

**Emma Hutchings
1910900**

**MA Youth and Community Work
Professional Practice Fieldwork 1 – SJYW7014**

**Placement at Monkton Priory Learning Centre
2021-2022**

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1.1 Identifying a Placement and letter of introduction with CV

After discussion with lecturers it was suggested that I approach Claire Arnold, Lead Teacher and Manager of the Priory Learning Centre, Monkton, Pembroke. The Learning Centre is a educational provision to ensure equality of opportunity for Gypsy Traveller children within an integrated society. The students are of secondary school aged between 11-16. An approach was made informally and then formally as per the letter included.

Emma Hutchings
25, Woodfield Grove
Cosheston
Pembroke Dock
Pembrokeshire
SA72 4UE

emmamhutchings@icloud.com
1910900@student.uwtsd.ac.uk

08/08/21

Claire Arnold
Priory Learning Centre
Monkton Priory School
Monkton
Pembroke
SA71 4LS

Dear Claire

Further to our conversation regarding a placement at Monkton Learning Centre. I wanted formalise my request in writing.

I am a second year MA Youth and Community student with University of Wales Trinity St David. My tutor Angharad Lewis encouraged me to get in touch to arrange a placement and spoke highly of your provision in Monkton. I have an enhanced DBS and am subscribed to the online service. I have also enclosed my CV for your records.

Would it be possible for me to meet with you to discuss a placement and agree hours? I would like to propose 1 day a week during term time from September until possibly the Easter end of term or until I have gained enough experience and learning hours.

My placement needs to be 200 hours with at least 50% face to face experience with young people. I look forward to meeting with you and the young people and was wondering if I could call over next week to introduce myself?

I look forward to hearing from you.

Yours sincerely

Em Hutchings

Emma Hutchings

Curriculum Vitae

Contact Details

Name Emma Hutchings

Address 25, Woodfield Grove, Cosheston, Pembroke Dock, Pembrokeshire, SA72 4UE

Mobile: 07815033709

Email emmamhutchings@icloud.com

Linkedin <http://uk.linkedin.com/in/emmahutchings>

Qualifications

MA: Youth and Community Work (ETS Endorsed)	University of Wales Trinity St David 2019-current
Bachelor of Arts Honours - Business Studies - 2.1	The Open University 2012 – 2014
Professional Certificate in Management	The Open University 2013
NVQ Level 4 In Business and Administration	Pembrokeshire College 2008 - 2009
OCR Text Production Diploma Level 3/Distinction	Learning Pembrokeshire 2007 - 2009
OCR RSA Text Production Level 2 Diploma/Distinction	
NVQ Level 3 Customer Service	
NVQ Level 3 Call Handling Operations	
HND Industrial Design (Graphic Design)	University of Glamorgan - 2002 - 2004
BTEC Advanced GNVQ Art + Design - Merit	Pembrokeshire College 1995 - 1997
Equivalent to 3 A Levels	
GCSEs in English Language, English Literature, Art and Design, French, Mathematics, Business Studies, Psychology and Mathematics all GRADE C. Intermediate GNVQ in Art and Design.	Pembroke School 1988 - 1994

Work Based Learning and Training

Work Based Learning and Training

- Level 2 Food Safety certificate
- Data protection and GDPR PCC
- First Aid at Work PCC
- Manual Handling, Fraud Awareness,
- CIPR – Writing Press Releases
- Dyfed Powys Local Resilience Forum – Loggist and emergency planning
- London School of PR – CSR & Sustainability Certificate
- London School of PR – Influence Management
- CIM – eCRM
- Pembrokeshire College – Developing Advanced IT skills L3,
- Pembrokeshire College – BIIAB Personal Licence Holder award,
- Personal Licence held with Pembrokeshire County Council
- Enhanced DBS – subscribed to update service
- Radiant Media – Media and telephone responders training
- Helmsley Fraser – Going the extra mile – Customer Service
- Marketing Tom – Social Media training
- CIPR – Introduction to PR Strategy and Planning Campaigns

Employment

Contact Tracer	Pembrokeshire County Council/NHS Wales	2020 – 14/04/22
• Contact tracing COVID 19 cases. • Analysis of information and escalation of concerns when required. Liaised with colleagues in Public Health Wales, HDUHB and PCC to process cases.		
Youth Club Assistant		2021-current
• Safeguarding and working with young people in an informal education setting. Enhanced DBS cert.		

1.2 Fieldwork Placement Contract

STUDENT INFORMATION	
Student Name	Emma Hutchings
Student Address	25, Woodfield Grove, Cosheston, Pembroke Dock, Pembrokeshire, SA72 4UE
Student University e mail	1910900@student.uwtsd.ac.uk
Student DBS Status and date	13/09/21 001749858245 Update service ID – C9376060749
Additional requirements	None.
Name of fieldwork supervisor	Claire Arnold
Fieldwork supervisor Tel.	01646 680294
Fieldwork supervisor e mail	Claire.Arnold@pembrokeshire.gov.uk

HOST ORGANISATION INFORMATION	
Name of Organisation	Monkton Priory School Gypsy Traveller Unit
Tel.	01646 680294
Email	Claire.Arnold@pembrokeshire.gov.uk
Aims/ Purpose of the Organisation	The whole aim of the Priory Project is to ensure equality of opportunity for Gypsy Traveller children within an integrated society.
Duration of placement	Level 7 Placement: 200 hours (100 or more face to face Youth Work). Each Wednesday during term time until complete.
Please detail the activities expected of the student (Use more space if necessary)	Supporting the young people within the unit in their work and social skills.
Facilities/equipment available to student	As required.
Please confirm that your organisation has in place the following and where the student can have access to them:	
a. Equal Opportunities Policy and procedures	Yes, available on site.
b. Safeguarding policy and procedures including a	Yes, available on site and have been explained at our initial meeting(attached).

designated child protection officer	
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c. Disability Policy (please state how you will meet any special requirements noted by the student)	Yes, available on site and online and specific requirements discussed at meeting. No specific requirements.
d. Health and Safety Policy and procedures	Yes, available on site and online. Discussed at meeting.
e. Risk assessments including significant risks identified?	Yes, available online and on site. No specific risks identified. Copy forwarded to the university.

During induction the student will be made fully aware of the organisation's rules of conduct (including boundary management), practices and policies, including Safeguarding and Health and Safety (e.g. accident reporting).

The student will be covered by your employer's liability insurance whilst on your premises and undertaking any assigned tasks.

Yes No

During the placement, the student will be responsible to:

Name of Line Manager	Claire Arnold
Position	Teacher/Manager of Unit
Telephone No.	01646 680294
Email	Claire.Arnold@pembrokeshire.gov.uk

UNIVERSITY INFORMATION

Name of visiting tutor	Darrel Williams
Telephone Number	01267 676949
Email address	D.G.Williams@uwtsd.ac.uk

Student, line manager, and visiting tutor to sign below:

I hereby agree to the terms and conditions outlined above

Signed (student) *EmHutchings* Date: 28/9/21

Signed (line manager) *Claire Arnold* Date 28/9/21

Signed (visiting tutor) *Darrel Williams* Date: 29/9/21

1.3 Workplace Risk Assessment

MA Youth and Community Work Programme: Fieldwork Placement Risk Assessment

Risk Assessment: Placement at Monkton Priory Learning Centre

Details: MA student placement. Initial visit 5/9/21

Description	Placement at Monkton Priory Learning Centre. Youth and Community MA student placement. Initial visit 5/9/21.
Department:	Priory Learning Centre
Location:	Priory Learning Centre,
Author:	HSE and Head Teacher
Line Manager:	Claire Arnold
Date:	5/9/21
Applicable Equipment:	n.a
Associated Risk Assessment(s):	General risk assessment, safeguarding risk assessment.
Version:	1
Review Date:	When any changes occur.
Approved by:	Manager
Reason for latest update	n/a

Print name: _____ Emma Hutchings _____
 Signed: _____ EmHutchings _____
 Authorised by: _____ Manager _____
 Print name: _____ Claire Arnold _____

1.4 Risk Assessment

Ref	Hazard / Task / Activity Area of Concern	Persons at Risk	Existing Controls	Describe Any Further Controls / Actions Needed	Actions By Whom	Action By When
1	Fire	Student, teachers and all pupils	Established fire plan and mitigations in place	Familiarise self with plan and actions in the event of a fire.	Student	ASAP
2	Trips, slips and falls	Student, teachers and all pupils	Follow established procedures in unit and school.	Wear sensible footwear in school and look out for spillages as per school procedure.	All	
3	Safeguarding	Pupils and staff	Adherence to safeguarding plan and policy, designated safeguarding head.	Complete 2 modules, honour based marriage and county lines.	All	
4	General risk assessment	Students, visitors and staff	General risk assessment attached.	Follow general risk assessment	All	

1.5 PCC - Health and Safety Risk Assessment – Priory Learning Centre

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HEALTH AND SAFETY RISK ASSESSMENT:

Person responsible: Manager & Safety Team Manager	Place: Priory Learning Centre, Monkton Priory Community School, Monkton, Pembroke, SA71 4LS	Assessed By: Manager Date: 25/07/2021
Manager: Claire Arnold	Task, Activity or Situation: Risk Assessment for Learning Centre	Re-assessment date: 25/07/2022

Likelihood of occurrence	Severity of harm		
	(1) Slight (All other injuries and illnesses)	(2) Serious (Over 3 day injury or serious illness)	(3) Major (Death or major injury)
(1) Low (Harm will seldom occur)	Low (1)	Low (2)	Medium (3)
(2) Medium (Harm likely to occur)	Low (2)	Medium (4)	High (6)
(3) High (Harm certain to occur)	Medium (3)	High (6)	High (9)

HAZARD	WHO MIGHT BE HARMED AND HOW?	EXISTING CONTROL MEASURES	RISK (severity x likelihood)	WHAT MORE NEEDS TO BE DONE TO CONTROL THE RISK?	BY WHOM? BY WHEN?
Slips trips and falls	All staff and visitors may be injured if they trip over objects or slip on spillages.	Ensure good housekeeping, Staff keep work area clear, no boxes left in walkways. No trailing leads or cables.	(2 x 1) LOW	Staff must ensure good housekeeping is maintained throughout the day, keep gangways / stairways clear. On site assessment. Visitors to read risk assessment and be accompanied.	All staff / manager to monitor on a regular basis.
Manual handling	Risk of injury or back pain from handling heavy boxes of mail, dealing with deliveries.	Trolley used to transport heavy items. Only store light object on high shelves.	(2 x 2) MEDIUM	Manual Handling training course. Manual handling assessment to be done where significant risk is identified. Staff reminded they should never attempt to lift objects that appear too heavy to handle.	Manager to review annually

Display screen equipment	All staff at risk. They are at risk from back problems and pain, discomfort or injuries to their hands or arms. Headaches or sore eyes can also occur e.g. if the lighting is poor.	Work station assessments carried out for all new starters. DSE users to have free eye tests. Staff take regular breaks from display screen work. Adjustable blinds at window to control natural light and prevent glare and reflections on screen.	(1 x 1) LOW	Manager to ensure all those staff who do not take breaks away from their computer do so. Ensure any actions identified during workstation assessment followed up as soon as possible – Remind staff to inform manager of any discomfort they are experiencing that may be linked to computer use.	All other actions Manager to review annually
Stress / violence and aggression	All members of staff can be affected by stress due to workload, expected performance, bullying.	The 'Dignity in work' policy and the 'Violence and Aggression at Work' guidance are available on the council's intranet and notice board.	(2 X 2) MEDIUM	Remind staff that they can speak to manager in confidence.	Manager to review annually
Fire	All staff and visitors at risk, if trapped staff could suffer fatal injuries from smoke inhalation / burns.	All aware of the corporate fire procedure and evacuation policy. Training provided to staff. Annual practice drills.	(3 x 1) LOW	Training. Visitors to sign in and adhere to policy.	Manager to review annually
Electricity	All staff at risk from electrical shocks or burns from electrical equipment and electrical faults.	Staff will carry out day-to-day risk assessment and report any defective plugs, discoloured sockets or damaged cables / equipment. Portable appliance testing carried out on an annual basis.	(3x1) MEDIUM		Manager to review annually
Safeguarding	See safeguarding policy	See safeguarding policy	(3 x 1) MEDIUM	Regular training.	Manager to review annually
COVID 19	Follow COVID 19 guidance	Follow guidance in place.		Follow guidance.	

