

FIELDWORK SUPERVISOR'S FINAL REPORT

Engagement with supervision is crucial to aid reflective practice and analysis; its importance cannot be overestimated. Supervision is integral to fieldwork and as a fieldwork supervisor you are invited to make an assessment of the extent to which the student has engaged with the process of supervision. The table below provides guidance on how to grade students according to how well they have engaged with you. Please use the table for guidance when completing the supervisor final report on the following page.

Key areas of competence

When considering the level of competence of a student please refer to the marking criteria outlined below:

Grade	Description	Equivalent % marks towards HE qualification
A	An exceptional trainee Youth worker who is a reflective practitioner; shows initiative and an ability to work independently for a sustained period; demonstrates thoroughness and commitment to all aspects of professional practice.	70%+
B	An effective trainee youth worker who displays a degree of independence and commitment to further professional development.	60-69%
C	A satisfactory trainee youth worker who has met the requirements appropriate for a professionally qualified Youth Worker and with further experience should develop into an effective youth worker.	50-59%
D	A rather weak trainee youth worker with a basic level of knowledge or skill. May be very poorly organised with very limited understanding of important concepts.	40-49%
E Fail	A weak trainee youth worker who has been unable or unwilling to meet the required standard, may demonstrate inappropriate values or lack understanding or attention to detail.	Below 40%

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 giving specific examples to support your observations.

<i>How did the student use supervision and respond to feedback?</i>
Rachael has always sent me her reflections, on time before our planned supervision sessions, this has given me the time needed to go through them, before the meeting, allowing me time to prepare my questioning, so we could remain very focused within the sessions. Throughout all our supervision sessions, we made sure that we discussed many different elements of youth work, youth workers roles, theory in practice and what Rachael was seeing and learning through the placement, always linking to the NOS standards, principles and purposes, youth work strategy and the wellbeing . From the written reflections Rachael has clearly demonstrated that she isn't afraid to challenge, question and support her arguments, identified within her reflections with me as the supervisor, Youth Hub Development Officers, Youth Hub Workers, and more importantly young people. Through our supervision sessions Rachael was happy to accept constructive criticisms, was also willing to accept, that sometimes, things happen and change for certain reasons, though still being able to share her stance and views, always having a plan B, C and D. Rachael is always honest, can constructively criticise herself, her practice, accept feedback, allowing her when needed to make changes, managing herself throughout, as a professional. As a result of the reflective conversations, we had either on the job or post reflection, her reflections were focused on the youth work offer, that is being delivered, through the service, for young people, professionals and the service we provide. Within every planned supervision session we had, I set challenging questions with Rachael, who then went away back to her placement to explore, research speak to other professionals, identify the answers, this would then set the agenda for the following session. Example of this is from the first reflection, Rachael identified a young person that was being isolated in youth club from the other young people, because of his previous drug issue. Rachael spent time with the young person, building a relationship, finding out more about him, from the other staff, through the reflection session at the end of club. After finding out that there were several issues, that this young person, was experiencing, from our supervision, Rachael had prepared to meet with this young person, in club, for a wider discussion, offering some support guidance, someone to speak too if needed and sign posting to other agencies. There is a large amount of evidence to show, that from reflection sessions in supervision, Rachael has taken on board feedback and responded in very positive ways, showing that there has been learning.
<i>To what extent did the student seek challenging situations, and how were these worked with?</i>

Through our supervisions, we established that youth club sessions, can be extremely challenging, with a diverse range of young people, from 11 to 18 years of age, sometimes vulnerable, meeting in a single place. With conflicts, challenge, power and control all mixed in, with individual young people, trying to work out who they are, and the degree to which they can push boundaries.

Through reflection Rachael has always looked at everything as a positive experience, because she is very easy going, very relaxed, in her approach, she is not frightened of challenging difficult situations. Rachael is always re-evaluating her approach when working with young people, changing her style to suit different situations and challenges she faced. When looking at challenges Rachael faced quite a few, it wasn't just with young people, they included health and safety, safeguarding, young people not interested when she delivered some sessions, even though they said they wanted something.

Through Analysing the experiences she has faced, with Young people, Rachael has become more confident, resilient and independent, this has been evidenced, in her work she made sure she provided young people with more opportunities to engage with her, building positive and trusting relationships with them, so they could feel involved, engaged, not feeling on the outside looking in. When dealing with other challenges, she would ask, questions to those around her that had more experience, learning from them so she knew for future reference. Rachael is always challenging herself to get things right, it doesn't matter how big or small the challenge is, again she would utilise theories putting them into her practice, to resolve. Placements provide the opportunity for trainee youth workers to gain the experience, understanding and knowledge of Youth Work, Rachael grasped this with open arms, throwing herself into the placement fully.

