



Practice Learning Handbook for Practice Educators, On-Site Supervisors and Students

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Croeso | Introduction to Practice Learning

This handbook is for Practice Educators (PEs), On-Site Supervisors (OSSs), and students, providing essential guidance on practice-based learning. It outlines key roles, responsibilities, and expectations to ensure our students are well supported on their placements, while also meeting professional standards in relation to the [Key Roles and National Occupational Standards \(NOS\) for Social Work](#) and the [Code of Professional Practice for Social Care \(CoPP\)](#).

The handbook is divided into two sections:

- **Part One:** Key information about practice learning.
- **Part Two:** Stage-specific placement details.

Even if you are an experienced Practice Educator or On-Site Supervisor and have supported Cardiff University students in previous years, we ask that you read this handbook carefully, as expectations may have changed since last year. In addition to this handbook, PEs and OSSs should also ensure they are familiar with **Social Care Wales'** [Practice Education guidance](#).

Further resources can be found on the programme website: <https://cascadewales.org/masw/>.

These include:

- Quick guides to key aspects of practice-based learning
- Course calendars and submission deadlines
- Direct observation guidance and consent forms (in Welsh and English)
- Feedback forms for use with people with care and support needs, and / or carers (in Welsh and English)
- A template for recording concerns meetings and action plans
- Exemplars of completed portfolios
- Information about our free workshops for Practice Educators (PEs) and On-Site Supervisors (OSSs)

Responding to Your Feedback

Each year, we hold a Partnership Away Day with members of our Co-production Board, local authority partners, Practice Educators, On-Site Supervisors, and student representatives. At the end of each placement, we also ask PEs, OSSs and students to complete a short feedback survey.

In summary students, PEs and OSSs were generally positive about practice-based learning on the programme. Of the students who completed the survey (n=11):

- All agreed or strongly agreed that their PE was accessible and supportive.
- All agreed or strongly agreed that their placement helped them develop their knowledge, skills and confidence
- Two-thirds said they would recommend their placement provider to other students.
- Two-thirds said they found the portfolio manageable and straight-forward to complete.
- However, more than half said they were **not** able to maintain a good work / life balance.

Of the PEs and OSSs who completed the survey (n=22):

- More than three-quarters agreed or strongly agreed that the student was adequately prepared for practice.
- Nearly all agreed or strongly agreed that the student demonstrated the knowledge and values expected for their stage of learning.
- Of those who contacted the University for support, almost all agreed or strongly agreed they received the support needed.
- Four-fifths said that completing the portfolio was straightforward and that the Practice-Learning Handbook was a useful source of information.
- Of those who attended our free PE and OSS workshops, nearly all agreed or strongly agreed it helped them feel more confident in their role.
- However, a small number of respondents said that the timing and in-person delivery of the workshops was not accessible for them.

We greatly value all the feedback and comments we receive, and each year we use these to reflect on how we can improve the placement experience and strengthen the support available.

Below, you'll find a summary of key changes we've made for this academic year based on what you told us. Thank you to everyone who contributed ideas, raised concerns and offered suggestions.

PEs and OSSs said...	We have...
We want more information about the academic curriculum.	Produced a short video guide and organised an online curriculum briefing as part of our PE/OSS workshops. - See https://cascadewales.org/masw/ .
We need access to social work journals and research.	Provided details on how to access the NHS Wales e-Library for free (see, "Support for Practice Educators and On-Site Supervisors" section in this handbook). PEs and OSSs are also encouraged to sign up to the ExChange Wales mailing list – here . ExChange provides free high-quality training and support to the ongoing development of social care professionals across Wales.
We want earlier and more contact with academic tutors.	Updated the Pre-Placement Meeting invite list to include PEs, OSSs, university tutors, and LA training officers. Decided to trial a monthly drop-in session for PEs and OSSs throughout each placement stage, to provide an opportunity to ask any questions and seek general advice. These will take place as follows on Teams: Stage 1 - 19th January 2026 – 10.15am – 11am Stage 2 – 23rd March 2026 – 10.15am – 11am Stage 2 – 27th April 2026 – 10.15am – 11am Stage 2 – 1st June 2026 – 10.15am – 11am Stage 3 – 9th February 2026 – 10.15am – 11am Stage 3 – 16th March 2026 – 10.15am – 11am Stage 3 – 20th April 2026 – 10.15am – 11am Stage 3 – 18th May 2026 – 10.15am – 11am
A small number of PEs / OSSs said that the Practice-Learning Handbook was too long and repetitive.	Consolidated all our previous placement handbooks into one document for PEs, OSSs, and students. - Last year, we had two handbooks (one for students, and one for PEs / OSSs) and before that, we had six handbooks (one at each stage for students and separately for PEs / OSSs).

We want greater flexibility in relation to student holidays.	Removed defined holiday periods from the programme calendar, apart from Christmas and New Year. Students at stages 2 and 3 now have a set holiday allocation to be used as agreed with their PE during each placement.
Make the Evidence Summary Chart easier to use or remove it from the portfolio.	Simplified the format of the Evidence Summary Chart: there are now just three columns (for direct observations, supervision notes, and 'other') and each NOS is numbered for clarity. SCW regulations require that we include an Evidence Summary Chart in our portfolios so we can't take it out entirely.
Clarify where and how to claim evidence in relation to NOS and the CoPP; set expectations for portfolio length; reduce duplication; provide clearer supervision templates; make it easier to record consent for direct observations.	Revised all portfolio templates and accompanying guidance. Included clearer sections in each portfolio to show where NOS and CoPP should be evidenced. Made a new supervision template with just three main sections. Set target word-counts for most portfolio sections. Added a new checklist to the Direct Observation template for recording consent, with optional space for comments When writing up their direct observations in stages 2 and 3, students now have the option of using a more structured reflective account template or one that allows greater choice and flexibility.
Set clearer expectations about portfolio standards.	Created examples of 'good' and 'not good enough' portfolios, available at https://cascadewales.org/masw .
Offer more online workshops, earlier in the year, and on specific topics (supervision, curiosity, challenge).	Reviewed the PE/OSS workshop programme. Most will now be online and held before placements begin. - See https://cascadewales.org/masw/ for more details.
Clarify the learning outcomes for each placement stage and replace the previous NOS matrix.	Reviewed SCW regulations and aligned our placement learning outcomes accordingly.