1.6 PCC – Safeguarding Risk Assessment

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The following risk assessment must be completed for all services/activities in contact with children and young people

SERVICE – TEAM

Person responsible: <i>Alison Davies</i>	Place: <i>Priory Learning Centre, Monkton CP School, Monkton, Pembroke</i> Date of Activity: <i>Various</i>	Assessed By: <i>Shaun Griffiths</i> Date: <i>05/05/2021</i>
Manager: <i>Claire Arnold</i>	Task, Activity or Situation: <i>1. Visiting tutors, placement students.</i>	Re-assessment date: <i>25/05/2022</i>

Risk = severity x likelihood	Severity of harm		
	(1) Slight (All other injuries and illnesses)	(2) Serious (Over 3 day injury or serious illness)	(3) Major (Death or major injury)
Likelihood of occurrence			
(1) Low (Harm will seldom occur)	Low (1)	Low (2)	Medium (3)
(2) Medium (Harm likely to occur)	Low (2)	Medium (4)	High (6)
(3) High (Harm certain to occur)	Medium (3)	High (6)	High (9)

Continued overleaf

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Please ensure that you have assessed safeguarding risks with regard to:

1. Safe Recruitment (examples could include the following):

- CRB checks for all staff
- Written references for all staff

HAZARD	WHO MIGHT BE HARMED AND HOW?	EXISTING CONTROL MEASURES (and evidence to support)	RISK (severity x likelihood)	WHAT MORE NEEDS TO BE DONE TO CONTROL THE RISK?	BY WHOM? BY WHEN?
<i>This is not a definitive exemplar – please assess additional safeguarding risks specific to the activity as appropriate.</i>					
<i>Exposure to unsuitable personnel</i>	<i>Children and young people</i>	<i>Staff informed no contact with children and young people unsupervised.</i>	<i>1 x 1</i>	<i>None Students from local universities to have valid DBS checks. Only authorized volunteers or students on placements permitted.</i>	<i>n/a</i>

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2. Induction and Training (examples could include the following):

- Staff awareness and understanding of the laws and guidance that is in place to protect and safeguard children and young people
- The provision of LSCB Tier 1 Child Protection Training
- Staff are able to recognise the signs and symptoms of abuse and neglect
- Staff understand how to respond to suspected abuse or neglect

HAZARD	WHO MIGHT BE HARMED AND HOW?	EXISTING CONTROL MEASURES (and evidence to support)	RISK (severity x likelihood)	WHAT MORE NEEDS TO BE DONE TO CONTROL THE RISK?	BY WHOM? BY WHEN?
Staff awareness of the laws and guidance in place to protect children and young people	Children and young people	Staff attended Tier 1 Child Protection training. Records are kept of all staff who have attended training. All Wales Child Protection Procedures are available for all staff on the PCC intranet, and the education Pembrokeshire Portal. Ensure that employees know where to access the procedures. Students are made aware of procedures upon arrival. Follow school safeguarding policy attached.	1 x 1	Ensure staff are booked onto training as part of the induction process. Students are made aware of procedures upon arrival.	Shaun Griffiths (on recruitment)
Staff not recognising the signs of abuse and neglect nor understanding how to respond to a child	Children and young people	Staff attended Tier 1 Child Protection training. Records are kept of all staff who have attended training. Following training all staff are aware that if they are unsure of how to respond to a child they can contact the child care duty line or out of hours duty for support and advice. Students are made aware of procedures upon arrival. Follow school safeguarding policy attached.	1 x 1	Students are made aware of procedures upon arrival. Follow school safeguarding policy attached.	

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3. Creating Safe Environments (examples could include the following)

- Adherence to Staff ratio's
- Risks presented by third parties
- Risks presented for children and young people by other children and young people

HAZARD	WHO MIGHT BE HARMED AND HOW?	EXISTING CONTROL MEASURES (and evidence to support)	RISK (severity x likelihood)	WHAT MORE NEEDS TO BE DONE TO CONTROL THE RISK?	BY WHOM? BY WHEN?
<i>Exposure to unsuitable third party personnel</i>	<i>Children and young people</i>	<i>Children are supervised by others at all times. Students are made aware of procedures upon arrival. Follow school safeguarding policy attached.</i>	<i>1 x 1</i>	<i>None</i>	
<i>Children and young people at risk of abuse from other children and young people</i>	<i>Children and young people</i>	<i>Children are supervised by others at all times. Students are made aware of procedures upon arrival. Follow school safeguarding policy attached.</i>	<i>1 x 1</i>	<i>None</i>	

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4. Ensuring Safe Practice (examples could include the following):

- Risk relating to lone working
- Staff awareness of situations where they are at risk of allegations against them

HAZARD	WHO MIGHT BE HARMED AND HOW?	EXISTING CONTROL MEASURES (and evidence to support)	RISK (severity x likelihood)	WHAT MORE NEEDS TO BE DONE TO CONTROL THE RISK?	BY WHOM? BY WHEN?
<i>False or malicious allegations against members of staff.</i>	<i>Employees/Students</i>	<i>Risk of staff/students coming into contact with children and young people in establishments that are being visited, through the course of their work, but the existing control measures are that staff are don't come into direct contact with the children and young people, and these are supervised by others in the establishments that are being visited.</i> <i>All staff are made aware of situations where they are at risk of allegations against them during:</i> • <i>Induction</i> • <i>Pre-activity Briefings</i> • <i>Performance Reviews</i> <i>Staff ratios are adhered to at all times</i> <i>Manager is aware of correct procedures to deal with allegations of professional abuse against staff members. All allegations are reported immediately to the Child Care Duty Team.</i> <i>Employees are aware that they are protected under the All Wales Child Protection Procedures.</i> <i>All staff are made aware during induction of the procedure for dealing with allegations of professional abuse against staff, and their responsibility within that procedure. Follow school safeguarding policy attached.</i>	<i>1 x 1</i>	<i>Students are made aware of procedures upon arrival.</i>	<i>None</i>

Continued overleaf

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5. Reporting incidences and allegations of Abuse (examples could include the following):

- Staff awareness of the processes in place to report suspected incidents and allegations of abuse against children
- Staff awareness of the processes in place to report allegations of professional abuse against staff
- Staff awareness of the Whistleblowing Policy

HAZARD	WHO MIGHT BE HARMED AND HOW?	EXISTING CONTROL MEASURES (and evidence to support)	RISK (severity x likelihood)	WHAT MORE NEEDS TO BE DONE TO CONTROL THE RISK?	BY WHOM? BY WHEN?
Staff do not report suspected incidents and allegations of abuse / professional abuse against children	Children and young people	All staff are made aware of the processes in place to report suspected incidents and allegations of abuse / professional abuse against children through: • Induction • LSCB Tier 1 Child Protection Training • Safeguarding Briefings and Quick reference safeguarding cards • Whistleblowing Policy • Supervision and Performance Review In any scenario, all staff are aware that they must report suspected incidents and allegations of abuse against children to the Child Care Assessment Team / out of hours duty team, and/or the police if the child or young person is in immediate danger. Ensure that all staff have confidence in and are comfortable with the whistleblowing code. Require staff to evidence during performance review that they are aware of the whistleblowing code. Follow school safeguarding policy attached.	1x1		None

1.7 Fieldwork Practice Supervision Contract

Practicalities	Meet online via Teams. If unable to attend let other party know at least 24hours before planned session. Meeting once a week in March and April on Mondays at 12noon for Monkton placement, as portfolio due 27th April.
For example - timing, frequency, place, what are reasonable interruptions.	
Boundaries	Sessions to be confidential unless needed to be broken but supervisor to inform supervisee before breaking confidentiality. Anything can be discussed open and honestly within the sessions and will be kept confidential from both parties.
What can be discussed, what cannot, confidentiality, how will gossip be dealt with.	
Working together	When possible supervisor to question supervisee on current work. Support with placement work such as reflectives and portfolio, and to send this ideally the Friday before supervision.
Sharing expectations, what the focus of the relationship will be hopes and fears, the ethos of the supervision.	
Session Format	Send at least one piece work before session for supervisor to look at and for then to focus on during session, however this is flexible on the session, and what has happened in practice. Supervisor to make suggests and amendments if necessary. Informal sessions, which can recap on prior session. Discuss any issues arising and any general issues on supervisees mind either placement related or not.
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?	
Organisational & Professional context	Supervisor to bring ideas of future development and training/placement to sessions for supervisee. Respect each other and be professional to what each other says and to remain confidential.
Expectations, fitness to practise, responsibilities on supervisor and supervisee, professional and ethical boundary discussions.	

Signed (supervisee) EmHutchings _____

Date: 4/3/22

Signed (supervisor) A H Atkins _____

Date: 4/3/22

1.8 Professional Development Plan

For completion by the student after consultation with the Line Manager and Fieldwork Supervisor at the outset of the Placement

Student	Emma Hutchings
Line Manager	Claire Arnold
Placement	Priory Learning Centre, Monkton
Date	5/9/21

Students will be expected to consider their placement experience to demonstrate competence in the key aspects of youth work outlined in the table below based on the National Occupational Standards for Youth Work (LSIS, 2012) and the Principles and Purposes Document (WAG, 2013).

Line manager's opening comments about the placement – exactly what type of work will the placement involve?
The placement will consist of engaging with the students within the Priory Learning project. The placement will consist of social interaction and supporting students.
Student initial comments about the Placement.
I am looking forward to gaining experience within the Priory project. I am keen to learn.

Professional Development Plan

Please complete the form electronically to enable the boxes to expand, ensuring you provide adequate detail.