To what extent did the student show enthusiasm, commitment, creativity and innovation?

Rachael's enthusiasm is infectious, she has shown pure commitment, to the service, young people through the placement and her work from the very first meeting that we had. She has shown how committed she is with consistent attendance, along with being punctual, showing respect for colleagues and young people, volunteering to take on additional responsibilities and going the extra mile. When working with young people she has exhibited an interest in them, through all the activities, they participate in, showing an eagerness and enjoyment in engaging with them, which has allowed relationships to be established. Rachael has always been very creative and innovative in her thinking when in placement, she has shown originality, inventiveness and been resourcefulness in planning and delivering different activities with young people.

Rachael delivers everything with a smile on her face, the relationships that she has formed throughout the placement have been vast, she really is a pleasure to have on board.

An example of her innovation was when Rachael asked to prepare and deliver a one to one session with a young person from a secondary school, that she undertook as part of the placement. Rachael made it her priority to get to understand the interests of the young person that she was going to be working with, to make every effort to make the session interesting for him so he would engage. The theme of the session was anger and emotions which can be a difficult subject area, Rachael included Dr Who and Formula 1 into the session, which got the young person fully engaged, ensuring the outcomes Rachael set were achieved and the young person staid involved throughout.

How well was the student able to relate theory to practice and reflect on her/his own practice and that of others?

Throughout the placement Rachael continually demonstrates that she can connect theory to the practice, both in youth club and in the school-based work. Rachael shows that she has the ability, to compare her own work, to that of the other staff in the placement, allowing her to constantly consider different perspectives and approaches. When discussing theories, through our reflective supervision sessions she can give examples of her own practice, explaining in detail how actual theory plays out through the work. Rachael is also very comfortable in sharing her understanding of different theories with me and other professionals within the placement. At the end of every session, there is a reflective space for staff to share their feelings enhancing learning for everyone, Rachael has always been heavily involved and vocal. Several different Theories were explored in every supervision session between Rachael and I, she is always thinking of the link into her practice.

How did the student articulate her/his own beliefs and values and relate them to the work?

Rachael and I spoke a lot about our values and believes and how we include them into both our personal and professional lives, not just our work with young people. Rachael was able to show that respecting everyone, is pivotal in the work, she acknowledges that we all have different life experiences, which come across in different ways. Through the placement she has been part of a team, creating a safe place, where trusted adults have allowed young people to develop their voices, supporting them in having an influence within the communities they live. Rachael was able to create a positive atmosphere through the activities that she planned and delivered, encouraging young people to participate, interacting with each other, sharing experiences and supporting one another. Racheal recognised quickly that professional boundaries are important, they have to be in place and young people need to know they were there. Rachael has an incredible work ethic; she is accountable for herself, along with her work that she developed and delivered.

Rachael believes in freedom of speech; everyone having a space to voice their opinions and has encouraged young people to be the same. Through some of her conversations with young people she has encouraged them to look through the UNCRC and understand for themselves.

How pro-active was the student in demonstrating anti oppressive beliefs, language, and behaviour?

Rachael has delivered several sessions with groups of young people in youth club for Disability Awareness week, empowering them to make changes in their own lives, along with others to address oppressive thinking, within the communities they live. Rachael has identified through the placement that we work within communities that have a presence of a wide variety of identity characteristics, including young people. We have discussed young people who may belong to a variety of ethnic groups, representing different religions, young people from different classes, disabled and non-disabled, with a wide range of lifestyles and political beliefs and sexual orientations. Rachael has always looked to develop young people's understanding, knowledge on anti-oppression, attempting to remove stereotypes and prejudices where possible, within the sessions she delivered not just through the week, but throughout her placement. Within youth club Rachael will always ensure that whatever she is planning or delivering the offer goes out to all the young people present.

On Wednesday Rachael played a big part with the team celebrating international Human Rights Day, with a session on Article 42 of the UNCRC children and young people have the right to know their rights. Making sure that young people knew that Swansea is a Human Rights city where we want everyone to know they have Human Rights. Young people and staff had some thought-provoking discussions about the difference between Equality and equity, our own privileges, along with thinking about how we all can work together to amplify the quieter voices of people within the community, who are less likely to have their human Rights met.

Another session that Rachael was part in delivering, was one that looked at young people understanding race, culture, religion, having a discussion game on visible role models, including positive images of disabled people, lesbian, gay and transgender people, women and people from different faiths and minority communities.

In your professional opinion has the student achieved the necessary standards to function as a professionally qualified Youth and Community Worker? (Please circle)

Yes

Please provide a grade and % mark reflecting your experience of the student

Grade: A

% Mark: 70%+

<i>Signed Supervisor</i>	Paul Worsfold
<i>Signed Student</i>	R.Major
<i>Date</i>	11/01/2025