

LEARNING MENTOR'S FINAL REPORT

The University would like to remind the learning mentor of the importance of their role in the assessment of the student. This role is fundamental in ensuring standards of practice of those working with young people in communities, and cannot be taken lightly.

To ensure the desired results are achieved, all those involved in the placement are required to understand and remain committed to the process of supervised practice. Issues of competence which might jeopardise a student's ability to complete workplace/work based practice successfully should be identified and communicated to the visiting tutor or fieldwork coordinator as soon as possible.

After the student's induction to the placement, the student will have drawn up a professional development plan balancing the needs of the student and the requirements of the programme. As learning mentor, you will have carried out managerial supervision and an interim review of the placement. This document is the final report, and will include your final assessment of the standards achieved by the student on placement and your assessment of the student's planned observation of practice.

Key areas of competence

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

Grade	Description	Equivalent % marks towards HE qualification
A	An exceptional trainee Youth worker who is a reflective practitioner; shows initiative and an ability to work independently for a sustained period; demonstrates thoroughness and commitment to all aspects of professional practice.	70%+
B	An effective trainee youth worker who displays a degree of independence and commitment to further professional development.	60-69%
C	A satisfactory trainee youth worker who has met the requirements appropriate for a professionally qualified Youth Worker and with further experience should develop into an effective youth worker.	50-59%
D	A rather weak trainee youth worker with a basic level of knowledge or skill. May be very poorly organised with very limited understanding of important concepts.	40-49%
E Fail	A weak trainee youth worker who has been unable or unwilling to meet the required standard, may demonstrate inappropriate values or lack understanding or attention to detail.	Below 40%

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LEARNING MENTOR'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%
Rachel showed the principles of youth work by empowering young people by involving them in decisions and activities they participate in during club night. Rachel was a part of this when we conduct surveys, have group discussions on club night, and hold Youth committee meetings before club starts to ensure their voices are heard. Our youth club stresses the importance of promoting inclusive practice where all young people, regardless of background, abilities, or personal challenges, feel welcome and valued. I feel Rachel demonstrates inclusive practice by ensuring that activities cater to the diverse needs of all young people and that no one is excluded based on their identity or circumstances.				
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%
My role involves collaborating with various professionals, from social workers to Teachers. During School drop-in session Rachel has built relationships with the Teachers and understand the value of teamwork, and how important communication with professionals are to deliver the best possible session for the young person. Rachel showed an understanding of professional ethics, including confidentiality, boundaries, and the rights of young people. Young people in club choose to participate in programs or activities run by Rachel. She always respects young people's decisions by ensuring they know they have the right to choose their level of involvement and that their participation is voluntary. Rachel is approachable, consistent, and respectful. She shows interest in our young people who attend club, she listens to their concerns and demonstrate empathy. Rachel had built positive relationships with our				

young people. Rachel shows excellent active listening, she does give her full attention to young people when they speak to her.				
Facilitate learning and development of young people through planning and implementing learning activities in youth work				
A Exceptional 70%+	B Effective 60-69%	C Satisfactory 50-59%	D Rather weak 40-49%	E Weak 0-39%
One evening in club Rachael participated with the team celebrating international Human Rights Day, with a session on Article 42 of the UNCRC children and young people have the right to know their rights. Rachel had discussions around Rights, and we had a very simple but very effective session around equality Vs equity. Showing the young people the different by using visual aids and using own experiences, which made thought-provoking discussions on the topic. Young people shared what they thought about other privileges and working together to get voices of young people heard. We made it fun by giving out chocolate coins which were different sizes. Young people left the session understanding the difference between equality and equity- treating young people the same doesn't always lead to fairness.				
Actively demonstrate commitment to inclusion, equity and young people's interests and health and wellbeing				
A Exceptional 70%+	B Effective 60-69%	C Satisfactory 50-59%	D Rather weak 40-49%	E Weak 0-39%
I had given Rachel information on a young person so she can prepare a school session with him, he has additional learning needs. She made sure the session was based on a Dr Who theme they both had in common. This instantly made the young person feel relaxed and was willing to engage from the start. She had a well-organised structure, which made it easy for the young person to follow and understand the objectives. It was clear that Rachel had thought carefully about her session. After the session at school Rachel reflected on the session and she effectively identified specific areas for improvement, this was due to the young person educational needs. This demonstrates Rachels ability to assess her session and adapt it when needed. The level of engagement that the young person showed as she made the effort to make it fun and relevant to the young person was evident. The young person was fully involved in the task, showing excellent active listening skill				

and focusing in on the strategies and coming up with solutions to his challenges.

