

Acknowledgements:

Before I begin this assignment, there are several people I would like to thank who have been especially important to the work in this module.

Firstly, I would like to thank you Dr. Darrel Williams, our lecturer, for this module. I would also like to thank Fran Chester, who is our placement coordinator and was helpful in getting me into placement at Dr.MZ.

I would like to thank Dr.MZ - Carmarthen Youth Project for taking me on as a placement volunteer and for the experience this placement has given me. I would also like to thank Ali Harbor (Learning Mentor) and Ash Lewis (Supervisor) for getting me through my first placement and for the opportunities it gave me.

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Dear Placement Provider

Re: Work Experience Placement

Thank you for agreeing to accept our student on the work experience placement at your organisation. Quality work experience is vital to equip our students for their future careers and the University is grateful for your offer of this placement opportunity. We hope our student will learn from this placement the skills and competencies specific to their discipline or profession as well as more general work-related and employability skills (time management, team working, communications skills, etc.).

Would you please check that the Placement Provider information and placement details are complete and correct, amending if necessary.

Student placements are a partnership between the student, the University and the Placement Provider in which each has specific roles and responsibilities. It is important that all three parties clearly understand the responsibilities and expectations of everyone involved and so the responsibilities are detailed below.

During the placement, we expect the student to prove to be an effective, safe and reliable individual. However, you will appreciate that during this period the student is under your control and therefore the primary duty of care and consequent liabilities must rest with you. As the student's Placement Provider the University requests you to treat him or her in the same way as your employees.

The University therefore requests that you as Placement Provider will:

- a) Confirm acceptance of the arrangements and responsibilities set out in Appendix PL1a Placement Provider Agreement.
- b) Provide a safe working environment by meeting all relevant obligations under the Health and Safety at Work Act 1974 or other relevant country specific safety legislation. See Appendix PL1b Placement Provider Health and Safety Questionnaire.
- c) Work within the student-facing policy framework for the University especially in relation to the Non-Academic Misconduct Policy, the Support for Study Policy, the Fitness to Practise Policy and the Safeguarding Policy).
- d) Provide a designated Workplace Supervisor who will:
 - i. act as the first point of contact for communication and collaboration with the University, including the organisation of University visits to the Provider (where relevant), any problems or queries during a student's placement, and who will contact the University immediately in cases of serious accidents, incidents or breaches of discipline involving the student;
 - ii. conduct or make arrangements for the day-to-day supervision of the student including periodic progress checks and instruction regarding hazards and health and safety precautions;
 - iii. provide the University with student attendance data, where required.
- e) Provide the student with a full and clear induction to the organisation and its working practices, procedures and requirements, including layout of the work environment, different areas of work activity, health and safety/safeguarding issues, introductions to supervisors, expectations for interactions with clients of the Placement Provider, for example, the need for client confidentiality, intellectual property rights and data protection. Post-induction, provide the University with the completed PL1f Induction Checklist
- f) Ensure that the student is fully informed about responsibilities, including those



- contained in any statutory legislation and/or honorary contract.
- g) Provide the student with appropriate instruction and training in working practices to enable him/her to carry out his/her duties efficiently and safely.
- h) Work with the student to identify appropriate learning outcomes for the placement (these must be agreed by the student, the Workplace Supervisor and the University).
- i) Facilitate access to the student for visits by the Placement Tutor, where appropriate.
- j) Ensure that the student is treated with respect.
- k) During and on completion of the placement, provide feedback to the University on the student's performance and confirmation of the hours in practice, where required.

The University of Wales Trinity Saint David will:

- a) Commit appropriate levels of staff and other resources to placement governance activity to ensure strategic oversight for the learning to be delivered and managed by the Placement Provider. This may include the identification of (i) a Placement Coordinator, whose duties would normally include the authorisation of placements and organising/managing the placement arrangements, in liaison with the Placement Provider and student, and (ii) a Placement Tutor, who will act as the first point of contact, visit the student on placement, where appropriate, and/or assess the student.
- b) Ensure that any placement learning that forms part of a programme of study has associated learning outcomes which:
 - are clearly defined;
 - contribute appropriately to the overall aims of the programme;
 - are appropriately assessed. In cases where it is considered appropriate for the assessment be jointly conducted by the University and the Placement Provider, the Placement Tutor will provide training for the Workplace Supervisor and will establish and document the procedure by which this shall be achieved.
- c) Assess the suitability of a proposed placement through appropriate and proportionate placement due diligence procedures, using a risk-based assessment process. The approval process will require the Placement Coordinator to undertake a Risk Profile for each placement using the PL1d Placement Risk Assessment Guidance, and record the outcomes in Appendix PL1e Placement Risk Assessment Template. This risk assessment activity will include consideration of the information supplied in Appendix PL1a Placement Provider Agreement, Appendix PL1b Placement Provider Health and Safety Questionnaire, Appendix PL1c Student Placement Agreement, PL1j Guidance for Student Personal Health Risk Assessment, PL1k Student Personal Health Risk Assessment Form, PL1l Student Personal Health Risk Assessment Form (online form for students studying within the Institute of Education and Humanities, with the exception of Teacher Education students) and PL1m Student Personal Health Risk Assessment Form (online form for Teacher Education students).
- d) Ensure that Disclosure and Barring Service checks are conducted, where relevant.
- e) Where there are unique learner needs, negotiate reasonable adjustments with the Placement Provider in the case of a student assessed under the Equality Act,