	1. Work in accordance with the 5 pillars of Principles and Purposes of Youth Work in Wales (2013) (Educative, Expressive, Participative, Inclusive, Empowering).	2. Facilitate the personal, social and educational development of young people	3. Promote inclusion, equality and young people's interests and wellbeing	4. Work with young people and others	5. Develop youth work strategy and practice	6. Develop, lead and manage self and others
What do you need to learn?	To deliver youth work in an informal setting.	How to establish rapport.	Discuss racism and cultural awareness	What ways of working work best with young people. How to communicate.	Look at established ways of working and good practice	Gain experience of face to face contact with young people.
Activities you will learn from (how will you learn, what will you learn from)	Social activities, talking with the young people	Discuss what they do in their spare time, compare their lives to others.	Discuss cultural elements with young people, learn from readings.	Join them in day to day activities. Spend time with them. Watch the class.	Watch how things are done. Think about how this can be delivered in practice.	Talking, informal conversation, art work. Games.

Student Emma Hutchings

Supervisor Claire Arnold/Alex Atkins

Date 22/9/21

1.9 Ethics form

SECTION A: About You (Principal Researcher)

Full Name:	Emma Hutchings				
Tick all boxes which apply:					
Member of staff:	☐	Student:	☒	Honorary research fellow:	☐
Faculty/School/Centre:					
Campus:	Carmarthen				
E-mail address:	1910900@student.uwtsd.ac.uk emmamhutchings@icloud.com				
Contact Telephone Number:	07815033709				
For students:					
Student Number:	1910900	Undergraduate	☐		
Programme of Study:	MA Youth and Community Work (ETS Endorsed) AD2 Social Policy, Youth and Communities	Taught Postgraduate	☒		
Director of Studies/Supervisor:	AD2 Social Policy, Youth and Communities	Research	☐		

SECTION B: Approval for Research Activity

Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☐	☐	☐
				Date
If Yes, please indicate source of approval (and date where known):	Research Degrees Committee	☐		
	Faculty Research Committee	☐		
	Other (write in) In lecture	☐		

Approval in principle **must** be obtained from the relevant source prior to seeking ethical approval.

SECTION C: External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
UWTSD Research Ethics & Integrity Code of Practice https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/research/research-ethics-integrity-code-practice.pdf	☐

UWTSD Research Data Management Policy	☐
BERA, British Educational Research Association Ethical Guidelines, BERA (2018) [Online] Available from: www.bera.ac.uk/guidelines.htm . (Accessed 10th Set 2022) https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018	☐
https://www.etswales.org.uk/code-of-ethics	
https://www.uwt.ac.uk/research/research-ethics/safeguarding-research-with-children-and-patients/	
http://www.cwvys.org.uk/wp-content/uploads/2018/11/YOUTH-WORK-IN-WALES-PRINCIPLES-AND-PURPOSES.pdf	
http://www.youthworkwales.org.uk/wp-content/uploads/2019/11/youth-work-strategy-for-wales.pdf	
https://gov.wales/sites/default/files/publications/2018-02/direction-and-guidance-extending-entitlement-support-for-11-to-25-year-olds-in-wales.pdf	
The United Nations Convention on the Rights of the Child - https://www.unicef.org.uk/what-we-do/un-convention-child-rights/ https://www.monktonpriory.co.uk/data-protection-policy/ https://www.monktonpriory.co.uk/child-protection-policy/ UNIVERSITY OF WALES TRINITY SAINT DAVID MA YOUTH & COMMUNITY WORK PROGRAMME (ETS Endorsed, leading to JNC professional qualification) Institute of Education and Humanities: Social Policy, Youth and Communities FIELDWORK PRACTICE GUIDELINES 2019-20	

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?	YES	☐	NO	☒
If Yes, please provide the name of the external organisation and name and contact details for the main contact person:				
Institution				
Contact person name				
Contact person e-mail address				

Where research activity is carried out in collaboration with an external organisation

Does this organisation have its own ethics approval system?	YES	☐	NO	☐
If Yes, please attach a copy of any final approval (or interim approval) from the organisation Data Protection and GDPR Policy attached.				

SECTION E: Details of Research Activity

Indicative title:	The objectives of the research activity are to demonstrate how youth work can help: • Support young people to make informed choices • Develop in confidence and skills • Engage with learning activities		
Proposed start date:	September 5 2021	Proposed end date:	April 8 2022
Purpose of research activity (including aims and objectives) Outline the purpose, aims and objectives of the research activity, including key research questions. Show briefly how existing research has informed the proposed activity and explain what the research activity will add and how it addresses an area of importance. (Maximum 300 words)			
This ethical proposal relates to any research or observation carried out within a placement setting. The setting is a secondary education provision for gypsy and traveller children based alongside Monkton Priory School. Any research will be informal and will consist of a case study and reflective accounts of time spent with young people. No young people will be identified and no ethical policy will be breached. The proposed research activity would be focussed on young people aged 11-16 and within a educational setting. As youth work is unstructured and in an informal environment with voluntary opt in it lends itself towards the paradigm of constructivism and qualitative research (Creswell, 1998, p14). It is imperative that any personal feeling or emotional responses of the interviewer or participant are managed appropriately; ethical guidelines such as BERA should be adhered to (BERA, 2018). The proposed project would be carried out in a local school in an area that is high on the Welsh Index of Multiple Deprivations (Welsh Government, 2019). The research activity will revolve around working with young people and asking them what kind of projects they would like to be involved in. This is in line with The United Nations Convention on the Rights of the Child, (UNCRC, 2018) and The Code of Occupational Ethics for the Youth Service in Wales (ETS Wales & YMCA Wales Community College. (2012).			
Proposed methods			
Research would be carried out in in line with BERA Ethical Guidelines for Educational Research, (BERA, 2018) as well as in conjunction with UWTSD Research <u>Ethics</u> & Integrity Code of Practice (UWTSD, 2017-2020). Consideration would also be given to the Youth Work in Wales: Principles and Purposes document, which has been written specifically for youth work in Wales (Youth Work in Wales: Principles and Purposes, 2018). A case study would be an appropriate qualitative research methodology following the theoretical perspective of interpretivism. The case study should be bounded to the setting and a period of time and will consist of informal and unstructured chats/interviews open questions and conversation, (Creswell, 1998, p 37). The young people would be given the opportunity to voluntarily sign up to participate with the research and			

informed consent would be gained at the outset. Bearing in mind that there is the entitlement to withdraw at any time.

Personal information will not be collected and any work will be anonymised to ensure that data protection and GDPR regulations are adhered to in accordance with UWTSD data storage and ethical policies (UWTSD, 2017-2020) and current GDPR legislation (ICO, 2022). Informed consent would be obtained and in the case of children, parental consent would also be obtained if necessary. For the purposes of this placement, consent will not be required to gain knowledge of the setting. In line with UWTSD safeguarding procedures and also the setting's procedure an up to date enhanced DBS certificate will be in place and will be held on the update service for verification.

Any potential risks will be mitigated and identified by completion of a risk assessment for this particular activity and in liaison with UWTSD lecturers and youth leaders. Risk assessments, safeguarding policies of the university and local authority and school would be adhered to at all times. At no time will any risk that would put the individual, participant, university or school in an adverse situation be taken. Health and Safety, Risk Management and Safeguarding procedures will be adhered to, to ensure that insurance and financial risk is not an issue.

Location of research activity

Identify all locations where research activity will take place.

Monkton Priory School, Gypsy and Traveller Education Project, Monkton, Pembroke, SA71 4LS

Research activity outside of the UK

If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural sensitivities or vulnerabilities of participants.

n/a

SECTION F: Scope of Research Activity

Will the research activity include:	YES	NO
Use of a questionnaire or similar research instrument?	☐	☐
Use of interviews?	☐	☐
Use of diaries?	☐	☐
Participant observation with their knowledge?	☐	☐
Participant observation without their knowledge?	☐	☐
Use of video or audio recording?	☐	☐

Access to personal or confidential information without the participants' specific consent?	☐	☐
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☐
Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☐
Investigation of participants involved in illegal activities?	☐	☐
Use of procedures that involve deception?	☐	☐
Administration of any substance, agent or placebo?	☐	☐
Working with live vertebrate animals?	☐	☐
Other primary data collection methods, please explain in this box	☐	☐

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

Who are the intended participants:	YES	NO
Students or staff at the University?	☐	☐
Adults (over the age of 18 and competent to give consent)?	☐	☐
Vulnerable adults?	☐	☐
Children under 18?	☒	☐
Prisoners?	☐	☐
Young offenders?	☐	☐
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☐
People engaged in illegal activities?	☐	☐
Others (please identify):	☐	☐

Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited? Approximately 30, the research will be generic and non identifiable. No personally identifiable data will be obtained. All research will be informal. this box should expand as you type)
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Information for participants:		NO	
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	YES		N/A
Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☐	☐	☐
Will you tell participants that their participation is voluntary?	☐	☐	☐
Will you obtain written consent for participation?	☐	☐	☐
Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☐	☐	☐
If the research is observational, will you ask participants for their consent to being observed?	☐	☐	☐
Will you tell participants that they may withdraw from the research at any time and for any reason?	☐	☐	☐
With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☐	☐	☐
Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☐	☐	☐
Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☐	☐	☐
If NO to any of above questions, please give an explanation			

Information for participants:	YES	NO	N/A
Will participants be paid?	☐	☐	☐
Is specialist electrical or other equipment to be used with participants?	☐	☐	☐
Are there any financial or other interests to the investigator or University arising from this study?	☐	☐	☐
Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☐	☐
If YES to any question, please provide full details			

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form. Full risk assessment completed and appended? Yes ☒ No ☐ Risk assessments appended.
Risks to participants

For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information
n/a
If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities
n/a (this box should expand as you type)
Risks to investigator For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest
Follow all procedures in place, attached. (this box should expand as you type)
University/institutional risks For example: adverse publicity, financial loss, data protection
n/a (this box should expand as you type)
Adverse outcomes List measures put in place to limit any adverse effects or outcomes of research activity where appropriate. Include any emergency protocols.
Follow procedures and risk assessment. (this box should expand as you type)

Disclosure and Barring Service			
If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.			
	YES	NO	N/A
Has a DBS certificate been obtained?	✓ ☐	☐	☐

SECTION I: Feedback, Consent and Confidentiality

Feedback What feedback will be provided to participants, how will this be done and when?
Via discussions with young people and teachers.
Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded.
This would follow procedures in place at the school and per risk assessments.

Confidentiality / Anonymity

Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.

All information will be generic and anonymised. No identifiable data will be used.

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (<http://uwtsd.ac.uk/library/research-data-management/>).

