolio. He did not raise any concerns and said he would be happy to talk with Owain again.

Word count	130
Date completed	

Observer feedback on the student’s practice during the direct observation (up to 300 words)

In relation to the student’s identified learning needs (see Preparation section, above), what did the student do well? What do they need to develop further? To what extent did the student demonstrate person-centred practice? Any other comments?

Owain demonstrated thoughtful preparation for this visit and a clear understanding of the ‘What Matters’ approach. He began the conversation with warmth and set a respectful, person-centred tone. His pacing was good, and he allowed silences without rushing to fill them. He made use of both basic and complex reflections, which supported rapport and helped Tom to open up, particularly in the early stages.

However, there were moments during the conversation where Owain appeared to shift away from empathy and into a more advice-giving mode (demonstrating the ‘righting reflex’). For example, when Tom mentioned his frustration about not being able to find a job, Owain responded by suggesting practical solutions, such as visiting Jobcentre Plus, searching online for home-based roles, and looking at Indeed.com. While well-intentioned, this moved the focus away from Tom’s experience and into a problem-solving frame that Tom hadn’t asked for. There was a missed opportunity here to explore how Tom feels about his employment situation and what meaning it holds for him – as well as exploring what Tom has already done in relation to paid work and the knowledge and expertise he already has about different opportunities.

In a few places, Owain also followed affirmations or reflections with a “but...”, e.g., “It’s good that you’ve built a routine, but I wonder if you could be doing more.” These types of comments, although not harshly delivered, can undermine the collaborative tone and create pressure to agree or change. It’s something for Owain to reflect on further, particularly how to stay empathic even when he has ideas or feels stuck.

That said, Owain’s insight and reflective capacity are evident, and these are exactly the kinds of issues he is ready to explore at this stage. His values were clear throughout, and the overall tone of the visit was respectful.

Word count	301
Date completed	

Student reflection	
Feelings: What were you thinking and feeling during the observation? (100 words)	
I felt nervous beforehand, especially knowing I would be leading the conversation and being formally observed. Once we started, I settled quite quickly and focused on building rapport. I wanted Tom to feel relaxed and not as though I was assessing him. As we talked, I found myself switching between being present and trying to remember what I “should” be doing, which was distracting at times. I felt a mix of confidence and uncertainty, especially when Tom mentioned wanting a job and I wasn’t sure whether to explore it further or offer suggestions.	
Word count	93
Evaluation: What went well? What were the challenges? (200 words)	
I think the strongest part of the conversation was the tone I set at the start. I was warm, respectful, and clear about why I was there. I allowed silences and used open questions, which helped Tom talk about his day-to-day life. I also used basic reflections and summaries to show I was listening, and I gave affirmations that helped build rapport. I think Tom felt heard. One challenge was holding back from giving advice. When Tom said he felt bored and would like to work, I jumped quite quickly into suggesting practical options like the Jobcentre and online searches. In hindsight, I can see that this moved the focus away from his feelings and into a problem-solving space he hadn’t asked for. I also noticed that in a few places I used phrases like “<i>but maybe you could...</i>” after a reflection or affirmation. This is something I hadn’t realised I was doing, but which undermined the empathic connection I was trying to build. I found it hard to sit with discomfort or uncertainty, and I think I was trying (without realising it) to help Tom feel better, rather than really staying with what he was telling me.	
Word count	198
Analysis: Why did things happen the way they did? How can the law, theories or research help explain this? (300 words)	
Several things influenced how this conversation unfolded. My preparation gave me a clear framework — to keep the focus on what matters to Tom and to approach the visit in a person-centred, respectful way. I used open questions and reflective listening, which encouraged Tom to share. However, when he mentioned wanting to work, I felt uncertain and shifted into a more solution-focused stance. This change wasn’t planned — I think it happened because I felt a tension between being empathic and being useful, and I wanted to offer something tangible. This reflects what Miller and Rollnick call the ‘righting reflex’ — the tendency to jump in with solutions, even when not invited to. From a legal perspective, my role was informed by the Social Services and Well-being (Wales) Act 2014, which emphasises voice, control, and co-production. In trying to follow these principles, I should have stayed more with Tom’s narrative rather than redirecting it. The Mental Capacity Act 2005 was also relevant, reminding me of the need to support understanding and decision-making without assuming incapacity —	

but I now realise that offering advice without first understanding meaning may unintentionally undermine autonomy.

Theoretically, the social model of disability is important here. I mentioned it in preparation but did not actively apply it during the visit. For example, I could have explored how structural barriers — such as rural isolation and lack of digital access — restrict Tom’s participation, rather than focusing on what he should do differently. This oversight shows I need to strengthen how I integrate theory into live practice.