- 2010.
- f) Provide specialist advice and guidance for students with additional support needs.
 - g) Clearly define appropriate points of contact and lines of communication between the University, the Placement Provider and the student. These should include:
 - i. Mechanisms for the Placement Provider to raise concerns or complaints about any aspect of the placement, including an individual student's performance or conduct.
 - ii. University emergency contact details.
 - h) Retain a full and detailed record of each placement.
 - i) Ensure that any concerns, complaints, incidents or breaches of codes of conduct or discipline are dealt with in line with its student-facing policy framework.
 - j) Provide students with appropriate briefing, including health and safety, prior to commencement of any placement.
 - k) Monitor all placement activity, ensuring that milestones are established, maintained and records, and identifying and addressing issues of concern and sharing good practice.
 - l) Ensure that all parties are clear about the arrangements that will be made in the event that a placement terminates prematurely.
 - m) Arrange appropriate opportunities for gathering feedback from students, Placement Providers and Placement Tutors, including suggestions for improvement (see Appendix PL1g Post-placement Review and Feedback).

Students are required to:

Prior to placement: students cannot commence a placement until they have completed all the necessary preparatory work detailed below, and received authorisation from the Placement Coordinator. Students are required to:

- a) Identify a suitable placement (with the exception of students following a professionally accredited programme).
- b) Familiarise themselves with all University and partnership/placement requirements, including health and safety requirements, codes of conduct and, where relevant, employment contracts. This includes the roles and responsibilities of all parties detailed in the PL1c, PL1j Guidance for Student Personal Health Risk Assessment, the PL1h Student Placement Checklist and the PL1i Student Placement Flowchart.
- c) Attend placement preparation briefings, including health and safety. Complete assessment Form (online form PL1l for students with the Institute of Education and Humanities, with the exception of Teacher Education students, or PL1m online form for Teacher Education students, or PL1k for all other students).
- d) Complete a Disclosure and Barring Service (DBS) check, if required. The student will retain the original and submit a copy to the University. The student must make the Placement Provider aware of any issues arising from the DBS check and discuss any convictions with the Placement Coordinator.
- e) Complete the ethics approval processes, where relevant.
- f) Have a dialogue with the Placement Coordinator or Placement Tutor to clarify placement requirements, expected learning outcomes and assessment requirements.
- g) Inform the Placement Coordinator and Placement Provider of any personal



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Placement Provider Information

- factors (e.g. health, disability, linguistic or cultural) that may affect the level of risk, may require adjustments or may affect their ability to study or practice.
- h) Complete the defined placement registration and approval process in full. See Appendix PL1c Student Placement Agreement.
 - i) Confirm acceptance of the arrangements and responsibilities set out in Appendix PL1c Student Placement Agreement.

During the placement the student is required to:

- a) Comply with all placement organisation policies and procedures.
- b) Report to the University any accidents or incidents in which they are involved or any health and safety concerns they have that are not addressed by the Placement Provider, e.g. an appropriate induction and health and safety training is not provided.
- c) Carry out the work programme specified by the Placement Provider under the supervision of the Workplace Supervisor.
- d) Keep a log of hours worked.
- e) Monitor their progress in achieving the identified learning outcomes and discuss these regularly with the Workplace Supervisor and Placement Tutor, as appropriate.
- f) Conduct self in an appropriate manner within the relevant ethical framework, ensuring confidentiality and treating others with respect and dignity.
- g) Act in a professional manner, including notifying the Placement Provider in a timely fashion in the event that they are unable to attend their placement due to illness etc.
- h) Respect any other requirements of the workplace such as dress codes.
- i) Notify their Placement Coordinator or Tutor should any issues of concern arise.
- j) Consult with the Placement Coordinator or Tutor prior to seeking any changes in the terms and duration of the placement.
- k) Complete all relevant academic assessment relating to the placement experience.

Please confirm that you accept the above responsibilities by completing both the PL1A form below and the PL1B Placement Provider Health and Safety Questionnaire to me either by postal mail or email.

If you have any questions or problems, please don't hesitate to get in touch.

Yours faithfully

{insert name of placement provider}

{insert address}

Tel: {insert tel no}

Email: {insert email address}

PLACEMENT PROVIDER AGREEMENT

Placement Organisation:	Garmarthen Youth Project DrMz
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Placement Provider Information

Placement Address:	The Clubhouse, Friars Park , Carmarthen SA31 3AN
Placement Supervisor Name (or other provider contact):	Ash Lewis
Placement Supervisor Role:	Project Lead
Telephone:	01267 222786
E-mail:	office@drnz.co.uk
Student Name(s):	Bethany Sexton
Placement Start Date:	18/11/2023
Placement End Date:	29/02/2024
Normal Working Hours:	Weds to Fri 3 -7.30 Saturday 10 -6
Outline of Placement Activity/Duties (Please attach a job/role outline if available, otherwise please summarise the key duties to be undertaken here):	
Students will have the opportunity to observe our staff delivering youth work to all of our groups including Transitionz (8-10 year olds), YDI (11-25) and LGBTQ+ during their placement. They will assist staff in the preparation and delivery of a variety of youth work sessions including life skill development, volunteering and financial and digital literacy. They will also have the opportunity to work alongside staff to create and deliver their own sessions using our bank of resources responding to the needs of our young people. Students will be encouraged to engage with as many young people as possible, building positive relationships through conversation and activity. They will report any issues and concerns to staff in order to signpost our members to any support that they might need.	

