

SUPERVISOR 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 giving specific examples to support your observations.

How did the student use supervision and respond to feedback?

Betsan utilised supervision as an opportunity to help ensure that she worked within necessary professional standards, to reflect on her practice and professional development during placement and engage with restorative support towards the end of placement. Betsan remained professional and thoughtful throughout the process, seeking advice when realising that timelines might have to be adjusted and managing her own wellbeing and priorities accordingly.

Reflective accounts were presented verbally during supervision, supported by written drafts or notes. Betsan has discussed at least ten reflective accounts in supervision, sharing some of her completed accounts in writing.

Betsan was accepting of challenge and diverse perspectives. She responded positively to feedback, applying learning to practice as evidenced in developing themes through her reflections including: focus on positive voluntary relationships as a foundation for work with individuals and groups; the importance of conversation and effective communication strategies considering the context of young people and activities involved; developing awareness of professional boundaries, seeking input from colleagues on placement; and helping to facilitate safe and inclusive environments for Youth Work.

To what extent did the student seek challenging situations, and how were these worked with?

Betsan actively sought opportunities to challenge herself on placement to the extent that she returned to situations and relationships which she found difficult; she persevered and made efforts to develop through supervision and line management.

In supervision, Betsan discussed her ongoing efforts to develop positive and productive relationships with colleagues from different backgrounds as well as young people presenting with various additional learning needs and attachment styles, some experiencing challenging behaviour, and others navigating adolescent transitions including identity formation and social transition, exploring issues of gender and sexuality. Betsan found her work with a young LGBTQ+ group on placement both challenging and rewarding as an entirely new experience in her Youth Work, and she engaged in these experiences with a willingness to learn and be challenged by others as she accepted and reflected upon constructive feedback.

Betsan worked with conflict and challenge by seeking to nurture and develop relationships further - seeking to understand others' perspectives first before seeking to be understood - and reflecting on these situations through supervision.

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

Throughout supervision, Betsan expressed enthusiasm for the work she was doing with young people, the relationships that were developing, sessions that went well on placement, and the lessons learned when sessions did not progress as planned. Betsan's commitment and willingness to learn were apparent in the way she responded to feedback, continually integrated lessons into practice and committed to the reflective cycle.

Betsan's attitude towards supervision has always been professional: she committed herself to the process in terms of her level of engagement, her timekeeping, preparation, and practical application in commitment to action points agreed through supervision. Betsan maintained regular and professional communication via email and in person, and changes to scheduled meeting times were always agreed in advance.

During supervision, and in her written journals, Betsan enthused about the placement experience, including learning she experienced through reflection during placement and offline through supervision. Betsan's commitment to young people was evident in her efforts to maintain and develop relationships with individuals she sometimes found difficult to relate to or work with. This resulted in positive and productive relationships evidenced by the levels of interaction, disclosure, and voluntary engagement from young people encountered. Betsan's commitment to Youth Work and professional development was also demonstrated in Betsan's practical learning and wider reading to support her practice.

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

Betsan has certainly proved capable of relating various elements of theory to practice. In terms of development, at times she could be more critical in her analysis regarding the extent she applies some of these concepts, but there are signs of progression:

Betsan was able to explore how participative she is in planning and facilitating sessions in practice, with reference to Hart's Ladder of Participation (1992), accepting in discussion that she can do more to empower young people to lead and direct the work. Betsan could be more critical of how she applies these concepts in practice but has demonstrated that she understands the underlying value of these concepts and how they might impact the work.

Betsan has also related several aspects of her work to areas within the Youth Work National Occupational Standards (CLD Standards Council Scotland, 2019). Betsan's reflective accounts demonstrate increasing levels of understanding how the Standards relate to Youth Work and her own practice in areas including relationships, safety, and young people's development.

Progressing further, when introduced to the concept of Psychological Safety during supervision, Betsan was able to link this to her communication with young people and how she nurtures empathy in relationships. In doing so, Betsan recognised the importance of relationships and conversation as a vehicle to express value to young people, promote inclusion, and better understand young people's needs and experiences. She then progressed to identify the importance of active listening skills in building trust, rapport, and empathy.

In discussion, Betsan has demonstrated the ability to reflect on her own practice and locate this in the context of the impact on wider work – for example power dynamics of organisations and communities, and how other Youth Workers engage with young people differently on the basis of varying roles and responsibility. However, some of these discussions were not articulated in written accounts and it would have been instructive to see more reflection on the practice of others and how Betsan compares this to her own work on placement.