	YES	NO
Does the research activity involve personal data (as defined by the Data Protection Act)? <i>"personal data" means data which relate to a living individual who can be identified—</i> <i>(a) from those data, or</i> <i>(b) from those data and other information which is in the possession of, or is likely to come into the possession of, the data controller, and includes any expression of opinion about the individual and any indication of the intentions of the data controller or any other person in respect of the individual.</i>	☐	☒
If YES, provide a description of the data and explain why this data needs to be collected: (this box should expand as you type)		
Does it involve sensitive personal data (as defined by the Data Protection Act)? <i>"Sensitive personal data" means personal data consisting of information as to –</i> <i>(a) the racial or ethnic origin of the data subject,</i> <i>(b) his political opinions,</i> <i>(c) his religious beliefs or other beliefs of a similar nature,</i> <i>(d) whether he is a member of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992),</i> <i>(e) his physical or mental health or condition,</i> <i>(f) his sexual life,</i> <i>(g) the commission or alleged commission by him of any offence, or</i> <i>(h) any proceedings for any offence committed or alleged to have been committed by him, the disposal of such proceedings or the sentence of any court in such proceedings.</i>	☐	☒
If YES, provide a description of the data and explain why this data needs to be collected: (this box should expand as you type)		
Will the research activity involve storing personal data on one of the following:	YES	NO
Manual files (i.e. in paper form)?	☐	☐
University computers?	☐	☐
Private company computers?	☐	☐
Home or other personal computers?	☐	☐
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☐
"Cloud" storage or websites?	☐	☐
Other – specify:	☐	☐

For all stored data, explain the measures in place to ensure data confidentiality, including details of password protection, encryption and anonymisation:		
(this box should expand as you type)		
Will the research activity involve any of the following activities:	YES	NO
Electronic transfer of data in any form?	☐	☐
Sharing of data with others at the University?	☐	☐
Sharing of data with other organisations?	☐	☐
Export of data outside the European Union or importing of data from outside the UK?	☐	☐
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☐
Publication of data that might allow identification of individuals?	☐	☐
Use of data management system?	☐	☐
Data archiving?	☐	☐
If YES to any question, please provide full details, explaining how this will be conducted in accordance with the Data Protection Act (and/or any international equivalent):		

SECTION K: Declaration

List all who will have access to the data generated by the research activity:
n/a
List who will have control of, and act as custodian(s) for, data generated by the research activity:
n/a
Give details of data storage arrangements, including where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.
n/a
The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice
Signature of applicant: <i>EmHutchings</i>
Date: 5/9/22

For students:

Director of Studies/Supervisor:	Darrel Williams
Signature:	Darrel Williams
Date:	5/9/22

For staff:

Head of School/Assistant Dean:	
Signature:	
Date:	

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☐	I have read the guidance notes supplied before completing the form.
☐	I have completed ALL RELEVANT sections of the form in full.
☐	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate)
☐	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☐	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Head of School.

2.1 NOS Checklist



Youth and Community Work Programme

National Occupational Standards for Youth Work (LSIS, 2012) Checklist

Name: Emma Hutchings

Date: 6/4/22

Placement: Priory Project, Monkton

Description of the group:

Line manager: Claire Arnold

Supervisor: Alex Atkins

Visiting tutor: Darryl Williams

This document is a checklist to be used by students when compiling evidence for assessment. The line manager is required to sign the final page to confirm that each standard has been met. It is the responsibility of the student to ensure that each standard has been met and that the evidence for that is included within the portfolio. This evidence will be checked during observations and at the final assessment.

This checklist must be printed out, completed and included at the front of the portfolio of evidence.

Key Area A: Work with young people and others		Tick, if the evidence is available, whether the standard was achieved	Page No. or location in portfolio
YW01	Initiate, build and maintain purposeful relationships with young people	√	Case study, reflections community profile
YW02	Assist young people to express and to realise their goals	√	Case study, reflections community profile
YW03	Engage with communities to promote the interests and contributions of young people	√	Case study, reflections community profile/Intro/letter
YW04	Develop productive working relationships with colleagues and stakeholders to support youth work	√	Case study, reflections/intro letter. Community Profile. Studies. Work.
No. 32	Lead and motivate volunteers (SFT MV D2)	√	Case study, reflections, community profile.

Key Area B: Facilitate the personal, social and educational development of young people		Tick, if the evidence is available, whether the standard was achieved	Page No. or location in portfolio
YW05	Enable young people to use their learning to enhance their future development	√	Case study, reflections community profile
YW06	Enable young people to work in groups	√	Case study, reflections community profile
YW07	Encourage young people to broaden their horizons to be effective citizens	√	Case study, reflections community profile
YW08	Support young people to identify and achieve aims	√	Case study, reflections community profile
YW09	Support young people in their understanding of risk and challenge	√	Case study, reflections
YW10	Facilitate young people's empowerment through their active involvement in youth work	√	Case study, reflections community profile
YW11	Plan, prepare and facilitate activities with young people	√	Case study, reflections community profile
YW12	Work with young people to manage resources for youth work activities	√	Case study, reflections community profile
YW13	Support young people in evaluating the impact of youth work activities	√	Case study, reflections community profile
YW14	Facilitate young people's exploration of their values and beliefs	√	Case study, reflections community profile

YW15	Advocate on behalf of young people and enable them to represent themselves to others	√	Case study, reflections community profile
YW16	Enable young people to access information to make decisions	√	Case study, reflections community profile

Key Area C: Promote inclusion, equity and young people's interests and wellbeing		Tick, if the evidence is available, whether the standard was achieved	Page No. or location in portfolio
YW17	Work with young people in promoting their rights	√	Case study, reflections community profile
YW18	Explore with young people their wellbeing	√	Case study, reflections community profile
YW19	Work with young people to safeguard their own welfare	√	Case study, reflections community profile
YW20	Embed organisational policy for the protection and safeguarding of young people	√	Case study, reflections community profile/DBS contract/Employment training. RA/Safeguarding and general.
No. 33	<i>Promote equality of opportunity and diversity and inclusion in your area of responsibility (Management and leadership NOS B11)</i>	√	Case study, reflections community profile. Community profile.

YW21	Develop a culture and systems that promote inclusion and value diversity	√	Case study, reflections community profile
YW22	Ensure that youth work activities comply with legal, regulatory and ethical requirements	√	Case study, reflections community profile. Ethics form. DBS. Safeguarding and general RA.

FUNCTIONAL AREA D: Develop Youth Work Strategy and Practice		Tick, if the evidence is available, whether the standard was achieved	Page No. or location in portfolio
YW23	Investigate the needs of young people and the community in relation to youth work	√	Case study, reflections community profile
YW24	Evaluate and prioritise organisational requirements for youth work activities	√	Case study, reflections

			community profile
YW25	Influence and develop youth work strategies	√	Case study, reflections community profile
YW26	Identify and secure funding and resources for youth work	√	Case study, reflections community profile
YW27	Facilitate and engage young people in the strategic development and delivery of youth work	√	Case study, reflections community profile
YW28	Work in partnership with agencies to improve opportunities for young people	√	Case study, reflections community profile
No. 34	<i>Develop structures, systems and procedures to support volunteering (Managing Volunteers NOS A3)</i>	√	Case study, reflections community profile
YW29	Monitor and evaluate the quality of youth work activities	√	Case study, reflections community profile

FUNCTIONAL AREA E: Develop, lead and manage self and others		Tick, if the evidence is available, whether the standard was achieved	Page No. or location in portfolio
YW30	Work as an effective and reflective youth work practitioner	√	Case study, reflections community profile

YW31	Provide youth work support to other workers	√	Case study, reflections community profile
No. 32	Involve, motivate and support volunteers (Managing Volunteers UKWH B2)	√	Case study, reflections community profile
No. 33	Promote equality of opportunity and diversity in your area of responsibility (Management and leadership NOS B11)	√	Case study, reflections community profile
No. 34	Develop structures, systems and procedures to support volunteering (Managing Volunteers A3)	√	Case study, reflections community profile
No. 35	Manage your own resources and professional development (Management and leadership A2)	√	Case study, reflections community profile.
No. 36	Provide leadership for your team (Management and leadership B5)	√	Case study, reflections community profile. Work.
No. 37	Allocate and check work in your team (Management and leadership D5)	√	Case study, reflections community profile. Work.
No. 38	Recruit, select and keep colleagues (Management and leadership D3)	√	Case study, reflections community profile. DBS, training.
No. 39	Provide learning opportunities for colleagues (Management and leadership D7)	√	Case study, reflections community profile
No. 40	Make sure your own actions reduce risks to health and safety (Health and Safety HSS1)	√	Case study, reflections community profile. RA. Section 1.
No. 41	Ensure health and safety requirements are met in your area of responsibility (Management and leadership E6)	√	Case study, reflections community profile. RAs. Section 1.

SIGNED STUDENT EmHutchings

DATE 6/4/22

SIGNED LINE MANAGER Claire Arnold

DATE 6/4/22

2.2 Line Manager Report

LINE MANAGER'S FINAL REPORT (continued)

Work in accordance with the pillars of Youth Work in Wales: Principles and Purposes				
A Exceptional 70%+	B Effective 60-69%	C Satisfactory 50-59%	D Rather weak 40-49%	E Weak 0-39%
A. Emma was keen to learn and showed initiative. She was able to manage the students and deliver activities independently. Emma was able to adapt to the abilities of the students, got to know personalities, and remembered what worked well with each student.				
Facilitate the personal, social and educational development of young people				
A Exceptional 70%+	B Effective 60-69%	C Satisfactory 50-59%	D Rather weak 40-49%	E Weak 0-39%
A. An excellent communicator who helped with the development of the students social and educational needs.				
Promote inclusion, equality and young people's interests and wellbeing				
A Exceptional 70%+	B Effective 60-69%	C Satisfactory 50-59%	D Rather weak 40-49%	E Weak 0-39%
A. Emma was keen to learn about the cultures of the students' community and helped them learn about their rights, equality and wellbeing.				
Work with young people and others				
A Exceptional 70%+	B Effective 60-69%	C Satisfactory 50-59%	D Rather weak 40-49%	E Weak 0-39%
A. Excellent working with young people and other staff.				
Develop youth work strategy and practice				
A Exceptional 70%+	B Effective 60-69%	C Satisfactory 50-59%	D Rather weak 40-49%	E Weak 0-39%

A. Emma talked to the students about what they would like to do and engaged with them. She had good rapport with the students and was professional.				
Develop, lead and manage others				
A Exceptional 70%+	B Effective 60-69%	C Satisfactory 50-59%	D Rather weak 40-49%	E Weak 0-39%
A. Able to manage and lead the young people. Spoke to other leaders with experience and knowledge.				