Overall, the shift into advice-giving happened because of internal pressure to be helpful and a lack of clarity about how to hold space for uncertainty — something I now recognise as part of my learning curve.

Word count	289
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Conclusion: What learning are you taking from this experience? (200 words)

This experience helped me realise how important it is to stay with the other person’s experience, even when it feels uncomfortable or incomplete. I went into the visit with good intentions and a strong sense of purpose, but I learned that sometimes my instinct to be helpful can get in the way of really listening. I thought I was being supportive by suggesting job websites, but in doing that I may have missed a deeper opportunity to explore what it feels like for Tom to be out of work and isolated.

I also learned that small things, like saying “*but...*” after a reflection, can shift the tone of a conversation more than I realised. It risks making the interaction feel corrective, rather than collaborative.

One of my goals for this placement is to improve my use of person-centred communication, and this observation gave me a clear view of what I’m doing well (like pacing, tone, and open questions) and what I still need to work on (like managing the righting reflex and sitting with emotion without rushing to fix it). It’s helped me understand empathy as a discipline; not just a feeling, but something that takes practice and critical awareness.

Word count	200
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Action Plan: What are you going to do next to help build on what you have learnt from this experience? (200 words)

For example, attend specific training, read an article or book, listen to a podcast, watch a film, do some research, talk about something in supervision, consult with a colleague, seek out a shadowing opportunity, learn more about a community, practice a specific skill, etc.

To build on this experience, I’m going to practise resisting the urge to offer advice and instead focus on making more intentional use of complex reflections. I’ve booked time with my PE in supervision to look again at this direct observation and to reflect on where this ‘fixing’ mindset comes from for me, and for social workers more generally.

I’m planning to reread sections of *Motivational Interviewing: Helping People Change* (by Miller & Rollnick), especially the chapters on engaging, evoking, and avoiding the righting reflex. I’ve also downloaded an episode from the Social Work Podcast series

on person-centred interviewing and plan to listen to it before the start of my next placement.

In terms of further development, I've asked my OSS if I can shadow a colleague who is very experienced at working with adults with learning disabilities, and who has supported people in the past to talk about voluntary and paid work opportunities. I want to learn how to hold that kind of conversation in a way that is exploratory and rights-based, rather than problem-solving.

Word count 176

(Optional) Any additional information

Date student reflection write-up completed

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 use services and carers?

Yes

National Occupational Standards and the Code of Professional Practice

With this direct observation, how have you demonstrated adherence with the Code of Professional Practice?

This direct observation gave me the opportunity to demonstrate several aspects of the Code of Professional Practice. I worked in a person-centred way (1.1) by focusing the conversation on what mattered to Tom and by supporting his voice and preferences (1.3, 1.4). I communicated clearly and openly (2.2), adapted to Tom's preferred pace and style, and took steps to build trust (2.1, 2.5).

Although I noticed areas for development in my empathy and response style, I believe I promoted Tom's well-being and active participation (3.1) and avoided making assumptions about what was best for him. I've reflected on how power operates in these interactions and on how I can avoid unintentional pressure or persuasion (3.4).

I also demonstrated accountability (Section 6) by engaging in feedback and supervision and by critically evaluating my communication in line with the Code's expectations for integrity, development, and safe practice (6.5, 6.9).

Word count 147

References

PE feedback on reflective account

Up to 500 words

To what extent does the student's reflective account demonstrate critical reflection and learning? To what extent has the student reflected on theory, knowledge, values and practice?

Owain's reflective account is honest, well-structured, and demonstrates an emerging capacity for critical reflection. He identified where his own instincts, particularly the

desire to be helpful or “fix”, risked undermining a more empathic, person-led approach. This is a common challenge at this stage, and his ability to notice it and explore why it happened is a clear strength.

His reflections on the impact of using phrases like “*but...*” after affirmations show a developing awareness of how language shapes power and meaning in conversation. He responded to feedback constructively and identified relevant resources to support his learning. His action plan includes practical next steps, such as reviewing the direct observation in our next supervision and reading more about the righting reflex, which demonstrate his willingness to learn and improve.

He also reflected well on the values underpinning social work, particularly the importance of voice, dignity, and non-directive practice, and linked this to CoPP expectations and key social work communication literature. However, as noted in the section above, Owain referenced the social model of disability only in passing, and this was not developed in his reflection. In future work, he would benefit from drawing more fully on theoretical models to deepen his analysis, particularly in relation to how services and systems construct disability and need.

Nonetheless, this was a reflective, values-driven, and well-evidenced piece of work that shows clear development in professional judgement and critical self-awareness.

Word count	234
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(Optional) Any other information?

