

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 giving specific examples to support your observations.

<i>How did the student use supervision and respond to feedback?</i>
<i>Rachael used and responded to supervision extremely well and has been a pleasure to supervise. Rachael and I were lucky enough to create and maintain an excellent relationship as supervisor/supervisee and our personalities worked very well together. Rachael always came to our sessions prepared and would have emailed me a reflection which she wished to explore and learn from prior to supervision as our contract identified. She was very open in her approach and was happy to take on board any new ideas, theories, points from my own experience which would help her understand her own experiences and create her own frame of reference. I think it is fair to say that the experience that Rachael had with myself this year is very different to that of last year and I required her to work in a very different way to last year which was clearly a challenge for her. However it was a challenge that she took on board and was able to produce quality pieces of work where we were able to see her reflection and learning.</i>
<i>To what extent did the student seek challenging situations, and how were these worked with?</i>
<i>I think the most obvious challenge Racheal faced was working with a supervisor who was very different in approach to last years supervisor and one who required her to work in a very specific way. I know that Rachael found the reflection writing difficult to begin with as she hadn't done this last year and expressed to me what a change this had been for her. We also used Kolb's Learning Cycle as a template for her to write against and again Rachael found this difficult initially however after a couple of attempts the quality and content of the reflections improved remarkably and writing them became second nature to her. Her final reflective piece on her own learning is by far her best piece that she has produced. Racheal completely rose to the challenge and delivered some good work with identified learning. Rachael's other challenging situation was when she was carrying out supervision with a peer and how she had to manage difficult situations there. What was great that she felt that she has had such a positive experience with myself that she was able to draw upon our experiences and think how to best handle the situation I feel that there was a lot of challenges for Rachael throughout this placement ranging from her writing, to her thinking outside of the box in preparation for Year 3 Management and in the development of herself and her own skill base and toolbox.</i>
<i>To what extent did the student show enthusiasm and commitment?</i>
<i>Rachael demonstrated 100% enthusiasm and commitment to this process, and this was reflected in the way she prepared for supervisions, the thinking that went into the reflections and her manner and approach to our supervision sessions</i>

<i>Racheal took on board all of the conversations, my experience that shaped our conversations and allowed her to think, reflect and learn</i>
<i>How well was the student able to relate theory to practice and reflect on her/his own practice and that of others?</i>
<i>As with all students, this is a slow burner and it takes some time for them to be able to combine both of these into their reflections.</i> <i>We started at the easiest place using Tuckman's group work theory and explored that alongside reflections.</i> <i>I was encouraging Rachael to again think outside of the box and link practice to elements of learning in Uni and look how she can best link the two together to maximise learning.</i> <i>I feel her ability to link theory to practice was appropriate for her study and level at which she was studying at.</i>
<i>How did the student articulate her/his own beliefs and values and relate them to the work?</i>
<i>This element of practice is always difficult for students to understand and demonstrate and Rachael was no exception here.</i> <i>Rachael, I feel was able to identify her own A/V/B's however at times I felt that in one reflection (where Rachael's friend had taken drugs at a festival) Rachael always seemed to have her Youth Work "hat" on and we explored how we are a Youth Worker at work whilst being professional and she is just Rachael outside of work. We looked at what the differences were, are our personal relationships impacted positively/negatively if we continually wear our YW Hat? I feel this element demonstrated the personal growth journey that Rachael is on and one where she right at the start of.</i> <i>So I feel she is able to identify what they are and what goes to make up Rachael but struggles to dis-connect the two at times.</i> <i>This I feel comes through years of experience and knowing what hat to what for what occasion and when is appropriate to use them.</i>
<i>How pro-active was the student in demonstrating anti oppressive beliefs, language, and behaviour?</i>
<i>Rachael was able to demonstrate her AOP/AOB and AOL through our sessions and was able to provide a good reflection around working effectively with a young boy with Autism and ensuring his participation in the session.</i> <i>Rachael always used appropriate language and behaviour throughout with myself, with peers aswell in placement and I am fully confident that she is able to recognise and demonstrate these elements</i>
<i>In your professional opinion has the student achieved the necessary standards to progress to Level 6?</i>
<i>I fully agree that Rachael has achieved the necessary standards to progress forward on to L6 and feel confident that her learning is where it should be in respects of L5</i>
<i>Student's Provisional Grade % (Please refer to the grading criteria above)</i>
<i>Grade B – 65%</i>

Signed Supervisor Anna Griffiths

Signed Student R.Major

Date 22/2/24