	- In Stage 1, students must demonstrate adherence to the CoPP and their suitability for further practice-based learning. - In Stages 2 and 3, students must evidence all twenty NOS and continued adherence to the CoPP. We no longer expect students or PEs to refer to any specific NOS performance criteria, although these can still be used as a guide for identifying appropriate evidence as needed.
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Students said...	We have...
There was some anxiety about recording hours on placement, with concerns this might lead to having to make up extra days.	Removed the hours-recording section from the portfolio following feedback from students and local authorities. - The intention was never to penalise students. The aim was to ensure a clearer mechanism for monitoring workloads to ensure students were not working excessive hours on placement. - SCW sets minimum placement requirements: 140 hours for Stage 1, 560 for Stage 2, and 700 for Stage 3. We are confident that most students, if not all, exceed these requirements. However, if any student does fall short, they would need to work extra time to make up the difference. - PEs and OSSs are still asked to monitor student working patterns and ensure they are not completing excessive hours.
The portfolio is too long, repetitive, and difficult to manage alongside placement.	Revised the portfolio to streamline the content as much as possible. - That said, it is important to note that the portfolio is not something to be managed <i>alongside</i> the placement – it is a core part of practice-based learning, and every student has protected time to work on their portfolio as part of their placement hours. - The core components - including the Practice Learning Agreement, supervision notes, direct observations, Evidence

	Summary Chart, feedback, and final report - are required by SCW and cannot be removed.
Placements should start earlier in the academic year, to relieve pressure.	We have discussed this previously with our local authority partners, as the timing of placements must be agreed by them. Unfortunately, due to hosting a large number of placements across multiple universities, many of our LA partners felt they could not offer placements to our students any earlier than January.
More regular check-ins from university tutors during placement.	Decided to trial a monthly drop-in session for students on placement this year.
Some students felt they were left working alone too often, especially in agile or hybrid working settings.	Students should not be left working unsupervised for extended periods on placement. All their work should be planned, supported, and regularly reviewed. - If any student is not receiving regular supervision or feels they are working alone for long periods, they should speak to their PE and tutor straight away.
Portfolio guidance has sometimes been inconsistent - for example, in relation to feedback from people with care and support needs, including genograms and evidencing the NOS and CoPP.	Produced one unified placement handbook for students, PEs, and OSSs this year to ensure more consistent information.

Thank you to everyone who provided feedback. We've responded wherever we can and continue to welcome your suggestions. Please keep completing the end-of-placement surveys - they're invaluable.

That said, if any PE or OSS has questions that arise during the placement, please don't wait until the survey to raise them. Speak to the student's tutor straight away.

Roles and Responsibilities

Practice Educator (PE)

PEs supervise and assess students on placement, ensuring their development aligns with the NOS and the CoPP. Key responsibilities include:

- Agreeing appropriate work and ensuring students do not take sole responsibility for adult or child protection work, or any court work.
- Helping the student complete direct observations.
- Providing regular supervision and developmental feedback.
- Writing a final report for each student confirming whether and how they have met the required standards.
- Supporting students with additional learning needs.
- Working with the OSS (if applicable) to support the student's day-to-day work and learning.

On-Site Supervisor (OSS)

If the PE is off-site, the OSS provides daily support and integration into the team. Key responsibilities for OSS (and on-site PEs) include:

- Arranging for the student to have a thorough induction to the team.
- Introducing the student to other members of staff.
- Ensuring the student is familiar with relevant policies and procedures
- Ensuring the student has access to the appropriate work resources.
- Helping to allocate suitable work in collaboration with the PE.
- Supporting the student with the day-to-day management of their placement work.
- Contributing to student supervision, evaluation and feedback.

University Tutor

The University Tutor provides academic support throughout the placement by:

- Attending a Pre-Placement Meeting (all stages) and Midpoint Review Meetings (stages 2 and 3).
- Helping to address any concerns about the student's capability or suitability.
- Providing guidance on portfolio completion as and when needed.

Local Authority (LA) Training Officer

LA Training Officers coordinate and support all student placements by:

- Finding suitable placements for each student based on their learning needs and the availability of resource within the LA.
- Supporting PEs and OSSs.
- Ensuring students have the equipment they need, for example a laptop and mobile phone.
- Liaising with the university to resolve any placement-related issues or problems.

Social Work Students

Students share responsibility for their own learning and development and must always adhere to the standards of the COPP. As part of this, students are expected to:

- Attend and fully engage with their placements, including all supervision and learning activities
- Maintain regular communication with their Practice Educator (PE) and On-Site Supervisor (OSS)
- Compile and submit their placement portfolio on time

Overview of the Cardiff University Social Work Programme

The Cardiff University Social Work Programme is a two-year course, approved by Social Care Wales in accordance with the [Framework for the Social Work Degree in Wales](#).

The programme runs from September to July each year, with more information available at <https://cascadewales.org/masw/>.

The programme consists of three stages:

- **Stage 1 (Year 1):** Introduction to foundational social work skills, professional roles, and key concepts.
- **Stage 2 (Year 1):** Application of knowledge and skills in practice, with a focus on critical thinking and reflective practice.
- **Stage 3 (Year 2):** Demonstration of professional competence, including judgement, intervention, and critical reflection.

Students must complete one placement per stage. For stages 2 and 3, this must involve work with “*materially different service user groups*” (Framework for the Degree in Social Work, pages 8 – 9).

Placement start dates may vary due to external factors, and adjustments to deadlines will be made if necessary.

Support for Practice Educators and On-Site Supervisors

Workshops

We provide a series of free workshops and online briefing sessions for PEs and OSSs throughout the year. You can find more information at <https://cascadewales.org/masw/>.

Accessing social work journals

Social care professionals in Wales can access the NHS Wales e-Library for free, which includes a good number of social work and social care journals. You can access the library by following [this guidance](#).

ExChange Wales

[ExChange Wales](#) provides free, high-quality training and support for social care professionals across Wales. Working with leading national and international experts, ExChange delivers conferences, workshops, and webinars that foster dialogue and learning between researchers, policymakers, and practitioners. They also host a diverse range of online resources and projects, including videos, podcasts, and blogs.

You can sign up to their mailing list [here](#).

Part One: Practice Learning Essentials

Placements help students integrate their academic and practice-based learning while working under close supervision. Key elements of practice learning include:

- **Developing Skills:** For social work assessment, care planning, and intervention.
- **Applying Knowledge:** Of theories, legislation, and ethical frameworks.
- **Reflecting on Practice:** Evaluating their own and others' experiences to improve knowledge, skills and understanding.
- **Assessment and Feedback:** Regular evaluation of student progress by the PE and / or OSS in relation to the key roles, NOS and CoPP.
- **Regular Supervision:** Ongoing guidance and structured support.
- **Direct Observations:** Regular opportunities to assess, give feedback and reflect on the student's direct practice.