In club Rachel is flexible when encountering challenges, and it's clear that she is willing to adjust her sessions to meet the needs of the young people.

Plan and implement strategy and youth work activities for young people

A Exceptional 70%+	B Effective 60-69%	C Satisfactory 50-59%	D Rather weak 40-49%	E Weak 0-39%
When Rachel has planned and implemented strategies and activities for referred young people, I could see that she has carefully thought through, made it adaptable for the need of the young person, and it is creative. Rachel knows the importance to involve the young people in the process, understand their needs, and create a safe, inclusive environment where they can participate confidently. She has design meaningful activities that have a lasting impact on the young people that she has worked with.				

Develop, lead and manage self and others

A Exceptional 70%+	B Effective 60-69%	C Satisfactory 50-59%	D Rather weak 40-49%	E Weak 0-39%
Rachel takes initiative, make decisions, and has developed in her own leadership abilities. Empowering young people and colleagues in our youth space fosters a sense of inclusivity, encourage participation and enhances team work. Rachel understand the importance of boundaries with both young people and colleagues. Rachel has been clear about her role to the young people if they ever wanted to have private conversations with her. Rachel demonstrates professionalism in every aspect of the role. This includes punctuality, confidentiality, accountability, and maintaining a strong work ethic. I have seen Rachel be flexible in her approach. As Rachel knows, Youth work can be unpredictable, so being able to adapt to changes, new challenges,				

and unexpected situations is critical. When Rachel has been working with young people on a club evening, conflicts have arisen between young people. Watching other youth workers managing conflict constructively by remaining calm, listening to all parties, and working toward mutually beneficial solutions will be help when this happens during a group activity.

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Work with communities

A Exceptional 70%+	B Effective 60-69%	C Satisfactory 50-59%	D Rather weak 40-49%	E Weak 0-39%
We had an event “Boards and Brews”. We invited people in our community, where we run activities like simply playing board games and serving tea. Rachel role was centered around building positive relationships, fostering community engagement, and providing a space where young people felt confident, valued and connected. By Rachel consistently being present, playing games, and serving tea, she build trust with young people and other community members. Participating in these activities meant Rachel was a type of mentor for young people. Some young people felt more comfortable taking part in games with Rachel there. This led to lovely questions and open communications with the elderly and youth.				

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How has the student developed during the placement?

Rachel quickly understood the vision, and values of the youth club she has been placed with. She was accepting on her role and the expectations placed upon her by myself.

Rachel gradually took on increasing responsibilities, moving from observation to actively leading and facilitating activities. Rachel showed effective communication with young people, colleagues, and other professional she

encountered. Rachel showed active listening, empathy, and appropriate non-verbal communication. Rachel had the ability to lead groups, manage group dynamics, and create safe, inclusive environments during a very busy club. Rachel applied the theoretical frameworks they have studied into club. She has linked theory to practice in her approach to supporting young people. Rachel continuously reflects on her personal strengths, and weaknesses.	
What is your feedback on observing the student's planned piece of practice?	
I had given Rachel information on a young person so she can prepare a school session with him. She made sure the session was based on a Dr Who theme they both had in common. This instantly made the young person feel relaxed and was willing to engage from the start. She had a well-organised structure, which made it easy for the young person to follow and understand the objectives. It was clear that Rachel had thought carefully about her session. After the session at school Rachel reflected on the session and she effectively identified specific areas for improvement, this was due to the young person educational needs. This demonstrates Rachels ability to assess her session and adapt it when needed. The level of engagement that the young person showed as she made the effort to make it fun and relevant to the young person was evident. The young person was fully involved in the task, showing excellent active listening skill and focusing in on the strategies and coming up with solutions to his challenges. In club Rachel is flexible when encountering challenges, and it's clear that she are willing to adjust her sessions to meet the needs of the young people.	
What are your suggestions for further professional development?	
Get involved with myself to look at the annual calendar and create together sensational, creative, out of the box session for young people to take part in during club night and school drop in's. Involve herself with writing session plans and risk assessments. Having discussion with young people during club about projects that could be a run alongside club nights and making it happen by planning them with myself.	
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		
<i>Please provide a grade and % mark reflecting your experience of the student</i>		
<i>Grade:</i>	75 %	<i>Mark: A</i>

*Signed Learning
Mentor*

Lisa Francis

Signed Student

R.Major

Date

20/12/24