If applicable, is there any other feedback you need to give? If not, leave this section blank.

Do you agree with the claims made in relation to the CoPP for this direct observation?	Yes
<i>If no, please comment here</i>	
Date completed	

Part 4 – Future Learning and Development

Section I – End of Placement Review	
What key learning are you taking from this placement? (100 words)	
Understanding that professionalism is not just about being competent, but also about being trustworthy (CoPP 2.1) and managing social risks sensitively (CoPP 4.1–4.3), for example in relation to Tom’s isolation from work. I learned how maintaining clear boundaries and following through on commitments (CoPP 2.5–2.6) helps build confidence and safety for the people we support. I also learned how important it is to recognise and manage the power I hold in practice (CoPP 3.4), especially in one-to-one conversations.	
What was the most challenging thing about this placement? (100 words)	
One challenge was learning how to uphold public trust in the profession (CoPP 5) while still being honest about my limitations. I sometimes felt unsure how to respond to difficult questions or expectations and worried I might say the wrong thing. It was a learning curve to find ways of being open and accurate in my communication (CoPP 2.2) without overpromising or stepping outside my role. I also found it challenging to manage conversations around sensitive topics like relational and physical isolation without trying to fix things, for me this links back to integrity (CoPP 5.1) and recognising my boundaries.	
What was your most significant achievement during this placement? (100 words)	
My most significant achievement was maintaining a consistent and reliable presence within the team and with the people I supported (CoPP 2.5). I worked hard to honour commitments, arrive prepared, and stay professional, even when I felt unsure. I received feedback that I communicated clearly and built rapport in a respectful, non-judgemental way (CoPP 2.2, 2.3), and I believe this reflects growth in my confidence and professionalism. I also think I managed risk appropriately by checking in when unsure and being honest about what I could and couldn’t do (CoPP 4.1 and 6.5), which helped keep people safe.	

Section J – Learning Development Plan	
Outline 3–5 specific learning objectives for your next placement.	
<i>These should be generic enough such that you could achieve them in any social work setting e.g., not something specific to working with children or adults. (50 words per line)</i>	
Learning objective 1	Develop confidence in using professional authority while maintaining empathy and respect.
Learning objective 2	Improve the integration of theory into everyday practice.
Learning objective 3	Strengthen my ability to work effectively in multi-agency contexts.
Learning objective 4	Develop my confidence in direct work with people in distress or at risk while remaining person-centred.
Learning objective 5	Continue to reflect critically on power, identity, and positionality in practice.

Part 5 – Evidence Summary Charts

Section K – CoPP evidence chart			
<i>Please indicate where the evidence can be found in this portfolio for the student's understanding and application of the CoPP.</i>			
	Source of evidence		
	Direct Observation	Supervision notes	End of Placement Review
1. Respect the views and wishes, and promote the rights and interests, of individuals and carers.	Pen picture, student reflection – evaluation and conclusion.	X	
2. Strive to establish and maintain the trust and confidence of individuals and carers.	What happened during the observation? Observer feedback; student reflection – feelings and evaluation		End of placement review
3. Promote the well-being, voice and control of individuals and carers while supporting them to stay safe.	Context; empathy and structural awareness; student reflection - conclusion	X	End of placement review
4. Respect the rights of individuals while seeking to ensure that their behaviour does not harm themselves or other people.		X	End of placement review
5. Act with integrity and uphold public trust and confidence in the social care profession.	What happened during this observation? Observer feedback; student reflection – evaluation.	X	End of placement review
6. Be accountable for the quality of your work and take responsibility for	Learning needs; action plan, observer feedback	X	Practice Learning Agreement - Key Learning Objectives;

maintaining and developing knowledge and skills.			Training record; End of placement review.
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Part 6 – Reports and Signatures