LINE MANAGER'S FINAL REPORT (continued)

How has the student developed during the placement?	
Emma has developed well during the placement and is well liked and respected by the students and staff. She is polite, helpful and sensitive to the needs of students. The placement worked well and Emma has grown in experience and knowledge.	
What are your suggestions for further professional development?	
More experience in different youth work settings. Emma was great within the classroom and in other settings.	
Has the student passed the placement? Please take into account your view of the student's performance in each of the Key Aspects of Youth Work (Please circle clearly).	
Yes, Pass	No, Fail
Line Manager's Provision Grade for the Student (%)	
A	
Further Comments	

Signed Line Manager Claire ArnoldSigned Student Emma HutchingsDate 8/4/22

MA Youth and Community Placement diary
 Emma Hutchings
 Monkton Priory Learning Centre

2/9/21	Planning and introductions Went to school to meet with Claire Arnold, Lead Teacher and Alison Davies, Project worker. We agreed I would attend 1 day a week on a Wednesday. School hours are 9-1500. I had already posted a copy of my CV so discussed the placement and we completed the placement form together. DBS update service provided to Claire, the Manager.	3 hours
8/9/21	Went in and had an induction, did a risk assessment and had a tour of the school. Met the young people and introduced myself.	0900-1500 6 hours
9/9/21	Not working so spent the day planning and reflecting on previous day.	5 hours
15/9/21	Didn't attend as I tested positive for COVID.	
22/9/21	Went in and spent a day with	0900-1500

	the young people and LSAs and project workers. Worked on maths and coordinates and helped the young people with their work. Really impressed at how quick they are with their times tables. I had forgotten how difficult school was.	6 hours 15 total
23/9/21	Not working so spent the day planning and reflecting on previous day.	5 hours
29/9/21	Day at school. Notes in journal.	0900-1500 6 hours 21 hours total
30/9/21	Not working so spent the day planning and reflecting on previous day.	5 hours
6/10/21	Went in. Met the young people. Group of YP, Claire Arnold Teacher, Alison, worker and Gabby and Esther LSAs. In the morning we have toast. Then we went down to a different classroom to do some maths.	9-3 6 hours 28 hours total

7/10/21	Not working so spent the day planning and reflecting on previous day.	5 hours
13/10/21	They all fuss over pens and unscrew them and say they don't work! They like to show you their cuts, tell you their problems, their health etc. A bit of attention. Then we returned to the classroom and did some English. We worked on spellings, making words and then did a word search. I worked mainly with 2 young people. Talked about the fair and did work on art.	0900-1500 6 hours 35 hours
14/10/21	Not working so spent the day planning and reflecting on previous day.	5 hours
20/10/21	Talked about the fair. At lunch time, the students walk down to the kitchen to get their food and bring it back to eat. Some go out to the shop and	0900-1500 6 hours 41 hours

	some bring their own food. Half term next week. We did Halloween work and made pumpkin soup although they called it autumn soup as it is a church connected school	
21/10/21	Not working so spent the day planning and reflecting on previous day.	5 hours
28/10/21	Half term.	
3/11/21		0900-1500 6 hours 47 hours
4/11/21	Reflection	5 hours
10/11/21		0900-1500 6 hours 53
11/11/21	Reflection	5 hours
17/11/21		0900-1500 6 hours 59 total
18/11/21	Reflection	5 hours
24/11/21		0900-1500 6 hours 65 hours
25/11/21	Reflection	5 hours
1/12/21		0900-1500 6 hours 71 hours
2/12/21	Reflection	5 hours
8/12/21		0900-1500 6 hours

		77 hours
9/12/21	Reflection	5 hours
15/12/21		0900- 1500 6 hours 83 hours
16/12/21	Reflection	5 hours
5/1/22		0900- 1500 6 hours 89
6/1/22	Reflection	5 hours
12/1/22		0900- 1500 6 hours 95
13/1/22	Reflection	5 hours
19/1/22		0900- 1500 6 hours 101
20/1/21	Reflection	5 hours
26/1/22		0900- 1500 6 hours 107
27/1/22	Reflection	5 hours
2/2/22		0900- 1500 6 hours 113
3/2/22	Reflection	5 hours
9/2/22		0900- 1500 6 hours 119
10/2/22	Reflection	5 hours
16/2/22		0900- 1500 6 hours 125
17/2/22	Reflection	5 hours
2/3/22		0900- 1500 6 hours

		131
3/3/22	Reflection	5 hours
9/3/22		0900-1500 6 hours 137
10/3/22	Reflection	5 hours
16/3/22		0900-1500 6 hours 143
17/3/22	Reflection	5 hours
23/3/22		0900-1500 6 hours 149
24/3/22	Reflection	5 hours
30/3/22		0900-1500 6 hours 155
31/3/22	Reflection	5 hours
6/4/22		0900-1500 6 hours 158 hours in total.
7/4/22	Reflection	5 hours
Safeguarding children young people and adults	Youth work and safeguarding training	1 hour
County Lines	Youth work and safeguarding training	1 hour
Self harm	Youth work and safeguarding training	1 hour
Child Sexual Exploitation	Youth work and safeguarding training	1 hour
VAWDASV	Youth work and safeguarding training	1 hour
Child Sexual Exploitation	Youth work and safeguarding training	1 hour

Radicalisation	Youth work and safeguarding training	1 hour
Childrens rights	Youth work and safeguarding training	1 hour
Modern Slavery & Human Trafficking	Youth work and safeguarding training	1 hour
TOTALS	Training hours	9
	Planning hours	130
	Face to face work	158
	TOTAL	297

2.4 Fieldwork Supervisor's Report

<i>How did the student use supervision and respond to feedback?</i>
<i>To what extent did the student seek challenging situations, and how were these worked with?</i>
<i>To what extent did the student show enthusiasm, commitment, creativity and innovation?</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>How did the student articulate her/his own beliefs and values and relate them to the work?</i>
<i>How pro-active was the student in demonstrating anti oppressive beliefs, language, and behaviour?</i>
<i>In your professional opinion has the student achieved the necessary standards to function as a professionally qualified Youth and Community Worker?</i>
<i>Provisional grade for supervision (%).</i>

Signed Supervisor

Signed Student

Date

EmHutchings

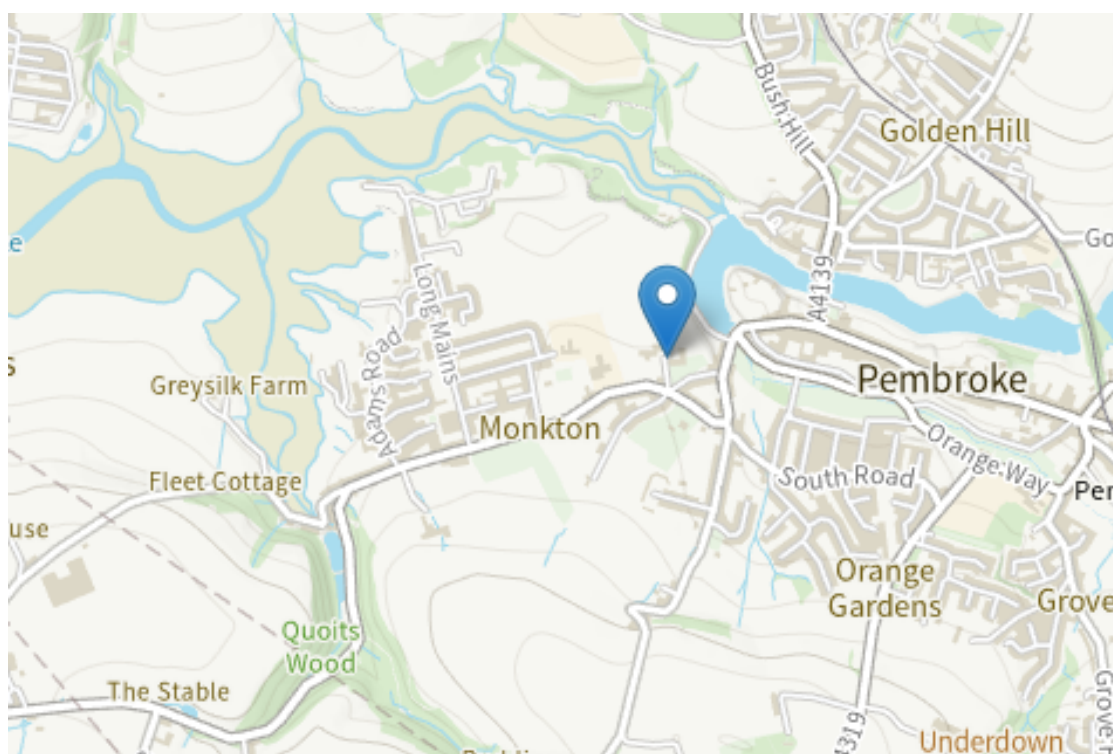
3. Community Profile

In order to understand the young people of a particular setting. It is important to learn about the community in which they live and learn. The community of Monkton is long established and adjoins Pembroke. The local authority is Pembrokeshire County Council and Monkton is part of the county of Pembrokeshire. Around 126,800 people live in Pembrokeshire. Of these about 21,300 (17%) are aged under 16

<https://www.pembrokeshire.gov.uk/performance-and-statistics/data-and-statistics>.

Pembroke and Monkton's history are intertwined and both shadowed by a magnificent Norman castle, birthplace of Henry VII. Monkton Priory Community Primary School and the Priory Learning Centre's names are taken from Monkton Priory; a Benedictine Priory founded c.1098 and dissolved in 1539. In fact, the priory monks educated Henry Tudor later Henry VII.

<https://coflein.gov.uk/en/site/582/>



The Priory Learning Centre is an educational provision for secondary school age pupils in the area of Monkton, Pembroke, Pembrokeshire. The students who attend the Priory Learning Centre are from a gypsy or traveller background who are at risk of dropping out of education upon transition from primary to secondary school.

The Project was developed due to the high numbers of gypsy pupils within the Priory Junior School. gypsy and traveller backgrounds. The 2016 Estyn inspection reports that 30% of pupils were from a gypsy or traveller background. ESTYN

The Welsh Index of Multiple Deprivation (WIMD) is the official measure of relative deprivation for small areas in Wales. WIMD identifies areas with the highest concentrations of several different types of deprivation. WIMD ranks all small areas in Wales from 1 (most deprived) to 1,909 (least deprived).

Within Pembrokeshire, there are four areas overall rank most deprived category quartile of Wales. These are Pembroke Dock Llanion 1, Haverfordwest Garth 2, Pembroke Monkton and Pembroke Dock Central as shown below:

Small area	WIMD 2019 overall rank	WIMD 2019 overall quartile
Pembroke Dock: Llanion 1	62	1
Haverfordwest: Garth 2	71	1
Pembroke: Monkton	85	1
Pembroke Dock: Central	148	1
Pembroke St Mary South	640	2
Pembrokeshire (highest) Llangwm	1555	4
Wales Highest Rhyl West 2/Denbighshire	1	1
Mold South 2	1909	Flintshire

Gypsy and Travellers are considered one of the most marginalised and socially excluded groups in England and Wales (Estyn, 2011). **Gypsy and Traveller Education: Engaging Gypsy and Traveller Families - A Research Report** Amber Fensham-

The latest Census data showed that over 60% of Gypsy and Travellers aged over 16 had no qualifications which is nearly three times higher than the rest of the population (23%) (ONS, 2014).

The Priory Learning Centre and Monkton Priory School fall within the division of Pembroke Monkton. For comparison, the Tanyard Youth Project falls within Pembroke St Mary South, which places it as an area with less deprivation 2. Perhaps another project would be to determine where funding is allocated within the county and if it is accessed by those in need. It may be that funding has been allocated to the Tanyard Youth Project for the community of Monkton.

The lowest level of deprivation within Pembrokeshire is Llangwm, which falls within the 4th quartile. This illustrates a vast difference within a small geographical area.

The reason the project started was that there was a clear commitment from parents to send their children to junior school but the majority of gypsy pupils would not proceed to secondary education. In order to understand the reasons for this it is important to respect the cultures and traditions of the gypsy and traveller community. The reasons for this are they want to protect their young people and in the past have felt that mixing

with non gypsy children will somehow dilute their culture. Things have improved greatly in recent years and the project is a real success. One of the teachers at the local secondary school has progressed through Monkton School and took advantage of studying with UWTSD at an outreach learning project based within the school.