CONFIRMATION

I confirm that I accept the responsibilities as detailed above and am authorised to do so on behalf of the placement provider.

Signed:			
Name:	Alison Harbor		
Position:	Manager	Date:	18/11/2023



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Placement Provider Information

Thank you for completing this form and accepting the responsibilities detailed above.
Please return this form along with PL1b Placement Provider Health and Safety
Questionnaire as soon as possible to the Placement Coordinator (contact details
above).

STUDENT PLACEMENT INDUCTION CHECKLIST

Student Name:	Bethany Sexton
Placement Organisation:	Carmarthen Youth Project
Placement Site Address:	The Clubhouse , Friars Park , Carmarthen SA31 3AN

The Health & Safety topics identified below should be included within the induction that is provided for the student on placement, preferably on their first day.

Health & Safety Induction Areas	YES	NO	N/A
1. Introduction to key staff members and their roles explained	x		
2. Location of welfare facilities (e.g. toilets, kitchen, restroom, showers)	x		
3. Emergency procedures	x		
4. COVID-19 control procedures if in place			x
5. Location of organisation safety policy	x		
6. Location of first aid facilities and contact for first aiders	x		
7. Fire procedures and location of fire-fighting equipment	x		
8. Accident / incident reporting and location of accident book	x		
9. Access to risk assessments covering tasks to be undertaken	x		
10. Location of health and safety information and advice	x		
11. Use/control measures for hazardous substances – if applicable			x
12. Display Screen Equipment procedures – if applicable			x
13. Manual handling procedures – if applicable			x
14. Protective clothing/equipment arrangements – if applicable			x
15. Instruction / training on equipment / machinery – if applicable			x
16. Specific disability related induction issues – if applicable	x		
17. Other issues covered/to be covered please state below:			

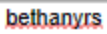
PLACEMENT PROVIDER CONFIRMATION

I confirm that the student has been provided with the induction specified above:

Signed:			
Print Name:	Alison Harbor		
Position:	Manager	Date:	18/11/2023

STUDENT CONFIRMATION

I confirm that I have been provided with an appropriate induction as specified above:

Signed:			
Print Name:	Bethany Rose Sexton		
Position:	Student placement volunteer	Date:	20/03/2024

Please return the completed checklist to the Placement Organiser within one week of the student starting placement.

PLACEMENT COORDINATOR RECEIPT

Signed:	F Chester
Print Name:	Frances Chester
Date of Receipt:	21/03/2024
If further action is <u>required</u> then detail below:	

LEARNING MENTORS 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 an assessment of an observed piece of youth work 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 <u>standard</u> , may demonstrate inappropriate values or lack understanding or attention to detail.	Below 40%

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%
Bethany has shown understanding in the voluntary engagement of young people in a youth work setting. She has been able to work with young people formally in planned sessions as well as joining in on spontaneous sessions in our drop in. Bethany has supported and empowered our young people in participating in a range of sessions such as our climate change workshop.				
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%
Bethany has built her confidence in her placement at DrMz and has been able to run music sessions with the young people supporting and encouraging them to learn new skills.				
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%
Bethany has demonstrated that she can treat all young people fairly in a youth work setting. She has consulted with the young people to have their views heard and gained feedback from them through an evaluation of the climate change workshop.				
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%

Bethany has learnt and built her youth work skills to work as part of a team in a youth work setting. She is able to identify the needs of young people in drop in and support them to participate in activities.

LEARNING MENTOR'S FINAL REPORT (continued)

How has the student developed during the placement?

Initially Bethany lacked in confidence and did not engage with young people in our drop in sessions. After supervision and a management meeting we were able to constructively reflect on this and Bethany was able to turn around her youth work practice and really get involved in the drop in and with young people.

What are your suggestions for further development? What would be your recommendations for the Student's development during the Level 5 placement?

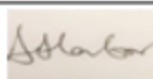
Bethany has all the qualities to become an effective and professional youth worker. She would benefit from more youth work experience and maybe one to one work might help to build her skills and confidence.

What is your feedback on observing the student's planned piece of practice?

Bethany has greatly improved her practice in placement. As mentioned initially she stood back from the young people and was more comfortable talking to students. I was really impressed how professionally Bethany took constructive feedback and how she used it to greatly improve her practice. She started to lead and plan sessions and supported and encouraged young people in several activities provided by external partners.

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
Provisional Grade: 60 %	
Further Comments	

Signed Learning Mentor



Signed Student

Date

01/03/2024

Upon completion a copy of this report should be made available to the student and Visiting Tutor

FIELDWORK SUPERVISORS FINAL REPORT

When considering the level of competence of a student in supervision 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%

FIELDWORK SUPERVISOR'S FINAL REPORT

This section of the report should be completed by the fieldwork supervisor. To complete the report we would like you to use the headings below giving specific examples to support your observations.

