

Section M – Practice Educator Final Report	
Overall Recommendation	
Pass	
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 has demonstrated a clear understanding and consistent application of the Code of Professional Practice throughout the placement. In Supervision 1, they explicitly linked their responsibilities to Sections 1 and 5 of the CoPP, discussing the importance of promoting individual rights and acting with integrity — particularly in relation to visits involving people with long-term substance misuse needs. In later supervision sessions (Supervision 3 and 4), the student engaged in thoughtful discussion about Section 4, exploring the rights individuals have in relation to their own bodies, including the right to decline healthcare. They reflected on how these rights can be difficult to balance with concerns about self-harm and safeguarding, especially in the context of long-standing substance misuse. During Direct Observation 1 (DO1, observer feedback), the student demonstrated respect for voice and control (Section 3), listening actively to the carer's concerns and supporting her involvement in decision-making. In their reflective account for the same observation, the student discussed the emotional complexity of the visit and how they sought to maintain trust and confidence (Section 2), even when the feedback they received was emotionally challenging. Their second direct observation (DO2, student reflection) referenced Section 6 of the CoPP, where they reflected on the emotional labour involved in responding compassionately to distress, and the importance of developing personal resilience and strategies for self-care. Across their portfolio - including in supervision records, direct observations, and the End of Placement Review - the student has shown a consistent commitment to the values of the CoPP, using reflection to navigate ethical dilemmas and uphold rights-based social work practice.	
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 demonstrated a strong commitment to developing their knowledge base and applying research and policy in practice (NOS 1). For example, they reviewed literature on trauma-informed care and emotional labour in preparation for their visit to Sarah and Bryn (DO2, preparation section), drawing on this material to inform their approach. They also independently accessed and referenced the <i>Voices of Caring</i> report (Burrows et al., 2021) to better understand the experiences of unpaid carers	

(DO2, preparation and reflection), demonstrating initiative and curiosity in linking academic knowledge to real-world social work.

In supervision, the student consistently engaged in reflective discussions and sought feedback proactively (NOS 2). They brought dilemmas and learning points to each session and responded thoughtfully to challenge. For instance, following DO1, they initiated a discussion about managing power and control in emotionally charged conversations (Supervision 2) and later reflected on their own emotional responses and boundaries (Supervision 4). Their learning logs and supervision notes show a developing capacity for critical self-awareness, and their reflections became more nuanced and self-directed over time.

Overall, the student has met the expectations for Key Role 1 and has shown the capacity to be a thoughtful, accountable practitioner committed to ethical and evidence-informed practice.

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 has shown clear progress in managing the demands of their role as a professional social worker. In relation to **NOS 3**, they maintained good time management, met deadlines for all portfolio tasks, and attended supervision consistently. They demonstrated growing confidence in managing boundaries — particularly evident in their reflection following DO1, where they recognised their tendency to absorb emotional distress and made a plan to manage this differently in future. However, at times, they still needed prompting to clarify the limits of their role in complex family dynamics, particularly in relation to adult safeguarding responsibilities. This is a key area for continued development.

In relation to **NOS 4**, the student showed emerging ability to exercise sound professional judgement. In DO2, they navigated a conversation with a person reluctant to accept formal support, weighing respect for autonomy with the need to address ongoing risk. In supervision, they revisited this dilemma, linking their approach to the ethical principle of proportionality and considering alternative routes for engagement (Supervision 3). While their decision-making was thoughtful, they could benefit from increased confidence in articulating their rationale to others, especially in multi-agency settings.

Ethical reflection has been a consistent strength. In relation to **NOS 5**, the student's DO1 structured reflective account explored the tensions between emotional empathy and professional detachment, drawing on the concept of emotional labour and the CoPP. In supervision, they also reflected on the moral and practical dimensions of consent and capacity in work with people who use substances

(Supervision 4). However, at times, their reflections remained slightly abstract and could be better anchored in the specific dilemmas they encountered in practice.

With respect to **NOS 6**, the student had limited but valuable experience of multi-disciplinary working. In their End of Placement Review, they reflected on meetings attended with housing and health professionals and acknowledged that they initially found it difficult to speak up in those spaces. Supervision notes document a positive shift, with the student contributing actively to a team discussion and receiving affirming feedback from a colleague (Supervision 4). Further experience and practice in this area would be beneficial.

The student produced clear, factual, and respectful written records, meeting the expectations of **NOS 7**. Their DO1 and DO3 preparation and feedback sections were completed to a high standard, with appropriate tone and structure. In supervision, they received feedback on improving the clarity of a file recording and actioned this promptly (Supervision 3). Moving forward, they should continue to develop their ability to write concisely, particularly in multi-agency correspondence.

Overall, the student is progressing well in this area, with a solid foundation and the capacity to grow in confidence and critical depth.

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

The student has shown a developing ability to promote voice, participation, and respectful engagement. In relation to **NOS 8 (Prepare for social work involvement)**, the student's preparation sections for both DO1 and DO2 demonstrated insight into the individual circumstances and communication needs of the people involved. In DO1, for example, they reflected on the impact of stigma and structural disadvantage and linked this to the need for emotionally attuned engagement. In supervision, they explored these preparatory steps in more detail, including how the student had used the "Voices of Carers" report to anticipate potential barriers to trust and participation (Supervision 1).

In terms of **NOS 9 (Engage people in social work practice)**, the student received feedback following DO2 and DO3 from people with care and support needs describing them as "warm and easy to talk to," and someone who "really listens." However, the student also acknowledged that in DO1 they focused more on the carer and missed opportunities to actively engage Bryn, whose quieter demeanour required more intentional inclusion (Supervision 2). They subsequently made this a focus for DO3 and were able to reflect more effectively on their use of non-verbal cues and pacing to include both people present.