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

During supervision, Betsan shared some of the values she has developed through her experience of working with young people through Girl Guiding. Betsan has adopted the value of challenge in her practice of Youth Work as well as her own personal and professional development and applied this to her work on placement as described in this report.

The attitudes, beliefs and values articulated by Betsan through discussion in supervision have been consistent with the core values, principles and purposes of Youth Work in Wales, and the values expected of a professional Youth Worker. Betsan is non-judgemental when discussing young people's needs and backgrounds, demonstrating in her reflections that she seeks to be equitable in practice, promote voluntary engagement, and support young people's social and practical education through informal learning opportunities. Betsan has strived especially to find ways to be more inclusive and participative in her practice, and reflected on how she relates to young people identifying within the LGBTQ+ community.

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

Betsan adopts non-judgemental attitudes towards young people in her reflections and continually seeks to better understand the perspectives, experiences and needs of others in her work. When she misunderstood young people's pronouns in one example, or misjudged expectations in professional relationships, Betsan reflects that she was quick to respond in a restorative manner, apologise and demonstrate willingness to be challenged and learn. These are all hallmarks of a professional Youth Worker modelling anti-oppressive practice, language, and behaviour.

During supervision, Betsan frequently spoke of being an 'agent for change' and articulates in her written reflections how she endeavours to challenge inequality and oppression, help give young people a voice, opportunities, and help young people fulfil their potential through her work. Betsan was proactive in seeking to create environments where this could happen, seeking advice and guidance to develop her own language, practice, and interactions in the process.

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

Yes

No

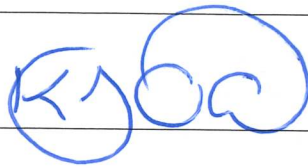
Please provide a grade and % mark reflecting your experience of the student

Grade: **A**

% Mark: **75%**

Thank you, Betsan. It has been a pleasure to join you in supervision. Your willingness to explore different perspectives, be challenged, and learn, for the benefit of young people, are all excellent qualities that will serve you well as a Youth Worker.

Signed Supervisor



Signed Student

Date

08-02-24

PLACEMENT SUPERVISION CONTRACT

Practicalities For example - timing, frequency, place, what are reasonable interruptions.	- Minimum 1.5 hours per meeting. - Online or Pont Abraham service station in-person. - Frequency - every week, 2 in last week. - Reasonable interruptions - Make others aware if a phone call is expected (such as doctors call-back) - use a space where others can not distract you if meeting online. - Make other aware if unable to attend, at least 1 day before meeting.
Boundaries What can be discussed, what cannot, confidentiality, how will gossip be dealt with.	When speaking about others anonymize names. External personal situations/extenuating circumstances may be discussed if affecting supervision and/or placement. If relationships with others are discussed, personal defamation is not acceptable. Any gossip/inappropriate discussion will be politely asked to stop. Discussion to remain confidential unless there is a safeguarding/practice concern that must be shared. Concerns will be raised with the supervisee and the Fieldwork Co-ordinator/Programme Lead as necessary. All supervision logs to be reviewed/signed before final portfolio submission.
Working together Sharing expectations, what the focus of the relationship will be, hopes and fears, the ethos of the supervision.	Agenda for meeting and 1-2 draft reflective accounts to be sent to supervisor at least three days before day of supervision meeting. Share information and knowledge beneficial to the supervision, placement and future practice. Supervisee/supervisor hope to develop practice, understanding, and positive outcomes for young people through supervision.
Session Format What will each session be like? Will all the time be spent on one incident; are supervisees expected to bring written recordings or verbatim accounts?	Time during meetings to be spent on: - Engaging with agenda points. - Supervisee to bring reflective journal accounts to supervision meetings. - Review reflections, discuss theory and practice.
Organisational & Professional context Expectations, fitness to practise, responsibilities on supervisor and supervisee, professional and ethical boundary discussions.	Supervisee/supervisor will positively engage with supervision meetings and create an action plan each meeting to move forward into the following week. Supervisee: Bring reflective journals to meeting and provide agenda in advance. Supervisor will inform and redirect supervisee if discussions breach ethical/professional boundaries, with reference to relevant professional guidelines and support to reflect upon/learn from any emerging issues. Fitness to Practise issues will be addressed immediately with the supervisee and Fieldwork Co-ordinator/Programme Lead as necessary.

Signed (Supervisee)

Signed (Supervisor)



Date:

Date:

20-12-23