<i>How did the student use supervision and respond to feedback?</i>
To begin with Bethany was very quiet and shy and didn't interact with young people very much. At the third supervision we spoke and set up some mini goals within sessions and there was a marked improvement in her involvement after this supervision. We discussed what her interests were and we found out she liked music, I tasked Bethany with creating a small questionnaire so she could interact with multiple young people and she listened to this feedback and since her confidence grew she started independantly interacting with the young people.
<i>To what extent did the student seek challenging situations, and how were these worked with?</i>
At the beginning of the placement there were a lot of nerves and shyness and this did not allow Bethany to begin to build relationships with the young people. Over Christmas she did a music activity in the hall and this was a challenging session, the young people were rowdy, however Bethany kept control of the session and the young people all ended up enjoying the game and taking part. Bethany has been very proactive in reflecting on her practice and i believe with more experience Bethany will be capable of dealing with any situation that arises.
<i>To what extent did the student show enthusiasm and commitment?</i>
Bethany showed great commitment to the placement and was always on time and present, even when she had injured her hand she was still here on placement. Towards the end of the placement I think Bethany started showing us more of her personality and was actively engaging with young people which was great to see.
<i>How well was the student able to relate theory to practice and reflect on their own practice and that of others?</i>
Bethany understands the theory of youth work very well and we looked at all of the key policies linked to practice and have been able to see where the theory is happening. During the supervision sessions we have discussed different aspects and looked at the Future Generations Act and managed to find the local policies in relation to this. I think Bethany understands the theory and needs to continue to demonstrate this within her practice, understanding why we do certain things and how this benefits the young people.

<i>How did the student articulate their own beliefs and values and relate them to the work?</i>

Bethany remained professional and polite throughout her placement but did not really disclose her beliefs and values, I think she worked very well within the values of youth work and included everyone and was very inclusive of all young people. During a session held by an external organization she was asked about how she thought the session went and was able to articulate what went well, what could be better and why it was important to think critically about things.
--

<i>How pro-active was the student in demonstrating anti oppressive beliefs, language, and behaviour?</i>
--

During Bethanys placement I do not believe I saw her
--

<i>In your professional opinion has the student achieved the necessary standards to progress to Level 5?</i>
--

I feel Bethany has definitely achieved the standards, her confidence has grown over the last few months and with more experience I feel her practice will continue to develop. Thank you for your hard work and good luck with your next placement.

<i>Student's Provisional Grade (Please refer to the grading criteria above)</i>

65%

Signed Supervisor A.Lewis

Signed Student

Date 06/03/24

Placement Observation:

This is my placement observation for my Level 4 fieldwork journal. I have been in placement in Dr. Mz – Carmarthen Youth Project from mid-November 2023 to early March 2024. It has been a great experience for me to have worked in a youth centre that is a workplace rather than a volunteer-run project, and these are some of the things that I have observed in my time on placement there.

Firstly, there are many positive aspects about Dr. Mz. The staff make a conscious effort to try and know everyone by name. The building has amazing facilities for the young people to use and provides various opportunities for fun and for development. The set up there is effective in creating an understanding, safe and controlled environment for young people to enjoy. There is a signing in and signing out system, created on Google Forms, which I think is a good idea; in terms of safeguarding, and they have a smiley face system in which the young person picks on a scale from 1 to 5 how they feel when they come in and how they feel when they leave. They also try to be as inclusive as possible, but they do not let others sabotage and intrude on the safe space that they have created; if anyone is being invasive, they deal with it, accordingly, giving them any support they need but making it obvious that the safe space is not to be dismantled.

Sometimes, the drop-ins can feel understaffed. However, it is quite unpredictable and at times, it is because of the volume of young people and other times, it is because of a lack of staff due to unforeseen circumstances. It is not necessarily something to be fixed but rather something I have observed at times. The staff also usually play music through

a Bluetooth speaker which is great, and the young people love it and miss it when it is not there. Occasionally, this has become a concern for me due to the explicit language or due to the nature of the content within the songs. Usually, it is a positive asset, and it is great for young people but again, it is a concern that I have observed on occasion.

The attempted inclusiveness of Dr.Mz is important to their work, including all of their different projects, learning opportunities and opportunities to have fun. The opportunities they offer go some way to teaching their young people basic life skills for the future and giving them the skills to function interdependently, knowing when they need support and knowing when to ask for help. They work to include as many young people as possible while knowing that some need more support and attention than others and they mostly make this work effectively.

The fundraisers and stalls that Dr.Mz run are an excellent opportunity to get involved in the community while teaching young people invaluable life skills, communication, and social skills. The creativity of the fundraisers and stalls, getting the young people involved, is important in the running of Dr.Mz and gives the young people something to feel responsibility for and to feel proud of. Some of the young people also get opportunities to volunteer at the drop-ins and in the Transitionz project and this is important as they give young people the opportunity to get the feel for a workplace and it gives the opportunity to learn and gain new skills that could help them earn employment in the future.

It is obvious while being in the building that young people's mental health and wellbeing are particularly important to the project and the staff. The staff and volunteers are trained to be open and welcoming, so that if a young person has a problem, they know there is someone that they can go to. Especially with the staff, each young person had an adult that could relate to them and that they would go to the most. This shows a positive aspect of maintaining relationships between a young person and a trusted adult as mentioned in the National Occupational Standards for Youth Work (CLD Standards Council Scotland, 2019).

Dr.Mz works with multiple other businesses, and they support each other, such as foodbanks, Towy Community Church, Overhang Climbing Centre, Queen Elizabeth High, and Marks & Spencer, among many others. This also makes it easier for Dr.Mz to be able to signpost young people if they need more help than Dr.Mz is able to give.

In conclusion, Dr. Mz gives the young people that attend their projects great opportunities and learning experiences that will help the development of their basic life skills and how to deal with their physical, mental, emotional, and spiritual health as well as growing and challenging the young people's values and beliefs, helping them learn why they believe and value certain things and enabling them to learn how to build and maintain strong, meaningful and trusting relationships with others. These elements of Dr.Mz meet at least four of both the "Five Ways to Wellbeing" (NHS,2022) and the Five Pillars of Youth Work (Youth Work Wales Review Group, 2022).