Parents have seen that school is a positive thing for their young people and learning a trade or gaining qualifications can only benefit their futures. There are still some old fashioned views in the community but Monkton School and the priory project have gained a respected status within the local community. The community surrounding the school and the learning centre respect the school and thus the school respects the parents and their cultures and ways of life. Whilst I was on placement there was a gypsy funeral, an old pupils' relative who had passed away. The school sent a wreath and they all attended the funeral. It was this sense of community and belonging that really struck me.

This is a close-knit community and with strong values who would do anything to help one and other. People are proud to be part of the community of Monkton.

When I started this community profile, I intended to research the Romany and Irish Traveller way of life and I did but soon found that this community reached far, further than that and the village and town surrounding the school was as much a part of a community than they were different. The Romany language still exists, and the young people use it regularly, but they are proud to be a part of their local community and their community is proud of them.

In the past there was a culture or expectation that young girls would drop out of school after primary school. Once they had learned to read and write. Often before they entered adolescence. The community at Monkton Priory have helped bridge the gap so that parents and the community feel that their young people are safe in school and their beliefs and cultures listened to.

The young people opened up and shared stories of weddings, funerals and family stories. It was fascinating to hear some of their traditions and some were not so different to my own. Our families had all grown up in the country, picking spuds and tending the land. We'd lived alongside each other for hundreds of years without even realising.

Some of the girls mentioned that they were expected to get married very young and give up school and work. Although I believe they are aware that this was perhaps expected of their parents and grandparents. The young people know their rights and know that they can have an education and respect and live their culture in a way that feels right for them. We discussed the rights of the child and did class work about this. As part of the work we did in class we discussed what the lives of other children in gypsy communities around the world were. We performed an exercise where they asked what the children in Romania and Spain liked. They asked: What social media do you use, What music do you like, Do you keep rabbits and horses? I think the answers that came back reassured

them that they were young people just like them. They may be the other side of Europe but their interests were similar.

We discussed what they did in the evening, some ventured over to the Tanyard. Some were definitely not allowed to go there. Perhaps a future project would be to look at a youth project for the gypsy and traveller children outside of a school environment. Whilst they are secondary school pupils, they are still in the confines of a primary school and sometimes I feel they would benefit from some free voluntary youth time in the evenings. Somewhere that their parents would feel safe for them to attend.

When I left this placement at the end of term I knew I had completed enough hours but couldn't say goodbye. I will hold the memories of those young people and their stories with me forever. I sent a thank you card because they have given me so much learning and knowledge by opening up to me and showing me respect. I have seen a few of the young people out and about and they've stopped and had a chat with me and told me their news and it was lovely to know I was trusted and they'd let me in to their circle if only for a short while.

4. Reflective accounts

4.1 Appropriate behaviour leads to better rapport- Reflective 1

I have worked on lots of youth projects and with young people however this has predominantly been a lot of organising events and behind the scenes work/activities. My main learning objective was to gain face to face experience with young people.

I always try to listen to the young people and feel that we offer an escape from school, home life and the worries that these entail. I am a mother of 2, one grown up and 1 now 11 so have experience with my own children and nieces and nephews. I try to speak to the young people in the way that I would with my own family and friends. I am not keen on shouting directions at young people although I acknowledge that firmness is required sometimes.

I have sometimes noticed that on occasion some workers would laugh and joke with the young people making fun of them in a bantering way. I did not think this was appropriate. I would not do this to people and don't think it is a professional way to act. With being a new member of staff to the setting and still learning about day to day work with this group of young people I used the approach of observing how this behaviour would play out.

One example that occurred was the youth worker were seeing the children off at the end of the night and shouted "get out go home". The situation escalated as you would expect and the young people started shouting banter including swearing back. As a result the young people were reprimanded at the start of the next session which is when I was made aware of it. I could immediately see why the problem had occurred and it shocked me. There are a few members who attend the group who have autism or additional needs. Some could have experienced trauma or abuse from childhood. This use of language could trigger any experiences or rejection from childhood.

I expressed my concern that we were punishing young people for simply reacting to a situation which was not created by them and that it could have been prevented. Rather than pointing fingers I suggested that all within the setting (adults and young people) should not make fun of others, no banter or name calling no matter how funny the recipient or person giving it finds it. I do not find this an effective rapport builder.

Genuine rapport can be gained by offering mutual respect and communicating effectively with young people NOS. Respect for young people is at the heart of youth work values in a profession that works 'where young people are' with a positive, participative and anti-oppressive approach. Through engaging in open and honest dialogue with young people, youth workers aim to value different perspectives and address expressed needs and interests. K SAPIN/

Essential skills for Youth Work practice When youth workers offer specific assistance to an individual who is experiencing difficulties or blocks to progress, and that assistance is accepted as a genuinely useful resource, mutual respect is retained.

https://us.sagepub.com/sites/default/files/upm-binaries/66923_Sapin_Essential_Skills_for_Youth_Work_Practice.pdf

Youth work has at its core the importance of providing safe environments for young people and of supporting the safety as well as the development and well-being of young people.

Young people are young adults and should be treated as such, they will make mistakes like adults and should be treated as such.

As a result of this encounter I acknowledge when inappropriate banter is taking place and raise it with the young people and ask them to reflect on how this would make others feel.

4.2 Professionalism in Youth Work – Reflective 2

This reflective I will discuss relates to a session when I felt that colleagues did not demonstrate the professionalism expected of a youth worker. It is imperative to adhere to the National Occupational Standards National Occupational Standards for Youth Work (NOS) (CLD Standards Council Scotland, 2019) as well as the code of Ethics for the Youth Service in Wales, As youth workers who are representing the university and our employer we need to ensure we act in a way that is respectful and professional.

CLD Standards Council Scotland. (2019) Youth work National Occupational Standards, Glasgow: CLD Standards Council Scotland.

YMCA Wales Community College and ETS Cymru (2012) Code of Occupational Ethics for the Youth Service in Wales, Cardiff: YMCA Wales Community College and ETS Cymru

I was first to arrive and set up, with my two colleagues then arriving, and our team leader sat at his laptop doing administrative duties but with a view of the room and chatting with us and the young people.

The young people began doing some artwork that had been started at another session and I joined in with this getting them set up and discussing what we were doing. It was really interesting, we were making international flags to go around the room to demonstrate how our country made up the countries of the world. As is topical we discussed recent events and any concerns the young people would have. We were having a good chat and normalising fears, I was explaining that sometimes countries fight but that the people who live there will be just like us with their own fears. One of the workers came to join us at the end of the table and seemed to be in a bad mood. Sitting with arms crossed, legs crossed. A little red in the face. I felt uncomfortable, had I done something wrong? I knew I hadn't but it felt like something was in the air. It's obvious that if I was picking up on this, young people would too. This was even more evident that afterwards another young person mentioned that this worker was in a mood.

Our team leader was at the other end of the room and this worker was talking across the table to myself and our team leader. The young people were swarming around us asking for paint, helping and just filling me in on their day to day news. I hear all sorts about brothers, sisters, operations, family history but I love hearing about their news. 5/10 minutes went on and I think one of us said to this youth worker, are you ok, or which flag are you doing? This worker said no I'm not ok. I was like what's the matter, still carrying on with what I was doing. On reflection I should not have been drawn in to this but I was genuinely concerned for my colleagues welfare and there was always a chance this could relate to safeguarding concern. My manager said are you ok, you in a friendly sort of way what's the matter but we weren't really expecting what she was about to open up about. Maybe we should have just carried on with what we were doing and not ask if she was ok but she was creating an atmosphere and as I said earlier, young people soon pick up on this!

This youth worker was not really receptive to constructive feedback and in retrospect we should not have opened up the conversation. My own learning point from this is that I should have shut the conversation down once I was sure she was ok. I could have said, let's chat later about that and get on with some activities or something. It also made me reflect upon my own professionalism and I suggested that we all aim to discuss any out of work topics outside of work. We also have a feedback time at beginning and end of each session so for the next session I made sure that we made use of it and we all agreed it was much needed.

I have learned that it is essential to reflect on situations and conversations not just with young people but with colleagues too. Supervision has aided in that I was able to see differing perspectives.

The Five capabilities of reflective practice as suggested by Hawkins and Shohet, (2000).

- Learning and unlearning
- Reflecting.
- Relating.
- Collaborating.
- Sustaining one's own resilience.

In the future I will ensure I maintain my own professionalism and do not get dragged into other workers or young people's frustrations.

4.3 Improving and adapting Youth Services

The numbers in club were quite low and we started to have a chat about numbers in youth club and old hang out spots. How could we get more numbers into youth club. I had mentioned that night, before the session I went for a look around local hang out spots to see anyone around which I didn't see anyone. We started talking about poster ideas in local places to get numbers to increase. My feelings about the previous session where the worker's mood was down was focused around the lack of numbers in youth club, however a lot of other inappropriate things were mentioned. It has taken me a while to unpick these things that went on and I have used supervision sessions to get a better understanding of what happened. I have used Gibbs reflective cycle to also help me with this.

I mentioned I would do some research to see what other clubs in the area are on and do a poster. My manager said to me, yes that's brilliant, great idea about conducting research. I offered to do the poster and some flyers and said it would be a good idea to find out what days football, rugby etc were on in the town.

One of the other youth workers said. I thought that this young person didn't attend when another young person attended. There had been some previous difficulties in school that had spilt over into club. I was not happy that one young person was being excluded when the two of them were fighting. This then made me realise, with reflection that the episode from the previous night was more to do with our team leader welcoming both boys back into the group and not doing what this worker thought was right. I could understand both points of view. It would be unfair to exclude one and not the other, but in the same respect, they knew there were rules to adhere to. The young people have even written their own rules and call out each other's behaviour upon occasion.

It was only upon reflection and after my supervision session that I realise that the real issue was lack of communication. If we had our debrief at the end of the night and our talk at the start and all relevant information was passed over. Confusion would not happen and bad feeling (even though it should be hidden in front of the young people) would not occur. We then worked together to improve our communications as a team and with the young people.

I felt and I did discuss this in my supervision that because I only do one night. And this is something that I would do anyway. I treat the young people with trust and respect. If they turn up and are having a difficult day or don't want to talk that's fine. I try to engage with them but would try to have a fresh start approach. I sometimes think that perhaps I am not firm enough but if they respect me and I can get them to do things without shouting that's a better outcome. So, in response to this I said I do think we need a more in-depth briefing at the start of the session about any changes that have been made just so we are aware. Although even though someone had played up the night before I'd still give them a chance but would have an awareness of any issues.

4.4 Testing the boundaries

On my first session I arrived and the young people were very welcoming. They were so respectful and of course I was respectful in return.

During the day we did school work and often this means that I would not have chance to coordinate activities but enjoyed helping them and playing games to develop skills.

