

Appendix 4: Final Reports

PLACEMENT SUPERVISORS FINAL REPORT

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

Percentage marks towards HE qualification	Description
70% and above	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.
60 – 69%	An effective trainee youth worker who displays a degree of independence and commitment to further professional development.
50 – 59%	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.
40 – 49%	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
Under 40% (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.

How did the student use supervision and respond to feedback?

Abbie adopted Gibbs' (1988) Reflective Cycle to reflect on her practice in an immersion youth work role within a maintained Youth Service, providing thorough and detailed written accounts, explored further during supervision.

Abbie accessed the full breadth of supervision in terms of administrative, educational and supportive functions: readily seeking guidance and assurance, posing relevant and searching questions about policy and practice in a range of challenging situations, contributing thoughtfully to discussion, considering alternate perspectives, and applying her learning to practice.

Abbie was proactive in seeking feedback and open to challenge and collaborative learning throughout supervision - reflecting positively on the experience and developing her skills as a reflective learner. This was evident in the progressive development of Abbie's reflections and macro reflection on the fieldwork experience. Examples of applied learning using feedback include assertive communication with colleagues, reference to policy, and utilising line management to clarify procedural issues.

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

Abbie engaged with a range of challenging situations on placement, including:

- Collaborative safeguarding in various settings
- Relational challenges
- Exploring ethical practice and professional boundaries
- Multidisciplinary/partnership work
- Community-based work
- School-based youth work
- Young parent programme
- Activity leadership and management
- Policy development
- Young people's mental health, self-injury, and suicidal ideation
- Substance misuse issues

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In doing so, Abbie explored the challenges of maintaining high levels of service, subject to pressures on staffing and collaboration across settings, in roles and situations she had not experienced before – for example, within schools and playwork. Meanwhile, Abbie evidenced the ability to advocate for young people, their wellbeing and safeguarding, utilising youth work methodology in non-youth work settings and promoting the values of youth work in her practice, decision-making, and interactions with young people and others. Examples include suicide prevention, navigating demands beyond the accepted age-range for youth work, identifying community dynamics, and relocating detached sessions for younger children to a safer environment, whilst recognising that youth work starts where young people are.

Abbie was required to work independently for sustained periods in the absence of colleagues and make decisions demonstrating initiative and problem-solving. Examples include monitoring individuals following an altercation in the community, and following up safeguarding concerns with school colleagues that may have otherwise been overlooked. Throughout placement, Abbie demonstrated willingness to address these challenges thoughtfully, exercising reasonable judgement, dynamic risk assessment, and seeking the best interests of young people, whilst consulting senior colleagues and utilising supervision to ensure she works within expected boundaries, policies and procedures, aligned with the wider principles and purposes of youth work.

To what extent did the student show enthusiasm and commitment?

Abbie was fully-committed to the process of supervision and reflective practice during placement. She attended every session on time, expressed enthusiasm for learning, and submitted extensive reflective accounts in advance of supervision from a range of situations reflecting her strengths, vulnerability, learning, challenges, forward planning, and the outcomes of reflection. Abbie committed to actions identified during reflection: for example, seeking guidance through line management, and supporting colleagues to adapt policies and Service Level Agreements where necessary. Abbie demonstrated thorough commitment to her work with young people in the depth of her reflections, willingness to revisit situations and follow up with colleagues when concerned or doubting a situation had been fully resolved. Abbie was willing to challenge colleagues' responses whilst aware of the relational cost and seeking to work restoratively with individuals to maintain effective partnership and professional relationships. As a trainee, Abbie has demonstrated many qualities expected of a professional youth worker as she continues to develop her skills and judgement in practice.

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How well was the student able to relate theory to practice and reflect on their own practice and that of others?
At Level 4, Abbie is still developing foundational knowledge and understanding of youth work theory. However, Abbie was able to relate elements of practice to National Occupational Standards and demonstrate applied knowledge of safeguarding at an operational level - identifying concerns, managing disclosures, and making relevant referrals. Abbie has also referenced professional standards, ethics and values, and the Code of Occupational Ethics for the Youth Service in Wales (ETS Wales & YMCA Wales Community College, 2012) in relation to practice of self and others, introducing elements of theory on supervision and experiential learning in her macro reflection at the end of placement. Abbie has appropriately and sensitively addressed placement concerns through supervision and Line Management, applying relevant guidance and using Gibbs' (1988) Reflective Cycle with increasing fluency to support development of her own practice and understanding of experience working with others.
How did the student articulate their own beliefs and values and relate them to the work?
Abbie has demonstrated excellent self-awareness during supervision and readily articulates her motivations relating to youth work and her values in practice with integrity and professional vulnerability. At the outset of supervision, Abbie reflected briefly on some of her own experiences as a young person and how this led her to pursue training in youth work. Abbie has evidenced young-person centred values and unconditional positive regard for young people throughout placement in her written and verbal reflections, and she has maintained professional boundaries in her work, recognising potential for conflicts of interest working with young parents and a former colleague engaging with services as a young person. Abbie has also put the needs of young people first before wider concerns and sought to preserve voluntary engagement with young people in education settings.
How pro-active was the student in demonstrating anti-oppressive beliefs, language, and behaviour?
Abbie has consistently demonstrated anti-oppressive beliefs, language, and behaviour throughout supervision and during reflection – for example in her assessment of presenting strengths and needs of a community where she encountered challenging and abusive behaviour between community members, and the immediate response of the community afterwards. Abbie was able to identify needs and concerns without judgement, whilst recognising the strength and resilience of the community involved. Abbie has also reflected on work with young people presenting with challenging behaviour, attitudes, and potential substance misuse concerns, maintaining focus on individuals as young people first, rather than the presenting behaviour. Abbie has discussed challenging oppressive or offensive language used by young people on placement, and she models language and behaviour consistent with the principles and values of youth work in Wales.

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In your professional opinion, has the student achieved the necessary standards to progress to level 5?	
Abbie has demonstrably achieved the necessary standards in supervision to progress to Level 5, as an effective, conscientious, principled and committed trainee youth worker. Thank you, Abbie, for sharing your practice, reflection and learning during supervision. I wish you all the best in your youth work practice and studies at UWTSD.	
Student's Provisional Mark – please give a numerical mark out of 100 (Please refer to the grading criteria above)	72%
Signed Supervisor	K.O'Grady
Date	28 April 2026