The student also showed clear progress in relation to **NOS 10 (Support people to participate in decision-making processes)**. In the End of Placement Review, they described how they had begun to use recap and summarising strategies at the end of visits to check understanding and support decision-making. In supervision they explored the difference between hearing someone and acting on what has been said — highlighting the importance of follow-up and clear planning (Supervision 3). These are important learning points as they continue to develop their direct work skills.

Regarding **NOS 11 (Advocate on behalf of others)**, the student demonstrated good potential. In supervision, they described how they had raised concerns about a carer's unmet needs with the team manager (Supervision 4). Their written reflection in DO4 included a brief but thoughtful discussion of structural advocacy - acknowledging that sometimes the best form of advocacy is challenging assumptions within the system, rather than speaking "for" the person.

Overall, the student is developing well in this area and has shown both sensitivity and critical awareness in how they approach engagement. Further practice in explicitly linking day-to-day engagement with longer-term outcomes would strengthen this even further.

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 ability to assess needs and risk in a person-centred and proportionate way. In relation to **NOS 12**, they showed growing confidence in using assessment frameworks to guide their thinking. In supervision, they discussed how they were using the domains of the Care and Support Assessment to explore both strengths and unmet needs during a series of visits (Supervision 4). Their written reflections in DO2 and DO3 also demonstrated an understanding of the importance of assessing *with* people, not *for* them - particularly through their use of open questions and their attention to the language of autonomy and control.

In relation to **NOS 13**, the student had limited exposure to formal safeguarding processes but demonstrated a strong grounding in recognising potential harm and responding proportionately. In supervision, they raised concerns about self-neglect in the context of chronic alcohol use and sought guidance on how to balance risk with rights (Supervision 3). This was also reflected in their End of Placement Review, where they noted that they had learned to distinguish between risk *to* the person and risk *from* the person - and to document concerns in a clear, non-judgemental way.

The student is developing well in this area, with appropriate caution and ethical awareness.

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

The student demonstrated a developing understanding of planning processes, including how to co-produce realistic, person-centred outcomes with individuals and carers. In relation to **NOS 14**, their End of Placement Review included two strong examples where they contributed to short- and longer-term planning. In one situation, they supported a carer to articulate goals around accessing respite and emotional support and then followed this up in supervision with a discussion about how these goals could be meaningfully recorded in the assessment and care plan documentation (Supervision 3). In DO3, they also encouraged a person with fluctuating needs to identify their own priorities for support, rather than relying on standardised checklists.

With regard to **NOS 15**, the student demonstrated an emerging grasp of risk management planning, although their confidence in this area is still developing. In DO4, they were able to explore strategies for minimising harm related to alcohol use, focusing on safer routines and building informal support networks. In supervision, they described how they had approached this discussion in a way that promoted the person's right to self-determination, while still acknowledging concerns about deterioration and crisis (Supervision 4).

In relation to **NOS 16**, the student had some exposure to planning in the context of harm and potential abuse. In, they discussed a situation involving emotional harm and long-term neglect, and how these risks were being monitored and managed by the wider team (Supervision 2). While they did not take the lead in developing a protection plan, they were able to contribute to team discussions and reflected afterwards on how to balance duty of care with enabling autonomy.

This is an area of good progress overall, with room for continued development in relation to professional confidence and evidencing impact within formal planning documentation.

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

The student demonstrated a developing understanding of how to support change in a person-centred and purposeful way. In relation to **NOS 17**, they used elements of motivational interviewing and the Egan model in DO2 to support a carer in identifying realistic next steps. They reflected on this in supervision, recognising the value of structure and pacing when people feel overwhelmed (Supervision 2).

For **NOS 18**, the student made appropriate use of local support services, including initiating contact with a carers' organisation following a discussion in supervision

(Supervision 3). They also arranged for an advocate to support a person's hospital discharge planning, which they reflected on in DO3.

NOS 19 was evidenced in the End of Placement Review, where the student reflected on a situation where the person's circumstances remained challenging, but the individual felt "heard" and "not judged." The student correctly identified this as a significant outcome in its own right.

In relation to **NOS 20**, the student supported the planned closure of one piece of work and discussed how to do this with clarity and empathy (Supervision 4). They acknowledged the emotional impact of endings and planned how to support the person's transition.

Overall, the student is developing a thoughtful and reflective approach to direct work and intervention.

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 has made strong progress throughout the placement and has shown real capacity to develop further as a reflective, values-led practitioner. They approach learning with curiosity and humility, are open to feedback, and engage meaningfully in supervision. Across the portfolio, they have demonstrated an ability to think critically about power, identity, and ethical responsibility in the context of adult services and substance use. They are also developing a strong understanding of how to work in a Welsh context, including reflecting thoughtfully on the Active Offer and the reality of delivering rights-based services in settings with limited resources.

At times, the student can lack confidence in their professional voice, particularly when interacting with more experienced practitioners. There is also a tendency to over-explain or defer to systems rather than assert a clear social work view. These are common challenges for students and, encouragingly, the student is aware of both and is already working on them - for example, by using supervision to rehearse difficult conversations and by reflecting on the ethical tensions involved in practice.

Future learning needs include building fluency with formal processes (e.g., recording, eligibility decisions) and increasing their confidence in initiating and sustaining purposeful interventions. They would benefit from further experience in managing more complex pieces of work over time, including greater exposure to safeguarding and multi-agency planning. They are ready for the next stage of their development and show good potential to grow into a well-rounded, principled and effective social worker.

(Optional) Any other comments.

Your feedback is important. To help us improve the quality of practice education, we ask all PEs to complete a short anonymous survey at the end of each placement.

Please use this link to submit your feedback:

<https://forms.cloud.microsoft/e/Basu5Li6YS>

Have you completed the PE feedback survey?	Y
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