Reference List:

NHS, 2022, *Five Ways to Mental Wellbeing*, National Health Service

Youth Work Wales Review Group, 2022, *Youth Work in Wales: Principles and Purposes*, Education Workforce Council

Community Profile:

This is a community profile based on Carmarthen Town, Carmarthenshire. Firstly, there are many definitions of a community profile. However, Hawtin et al (1994, pg.5) described a community profile as

“a comprehensive description of the needs of a population that is defined, or defines itself, as a community, and the resources that exist within that community, carried out with the active involvement of the community itself, for the purpose of developing an action plan or other means of improving the quality of life in the community” (Hawtin et al, 1994, pg.5).

whilst Twelvetrees (1994) argues that the

“purpose of a community profile is first, to gather information about the needs of a locality and the potential for action and second, to provide the basis for an analysis of possible alternative courses of action from which to choose priorities” (Twelvetrees, 1994)

Now, Carmarthen is the oldest town in Wales and has a vast variety of natural environments; for example, coastal sand dunes, estuaries, uplands, and wooded valleys.

According to the Office of National Statistics Census 2021, the population of Carmarthen is about 14,600. They also estimate that 18.1% of the population are aged between 10 and 24, which equals approximately 2,628 people. Of people not in employment, there were 11.4% who had worked in the last 12 months, 66.1% who had not worked in the last 12 months and 22.5% who had never worked; also taking into consideration the effects and impact of COVID-19. In terms of the Welsh Language, there were 12.8% that could only understand spoken Welsh, 37% who could speak, read, or write Welsh and 50.2% who had no skills in Welsh. 65.8% of the population cannot speak Welsh and therefore 34.2% can speak Welsh (Census, 2021).

Although not all are accessible to every young person, there are many resources and support for young people in Carmarthen Town, as will be shown in this paragraph.

Dr.Mz has a range of different projects, and their aim is to give young people a safe place to go and seeking to equip young people and their families and communities with the skills for life going forward and to develop the young people into well-functioning, resilient adults. Youth Support in Carmarthenshire County Council works with young people, ages 11-25, providing numerous opportunities in education, training, and employment, making them more accessible to young people while putting the right sources of support in place. PAPYRUS Prevention of Young Suicide; are a UK wide charity, dedicated to trying to prevent suicides and promoting positive mental health and emotional well-being in young people. Dyfed Drug and Alcohol Service is an integrated Barod led service, supported by Kaleidoscope and G4S. They support service users, individuals or ones concerned for a loved one, who have drug and/or alcohol problems, providing many essential services, including 1 to 1 treatment. Barod also provide a range of opportunities for training and resources, alongside campaigns and other services they provide. Youth Support with Carmarthen Family Information Service brings youth work and youth justice together to provide youth support services across Carmarthenshire. They provide a range of support between Open Access and Specialised support to young people between the ages of 8-25, supporting them to reach their full personal, social, and educational potential, delivering their services in both English and Welsh. Mind is a charity that works with young people 11-18, who

struggle with mild to severe mental health problems, providing support for all young people that they can. There are also sports and other extra-curricular clubs such as; Carmarthen Town AFC, Carmarthen Quins RFC, Carmarthen Athletic RFC, Carmarthenshire Young Farmers Club, and Girlguiding/Scouts. These clubs all cost, are not local enough or accessible for everyone and they are sometimes a struggle to register with. However, these types of extra-curricular clubs can be greatly beneficial to a young person due to the space to have fun, be inclusive and build relationships with peers and trusted adults (coaches, tutors, leaders, etc).

To find out more about the area, I could get young people to participate in questionnaires, 'treasure hunts,' and some competitive ideas. The treasure hunt idea would include the young people going out and bringing maps, pictures, videos, etc, of their favourite and least favourite places to hang out, their favourite and least favourite places to eat, their nearest convenience shop and/or supermarket, their nearest medical facility, their nearest parks, nearest leisure facilities, for example. I could also engage young people in such activities as focus groups to find out what the most important issues are to the young people of the area; aiming to work with them and for them to create an action plan to improve the quality of life for the young people and create a safe space for them to be involved in their community. It is important as a youth worker to be an advocate and mediator for young people. Through these activities, a youth worker can begin to build meaningful relationships, as mentioned in the National Occupational Standards for Youth Work (CLD Standards Council Scotland, 2019) with

young people and gain knowledge of the area they are working in, especially from the young people living there.

According to Payne and Payne (2004), there are three types of profiling; rapid appraisal, priority searching and compass. According to Beebe (1995, page 42), 'rapid appraisal is an approach for developing a preliminary, qualitative understanding of a situation'.

Priority Searching is a type of profiling, where the primary means of data collection is a focus group discussion. Compass profiling is a 400-item questionnaire which respondents can add their own questions to; this method would be the least efficient when working with young people. Using a participatory rapid appraisal method, we can discover and identify unmet needs and their solutions through radical community profiling.

In conclusion, this community profile has shown that the town of Carmarthen has resources, tools, and support for young people and how it would possibly be best to interact with young people and get to know the area from their perspective and what they believe they need more or less of in their area.