Pre-Placement Meetings, Inductions, and Practice Learning Agreements

Each placement begins with a pre-placement meeting, induction, and completion of a Practice Learning Agreement. Before starting their placements, students must complete or update their Student Profile and share this with their PE and OSS.

Pre-Placement Meetings

Before the start of their placement, students should arrange a pre-placement meeting with their Practice Educator and On-Site Supervisor (where applicable). Local authority training officers should be invited but do not have to attend.

Tutors may also attend the pre-placement meeting. Students should check with their PE when making arrangements. If the PE feels the tutor's attendance would be beneficial, they should be invited; otherwise, attendance is not required.

This meeting will:

- Introduce the student to their PE and OSS and enable discussion of previous work and educational experiences, as well as any individual learning needs.
- Serve as part of the student's induction (see below).
- Involve a review of the student's previous practice learning portfolio (if applicable).

Note: A pre-placement meeting may not be required between Stages 1 and 2 if the student remains in the same team and nothing has changed in relation to their learning or support needs.

Induction

Inductions, usually organised by the PE and / or OSS in the first week of placement, will help students understand their role and the placement setting. Inductions should include:

- Meeting the host team and understanding key roles.
- Familiarisation with policies (e.g., safeguarding, confidentiality, data protection, use of AI).
- Work environment setup (e.g., workspace, IT access).
- Introduction to key services and external agencies.
- Completing the Practice Learning Agreement (see below).
- Agreeing supervision arrangements with the PE and OSS.

Information Pack

Students should receive an information pack before or during their induction, containing:

- Key contact details (PE, OSS, LA training officer, relevant staff, etc.).
- An organisational overview (mission, services, structure, etc.).
- Relevant policies (safeguarding, confidentiality, health and safety, etc.).

Practice Learning Agreement

At the start of each placement, the PE, OSS and student must complete a Practice Learning Agreement (PLA) to include:

- Learning needs and goals, including prior experience.
- Expected tasks and responsibilities, aligned with learning outcomes.
- Supervision frequency and location.
- Procedures for reporting absences and raising concerns.
- Workload, working hours and attendance.

Students are expected to work normal agency hours; the PLA should include details of what this means, including:

- Where the student will work and how often they need to be in the office
- How the agency policy in relation to working additional hours applies to the student (e.g., TOIL and / or flexible working)
- How the student's working hours will be kept under review to ensure they are not excessive, while also meeting the minimum SCW requirements for each stage (min. 140 hours for stage 1; min. 560 hours for stage 2, min. 700 hours for stage 3).

We know that students learn best on placement when they spend time with other social workers. To the fullest extent possible, we expect and encourage students to spend most of their time in the office and making visits in the community, and only spend time working at home when absolutely necessary and in agreement with their PE / OSS.

Supervision Requirements

Supervision is a core component of practice learning. It provides structured, protected time for students to reflect, receive feedback, and develop their professional skills. All placements must include a formal *Supervision Agreement*, to be completed during the first week, which should be reviewed at the midpoint review meeting (in Stages 2 and 3), and at other points as needed.

How often?

Social Care Wales requires students to receive *regular professional and developmental supervision* (Practice Education Guidance, p.6). For our programme, this means:

- A minimum of 90 minutes dedicated supervision time every five placement days
- Time can be split across the week, so long as it totals at least 90 minutes.
 - For example, in one week the student might attend a ‘fishbowl’ team meeting to discuss their ongoing work with individuals (30 minutes), have a well-being check in with their OSS (20 minutes) and a review of their learning and development, including a discussion of a recent direct observation, with their PE (40 minutes) = 90 minutes.
- **If the PE is off-site**, they must supervise the student at least **once every 10 placement days**
 - The OSS then provides additional supervision as needed to meet the minimum requirement.
- **Group supervision** may contribute towards this minimum time requirement.
 - In Stage 2 and 3, a maximum of one record may be included in the portfolio based on a group supervision session.

What Should It Include?

Supervision should cover, over time, the following areas:

- Student well-being, learning needs, and development goals
- Progress and challenges in relation to placement tasks
- Reflective discussion on theory, ethics, law, and values — especially in the Welsh context
- Anti-discriminatory, anti-oppressive, and anti-racist practice
- Feedback on the student’s capability against the National Occupational Standards (NOS) and the Code of Professional Practice (CoPP)
- Discussion of professional judgement and decision-making

Not every session needs to address every topic - but all areas should be covered across the placement, in sufficient depth.

How Should It Be Recorded?

- Every supervision session must be logged in the portfolio using the *Supervision and Training Record*
- All supervision notes included in the student's portfolio must use the programme template, available at <https://cascadewales.org/masw>.
 - Other supervision records (not included in the portfolio) may be kept using any other format or template at the discretion of the PE / OSS.
- Whenever supervision includes a discussion of the student's work with individuals, families, and / or carers, suitable notes should also be made on the relevant agency system, in line with local policies and procedures.

Who writes the record?

- If you are an off-site PE, you are expected to write up the supervision records for the sessions you attend.
- For other sessions - or if the PE is on-site - who writes the record should be agreed as part of the *Supervision Agreement*.
- Students are expected to write up some supervision notes, but no more than every other session.
- At Stages 2 and 3, students must include **one** supervision record they have written themselves in the placement portfolio.

Storage and security

- Supervision records should be stored securely by the PE
- They must not be deleted until the outcome of the placement has been confirmed by the Practice Assessment Panel (PAP).
- AI-assisted recording tools (e.g. *Magic Notes*) may be used, provided that:
 - They are formally approved for use by the host organisation
 - The final text is reviewed by the PE or OSS for accuracy and confidentiality

Examples of different supervision arrangements

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Meets required standard?
Student 1	Joint supervision with PE and OSS	Supervision with OSS	Supervision with PE	Group supervision OSS	Joint supervision with PE and OSS	Supervision with OSS	✅ Weekly supervision and supervision with PE at least once every 10 days.
Student 2	Supervision with OSS	Supervision with OSS	Group supervision OSS	Supervision with PE	Joint supervision with PE and OSS	Supervision with OSS	❌ Weekly supervision requirement is met, but no supervision with PE within a 10-day window.
Student 3	Joint supervision with PE and OSS	No supervision	Supervision with PE	No supervision	Supervision with PE	Supervision with OSS	❌ Supervision with PE meets the 10-day rule, but weekly supervision requirement is not met.

