Section M – Practice Educator Final Report

Overall Recommendation

Fail

What is your assessment of the student's understanding and application of the CoPP as demonstrated during this placement? (up to 300 words).

The student demonstrated an emerging understanding of the Code of Professional Practice, but significant concerns remain in relation to its consistent application.

There was some evidence of progress, particularly in relation to Section 1 (Promote the rights and interests of individuals). In DO1 and DO3, the student made efforts to listen to people's views and advocated for a carer's need for support in supervision (Supervision 3).

However, issues relating to Section 2 (Establish and maintain the trust and confidence of individuals) were evident throughout the placement. The student was late to multiple visits and failed to follow through on agreed actions on at least two occasions (see Supervision 2 and 4). Feedback from one person receiving services noted that while the student "was nice," they "didn't seem to do much."

In terms of Section 3 (Promote the well-being of individuals), the student showed basic awareness of emotional needs but struggled to build collaborative relationships. Their interactions were often transactional, and there was limited evidence that they were promoting voice or control in practice.

Regarding Section 4 (Respect the rights of individuals), the student was respectful in language and tone during visits but struggled to engage with the ethical complexities of self-determination and risk – as reflected in their reflective accounts and in supervision discussions.

Concerns were most significant in relation to Section 5 (Act with integrity and uphold public trust) and Section 6 (Be accountable for the quality of your work and take responsibility for maintaining and developing knowledge and skills). The student was frequently late with written work, including assessment reports and care plans that they were contributing to, and did not respond well to feedback (see DO2 and Supervision 4). Their reflection on learning was largely descriptive rather than analytical, and despite multiple opportunities for support, progress was limited.

While there are glimpses of potential, the student did not demonstrate sufficient application of the CoPP across the placement to meet expectations at this stage.

What is your assessment of the student's practice in relation to **Key Role 1: Maintain Professional Accountability** (up to 200 words)

NOS 1: Maintain an up to date knowledge and evidence base for social work practice
NOS 2: Develop social work practice through supervision and reflection

The student made efforts to review background materials before visits, including reading case files and relevant policies (Supervision 1 and DO1 preparation), and showed some understanding of core social work values and purpose. However, their ability to connect theory and evidence to practice was inconsistent. In DO2, for instance, the student referenced trauma-informed practice but was unable to apply this in a meaningful way when a carer became visibly upset. They also relied heavily on attachment theory but tended to use it in a reductive, diagnostic manner - labelling behaviour rather than using the theory to inform empathic or purposeful intervention. Although this issue was discussed in supervision (Supervision 4), the same pattern continued until the end of placement.

The student's engagement in supervision was variable. While they were occasionally open and thoughtful, they were more often passive. They did not routinely bring questions, reflections, or learning needs for discussion, despite encouragement to do so. This limited their ability to demonstrate NOS 2 in a consistent or robust way.

Support was provided throughout the placement, including direct modelling by the OSS, clear feedback in both written and verbal form, and structured time for critical reflection. Despite these efforts, the student did not consistently use these opportunities to develop or demonstrate growth.

What is your assessment of the student's practice in relation to **Key Role 2: Practice Professional Social Work?** (up to 500 words)

NOS 3: Manage your role as a professional social worker
NOS 4: Exercise professional judgement in social work
NOS 5: Manage ethical issues, dilemmas and conflicts
NOS 6: Practice social work in multi-disciplinary contexts
NOS 7: Prepare professional reports and records relating to people

The student demonstrated appropriate interpersonal conduct and was generally punctual and polite in their interactions. They respected confidentiality, maintained a calm and courteous manner, and were thoughtful in their verbal communication. These are important baseline behaviours, and the student is to be commended for them.

However, several aspects of professional practice remained underdeveloped.

For **NOS 3**, the student required a high level of support to organise their workload and plan ahead. They often relied on prompts from the OSS or myself to complete essential tasks such as preparing for supervision, writing up visits, and following up on agreed actions. There was limited evidence of independent initiative. Time management and forward planning remain clear areas for development.