Reference List:

Beebe, J. (Spring 1995), pp. 42-51, *Basic Concepts and Techniques of Rapid Appraisal*, Vol. 54, No. 1, Human Organisation

CLD Standards Council Scotland, 2019, *National Occupational Standards for Youth Work*, CLD Standards Council Scotland.

Hawtin, M et al, (1994, pg.5), *Community profiling: A Practical Guide*, Open University Press.

Office for National Statistics Census, 2021, *Build a Custom Area Profile*, Office for National Statistics.

Payne, G, Payne, J. (2004) *Key Concepts in Social Research*, SAGE Publications Ltd.

Twelvetrees, A.C. (1991, pg.23), *Community Work*, Macmillan Education.

Personal Development Plan

For completion by the student after consultation with the Learning Mentor and Practicum Supervisor at the outset of the Placement.

Student: Bethany Rose Sexton
Learning Mentor: Alison Harbor
Placement: Dr. Mz – Carmarthen Youth Project
Date: 11/12/2023

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 (CLD Standards Council Scotland, 2019) and the Youth Work in Wales: Principles and Purposes Document (YWWRG, 2018).

Learning Mentor's opening comments about the placement – exactly what type of work will the placement involve?
Students will have the opportunity to observe our staff delivering youth work to all of our groups including Transitionz (8-10 year olds), YDI (11-25) and LGBTQ+ during their placement. They will assist staff in the preparation and delivery of a variety of youth work sessions including life skill development, volunteering and financial and digital literacy. They will also have the opportunity to work alongside staff to create and deliver their own sessions using our bank of resources responding to the needs of our young people.

Students will be encouraged to engage with as many young people as possible, building positive relationships through conversation and activity. They will report any issues and concerns to staff in order to signpost our members to any support that they might need.

Student's initial comments about the placement

I am looking forward to placement in Dr. Mz and learning more about Youth Work in Practice. I hope it will improve my confidence, communication skills and leadership skills. I am excited to volunteer somewhere new and to observe how things are done in a different environment to where I have volunteered before. I would love to get stuck in and really learn how to work with young people in a work environment, rather than completely volunteer-led youth work which I already have a fair amount of experience in.

	1. Work in accordance with the 5 pillars of Principles and Purposes of Youth Work in Wales (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?	The two pillars of youth work I probably need to work on most are educative and empowering. Firstly, I need to learn how to make sure that my practice is educative in some way, especially if I am leading an activity. I also need to learn the bigger picture of incorporating empowerment into practice, what that means and how it can be done effectively.	I need to learn how to create a safe and inclusive space for young people to be able to <u>share on</u> these topics and know that they are listened to. Then I need to learn how to most effectively put the most prominent issues and concerns on these aspects from young people to test and to improve their experiences and views of them.	How to promote young people's wellbeing in a confident, non-invasive and positive way. I also need to learn how to discourage and deal with exclusive ~~behaviour~~ and inequality between <u>the young people</u> .	I need to learn how to effectively communicate with young people and colleagues as my social and communication skills are a <u>significant</u> <u>weakness</u> of mine. This will improve how I work with young people and colleagues and how I cope with teamwork.	I need to learn to be <u>up-to-date</u> with strategies and policies to begin with, making sure I know all of the relevant information. Then I need to develop and grow in putting the theory of these important documents into practice.	I need to develop my leadership skills. Building my confidence and learning how to be assertive will help this. I tend to shy away from leadership <u>roles</u> and I need to learn how to confidently step up if and when needed.

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Activities you will learn from (how will you learn, what will you learn)	I think observing other more experienced youth workers will help me a lot in learning how to incorporate the pillars of youth work into my practice. I also think when I am in practice, especially when leading an activity, I can use my strengths in the other pillars to strengthen my abilities in the ones I need to work on most.	Find activities where they can share, possibly anonymously if they want to, anything and everything without pressure, and then <u>creating</u> and possibly <u>initiating</u> ideas on how to improve their experiences or how to help them deal with things.	Being around the young people and learning what their struggles, issues, interests, likes and dislikes, <u>etc.</u> will help me this way. It could also be a chance to create ways to politely and respectfully challenge unequal and exclusive ~~behaviour~~ .	Joining in with activities and learning how others communicate will help me to communicate better. This could be in activities as small as making and holding a conversation with a young person.	Asking other more experienced and qualified youth workers could help me in this <u>aspect</u> . Observing how they put their knowledge into practice would also be a good idea, so that I can create a comfortable space within myself to know how to put the theory into practice and to know that I can.	Leading more activities and challenging myself to come out of my comfort zone more will help in these skills. Being assertive when leading activities will also come with time, practice and experience. Leading various types of activities may help as well.
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Student Bethany Sexton

Supervisor Ash Lewis

Date 01/02/2024

DR.MZ - Carmarthen Youth Project



Projects at Dr.MZ:

- Youth Drop in
- Cafe
- Digital and Financial Literacy
- LGBTQ+
- Life Skills Resilience
- Transitionz
- Home Education
- Provisions for QE High
- Free meal Fridays
- Stop Motion Animation
- Informative Workshops
- Drama & Expressive Arts Sessions
- The Green Experience

History of Dr.MZ: Beginning in 1997, the young people chose the name Dr.MZ to commemorate Dr. Margaret Evans, local GP and Councillor, whose vision, enthusiasm and selfless efforts inspired Dr.Mz as a project. In 1997 alone, over 100 young people ages 11-25, came through the doors. Young people met together, drank coffee, went ice skating, took part in the Christmas carnival, cooked Christmas dinners, volunteered, raised money and had fun! They continue this legacy to this day and endeavour to do so in the future.