Direct observations

According to Social Care Wales:

“Students must be assessed by a minimum of 10 observations of direct work with people in need of care and support, at a ratio of approximately one observation for every 140 hours of practice learning.”

All observations must involve people in need of care and support and/or carers, not just other professionals. Observation requirements are as follows:

- **Stage 1:** 1 observation
- **Stage 2:** 4 observations
- **Stage 3:** 5 observations

Across all stages, at least **7 of the 10** observations must be completed by the PE. The remainder must be completed by a qualified, registered social worker.

Consent and Ethical Considerations

- **Consent must always be obtained in advance.** Information sheets and consent (or assent) forms are available at <https://cascadewales.org/masw>. These are available in both Welsh and English, and include versions for:
 - Adults and young people aged 16+
 - Children aged under 16
- While use of these specific forms is not mandatory, we **strongly encourage** students to use them wherever possible. If they are not appropriate for your placement setting, you - and/or your PE – will need to develop your own suitable alternatives.
 - If you do, please can you share these with SOCSIPostgrad@cardiff.ac.uk so we can review them and, where appropriate, make them available to future students.
- For children and young people aged 0–15, consent must be obtained from someone with parental responsibility (PR).
 - If the child aged 0 – 15 is [Gillick competent](#), their consent is also required; otherwise, their age-appropriate **assent** should be sought.

- Young people aged **16+** can give consent themselves for a direct observation. However, someone with PR and/or their primary carer should also be informed.
- If a person may lack capacity to consent, follow the **Mental Capacity Act 2005**:
 - A direct observation may still proceed if the person **does not object**, it is **in their best interests**, and a **consultee agrees**.
- **Do not use unannounced child or adult protection visits, or one-off visits to children in care**, unless clearly in the child's best interests.

Preparing and Conducting the Observation

1. Planning

- The student and PE should first discuss each observation in supervision.
- The student completes the *Background, Consent, Context* and *Preparation* sections of the observation template and shares with the PE and observer.

2. Before the Observation

- The observer reads the preparation and reviews any identified learning needs.

3. During the Observation

- The observer focuses on the student's communication, decision-making, application of theory, and demonstration of social work values.

Feedback and Reflection

- **After the observation:**

- The observer seeks feedback from the individual(s) involved (**not** the student). There are feedback forms to use available on the programme website - <https://cascadewales.org/masw>.
- The observer also provides verbal feedback to the student, covering strengths, development areas, and key learning points.

- **The student then completes:**

- *Description of the activity, Reflection* and *Links to NOS and CoPP*.

- **The observer completes:**

- *Summary of participant feedback* and *Observer feedback*.

These sections should be shared with each other and with the PE. Observers *do not need to wait* for the student to complete their any of their sections before completing their own, although the student will find it easier to write their reflective account once the observer has provided written feedback.

PE Feedback and Supervision

- The PE reviews the completed template and adds their feedback - even if they were not the observer. This feedback should then be discussed in a future supervision session.
- Each observation cycle should be completed in full before the next observation takes place.

Suggested timetable

As part of the planning process, the student and PE should agree a specific timetable for each observation. As a guide, the following four-week (20 working day) schedule is suggested:

Activity	Timing (working days)	Person(s) responsible
Discuss the proposed observation in supervision and agree a plan	Day 1	Student, PE
Share information sheets and seek consent	Days 2–6	Student (with PE support as needed)
Complete Background, Consent, Context and Preparation sections of the template	Days 2–6	Student
Review the student's preparation	Days 6–9	Observer
Conduct the observation (re-confirm consent at the start) and give verbal feedback	Day 10	Student, Observer
Seek feedback from individuals/carers involved, complete observer feedback sections and share with student	Days 10–12	Observer
Complete student reflection and remaining template sections, and share with PE	Days 12–15	Student
Review the observation template and complete PE Feedback section	Days 15–17	PE
Discuss and reflect on the observation in supervision	Days 18–20	Student, PE

Midpoint Reviews

For placements longer than 280 hours (i.e., Stage 2 and Stage 3), a midpoint review meeting is required. Before this meeting, students must submit a midpoint portfolio. Details of the required content can be found in Part Two of this handbook. The student is responsible for organising a date for the meeting.

Midpoint Review Meeting

The review meeting must involve:

- The student
- Their Practice Educator (PE) and On-Site Supervisor (OSS), if applicable
- Their University Tutor
- Local authority training officers should also be invited, although their attendance is not mandatory.

Meeting Objectives

The midpoint review provides an opportunity to:

- Reflect on the student's experiences to date and the quality of the midpoint portfolio.
- Review progress against the National Occupational Standards (NOS) and in relation to the Code of Professional Practice (CoPP)
- Consider the student's well-being and the support they are being given on placement.

Tutor's Role at the Midpoint Review Meeting

The University Tutor is responsible for:

- Providing feedback on the student's portfolio work to date
- Completing the midpoint review form, summarising discussion points and agreed actions
 - The midpoint review form can be found in the portfolio template and includes an agenda for the meeting.

Addressing Significant Concerns (if applicable)

If there are **significant concerns** about a student's capability or suitability for practice, these must be addressed as soon as they arise. There is no need to wait for the midpoint review meeting to raise or respond to serious concerns.

End of Placement Assessment and Decision Process

At the end of each placement, the PE must complete a final written report evaluating the student's practice and portfolio. Based on this assessment, the PE makes one of the following recommendations:

1. **Pass** – The student has met the required standards.
2. **Fail (capability and/or suitability)** – The student has not demonstrated sufficient progress or has not met the required standards.
3. **Practice learning incomplete** – Used only in exceptional cases (e.g. if the PE is unable to continue and no replacement is available). Where resources allow and in agreement with LA partners, the student will normally be offered a new placement, treated as if for the first time

The PE's recommendation must be clearly justified with reference to the National Occupational Standards (NOS) and the Code of Professional Practice (CoPP).

Moderation & Final Decision

- All portfolios are moderated by the **Practice Assessment Panel (PAP)**
- The PAP includes university staff, social work employers, and people with care and support needs and carers.
- Its core role is to ensure the quality, fairness, and consistency of assessment across all placements.
- In most cases, every portfolio is second-read by the student's university tutor, with a sample reviewed by other PAP members.
- The PAP reviews each Practice Educator's recommendation, confirms whether it is appropriately evidenced, and makes a recommendation to the Exam Board regarding the outcome.
 - In some cases, the PAP may request further information from the PE and/or student before reaching a decision.
 - If the PE has recommended a **fail**, the portfolio will be second-read by another university tutor and an independent Local Authority Training Officer and/or PE. They will make a recommendation to the PAP about whether there is sufficient evidence to uphold the fail, or whether an alternative outcome should be considered.

