

CYE Training 1 Notes

What surprised you in the Demographics information?

- Not surprised but displeased: Fewer females go into highly skilled jobs.
- Drop in student applicants from Pembrokeshire
- lack of pems cohorts.
- Mental health issues have doubled across CYE
- Youth Work numbers have remained stable over past 2 years.
- Completion rate for EY is mid 60's thought it would have been higher
- The results for higher skilled jobs is what I expected but is also concerning.
- Welsh applicants increasing.
- Direct entry v UCAS
- Higher rate of disability among students in Carmarthen than Swansea
- Increased mental health issues across students
- Demographically most students live in Swansea
- Participation rates
- gender and impacts
- Grad Outcomes data
- the nature of student's disabilities changing
- Graduate outcomes
- Where students live, tracks with MEDR data

What did you find interesting surprising in the preparation materials?

- Was impressed by what the career service has to offer - especially the AI interviews
- The number of graduates that will be needed in H&SC and Education in the future
- AI tool for checking CVs too
- The Subject Benchmark Statement for Sociology gave me some food for thought as to how to adapt/enhance the Sociology
- One thing I had not known was that it says in the characteristics statements that we should liaise with employers for programme design. It makes perfect sense.

- There is flexibility through documents benchmarks, quality handbooks to be innovative in delivery and assessment. Employability skills focus will demand this .
- Future skills was very interesting and the number of graduates needed. The jobs needed for the future was very useful.
- Creative thinking and curiosity still required as future skills on the part of employers..
- 1.2 million health and social care professionals including Youth Workers.
- In terms of Enterprise, we do talk about Social Enterprise in a number of Modules across the programmes
- Just another thought in relation to the Graduate Outcomes Data - many of our YW graduates find themselves in graduate-level employment before graduating, or are already in employment when they are studying with us, so I am not sure if this is therefore having an impact on our results (not in a positive way).

Potential Solutions and Ideas

- need to emphasise to potential students the support mechanisms that the university can provide.
- Higher rates of poor mental health will require greater emphasis on the support we provide, our links with Student Services and the importance of highlighting this in our marketing.
- Target male applicants
- Improve Well-being and Mental Health support offerings
- Remain committed to Welsh Medium programmes and support those wishing to study through the medium of Welsh in whatever capacity they desire
- Female students and higher skilled jobs.
- Do we need to think about role models/mentors from graduates or the sector to promote higher goal setting?
- Demographic Swansea: Consider this when timetabling e.g rush hour etc (If Carmarthen); Blended learning options; Speak to existing students from the area to find out how student experience can be improved for them; Consider public transport routes for Swansea student.
- Higher rates of mental health issues:
- Build more a 'community' amongst YW students. More opportunities for the different years to connect and support each other.
- More partnership working with student services, continue referring students to support
- Engage with Schools and colleges outside core areas to widen appeal Raising aspirations for female students by liaising with careers.

- Following up with students who have declared a disability whether they have gone through the full process with SS.
- Updating next module tutor on what is going on with individual students.
- Upskill in understanding the changing requirements of students, being more flexible in delivery
- Higher rate of disabilities - programme team needs to ensure appropriate support is in place to support students, and that students need to be reminded regularly of the wider support that is available to them. We also need to be mindful when considering assessment strategies that we allow enough variety so that all students can flourish
- Increase in mental health issues- time, understanding and a mixture of methods and approaches
- Strengthen collaboration with student services to support our students' needs further eg for disability/mental health/study supportthe highrates of students with disability, ALN and mental health issues we need to ensure that they are fully supported at transitionand to completion.
- Higher rates of mental health issues - appropriate support and strategies for students.
- Youth Work numbers have remained stable for past 2 years - programme team need to consider marketing strategies.
- Higher rate of disability in Carmarthen - appropriate strategies may need to be implemented; liaise more with Student Services
- Applications via direct entry v UCAS May need to change the way we market our programmes.
- ALN amongst intake: staff training, and more integrated support to aid retention. Look at ways of developing further opportunities for students based further West eg Pembs
- Re-evaluate the status of caring professions.
- Lack of cohorts in some local areas- Pembs wher we are the closest HE. Develop further networks- link to local schools/ colleges, community groups. Consdier the barriers, transport, timing, delivery mode of sessions to support engagement.
- Role models from previous study. Strengthen links with careers service to boost graduate outcomes.
- Develop links with Alumni team to retain links with graduates and encourage undergrads to consider options for the future
- the highrates of students with disability, ALN and mental health issues we need to ensure that they are fully supported at transitionand to completion.