Self-Evaluation:

This is my self-evaluation for my Level 4 fieldwork journal. It is important as practitioners to be self-aware as it enables us to self-evaluate one's practice as well as being able to effectively and academically reflect on the practicalities, logistics and theory of practice. It is important as youth work practitioners to be aware of your strengths and weaknesses; this can enable you to use the strengths to your advantage and know what you can bring to a team of practitioners.

There are some strengths that I have in practice. One of which is creativity as I come from an expressive arts background, mostly music and theatre. I also love arts and crafts which can sometimes be a useful tool to draw young people to youth workers. Creativity is important in youth work practice as it is key to facilitating expressive activities and opportunities as one of the Five Pillars of Youth Work (Youth Work Wales Review Group, 2022). My age can also sometimes be a strength as being eighteen enables me to understand the school environment as I have recently left my former school's sixth form and the difficulties they can face; however, this can also be a disadvantage in practice as in previous practice, young people have seen me more as a friend than a youth worker, especially if the young person has siblings around my age or if the young person is only slightly younger than me.

However, I also have some weaknesses and development points that I can improve upon in my practice. My first weakness is my leadership skills – I tend to be extremely anxious when needing to use these skills in practice and I struggle being assertive with the young people, in terms of being firm to be kind. Leadership skills are important in

youth work practice to keep young people safe and having fun. I also need to improve my communication skills with young people in practice; overall, my communication skills are mostly competent but when communicating with young people in practice, my communication tends to lack eloquence. I have certain strengths and I can communicate, but my confidence and the effectiveness of my communication can sometimes fall short due to my struggles with social anxiety. Communication is important in youth work practice as it is vital to work in a team with colleagues and communicate clearly with young people. My third point of improvement covers the first two and many other aspects of practice which are confidence and my nervousness, stress, and anxiety. My instinctual reaction to most situations is stress or anxiety and this is a large part of my lack of confidence, especially in practice. Having confidence in practice is essential as in the unpredictable nature of youth work, a youth worker may need to make quick decisions and second-guessing oneself does not make this any more effective or efficient.

One challenge I have had is with one other volunteer on placement. Every time I have tried to communicate with a young person or tried to facilitate any spontaneous games/activities, the volunteer has overpowered me and taken over. I know part of the problem is my confidence and my lack of confidence concerning my current ability to stand up and set my professional boundaries, especially in terms of the chain of command and/or authority. However, I have had help from some older friends who are students, who have given and continue to give me advice on how to do this politely and effectively.

Another challenge I have faced on placement is my confidence and my lack of self-confidence at times has led to a few shortcomings in my practice which has been discussed with my supervisor and learning mentor. Additionally, to pick up on a couple of points from my supervisor's report; in practice, I need to be more pro-active in disclosing my beliefs and values when working with young people, and I need to be more pro-active in acting against oppressive and discriminative behaviours. In this placement, I do not believe that I had the opportunity to disclose my beliefs and values, although I do think that they come through in my practice through my actions and behaviours mostly. I also wanted to be careful when it came to disclosing anything personal and keeping the relationships professional from all angles. I have no issue with disclosing my beliefs and values, but I am aware of professional boundaries in that area, and I do not think that it was necessarily needed at any point during this placement. I also believe that I did not have the opportunity to be proactive against any oppressive or discriminative behaviour as any I did see was immediately dealt with by someone with more authority because it is a serious issue. Any comments or actions from the young people that I heard that could have deemed as oppressive and discriminatory, I did warn a few young people that these types of behaviours were not acceptable, even if they were meant to be in a joking or jestering manner.

In conclusion, I know that there have been various shortcomings of my practice disclosed to me by my superiors; some of which I was already aware and some which were new in this context. However, I believe that there are some positive aspects and that I have made significant progress in my youth work practice.

Reference List:

Youth Work Wales Review Group, (2022), *Youth Work In Wales: Principles and Purposes*, Education Workforce Council.



RISK ASSESSMENT FOR:					
Establishment: Dr ~~Mz~~ Carmarthen		Assessment by:		Date of trip:	
1 st Review Date Due:		Manager Approval:		Date:	
Risk And risk rating VH/H/M/L	Who is at Risk?	How can the hazards cause harm?	Normal Control Measures	Are Normal Control Measures Y/N/NA	
				In Place	Action required
Travelling by bus M	All – staff, volunteers, young people	- Roads can be dangerous - Vehicles can cause damage	- Insurance and all the right documents and paperwork are in place with organisation and bus company/driver. - Seatbelts should be on and checked before leaving to go anywhere.		
Poor behaviour M	All – young people, staff and volunteers	If behaviour becomes violent or abusive to others.	Warning and safety talk before leaving. Anything that comes up en-route should be dealt with accordingly with warnings or consequences.		
Bus <u>break</u> down L	All – young people, staff and volunteers	All standing on the side of the road.	Make sure everyone is accounted for and put precautions in place, so that all responsible adults know their roles in this situation.		