- A failed placement does not automatically lead to exclusion from the programme.
- The PAP will consider whether the student should be offered another placement opportunity or whether the issues identified are such that no further placement should be arranged.
- In all cases, students retain the right to appeal via **Cardiff University's Academic Appeals Procedure**.

Completing and Submitting the Portfolio

Social Care Wales states that to successfully complete a qualifying programme in social work, students must:

- Provide evidence of competence against the six key roles of social work and the 20 National Occupational Standards (NOS).
- Demonstrate a growing understanding, analysis and application of the Code of Professional Practice (CoPP).

To do this, students must compile a portfolio during each placement, including:

- **Direct Observations**, with preparatory and reflective accounts
- **Supervision Notes**, documenting reflective discussions and learning
- **An Evidence Summary Chart and Personal Development Record and Plan**
 - Note, for stages 2 and 3, the Evidence Summary Chart needs to include **two examples** for each NOS and / or CoPP standard. At stage 1, the Evidence Summary Chart needs to include **one example** for each CoPP standard.
- **Feedback from people with care and support needs and/or carers**
- **A Final Report** completed by the PE

Feedback requirements

- Student portfolios must include feedback from people with care and support needs and/or carers as follows:
 - **Stage 1:** Minimum of 1 piece of feedback
 - **Stage 2:** Minimum of 2 pieces of feedback
 - **Stage 3:** Minimum of 3 pieces of feedback
- Feedback should be sought by the PE or other observer following every direct observation.
 - **Where necessary**, the PE or OSS may also seek feedback from other people the student has worked with, even if this was not part of a direct observation.

Confidentiality & Language Use

All portfolio content must be fully anonymised to protect the privacy of individuals, carers, and professionals.

- Use pseudonyms (e.g. *Mr J*, *Mr Jones*, or *Jac*), but do not use real initials.

- Think carefully before including potentially identifying details (e.g. nationality, precise age, or medical conditions).
- Students are expected to use person-centred, respectful language throughout.
 - Avoid terms like *mum*, *dad*, *case*, or *cases* - social workers work with people, families, and communities, not cases.
- PEs should review and provide feedback on the student's written work to ensure language aligns with social work values.

Students must also comply with all relevant local authority and host agency policies, and the CoPP, in relation to confidentiality and data protection. Any actual or suspected data breaches must be reported to the PE immediately.

Protected time to work on portfolios

Students are entitled to protected time during their placements to work on their portfolios:

- For stage 1, two days (min. 14 hours) in total.
- For stage 2, eight days (min. 56 hours) in total.
- For stage 3, ten days (min. 70 hours) in total.

This equates to **half a day per week (min. 3.5 hours)**. This time must be agreed in advance with the PE and OSS. It cannot be banked over more than two weeks. Time spent working on the portfolio counts as time spent on placement.

Accessing & Sharing the Portfolio

Students are responsible for organising online access to their portfolio. They must:

- Share a working link with their PE, OSS, and University Tutor at the start of each placement.
- Guidance on this process is available for students via Learning Central.

If a PE or OSS has not been given access, please contact the student's University Tutor or email SOCSpostgrad@cardiff.ac.uk.

Submitting the Portfolio

- Portfolios must be submitted via Turnitin for consistency and plagiarism checking.
- The submission portal will remain open from the start of each placement stage until the end of the academic year.
- Students **must** submit their portfolio **no later than three working days** after their placement ends (unless they have an approved extension based on extenuating circumstances).

If the placement is extended (e.g. due to illness or delay), the deadline adjusts accordingly: submission is still required within three working days of the actual end date.

If last-minute extenuating circumstances arise, students may apply for an extension or deferral via the university's usual process.

If sections of the portfolio (e.g. PE, OSS, or tutor contributions) are incomplete, students **must still submit on time**, with all student sections completed.

- Tutors will then follow-up on any missing content.
- Submitting an incomplete portfolio may delay the student's progression.

Note, if a placement is delayed beyond the relevant Practice Assessment Panel (PAP), students may be unable to progress to the next stage and could be required to interrupt their studies and return in the following academic year.

Key Roles and National Occupational Standards

Key role 1	MAINTAIN PROFESSIONAL ACCOUNTABILITY
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
Key role 2	PRACTICE PROFESSIONAL SOCIAL WORK
NOS 3	Manage your role as a professional social worker
NOS 4	Exercise professional judgement in social work
NOS 5	Manage ethical issues and dilemmas
NOS 6	Practice social work in multi-disciplinary contexts
NOS 7	Prepare professional reports and records relating to people
Key role 3	PROMOTE ENGAGEMENT AND PARTICIPATION
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 people
Key role 4	ASSESS NEEDS, RISKS AND CIRCUMSTANCES
NOS 12	Assess needs, risks and circumstances in partnership with those involved
NOS 13	Investigate harm or abuse
Key role 5	PLAN FOR PERSON-CENTRED OUTCOMES
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 risk of harm or abuse
Key role 6	TAKE ACTIONS TO ACHIEVE CHANGE
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

Each NOS includes a set of detailed performance criteria, which are available on the **Social Care Wales [website](#)**. These criteria can be helpful when evaluating how a student has demonstrated competence in relation to a particular NOS.

For example, under **NOS 13: Investigate harm or abuse**, a student might demonstrate competence by having a supervision discussion to “*identify behaviours and environments that present potential risk of harm or abuse*” (performance criterion 1).

However, students are **not required** to meet the individual performance criterion. It is sufficient that they provide clear, appropriate evidence of having met the **overall standard**. When completing the final report, PEs should also consider whether there is any **contra-evidence** - that is, evidence suggesting the student **may not** have met a particular NOS - and reflect on this as part of their assessment.

Attendance, Flexible Working, Vacation Time and Managing Absences

Students are generally expected to work standard agency hours, including agreed breaks. To pass each stage of placement, students must complete a **minimum number of hours**:

- Stage 1, 140 hours over 20 days.
- Stage 2, 560 hours over 80 days.
- Stage 3, 700 hours over 100 days.