In relation to **NOS 4**, the student recognised the importance of professional judgement but was hesitant to formulate or express their own view, even on relatively straightforward matters. For instance, when asked to consider the potential risks in a

situation involving missed medical appointments, they deferred entirely to the OSS, despite prompting to think the issue through for themselves (Supervision 3).

For **NOS 5**, the student was able to engage with ethical questions when prompted, and referenced principles such as autonomy, dignity, and the right to refuse care. However, these reflections tended to remain at the level of generalities. They struggled to apply ethical reasoning to the specific dilemmas that arose in practice, such as how to balance safety and rights in cases of substance use or fluctuating capacity.

In relation to **NOS 6**, the student attended two multi-agency meetings and observed a third. They listened respectfully and took notes but did not contribute actively and did not follow up on learning points raised in the meetings, even when opportunities were identified and discussed with them afterwards.

NOS 7 was not met. The student's written work was consistently below the standard expected at this stage of training. None of their draft assessment reports or care plans could be used without substantial further work by a qualified worker to ensure factual accuracy, accessibility, and alignment with practice expectations. Key details were often omitted from the assessment report, and care plans did not adequately reflect the views or personal outcomes of the person involved. Feedback was provided in supervision and in writing, and additional time was granted to revise the work. However, the quality did not significantly improve over the course of the placement.

In summary, while the student engaged well interpersonally and demonstrated some understanding of social work values, they were not yet able to function with sufficient independence or to evidence the professional capabilities associated with this key role.

What is your assessment of the student's practice in relation to **Key Role 3: Promote Engagement and Participation?** (up to 400 words)

NOS 8: Prepare for social work involvement
NOS 9: Engage people in social work practice
NOS 10: Support people to participate in decision-making processes
NOS 11: Advocate on behalf of others

There was limited evidence across the portfolio that the student consistently met the standards associated with this key role. While there were isolated examples of insight and effort, overall, the student's practice fell short of expectations in several key areas.

The student struggled to embed person-centred values in their practice. They regularly used non-person-centred language (e.g. referring to "cases" and "service users") and occasionally labelled people in reductive or deficit-based ways, particularly when applying theory (see feedback under Key Role 2). Despite repeated supervision discussions about working with resistance, the social context of

decision-making, and the importance of adapting approaches to individual need, there was little observable change in their communication style or overall approach.

In relation to **NOS 8**, the student demonstrated basic preparation on some occasions (e.g. reviewing file notes ahead of DO1). However, this was not sustained. In Supervision 2 and 3, the student acknowledged attending visits without completing background reading or preparing relevant questions. During DO2, they required prompting to clarify the purpose of the visit and to think through what they hoped to achieve, which impacted the quality of the interaction.

NOS 9 was partially met. The student had a friendly and polite manner and was able to establish initial rapport in some conversations. However, their engagement often lacked direction and follow-through. For example, in DO3, they used mostly closed questions and did not pick up on concerns raised by the individual, leading to missed opportunities for deeper engagement. Participant feedback from this visit noted the student was "nice but didn't really help."

NOS 10 was not demonstrated to the required level. The student often deferred to professionals in meetings and lacked confidence in facilitating shared decision-making. In Supervision 4, they reflected on an occasion where they failed to involve a parent in exploring care options, only recognising the missed opportunity after it was discussed with them.

There was minimal evidence in relation to **NOS 11**. Although the student spoke about social justice in general terms, this was not matched by practice. They did not identify or act on opportunities to advocate for individuals or follow up on unmet needs without prompting. In Supervision 3, when asked about advocacy, they appeared uncertain about how it differed from offering emotional support.

Overall, the student did not yet demonstrate the competence, confidence or clarity required to promote meaningful engagement and participation. These areas would require focused development in a future placement.

What is your assessment of the student's practice in relation to **Key Role 4: Assess Needs, Risks and Circumstances?** (up to 200 words)

NOS 12: Assess needs, risks and circumstances in partnership with those involved
NOS 13: Investigate harm or abuse

The student demonstrated a developing awareness of the importance of assessment and risk but did not meet the required standard in relation to either NOS 12 or NOS 13. There were moments of insight – for example, in DO2, the student identified that a carer was under significant emotional pressure and noted concerns about the impact this might be having on the person with care needs. In supervision (Supervision 3), they reflected on the concept of self-neglect and how cumulative harm might arise over time.

