

Fieldwork Supervisor's Final Report

This section of the report should be completed by the fieldwork supervisor. To complete the report we would like you to use the headings below. *If possible please complete the form electronically to enable the boxes to expand.*

For each of your answers below please give examples from the student's practice to support your answers, these should be cross referenced to evidence in the student's portfolio of evidence.

How did the student use supervision and respond to feedback?
Amy responded constructively to supervision and feedback. She did not initially seem to fully utilise the process to link theory to practice, but this developed over time. As the sessions progressed Amy was very proactive in her use of supervision, identifying issues before hand and bringing specifics to each meeting. She sought feedback and acted upon it both in her practice and actual academic work.
To what extent did the student seek challenging situations, and how were these worked with?
Amy started her placement with little face to face experience of engaging young people in a youth work setting and specifically around a youth homelessness agenda. She looked to challenge herself in this regard and proactively sought to develop experience in areas she may not have initially been comfortable with; participating in co-facilitating group work sessions with young people who displayed challenging behaviour from our local Pupil Referral unit (PRU) and attending schools to co-facilitate much larger group work sessions. In essence she sought to challenge herself both in terms of engaging young people and new approaches, and to work with groups that both challenged her own skills as a worker and the perceived status quo.
To what extent did the student show enthusiasm and commitment?
There were many examples of Amy's commitment and enthusiasm. As alluded to above, Amy proactively involved herself in and the various groups and settings, which reflects her commitment. She was also tasked with leading some sessions and obviously put a great deal of planning and preparation in place, outside of her normal placement hours. She clearly has an interest in helping to develop and support young people which seemed to have a direct correlation on the enthusiasm she displayed throughout the placement.
How well was the student able to relate theory to practice and reflect on their own practice and that of others?
Whilst Amy clearly has a great deal of experience and knowledge of academic theories relating to subject like social inclusion, I would suggest moving forward that she needs to further expand her reading on youth work specific subjects/topics. I am sure this will happen as her studies progress. As has been previously mentioned, she initially did not proactively use supervision to link theory to practice and in the early stages I feel my attempts to reinforce this theoretical aspect may have been overwhelming during sessions. However, Amy responded positively, took plenty of notes and clearly informed herself on some of the matters discussed in preparation for follow up discussions.

How did the student articulate their own beliefs and values and relate them to the work?
Amy appears to be very objective in her approach to youth work. Whilst her own life's experiences have clearly informed her approach and enabled her to empathise and understand many of the issues faced by those we work with; she does not attempt to project her own beliefs on them. Instead adopting the approach of informing and enabling them to reach their own conclusions. Throughout her placement, whether relating to practice or academia, she seeks out alternative and balanced viewpoints. She seems to fully understand her role in aid young people make their own journey from dependence to independence and as a facilitator, encouraging young people to explore their own route in an informed way.
How pro-active was the student in demonstrating anti oppressive beliefs, language, and behaviour?
Some of the groups Amy engaged on placement clearly demonstrate some challenging behaviour which can manifest itself in oppressive beliefs and language. Amy seemed to be able to articulate her role in challenging oppressive beliefs, language and behaviour and the need to be proactive in dealing with such scenarios.
In your professional opinion has the student achieved the necessary standards to progress?
I believe Amy both meets and exceeds the necessary standard to progress further. I have no doubts as to her ability as an effective youth worker and her professional approach adopted throughout her practice.
Other comments?
I would encourage Amy to continually and proactively expand her reading on academic theories relating specifically to youth work practice and keep updating with emerging policy and strategies shaping its development in Wales.

Signed by fieldwork
Supervisor



Date
24/06/24

Signed by Student:

Date