While occasional variation is expected, students should not routinely work excessive hours beyond these requirements. Working hours and workload should be discussed and agreed at the start of placement, recorded in the *Practice Learning Agreement*, and reviewed regularly in supervision.

Flexible working and time off in lieu (TOIL)

Arrangements for flexible working or TOIL (e.g., working outside of core hours) should:

- Be discussed and agreed at the start of placement
- Follow the placement provider's usual policies and procedures
- Be reviewed periodically through supervision

Holiday time

During Stage 2 and Stage 3, students are able to take up to eight days of university holiday per placement.

- These days must be taken *during* the placement period and only as approved in advance by the PE and OSS.
- Students are encouraged to use these days flexibly as needed.
- Holiday days should not be used to cover sickness.

Please note: these are *university* holiday periods. If you are in paid employment alongside the programme – including if you are funded by a local authority to attend – your contractual arrangements for annual leave or other time off remain separate and unchanged. For example, if you want to take a break from placement using part of your employment holiday allowance, you must also book this with your employer, in addition to observing the university holiday schedule.

Absences

- Students must attend placement as scheduled and inform their PE and OSS of any planned or unplanned absences as soon as possible.
- PEs and OSSs should ensure they are accessible for communication about absences.
- All absences must be recorded by the student and PE, and this record included in the *placement calendar* section of the portfolio.
- If a student is not well enough to attend placement in person, they are also not well enough to work from home – and so should take the day off (having first made contact with their PE).

Making Up Missed Time

Students must complete at least the minimum hours required for each stage. Any shortfall must be made up by spending more time on placement.

- For *planned absences* (e.g. a medical appointment), arrangements to make up the time should be agreed in advance with the PE.
- For *unplanned absences* (e.g. illness), the PE and OSS should assess the time lost and agree a catch-up plan with the student.

Prolonged Absences & Placement Adjustments

If a prolonged absence affects the student's ability to complete their placement or meet learning objectives, the PE and OSS should consult with the University Tutor and LA Training Officer to explore options, such as:

- Extending the placement to allow more time to meet the requirements
- Suspending the placement, if the student is unable to return for an extended period

Supporting Students with Additional Learning Needs

All students are entitled to a supportive and inclusive learning environment while on placement. Practice Educators, On-Site Supervisors, LA training officers and University Tutors all share responsibility for identifying and responding to additional learning needs in a timely and constructive way. This includes making reasonable adjustments, ensuring access to support, and promoting open communication. Students also have a responsibility to share relevant information about their needs so that appropriate support can be put in place.

- The *Student Profile* should include information about any known additional learning needs at the point of completion. This helps support early planning and communication.
- Additional learning needs should be discussed as part of the **Pre-Placement Meeting**, with appropriate consideration given to any reasonable adjustments the student may require during the placement.
- If there is any uncertainty about how best to support a student, Practice Educators should consult the LA training officer. Additional resources may be available within the local authority to support individual placements.
- University Tutors can also be contacted for advice, particularly where needs arise or become more apparent during the placement.
 - As Cardiff University students, learners have access to a range of **student support services**, including assessments for learning needs that may not yet have been formally identified. More information is available here:
<https://www.cardiff.ac.uk/study/student-life/student-support>
- It is the Practice Educator's responsibility to have a proactive conversation with the student about any identified or emerging additional learning needs - either before the placement starts or as soon as it becomes apparent that support or adjustments may be helpful.
- It is also the student's responsibility to inform their PE as early as possible if they are aware of any additional learning needs that may affect their placement experience.

If Placement Ends Early

In some circumstances, a student may leave their placement before the agreed end date. If this happens, the student, PE, and OSS must ensure the departure is handled professionally and with appropriate planning. The student must:

1. Attend a Final Handover Meeting

- This should be arranged with the PE (and OSS, if applicable) to agree a plan for handing over any outstanding tasks or responsibilities.

2. Support Transition Planning

- If the student has been working directly with people with care and support needs and/or carers, careful consideration must be given to how these relationships will end and who will take over their responsibilities.
- The student, PE, and OSS should agree how and when people will be informed of the student's departure - and whether this will be done by the student or someone else.

3. Ensure Agency Records Are Complete

- If the student still has access to the local authority's recording system, they must ensure that all relevant records are completed before leaving.
- If access has been revoked, the student should work with the PE and OSS to share any outstanding notes or updates via appropriate and secure channels.

4. Preserve Portfolio Work and Learning

- If the student has started their portfolio, any completed sections should be retained for future use - for example, in the event the student restarts the current placement or begins a new one.
- Students are encouraged to save and organise their work to support continuity of learning.

Handling Capability and Suitability Concerns

Concerns about a student's **capability** or **suitability** for social work may arise at any time during placement. These should be addressed promptly, fairly, and supportively. The aim is to help the student improve while maintaining the professional standards required for social work.

What's the difference between capability and suitability?

<i>Capability Concerns</i>	<i>Suitability Concerns</i>
Struggling to demonstrate key social work skills and competencies	Concerns about professional conduct, ethics, or judgement
Difficulty meeting learning outcomes	Failure to uphold professional values
Inadequate application of theory, legislation, or values	Repeated issues with attendance, punctuality, or communication
Limited reflective ability or resistance to feedback	

It is normal for students to need developmental feedback. However, **where there is negative evidence** against the **National Occupational Standards (NOS)** or **Code of Professional Practice (CoPP)** - i.e. evidence suggesting the student cannot currently meet one or more required standards - the following formal process must be followed.

1. Identifying Concerns

- Concerns may be identified by the **Practice Educator (PE)**, **On-Site Supervisor (OSS)**, or any other placement staff.
- Concerns should be **linked to specific negative evidence** about the student's performance or behaviour in relation to the NOS or CoPP.
- The PE may consult with:
 - The **agency** (if relevant local procedures apply), and/or
 - The **University Tutor** to clarify whether the issue relates to capability or suitability and what next steps are needed.

2. Communicate Concerns

- The **PE** must:

- Discuss the concerns with the **student** as soon as possible.
- Provide **specific examples of negative evidence** and link them clearly to the NOS or CoPP standards not being met.
- Document the discussion using the **Initial Concerns Meeting template** (by completing the *Details of Initial Concerns* section) and share this with the student within **3 working days** of the initial discussion.
 - The Initial Concerns Meeting template is available [here](#).