Section L – Practice Educator Final Report
Overall Recommendation
Pass
What is your assessment of the student's understanding and application of the CoPP? (up to 200 words).
Owain has demonstrated a clear and developing understanding of the Code of Professional Practice (CoPP) throughout his Stage 1 placement. His approach to direct work and reflection is evidence of his consistent adherence to the key principles of the CoPP. In his Direct Observation, Owain worked in a person-centred way (CoPP 1.1), enabling the individual to explore what mattered to him in a respectful and flexible conversation. He adapted his communication to suit the individual's pace and preferences (1.4, 2.2) and allowed space for voice and control to emerge (3.1). This was reinforced by participant feedback and by Owain's own reflection on how his use of affirmations and summaries built rapport (Reflection, DO section). Owain's preparation and supervision notes demonstrate his commitment to ethical and accountable practice (6.1, 6.5). He identified his own learning needs and used feedback to improve, particularly in relation to resisting the righting reflex and maintaining professional boundaries (Supervision; DO Feedback). In recognising and correcting moments where advice-giving overtook empathy, he showed insight into the importance of integrity and trust (5.3). We also discussed how risk and safety are managed through good communication and relationship-building, as seen in his preparation for the observation and in his end-of-placement reflection, which links CoPP 4.1 with safe, values-led practice. Owain's written work shows a developing understanding of the wider purpose of the CoPP. Rather than treating it as a checklist, he has begun to use it to reflect on his role and responsibilities as a student social worker. His understanding of the principles of dignity, voice, respect and trust are well-established, and this forms a strong foundation for further development.
What is your assessment of the student's understanding of the six key roles of social work? (up to 200 words).
What is your assessment of the student's potential for further development as a social work student, with reference to their ability to work with individuals who require care and support, including unpaid carers, and their understanding of the impact of social work practice on these groups? (up to 300 words).

Owain has made strong progress across this placement and has shown clear potential to succeed as a social work student. He is thoughtful, reflective, and committed to ethical practice. His communication skills are well-developed for this stage, particularly his tone, pace, and use of affirmations (Direct Observation, Observer Feedback section). He builds rapport with people in a respectful and non-judgemental way and shows sensitivity to cultural and contextual factors affecting people's lives (e.g., Direct Observation, Pen-picture and Empathy & Structural Awareness sections).

One of Owain's key strengths is his ability to engage critically with feedback. In his reflection on the Direct Observation, he acknowledged how advice-giving and subtle persuasion can creep into practice, and he used this insight to identify concrete goals for improvement (Reflection and Action Plan sections). This level of self-awareness and motivation will serve him well in more complex practice settings.

Looking ahead, Owain would benefit from continuing to build confidence in managing difficult conversations, particularly where distress, disagreement, or risk is present. This came through in his End-of-Placement Review and Learning Objectives, where he identified the need to balance empathy with professional authority. He also needs to deepen his engagement with theoretical models, such as the social model of disability, and consider how these can actively inform his practice, rather than remaining in the background (noted in DO Feedback and PE Feedback on Reflection).

Overall, Owain has met the expectations for Stage 1 and has established a strong foundation for further development. He presents as a capable, reflective, and principled student with a clear sense of professional identity and a willingness to learn.

(Optional) Any other comments?

Section M – On-Site Supervisor comments

(Where applicable) What is the view of the On-Site Supervisor in relation to the student's learning and development during this placement?

Owain has been a thoughtful and reliable presence in the team throughout his placement. He approached all tasks with professionalism and a clear desire to learn. I observed him develop confidence in his communication, particularly in working with individuals with learning disabilities. He was able to build rapport quickly and maintained appropriate boundaries, even in informal or challenging situations.

He made a positive contribution during team meetings and was proactive in asking questions and seeking feedback. After shadowing me on a home visit, Owain took the opportunity to have an informal discussion with an unpaid carer, during which he showed active listening skills and a non-judgemental attitude in relation to the person's negative experiences of support services.

Owain also demonstrated good organisational skills and managed his time well, balancing placement requirements with academic responsibilities. He was always respectful, punctual, and receptive to supervision. I believe he has strong potential to develop further.

Section N – Confidentiality Statement

This section should be dated on or after the last day of placement and before the portfolio is submitted.

I confirm that all information recorded within this portfolio has been anonymised to ensure the confidentiality of people with care and support needs and / or carers.

I have also taken care not to include any other potentially identifiable information. Any names or initials used to refer to people with care and support needs and / or carers are pseudonyms.

Student

Date

Section O – Student Confirmation of Portfolio Completion

Please indicate below whether your portfolio is complete or incomplete and, if necessary, indicate what sections are yet to be completed by your PE, OSS, or anyone else.

My portfolio is complete (all sections)

Y

If you have answered 'N' above, please indicate which sections of your portfolio are incomplete and who is responsible for completing them (e.g. Supervision records, PE)

(Optional) If you have any final comments to add about your portfolio, including the PE report, please add them here.

Section P - Final signatures

Please sign to confirm that you have read and confirm as accurate all the information provided in this portfolio.

	Signature	Date
Student		
Practice Educator		
On-Site Supervisor		

Part 7 – EDI and Welsh Language Awareness certificates

Copy and paste your EDI and Welsh Language Awareness certificates here.

Part 8 – Concerns Meeting Notes and Action Plans

If a concerns meeting is arranged as part of this placement, use this section to copy and paste the notes of the meeting, action plan, and any subsequent updates.

Concerns meetings are chaired and recorded by the student's tutor.

Otherwise, leave this section blank.