At lunch time the young people would sit with me and we'd have a good chat and a discussion about their culture. They'd ask me questions like, do you like eat rabbit? Well I could tell them I didn't but had eaten it as a child. I grew up in the country and I think my Great Grandfather was a rabbit catcher. One boy would tell me about the animals he'd caught hunting. He asked does my Dad have a gun. Yes I said! My Dad hunts. Some of the girls were not impressed with the boys catching animals, they loved their pets. I said my Dad hunts but I don't think I could do it and we had an open discussion about how it was ok to do it but I wouldn't do it myself. We also talked about safety with guns and how I was never allowed near my Dad or Grandfather's guns.

Have you got a dog, one of the boys talked about docking tails on dogs and one said they had ferrets, I said oh my grandad had ferrets, what did he have them for? I said I'm not sure what do you use them for. Hunting rabbits. I said ah yes, my grandad shoots and hunts. I think they were kind of sounding me out to see if I would be offended by their sports.

Upon reflection though and supervision helped open this up for me. I could see they were testing me. Gauging my reaction to see if I would accept them for who they were. Growing up in the country it's not so unusual to hunt or catch fish or birds but to them it's a part of their culture that they feel some people don't understand. When I didn't react and I wouldn't even if I was a little bit shocked inside. I think they realised I didn't judge them and they could trust me.

With other groups of young people sometimes they'll tell you a tale about something they've done and it's sometimes to shock to see how you act. When you don't react they accept it and speak to you as an equal. The barriers are down for a short while.

Other times we discussed their language and one boy asked me what he lived in, I said a trailer. He don't know what that's called, I said you told me you lived in a trailer. He then told me all about all the caravans where he lived. There were 54 plots I think he said. Some of the young people had once lived in the caravan site and now lived in houses but were still very much a part of their community.

4.5 Culture and Gender

One of the girls asked what I would do if my daughter was 15 and got pregnant. I said I would look after her and wouldn't want that for her, I'd want her to work and travel but wouldn't be mad at her. They said in our culture we get married at 17, I said well My own Mum was married at 17 but that's very young. I think they realise they have rights and don't need to get married to leave home and have their own lives. Sometimes it is not so different to our community that 40 years ago when I was growing up it was a shame to be part of a single parent family. I know my own Mum was terrified going home to her parents pregnant. Some things are not so different in any community but perhaps the girls listen to what is said at home but know deep down they have rights, they will live their own lives and can achieve whatever they wish.

Some of the things they say are quite old fashioned views such as girls should get married early. Leave school. Go cleaning and be a wife. But on the other hand, some of them are from single parent families. One girl said I want to marry a gypsy. Another said "my sister married a gorger (non gypsy) and he's the nicest person you could meet". They know deep down their culture is important but what is good to know is that these girls are strong individuals who know their rights and how to achieve in this world.

4.6 A bad day

There was something going on that day with one of the children who wasn't presents' family. I could sense it in the air, and I could tell that they could too. They kept asking what was going on. About halfway through the day, one of the boys was getting antsy and really hard to settle. I think this is the time of day he wants to be outside or doing something different. He'd worked really hard all day, so this was the time of day he needed to let off a bit of steam. Anyway, he said I'm going. And he went off to cool down.

After lunch we went over to the Tankard in the bus and played pool, ping pong and made crafts. I played ping pong with some of the young people and got to know them. Some of the quieter ones which was nice. One girl likes to have a game of ping pong and you could see her competitive nature coming out. The boys took court of the pool table and got really competitive, it was interesting to see them working out the rules and making their own up. They didn't like it if they thought someone was playing unfairly though.

It was a bit disappointing that they had been promised pancake making and there were not enough staff available to do this with them. But to be fair they did not complain, they just went and made craft. We made some pendants and plaited threads to make bracelets. One of the young people said he was making a gift and like that it was a cross and said he went to church with his grandmother which was sweet. I still have a pendant they made for me on my keys.

Again, I worked with some of the quieter ones the ones who demand less attention but were quite happy to sit and do crafts and plait bracelets. They are all individual with their own talents and strengths. A lovely aspect of the day was that they put their phones away and the whole day is social and interactive. They chatter, banter and tell you their news.

At the end of the day, they are all dropped off and I left them and felt wow, what a wonderful place. These kids are so bright and such characters. I couldn't wait to return.

The interesting thing for me was that the pupil who had started to become impatient I think knew something was going on. It was only when I left I could piece together and worked out what had happened. The teachers and workers are so professional that the day had run seamlessly and they did not know anything. This one student was very emotionally intuitive. The others could feel it in the atmosphere, but this pupil reacted in a different way. It could also be that he had just got to that point in the day where he'd had enough of studying but reflecting on it, I do think he'd picked up on the underlying atmosphere, perhaps more emotionally sensitive.

What had happened was that when the bus had gone to collect the students, that morning, one wasn't there to be collected. The school were alerted to some concerns and there was a background to the situation. Something had happened and

this had triggered the behaviour of this one sensitive boy. In the evening after my first day when I'd come down from it all, I had a chat with my mum about the events (without discussing it in detail) and let off steam. I realised that this was not a normal day and could only sit back in awe at the way the school handled the situation and made sure that the children were safe and protected. One of the teachers said this is a horrible day and I could see that it was awful for them to see their own pupils in pain and in shock. People from their own community. Many of them live in that community and being such a small town, they all know each other, work with family and have taught their children.

One event impacts not just the family, the community. I think that was what I left with, the feeling that this school was not just a school but a family, within the community, the family that was linked in so many ways to so many people. This school is the heart of the community and really supports this unique community. News travels fast but on the same hand support and the network that surrounds this school and community holds it together.

4.7 Religion and other things

We talked about the war and remembrance day. This prompted a discussion about religion and how some religious arguments caused wars. We also discussed their beliefs and the one boy who had been so upset about things the previous day felt that he was able to find some peace in knowing he was meant to find his friend that day and help him. The young people were so respectful about other religions and discussed different religions and beliefs. One aspect of this conversation that stuck in my mind was one young person reproaching another for listening to racist music. The one person who had been listening to the music didn't realise that the words they were saying could be offensive so we had a good talk about how words can mean different things and be culturally offensive to others.

I was really impressed at how mature they were to recognise and call out racism amongst themselves. But not in a trouble making way. They educated their friend and we had a good discussion about it.

There was a gypsy funeral while I was on placement, we talked about the sit in. They all sit with the deceased until the ceremony. They showed me and discussed the elaborate flowers and explained rituals and things that were placed in the coffin with the deceased.

After a gypsy funeral the family will burn the belongings of the deceased, I don't know it that happened in this family but I have seen it happen in our town.

4.7. Trust and respect

Went off to the Tanyard on the bus. They race off the bus in through the doors to find out if they are making pancakes, one went to check they were going to do it. And at first, he thinks they aren't so wasn't happy, but then runs back and tells us, yes, they are.

So, 4 start cooking pancakes, disappointed there was not enough ingredients for them all to make pancakes. So, the 3 groups did different things, but to be fair none of them complained. They made fantastic pancakes and one of them shared with me, the quieter girl who comes out of her shell after a while. It was lovely. The girls are so trusting, they asked me to look after their money, I noticed that about them they really trust the people who look after them.

They made a complete mess, and the worker didn't really have much control over them because she was trying to do it in 3 groups. In the end, 2 girls ended up washing up and one boy wiped around, you could see he'd never done it at home. The boys were playing pool and got away without washing up. They were told next time they'd have to clean.

One girl had never washed up at home which really surprised the helpers but they were soon cleaning up and clearing down.

Two of the boys playing pool were arguing, I was trying to referee and soon realised they sort their own battles out. One was trying to cheat, and the other was indignant about this, I said yes you do it this way. He didn't like that, he walked off really upset. They'd argued all day. I mentioned this to the teacher, and she said normally it's the other two who argue and that one sticks up for him, so like most little arguments they sort it out themselves. I learned from this that, they really will sort out their differences themselves.

This one boy wasn't there last week, I think perhaps he was feeling a bit left out, I felt sorry for him, he was ok in the end. The teachers were asking are you coming in tomorrow, I haven't sussed out how often they all attend. I think they like a Wednesday as they get to go out to the Tanyard, so maybe more are in on that day. I heard the teacher say you are never here on a Friday so perhaps attendance drops at the end of the week. They were offered an attendance incentive to go to winter wonderland which they were all keen on. We will see how that pans out. One girl didn't have her slip signed to leave to go to the shop and she took this really well, she was happy to stay and didn't want to bother her Mum at work which was really respectful. She said no I can't bother her she's working. I can't imagine my own girls not ringing me and demanding to get their own way!

The group were very respectful to each other and to all adults. They would tell each other off for messing around and say Emma is only here for a short while she needs to do her work. They really were good and respected and took on board anything you said to them. One day they'd had a silly little argument between themselves and

we all sat down and had a good talk about it, they all put their point across politely and at the end the teacher said well ok, in future we will do this. They accepted that graciously. I was so impressed at their level of maturity and respect to their teacher. I could see respect was earned.

4.8 Developing skills and relationships

Arrived this morning, one student late. One wasn't in uniform. One funny thing I noticed about the boys and I don't know if it was because I was there or because it was a relatively new start to term. They wore their coats all day. It was as if they weren't staying. Anyway on the second or third time I was there the boys didn't have their coats on all day. There was a new pupil who arrived today. His Mum said he'd been working at home. The pupils are allowed to walk to the shop at lunch time and this one boy didn't have his permission slip. His Mum wouldn't sign it without her husband which I thought was different from how I would act. I'd sign it without hesitation but she felt she had to defer to her husband to do it or discuss it I am not sure.

The new boy was quite surly. Perhaps another male in the mix. The boys do make fun of each other, but then don't they all. They all came in full of news, there'd been an air ambulance and full of tales of where it was going, who it had been to. I can tell that nothing happens in this community without everyone knowing about it.

We had toast together, this is lovely, a nice way to start the day. The older ones are given responsibility to get the bread and walk to the shop or to bring stuff down to the other school. They thrive with this responsibility. They are so protective with each other. One young boy said that the memorial bench for his young friend had broken. The boys jumped up went and got some tools to fix it. Later that day he took me to see his friends bench I felt honoured to shown it. They showed me the varda which had moved location and showed me inside it. They were so proud of it and said they are getting it renovated. It was so cosy inside. I could see this was their safe space where they went to let off steam. One of the older boys had his phone in there which he wasn't meant to have and I don't I was meant to see but I'm not convinced he didn't mean for me to see it. But I was in their safe space so took that as a sign that I wouldn't intrude and they were on lunch in any case. It was little things like this that they did to see if they could trust me, obviously if it was they really shouldn't do I would have to report it but the teachers were talking about him having his phone later that day. So it hadn't avoided their keen eye either!

It is hard for them when they are getting older, I think they do want to mix with other children but don't want to feel they are moving out of their community. They chat on social media and play with other kids out of school though so I do see a great deal of integration but perhaps school is one of those formal things that is a work in progress.

After I left the class one day I called for a beauty treatment and the girl that did it asked where I had been. I said where I had been and she was an ex pupil. We had a good chat and she mentioned the new welsh government RSE introduction for

younger pupils. What was good to hear was how highly she thought of the teachers and how they had engaged with their community over the issue. She explained that in their culture an older sister would have a chat with a younger girl about bodily changes and this would never be discussed in front of me. I'm not sure how this will pan out but it is encouraging how they can discuss it with the school in a mutually respectful way.