3. Convene a Concerns Meeting

- The **PE** should then arrange a concerns meeting including the **student** (who may bring a representative with them), **OSS** (if applicable), **University Tutor**, and **LA Training Officer**.
 - When arranging the meeting, the **PE** must share the **Initial Concerns Meeting template** with all the attendees in advance.
- The **University Tutor**:
 - **Chairs** the meeting.
 - Offers the student a **pre-meeting** (in person, Teams, or phone) to ensure they feel supported and can share their perspective independently.
- The meeting:
 - **Reviews** the initial concerns and supporting evidence.
 - Decides if the concerns are **substantiated** and if so, whether they relate to **suitability or capability**.
 - Develops an **Action Plan** with clear goals, timescales, and agreed support for the student.
 - Ensures the student **understands** what they need to do and what support they can expect.

4. Monitor Progress

- Following the meeting, the **PE** and **OSS** monitor the student's progress through supervision, regularly reviewing the action plan.
- Ongoing feedback should be recorded in **supervision notes** and referenced to the action plan.

- Any **new negative evidence** should be shared with the student as outlined in step 2.

5. Review Meeting

- A **Review Meeting** should be held **within 4 weeks** of the initial concerns meeting.
- The **PE** should provide a written update and share this the student and other attendees at least **2 working days** before the meeting using the **Review Concerns Meeting template** (“Update on Initial Concerns and Action Plan” and “Details of Any New Concerns” sections).
- **Outcomes:**
 - **Concerns resolved** → action plan ends.
 - **Concerns persist** → extend and update the plan, with another review within 4 weeks.
 - **Further negative evidence** → may trigger discussion with the University Tutor about next steps.

6. Continuation or Suspension of Placement

- Normally, the **student remains on placement** while the action plan is implemented.
- If there are **serious suitability concerns** (e.g. risk to people with care and support needs, breach of professional conduct, or safeguarding issues):
 - The **Programme Director** must be informed immediately and will then decide whether or not to initiate the University Fitness to Practice Procedure.
 - The **Head of School**, under the University Fitness to Practise Procedure, has the authority to **suspend the student from placement for up to 7 days**.
 - Any longer suspension must be authorised by the **Vice-Chancellor (or nominee)** (see *Fitness to Practise Procedure 4.3–4.6*).
 - The agency may **refuse access** to its site or systems during this period, but **formal suspension is the University’s responsibility**.

7. Failure Outcomes and Appeals

- If a student fails a placement or is unable to complete a placement, this does **not automatically mean programme exclusion**.
- The **Practice Assessment Panel** will review the outcome and decide whether:

- Another placement should be offered; or
 - There are wider concerns about suitability for the programme.
- Students may **appeal** any decision via the University's **Academic Appeals Procedure** (within 28 days).
- Where relevant, referrals will be made to the **Fitness to Practise Panel** and **Social Care Wales** may also be notified.

Acceptable and Unacceptable Use of AI During Placement

Artificial Intelligence (AI) tools are increasingly common in professional and academic settings.

However, use during placement must align with university and local authority policies, and with the Code of Professional Practice (CoPP).

Submitting AI-generated content as if it were your own is a breach of academic integrity and the CoPP.

AI tools may only be used on placement with formal approval from your placement provider (e.g. the LA or host agency).

Any use of AI must comply with:

- University guidelines on academic integrity
- The Code of Professional Practice
- Host organisation policies on confidentiality, GDPR, and AI use

If in doubt, students must stop and seek advice from their PE or OSS before using any AI tool.

Part Two: Specific placement information

Stage 1 placement

Key Dates and Placement Calendar

The Stage 1 placement consists of 140 hours (minimum), typically completed over 20 working days.

Learning Outcomes

By the end of Stage 1, students are expected to demonstrate:

- An emerging competence in, and understanding of, the six key roles of social work and the knowledge and skills they require.
- The interpersonal skills and values required to work safely and appropriately with people with care and support needs and carers.
- An understanding - gained directly from individuals and carers - of the impact of social work interventions.

What should students be doing during this placement?

This is the foundation stage. The focus for the student is on learning what social workers do and beginning to develop the core skills and values of the profession. While this is a supported and structured introduction to practice, students are still expected to take an active role in their own learning.

During Stage 1 students should:

- Begin to build respectful, person-centred relationships with people with care and support needs and carers.
- Participate in direct work, not just observe - this is **not** an observational placement.
- Learn about the organisation's purpose, policies, and procedures.
- Reflect on their own values, identity and assumptions, and how these influence practice.
- Contribute to discussions in supervision and begin linking practice to theory, ethics, and law.
- Take responsibility for portfolio completion, including planning and reflection.

Example tasks include:

- Shadowing social workers during home visits, assessments, and other meetings
- Attending care and support plan review meetings (as observer or notetaker)
- Assisting with gathering background information for assessments (under guidance)
- Supporting supervised family time (e.g. helping with logistics, recording observations)
- Observing statutory meetings (e.g. core group meetings, child protection conferences)
- Accompanying workers to visit care homes, supported living settings, schools and other similar settings.
- Engaging in early-stage relationship-building with people receiving support (with supervision)
- Practising basic communication and recording skills (e.g. drafting notes for feedback)
- Observing team meetings or multi-agency briefings

Students **must not** be left unsupervised for long periods. All work should be planned, supported and closely supervised by the PE or OSS.

In addition, during the Stage 1 placement students will normally present their Community Profile in the final week.

End of Placement Assessment

At the end of Stage 1, students are **assessed** in relation to:

- Their understanding and application of the Code of Professional Practice
- Their understanding of the six key roles of social work
- Their potential for further development

Stage 1 Portfolio Minimum Requirements

Final portfolio	
Student & placement details	✓
Student Profile	✓
Partnership Agreement	✓
Practice Learning Agreement	✓
Record of Induction	✓
Placement Calendar	✓
Supervision Agreement	✓
Supervision and Training records	✓
Supervision Notes	1
Direct Observations	1
Feedback from People with Care and Support Needs and / or Carers	1
Additional Evidence	0
	(only include if absolutely necessary)
End of Placement Review	✓
Learning Development Plan	✓
Evidence Summary Chart	✓
PE Final Report	✓
Confidentiality Statement	✓
Student Confirmation of Portfolio Completion and Signatures	✓
EDI Certificate & Welsh Language Awareness Certificate	✓

Stage 2

Key Dates and Placement Calendar

The Stage 2 placement consists of 560 hours (minimum), typically completed over 80 working days.

Learning Outcomes

By the end of Stage 2, students are expected to demonstrate:

- Their ability to apply social work knowledge, skills and values in practice.
- Their developing ability to be critical, analytical and reflective in practice.

What should students be doing during this placement?