Knowledge and Skills

Educations Studies

Level	4	5	6	7
Knowledge	-Theories that link to teaching and learning. -Development across the lifespan - Historical and contemporary perspectives - knowledge related to study skills - What is education? - Inclusive practices	- Application of theories, policy and practice - Policy and Legislation - Curriculum design and development - Research methods - Alternative educational environments and practices -Inclusive practices (ALN in educational contexts)	- Research methods - Professional standards in educational practice - Linking policy and practice -Multidisciplinary approach	
Skills	- Reflective practice - Communication - Study skills - Time management	-Advanced reflective practice	- Critical writing - Literature skills - cognitive and intellectual skills	

	Team work Technological skills Problem solving Evaluation skills Critical thinking skills Using AI GA36 generic skills	Technology intergration into subject area and assessment Analitical skills AI literacy Critical writing cognitive and intelectual skills GA36 skills	Application of methods and theory GA36 skills AI literacy and application to subject area	
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Youthwork

Level	4	5	6	7
Knowledge	Study Skills Understanding groups Working with young people Developing their understanding of the principles, purposes, characteristics of YW YW Values Understanding adolescence YW interventions and therapeutic practice Understanding communities YWNOS Safeguarding	As Level 4, however the requirements of Level 5 require students to view things more critically. Application of learning both academically and in their work placement. Students are required to take more ownership of their learning and development. Subject-wise, students will be required to plan and develop a piece of practice on placement. Research methods; outdoor learning & sustainability; policy, practice & legislation; supervision, leadership and management; safeguarding YWNOS AI	Independent project; well-being and resilience; impact and evaluation; fundraising; project development; Facilitate youth work programmes that support the learning and development of young people	systematic understanding and critical awareness of matters relating to Youth Work, young people, communities etc

Skills	Reflective practice Interpersonal skills Building relationships communication skills - inter & intra Group work 1-2-1 work YWNOS AI		AI dynamics agents of change autonomous learners YWNOS problem solving and	
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Inclusive Education

Level	4	5	6	7
Knowledge	Knowledge and Understanding of working with CYP of theoretical approaches to teaching, supporting and learning, collaboration and reflection. of academic approaches and conventions Critical Thinking	Welsh Identity and culture Of links between course content and authentic work place opportunities Knowledge and Understanding Application of knowledge for future career pathways Of links between course content and authentic work place opportunities		
Skills	Skills Academic communication styles for different purposes and audiences Collaboration Recognising their learning styles, communication styles and self limiting beliefs Time and Self management	Skills Critical Thinking/Pedagogy Sound referencing Academic conventions Critical analysis	Identifying and solving complex problems Knowing their own limitations	

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Early Years

Level	4	5	6	7
Knowledge	Child Development Play Underpinning Theory Reflection Profession Practice Ethics and Values Policy and legislation, statutory requirements Safeguarding Introduction of global perspectives Valuing culture and individuality	Build on previous from level 4 Research Safeguarding (deeper) Inclusive practice, recognising differences and disparity More specific theories	Build on level 5 knowledge Broader thinking, sustainability, social justice, aln etc Impact of own practice Create a sense of idendity Potential to influence practice and policy	Build on level 6 Further professional and academic development Focussed Developing expertise
Skills	Academic Skills (research) Communication (all aspects) How to reflect Professional Skills Critical Thinking Creativity Observational Skills Interpretation Team work and Leadership Bilingualism Collaborations Organisation Wellbeing	Build on previous from level 4 Safeguarding - more analytical and evaluative Applicatio of digital skills Application of practical skills linked to roles More independence, defining concepts and autonomy	Build on level 5 skills Critique, questioning being embedded Including arts and broader thinking Agents for change Entrepreneurship/ social Confidence	Build on level 6

	Digital/ AI skills whilst recognising children's real world sense of belonging			
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Employability

Education Studies

Embedding Entrepreneurship	Future Skills & Abilities	Working with Careers	Placements	PSRB REquirements
Enquiring Minds	Enquiring Minds	Employability Week	Possibil	
Community engaged learning - create a training programme to meet the need	AI literacy	Guest speakers		
Experiential learning	Technology	Field visits		
Encouraging problem solving and innovation	Critical thinking and critical discussion	Good links with teaching agencies		
Producing resources	Collaboration (could do networking better) - LinkedIn	Moodle page		
Real world project	CFW	Training (e.g. first aid, safeguarding)		
reflective practice	Ethically informed citizens			
Case based learning	Creativity			
	Resilience and adaptability (need this) - scenario based in the classroom			
	Grit			
	Problem solving			
	teamwork			

Youth work

Embedding Entrepreneurship	Future Skills & Abilities	Working with Careers	Placements	PSRB Requirements
enterprise behaviours, attributes and competencies are embedded naturally in the programmes - especially through placement modules - for example, problem solving, project management, creativity, networking, determination, resilience, leadership, communication, curiosity	Ensure AI is embedded in the programme, and ensure students understand how AI can support Youth Workers in their day to day role - discuss AI in the next Youth Work Sector Liaison Group to ensure we understand how the YW Workforce is using AI in their day-to-day working lives	Build in sessions in Semester 1 of Level 6 to support students in preparation for applying for roles and being interviewed	Ensure we maintain the Fieldwork Co-ordinator role to ensure that the relationship between the placement provider, student and the University remain strong and positive	Ensure we meet ETS Wales Endorsement Requirements (PSRB)
	Emphasise how young people's health and well-being is embedded in the programme and how Youth Workers regularly support young people's health and well-being needs		Ensure Fieldwork Guidelines are updated annually and reflect any changes in the UWTSD placement paperwork	Ensure YW NOS are embedded within the programmes
			Ensure students are well supported on placement, and know	Maintain Youth Work Sector Liaison Group, to include ensuring

