

Examples of mentor statements

Example No1.

The student has gained valuable experience working on a variety of cases within the mental health team and has demonstrated the ability to make complex decisions, particularly in relation to safeguarding. Proactively, the student requested opportunities to undertake a range of assessments in order to enhance her analytical skills and support her decision-making across diverse cases.

Over the past year, the student has managed a safeguarding case that involved significant concerns regarding mental capacity, risk, and safety. Through this, she developed a deeper understanding of working within a multidisciplinary team and demonstrated a clear awareness of her role in contributing to the provision of appropriate support. She has completed assessments under the Social Services and Well-being (Wales) Act 2014, which have resulted in the implementation of ongoing care and support arrangements.

The student has shown strong organisational skills and the ability to work effectively within required timescales. She has consistently demonstrated her ability to review and interpret relevant information, and to gather and synthesise input from various agencies and support services to inform her assessments. Her collaborative work with other professionals has strengthened her confidence and ability to contribute meaningfully to joint decision-making processes.

In relation to capacity, the student has provided clear evidence of her ability to make sound professional decisions, ensuring that the rights of the individual are upheld. She has balanced the management of risk with the wishes and feelings of the service user, showing a thoughtful and person-centred approach. Her assessments have reflected a strong commitment to placing the service user at the heart of planning and decision-making.

Additionally, the student has demonstrated sound knowledge and practical skills in promoting safety while respecting the individual's human rights and autonomy. She has shown a high level of sensitivity to the service user's desired outcomes and has consistently applied excellent active listening skills in her practice.

The student has recognised the need for reflection and the importance of this. She has started to reflect on her personal values and feelings and how these impact her decision making and professional judgement. The student has shown her commitment to ongoing professional development and is receptive to constructive feedback about her work. She is accepting of support and seeks this when required. In addition, the student received positive feedback from the service user she undertook the observation on.

I feel that the student will continue to grow in confidence with more experience and complex cases. Further experience of writing assessments will be a part of her

ongoing development. Throughout the year, the student has shown willingness and interest in undertaking complex assessments.

The student has shown an interest in developing her skills as a social worker by attending training and wanting to become an Approved Mental Health Professional. I feel the Student needs to continue building her confidence as a social work practitioner where she can reflect on the knowledge and skills, she has learnt which will support her with her ongoing professional development.

Example No2.

1. Applying Analysis in Assessment to Inform Interventions

Throughout the programme, the learner has demonstrated significant growth in their ability to apply analysis during assessments. Early reflections highlighted a tendency to offer excessive support out of empathy, sometimes without the capacity to fulfil these commitments. The learner recognised the importance of seeking supervision before making decisions, maintaining professional boundaries, and using reflective tools such as journaling to process emotions and learn continuously.

By the end of the programme, the learner consistently sought supervision before discussing options, utilised panels to explore support, and avoided premature commitments. Collaborative planning with families and professionals became a core part of their practice, and they actively researched local services to ensure interventions were evidence-informed. This approach has enhanced their confidence and ability to advocate effectively for families.

Service user feedback supports this development: families have described the learner as open and honest, appreciating the transparency and reliability in their approach.

2. Working Collaboratively with People in Need of Care and Support, Their Carers, and Other Professionals

The learner's journey in collaborative practice is marked by increased assertiveness and inclusivity. Initially, the learner reflected on feeling "ganged up on" during reviews due to a lack of assertiveness, which led to ambiguity about their professional stance. To address this, they used supervision to reflect on their chairing style, observed colleagues, and prepared facilitation strategies to clarify their position.

Progress is evident in their commitment to multiagency collaboration, prioritising the child and family's voice, and ensuring all contributions are captured in meeting minutes. The learner now holds care and support reviews more frequently than statutory guidelines require, demonstrating a proactive and inclusive approach. Plans

for further development include seeking feedback from colleagues during multiagency meetings and attending training to build confidence in public speaking.

Children's feedback has been especially positive, with children describing the learner as "fun and kind," which speaks to their ability to build trusting relationships and create a supportive environment.

3. Intervention and Application of Professional Judgement in Increasingly Complex Situations

The learner's reflections show a deepening understanding of professional judgement, especially in complex and sensitive cases. Initially, they noted a tendency to be judgmental rather than compassionate in response to serious allegations. Through supervision and reflective practice, the learner has shifted towards curiosity and trauma-informed approaches, consistently utilising consultation services and collaborating with agencies such as XXX and the police.

Training on harmful sexual behaviours and tools like the Brook Traffic Light Tool have further enhanced their competence in managing risk. The learner's commitment to safeguarding is evident in their actions and ongoing professional development, including training with the Lucy Faithfull Foundation and seeking feedback from their manager and colleagues.

Service user feedback reinforces the learner's compassionate and effective practice, with families noting their openness and honesty, and children feeling safe and supported.

Summary and Recommendations for Future Development

The learner has shown impressive growth across all three learning outcomes, demonstrating reflective practice, ethical decision-making, collaborative working, and sound professional judgement. Positive feedback from families and children highlights their ability to build trust, communicate openly, and create a supportive environment.

For future development, I recommend:

- Continuing to seek supervision and feedback to refine decision-making and maintain professional boundaries.
- Pursuing further training in facilitation and public speaking to enhance confidence in multiagency settings.
- Building on trauma-informed practice and safeguarding knowledge through ongoing professional development.

The learner's commitment to reflective practice and continuous improvement will serve them well as they progress in their career as a social worker.