5. Case Study

This is a case study of a group of young people who attend the Priory Learning Centre.

All information collected has been by qualitative methods. Consisting of informal chats and observation of general social interaction. Consent was discussed with the teacher who informed the group my purpose any information provided is confidential as per the ethics form. Any information should not be identifiable as per the ethics form included at the start of the portfolio.

The young people are a mixture of boys and girls aged 11-16. The focus will be on the girls within the group. For this case study the group of girls are mixed in age varying from year 7, aged 11/12. Year 8 13/14, Year 9, 10 and 11.

All of the girls within this group are from a gypsy or traveller background. The study took place at the Priory Learning Centre over a period of 7 months within an informal education and youth work setting.

The girls live in a mixture of housing and caravans within the Monkton and Pembroke area. One lives outside of the area but all have very close family links to the Monkton area. Most of the young people have some kind of link to each other by marriage or relationships. The children within this area have lived here for a longer period than in other areas but have strong links to local gypsy and traveller communities.

The family background that each come from is very varied. Some live with both parents others with single parents.

The majority of the girls within the group attended Monkton Priory Community Priory School and progressed in to the Priory Project. The project was set up to offer a link between primary and secondary education for children from the gypsy and traveller community.

The aim of the case study was to determine the barriers to education for young girls. The girls are currently taking part in a gender equality project with Erasmus+ KA201 project on the topic of Gender Equality. The study is based on informal conversations about gender and equality within their community.

In the past, there has been reluctance from the gypsy community for children to progress to secondary education. Gypsy girls in particular are protected within their families and in the past, taken out of school. The girls are working with other students in Spain and Romania to look at education, opportunities and inequalities within the Gypsy/Roma/traveller (GRT) communities in schools.

Group Discussion Topic: What do you want to do when you leave school?

Get married at 17, have babies, go cleaning and my husband will do tree work.

Delving in to the answer the group said that usually people within their community would marry young. One young person said we have kind of arranged marriages, our families may decide who we marry. Another said *"I do not think this matters any more as long as the person you are with is respectful and kind. My sister married a gorgor, he's the nicest man you could meet, and my Dad was horrible to my Mam"*.

One girl would like to do dog grooming and loves animals. She also keeps animals and shows care and attention in their upkeep. A discussion took place about how she could do this, perhaps the school could arrange for a groomer to visit or to look at small animal care. She suggested running a business, which would be a great idea.

The girl who suggested cleaning then said she would like to run her own business, a cleaning business and develop business skills. This student has great ability and leadership skills and more than capable of this.

Another girl was really artistic and loved drawing. There was further discussion on design courses and careers.

Youth work practice - how discussions could turn in to informal education and suggestion of careers.

The girls agreed they could do whatever they wanted, have their own money and careers and still have relationships with people who respect them if they wanted. They wanted to work when they left school and both boys and girls respected each other in class.

Sometimes, the girls suggest an answer they would be accepted by their community or what their Dad's may think but when questioned further knew their rights and would not accept being treated unequally.

The girls talked about one girl who they liked who had been removed from school with her brother because their mother was strict and wanted to keep them within their own community. They liked this girl and thought it was sad that she couldn't continue with her education at school. Instead she would be home schooled. One of the girls said when gypsy children are home schooled they will have to work we clean and work instead.

This is interesting they realised that they would benefit from being in school learning rather than having to work.

Discussion about project

The girls were given the chance to ask their fellow students in Spain some questions. They asked.

What shops do you have? What clothes do you like? Do you have tik tok/Instagram or other social media. Do you have horses? Do you like doing make up and tik tok dances? Do you have any animals? Do you live in a trailer (caravan) or chalet (mobile home)? What music do you like?

This gives some insight in to the things that are important to them and how they see the world. The answers have not been received yet but it would be interesting to see the comparison.

Discussion about travelling abroad?

As part of the Erasmus project a few of the girls have been given the opportunity to go to Spain or Romania to work with other Gypsy and Romany students.

As a group, the girls discussed whether they would go and if they were allowed to go. Each week this changed, one week all were going. One week only one was going. Another week two were going. One girl was constant in that she was determined to go and her family were supportive in the opportunity to go abroad with school.

It was hard to determine if the girls were showing natural apprehension about leaving home to go to a different country or if there was resistance from home.

One girl said her Dad would not let her go to Spain as part of the project. It became apparent that this was not the case. Her Mum did not want her to go but she felt more comfortable saying my Dad won't let me. Her Mum may not have allowed it because she was too young rather than because of any other reasons.

Another girl said her Dad thought she would be stolen, because she is dark and looks Romany. The teacher said her Dad wants her to go and has signed the consent form. It was almost as if they want to go but are scared of what others in their community may say and the barrier is not within their own home.

They do not want to go against their community to go away without a chaperone. One girl said her brother had told her she was not allowed to talk to boys. She agreed she has boys who are friends and is in school with boys.

T

he parents agreed that the pupils could go with the teachers supervising and it is clear that there is a strong trust and respect between parents and the school.

The girls all want to learn are capable and have supportive parents who encourage them to go to school and learn and develop. There is some cultural resistance to secondary education. Possibly from older generations. The younger girls and women are keen to learn and have their own careers and money. There is sometimes a deference to the man of the family such as I will have to ask my Dad, Husband, etc. perhaps lots of communities do that and it's sometimes a barrier question to allow time to think. This is natural an apprehension, a I'm not sure or a way of asserting themselves.

The girls have an awareness of their rights and know that they deserve to be treated with respect. Lessons and discussions take place about diets and health and social interaction. Talking about healthy diets, what they do in the evening, do they go to youth club or other activities? Many do not go out in the evening or many mix with friends of the family or their own community. There may be some opportunity for future youth work within this area, some boys but not girls would go to the Tanyard Youth Project. The girls said they were not allowed and only one boy was allowed to go out. The other boys had sport routines or activities with their families.

They are clear about the rights of the child and women's rights in conjunction with their rights as Gypsy and Travellers. It is encouraging for the pupils to aspire to other girls from their community who have gone on to do well in their careers. The girls have a clear sense of their future aspirations. There's more work to be done with youth work perhaps within a trusted setting. Or outreach work.

6. Summary of learning

I have enjoyed the work placement and have developed in knowledge and skills. Towards the end of the placement I have experienced personal and health issues which impacted on getting the assignment in. In summary, I would prepare my work as I go along, which I had been doing but had stored it in lots of different places. I had not appreciated how much of a task it would be to collate it. I benefited from supervision sessions and was able to reflect and analyse situations in a way that I did not realise I could. This has impacted my youth practice and personal development.

My first supervision with a fellow professional who knew all about the course and requirements was something that I must admit I was apprehensive about. Although I knew that it was a professional and confidential discussion, I am always conscious I will disclose identifiable details about a colleague or young person.

My supervisor explained how the sessions would run and we set a plan for a series of 12 meetings over the 2 placements. The placements will be at the Gypsy and Traveller Project based at Monkton and Pembroke Dock Youth Club in Pembroke/Pembroke Dock. I soon realised that I have absorbed a lot of my reflection, written down a lot, thought about a lot and tried to reflect in my own mind. It was great to discuss practice and theory with a professional youth practitioner. Although it was positive to receive feedback on what I could try or do differently in future. In future, reflection alongside my practice would benefit me greatly.

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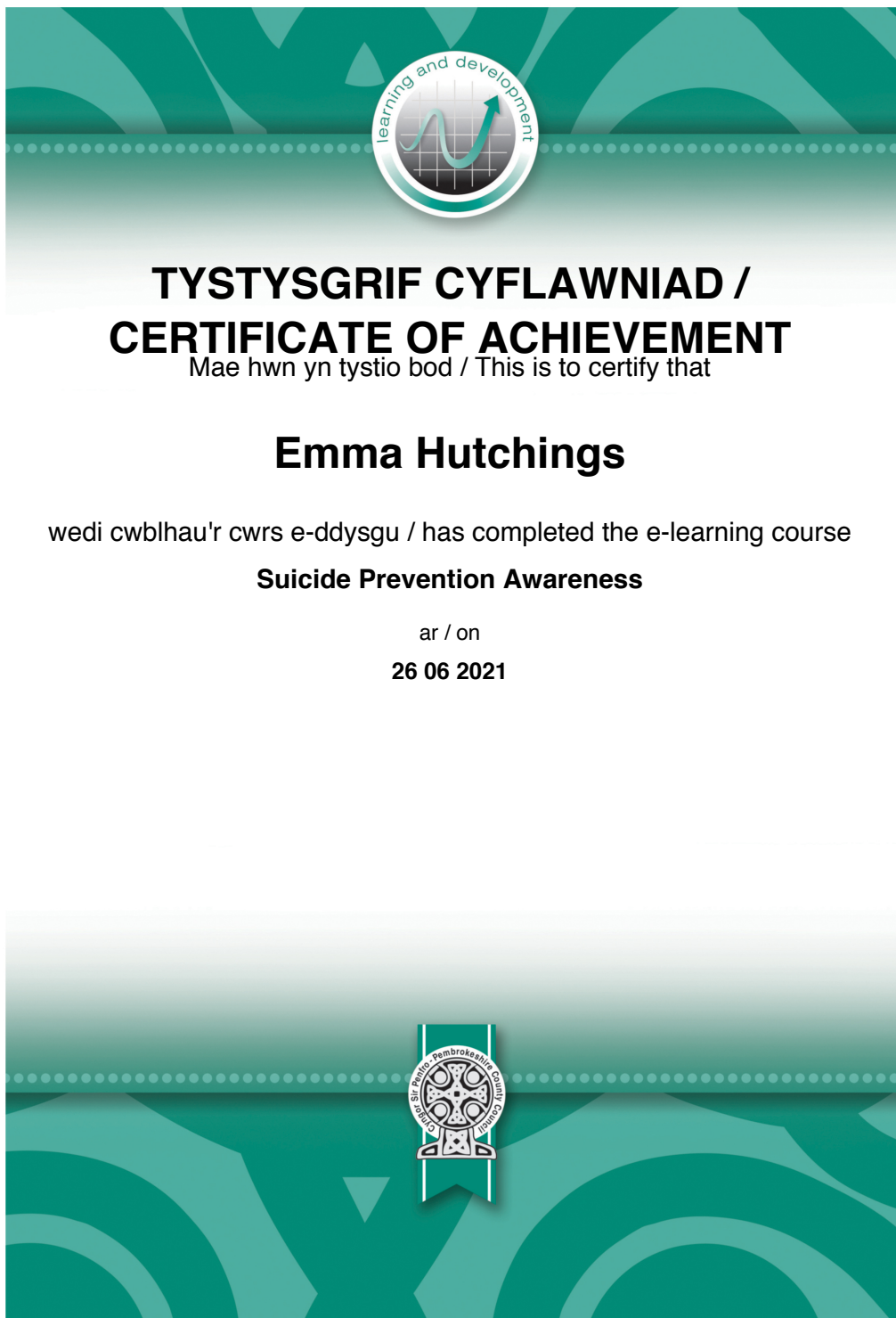
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7. Appendices





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Emma Hutchings

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