			how to access additional support	Learning Mentors and Supervisors are sufficiently trained
			Ensure Placement Learning Mentors and Placement Supervisors are trained annually via the Youth Work Sector Liaison Group	Placement modules are Core modules
				Students must meet required competencies at each level
				UG: 3 placements, with a contrast between them. Total of 800 hours across each placement
				PG: 2 x 200 hour placements with contrast between them
				Ensure UWTSD adheres to staffing requirements as an ongoing requirement for professional endorsement

Inclusive Education

Embedding Entrepreneurship	Future Skills & Abilities	Working with Careers	Placements	PSRB Requirements
Raise aspirations	Effective use of AI to support role	Make more use of their interactive resources		
Focus more on creativity	Continuous learning	Have Careers come in every year		
Talk about educational enterprise ideas	Sustainability Green transition	Try to organise specific activities for our cohort		
Get entrepreneurial guest speakers	Welsh speakers			
Guest speakers - role models	technology to develop and deliver effective distance learning			
Supporting learning about funding, marketing and presentation of entrepreneurial ideas	What do employers want? Guest speakers to deliver.			
Being part of the green transition	AI skills			
Ethical economies/circular economies	Intercultural communication			
Opportunities for leadership and social influence	Problem solving			

Embedding Entrepreneurship	Future Skills & Abilities	Working with Careers	Placements	PSRB REquirements
Ethical leadership and enterprise activiitues	Dealing with uncertainty Embracing change			
Opportunities for external engagement throughout programme	Skills for a decarbonised world			
Offer activities outside our formal curriculum	Design Thinking			
Teaching, learning & assessment must align with ethos of entrepreneurship	Enterprise competencies			
Decision making	Produce ideas to meet workforce needs			
Curiosity	Analytical Thinking			
Curiosity	Creativity			
	Working as a team member			
	Open-mindedness			
	Resilience			
	digital literacy			
	Strategic thinking			
	communication			

Embedding Entrepreneurship	Future Skills & Abilities	Working with Careers	Placements	PSRB REquirements
	negotiation			

Early Years

Embedding Entrepreneurship	Future Skills & Abilities	Working with Careers	Placements	PSRB Requirements
Encourage problem solving	Digital and AI	Workshops	Compulsory placements for students on EYPS programme	Social Care Wales - EYPS programmes appear on their list of recognised qualifications
Identifying next steps	Resilience	Mentoring	Students encouraged to have various placements, different age ranges, type of placement	ECSDN - Graduate competencies (England) also included in EYPS programmes
Individual Development Plan	Mindset approaches	Sharing good practice	Liaise with employers/mentors - communication skills, verbal skills, written skills, digital skills	Keeping up to date with changes to requirements
Engage with external organisations	Critical Thinkers	Community practice	Work with parents, children and multi-agency staff	UWTSD paperwork to align with organisations' requirements
Divergent thinking Critical thinking	Open	Shared responsibilities Employability/ careers/ WA	Observed in practice	ECSDN audit
Creativity	Adaptable	Work experience opportunities	Reflection - opportunity to respond to observation	

Embedding Entrepreneurship	Future Skills & Abilities	Working with Careers	Placements	PSRB REquirements
Play - to think differently	Ethics - practically and around digital	Accessibility of careers advice	Knowledge competencies	
Networking	Values of EY	Incorporating into induction and at all levels as well as employability week	Practice competencies	
Professional Identity	Identity	Placement forum - joined up approach	E-portfolio (evidence of competence) that can be taken with them on completion of programme	
Identify Gaps	Focus on Soft skills as well as the hard skills	Placement pod across the discipline and wider	Placement POD	
Graduate storys	Team player	Link with entrepreneurship team	Collaboration - university, student, employer	
Marketing	Independent	Graduate Funding	Professional behaviour	
Sharing Good practice and examples	Confident	WCVA	Statutory requirements	
Role modelling	More knowledgeable other	Business Wales	Non-credit Placement module - monitors students' progress with EYPS	
Business skills	Forward thinking	Welsh medium access and relationship	Sharing good practice	
Collaboration	Leafrning from other	Signpositing	Ethics	

Embedding Entrepreneurship	Future Skills & Abilities	Working with Careers	Placements	PSRB REquirements
Mentoring	Sustainability	Sharing job opportunities		
Leadership skills	Global changes	Training opportunities		
Quality	Flexibility	Ambassadors		
Raising aspirations	Emotional Intelligence	Added extras such as level 3 safeguaridng, paed first aid, John Muir etc		
Encourage Innovations	Innovate	Interdiscipline		
Creativity	Analytical thinking	Breaking down silo's		
Project management skills	Knowing the market and sector	Broaden knowledge base		
Work experience	CPD	Whole Systems Approach		