In Stage 2, students are expected to move beyond foundation skills and begin applying social work knowledge, skills and values in practice. Students should be taking on a defined workload (with appropriate support) and beginning to demonstrate autonomy and critical reflection.

During Stage 2 students should:

- Apply their learning about assessment, planning, intervention, and review in real-life situations.
- Carry out direct work with individuals and families, seeking and responding to feedback.
- Use supervision to reflect on dilemmas and develop decision-making skills.
- Make explicit links between their practice and relevant theory, research, law and value, especially in the Welsh context.
- Prepare actively for direct observations and feedback opportunities.
- Maintain professional records and understand agency systems.

Example tasks include:

- Carrying a small, supervised workload (e.g. around one-third to one-half the size of a normal workload for a newly qualified social worker in the team, depending on scope and complexity)
 - *The overall size of the student's workload is at the discretion of the Practice Educator. It should be appropriate to the student's level of development and*

*confidence and sized in line with agency norms — that is, students must always have a **reduced workload** compared to newly qualified members of the team.*

- Contributing to assessments (e.g. completing parts of a Child and Family Assessment or Carer's Assessment under supervision)
- Writing case summaries and chronologies
- Co-facilitating or supporting supervised family time, including writing observational records
- Contributing to the development or review of Care and Support Plans
- Participating in Child Protection Conferences or Looked After Reviews (attending, note-taking, contributing their own observations)
- Supporting with visits to schools, care homes or other partner agencies
- Drafting letters, reports or file recordings for checking and feedback
- Attending legal meetings and court hearings as an observer
- Using feedback from people with care and support needs to reflect on communication style and effectiveness
- Bringing ethical dilemmas and critical incidents into supervision discussions

Students **must not work without active supervision**. Regular supervision and support, provided by the PE and OSS, are essential to their learning and wellbeing.

End of Placement Assessment

At the end of Stage 2, students are **assessed** in relation to:

- Their understanding of the six key roles of social work
- The evidence needed for each of the 20 National Occupational Standards.
- Their analysis and evaluation of their application of the CoPP
- Their potential for further development.

Stage 2 Portfolio Minimum Requirements

	Midpoint portfolio	Final portfolio
Student & placement details	✓	✓
Student Profile	✓	✓
Partnership Agreement	✓	✓
Practice Learning Agreement	✓	✓
Record of Induction	✓	✓
Placement Calendar	✓	✓
	(partially completed)	(fully completed)
Supervision Agreement	✓	✓
Supervision and Training records	✓	✓
Supervision Notes	2	4 (1 written by the student)
Direct Observations	2	4
Feedback from People with Care and Support Needs and / or Carers	1	2
Additional Evidence	0 (only include if absolutely necessary)	0 (only include if absolutely necessary)
Midpoint Review Meeting notes	✗	✓
End of Placement Review	✗	✓
Learning Development Plan	✗	✓
Evidence Summary Charts	✓	✓
	(partially completed)	(fully completed)
PE Final Report	✗	✓
Confidentiality Statement	✓	✓
Student Confirmation of Portfolio Completion and Signatures	✗	✓

Stage 3

Key Dates and Placement Calendar

The Stage 3 placement consists of 700 hours (minimum), typically completed over 100 working days.

Learning Outcomes

By the end of Stage 3, students are expected to demonstrate:

- Their ability to apply the principles of Welsh social policy and the legislative framework in practice.
- Their ability to make appropriate use of research when making professional decisions and judgements and when evaluating outcomes
- Professional judgement, intervention and critical reflection.

What should students be doing during this placement?

This is the final and most advanced stage of the qualifying programme. Students should be demonstrating readiness for post-qualifying practice by using professional judgement, working more independently (still with appropriate oversight), and contributing confidently to the work of the team.

During Stage 3 students should:

- Take responsibility for managing a defined workload appropriate for their stage of learning, including prioritising, recording, and evaluating interventions.
- Demonstrate their understanding of the legal and policy frameworks that underpin practice.
- Engage in complex work requiring critical reflection, ethical thinking, and professional judgement.
- Integrate research into their decision-making and supervision discussions.
- Be proactive in identifying and addressing areas for development.
- Contribute to multidisciplinary working and demonstrate their role as a future professional.

Example tasks include:

- Carrying a small, supervised workload (e.g. around one-half to two-thirds the size of a normal workload for a newly qualified social worker in the team, depending on scope and complexity)
 - *The overall size of the student's workload is at the discretion of the Practice Educator. It should be appropriate to the student's level of development and confidence and sized in line with agency norms — that is, students must always have a **reduced workload** compared to newly qualified members of the team.*
- Leading on Care and Support Plan reviews (including liaison, planning, meeting participation and updating documentation)
- Chairing or co-chairing core group meetings or professionals' meetings (with support)
- Conducting some home visits and assessments independently
- Contributing to risk assessments and risk management plans
- Applying research evidence or relevant policy to support decision-making
- Participating in safeguarding strategy discussions, where appropriate
- Presenting in multi-agency forums or panel meetings
- Demonstrating leadership in managing complex dynamics
- Using supervision to critically reflect on dilemmas, decisions and outcomes

While student autonomy is increasing, they are still **not expected to practise without close support and supervision**. They must not take sole responsibility for statutory work or any decisions in relation to risk and harm.

End of Placement Assessment

At the end of Stage 3, students are **assessed** in relation to:

- The evidence needed for each of the 20 National Occupational Standards at this level.
- Their integration and critical analysis of their application of the CoPP.

Stage 3 Portfolio Minimum Requirements

	Midpoint portfolio	Final portfolio
Student & placement details	✓	✓
Student Profile	✓	✓
Partnership Agreement	✓	✓
Practice Learning Agreement	✓	✓
Record of Induction	✓	✓
Placement Calendar	✓	✓
	(partially completed)	(fully completed)
Supervision Agreement	✓	✓
Supervision and Training records	✓	✓
Supervision Notes	2	5 (1 written by the student)
Direct Observations	2	5
Feedback from People with Care and Support Needs and / or Carers	1	3
Additional Evidence	0 (only include if absolutely necessary)	0 (only include if absolutely necessary)
Midpoint Review Meeting notes	✗	✓
End of Placement Review	✗	✓
Learning Development Plan	✗	✓
Evidence Summary Charts	✓	✓
	(partially completed)	(fully completed)
PE Final Report	✗	✓
Confidentiality Statement	✓	✓
Student Confirmation of Portfolio Completion and Signatures	✗	✓