However, this insight did not consistently translate into effective assessment practice. In DO3, the student asked general questions about wellbeing but failed to

follow up when the person disclosed that they were skipping meals. Risk indicators were not explored in depth, and there was little evidence that the student was triangulating information or working in partnership with the person to understand their situation holistically (NOS 12).

In relation to NOS 13, the student showed limited confidence in identifying or investigating potential harm. In supervision, they struggled to describe the threshold for abuse and appeared unsure of what action would be required in the event of disclosure. More focused development is needed to build their confidence and competence in this key area.

What is your assessment of the student's practice in relation to **Key Role 5: Plan for Person-centred Outcomes?** (up to 300 words)

NOS 14: Plan in partnership to address short and longer term issues
NOS 15: Agree risk management plans to promote independence and responsibility
NOS 16: Agree plans where there is a risk of harm or abuse

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What is your assessment of the student's practice in relation to **Key Role 6: Take Actions to Achieve Change?** (up to 400 words)

NOS 17: Apply methods and models of social work intervention to promote change
NOS 18: Access resources to support person centred solutions
NOS 19: Evaluate outcomes of social work practice
NOS 20: Disengage at the end of social work involvement

There is some evidence across the portfolio that the student has begun to understand and apply methods of social work intervention to promote change (NOS 17). For example, in DO2 and DO3, they attempted to use basic motivational interviewing techniques and reported in Supervision 2 that they had read further

literature on this approach. While their use of the techniques was limited in scope and depth, it showed an emerging understanding of how structured methods might support engagement and behavioural change.

The student also accessed a number of local resources to support the people they were working with (NOS 18). In Supervision 3, they discussed making contact with a local carers' organisation to support a relative in distress, and during DO3 they helped a person understand how to apply for additional financial support. These were appropriate and relevant steps, and the student was proactive in liaising with colleagues to confirm eligibility and referral processes.

However, there is insufficient evidence to demonstrate the student's ability to **evaluate outcomes** of their interventions (NOS 19). Their reflective accounts tended to focus on describing what happened, rather than exploring whether the actions taken were effective or whether different approaches could have led to better outcomes. In supervision, the student acknowledged that they found it difficult to know how to judge whether progress had been made and would benefit from further support in developing evaluative thinking.

Similarly, there is **no evidence** that the student has undertaken or reflected on the process of **disengagement** or ending involvement (NOS 20). This may in part reflect the nature of the placement, but there was at least one situation in which a planned piece of work came to a natural end, and the student did not use this as an opportunity to consider closure or transition planning. In future placements, this should be explored more intentionally, both in practice and in supervision.

In summary, while there are signs of developing competence in relation to NOS 17 and 18, the absence of evidence for NOS 19 and 20 means the student has not yet met the expectations for this key role in full. A stronger focus on outcome evaluation and ending practice responsibly will be important areas for further development.

What is your assessment of the student's potential for further development as a social work practitioner, including any future learning needs? (up to 300 words)

The student is clearly committed to pursuing a career in social work and brings warmth, approachability, and an empathetic presence to their work. They also have the capacity to form trusting relationships with people using services, and feedback from individuals was generally kind and appreciative (DO1 and DO2).

However, the student has struggled to demonstrate the level of critical thinking, initiative, and professional responsibility required at this stage of training. Much of their progress has depended on high levels of scaffolding and repetition, and while there were moments of improvement, these were not sustained. This was despite support measures including: structured supervision, extended timeframes for reflective writing, modelling by the OSS, and signposting to academic writing support.

To progress successfully in a future placement, the student will need to:

• Develop greater self-direction and confidence in applying knowledge to practice • Engage more critically in reflection and supervision • Demonstrate reliability in completing tasks and meeting deadlines • Improve the clarity and depth of written work • Take ownership of their learning, including initiating discussions and follow-up actions The student has potential, but further development is needed for them to become a safe, effective, and accountable practitioner.	
(Optional) Any other comments.	
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Have you completed the PE feedback survey?	Y