Young person shares that they are going to hurt themselves or someone else. M	All – young people, staff and <u>volunteers</u>	If they show dangerous or violent behaviour towards others.	Make sure all responsible adults know what to do and how to handle the young person in question in this situation. Make sure that all responsible adults can keep the other young people safe and calm.		
Stopping at a service station	All – young people, staff and volunteers	Service stations are full of people.	Make sure all young people always stay in groups of at least two or three (maybe more) with a set time to meet back at the bus or with adults.		
Staying at the Pride youth games accommodation	All – young people, staff and volunteers	Mostly unknown people and unfamiliar surrounding s.	A responsible adult should have the role of making sure that there is a register of young people who are on the trip and making sure that everyone is accounted for. (e.g. safeguarding lead)		
Walking around the campus	All – young people, staff and volunteers	Mostly unknown people and unfamiliar surrounding s.	A responsible adult should have the role of making sure that everyone is accounted for (e.g. safeguarding lead) and trying to check in with all, especially the young people.		
Eating in a canteen	All – young people, staff and volunteers	Mostly unknown people and unfamiliar surrounding s. Also choking hazards.	Making sure everyone is accounted for and everyone has eaten during the day as health is paramount. All staff and volunteers should also know procedures in the case that a young person starts to choke.		

Activities during the weekend	- All – young people staff and volunteers	- Injury on land (e.g. concussion s, breaks, sprains, etc), or other injuries/fatal ities if water-based activities are involved (e.g. drowning).	Make sure that there are safety procedures and precautions in place for all and any eventualities. All staff and volunteers should know what to do in any situations and ideally there should be a first aider in the team.		
Young person with additional needs	- Young person with additional needs	- Illness or injury could cause issue or behavioural issues may become dangerous depending on the activity.	A responsible adult should have the role of assessing the young person's needs and the possible necessity for a one-to-one support for the duration of the trip. It is vital to make sure that the right support is in place and all safeguarding areas are covered and procedure in place.		
Additional Control Measures <i>(to take account of local/individual circumstances including changes such as working practices, equipment, staffing levels).</i>		Action by Whom <i>(list the name of the person/people who have been designated to conduct actions)</i>	Action by When <i>(set timescales for the completion of the actions – remember to prioritise them)</i>	Action Completed <i>(record the actual date of completion for each action listed)</i>	Residual Risk Rating



RISK ASSESSMENT FOR:					
Establishment: Dr Mz Camarthen		Assessment by:		Date of trip:	
1 st Review Date Due:		Manager Approval:		Date:	
Risk And risk rating V/H/M/L	Who is at Risk?	How can the hazards cause harm?	Normal Control Measures	Are Normal Control Measures Y/N/NA	
				In Place	Action required
Musical equipment M	All - young people, staff and volunteers	Wires and cables to amps, mics, etc, are trip hazards. Equipment could cause concern/injury with violent behaviour.	Rules are set out to start about how to use and behave with the equipment. The wires and cables should be out of the way if possible, if not possible, make sure that everyone is made aware of them.		
Unacceptable behaviour with and around musical equipment and others M	All - young people, staff and volunteers	Injury caused by young person to others. Damage to musical equipment could cause further injury.	Reasonable warnings and consequences should be set out and everyone should have an awareness of them. If a young person becomes particularly violent or showing unacceptable behaviours, it may be necessary to ask them to leave the room or to sit out for a while.		

			The instruments should not be used as media to harm others as things like drumsticks, woodblocks, metal attachments could be used to hurt others. They should not be allowed to weaponize the equipment.		
Electrical equipment (e.g. microphones, amps, keyboards, etc.) M / H	All - young people, staff and volunteers	Liquids/drinks around electrical equipment could cause harm. Electrical equipment is not always reliable and could cause harm, especially if misused.	Liquids like drinks should be kept away from electrical equipment as much as possible. Any spillages around said equipment should be handled accordingly and all staff and volunteers should be briefed and know how to handle faulty or damaged electrical equipment and protocol to move the young people out of the way of harm as quickly as possible. Young people should also be briefed and warned about how to use such equipment and how liquids, foodstuffs or similar substances should be kept away. Electrical shocks are dangerous.		
Tight spaces and trip hazards M	All - involved	If appropriate distance is not kept, then injury could occur.	Trip hazards become more dangerous with less visibility and equipment or people could become harmful if not properly supervised while performing the activity. The stage space and the step up could present danger if too many people are present and not spaced out enough.		

Supervision Recording Format

Supervision Recording
Date: 30/11/2023
Time: 2pm-3pm
People Present: Ash Lewis (supervisor), Bethany Sexton (supervisee)
Duration of the Meeting: 1 hour
AGENDA/DISCUSSION POINTS:
1. Check in 2. Supervision Contract 3. Supervision recording 4. Reflective accounts 5. Plan an activity
NOTES/ACTION OF EACH ITEM:
1. This will be about personal well-being and how I am doing both in general and in university. 2. We completed the supervision contract and finalised dates for the next 5 supervisions. 3. We went through how to complete supervision recording format. 4. We talked about setting small goals each session to communicate with individual young people, spoke about also giving it time and not being so hard on myself in this sense. 5. We discussed planning a musical activity for the young people for the 14th of December.
PROBLEMS ENCOUNTERED:
N/A
REFLECTION ANALYSIS AND LEARNING: Links between theory and practice can be made here and referenced in the usual way. Also, reflection on effectiveness of supervision.
This is the initial supervision, therefore policies were not spoken about much as I have only done two sessions so far and I am still settling in. This will be further discussed in future supervisions.
QUESTIONS ARISING:
We will address my Personal Development Plan in the next supervision.
Date of Next Meeting: 14/12/2023
Signed:
STUDENT: Bethany Sexton
SUPERVISOR: Ash Lewis

Supervision Recording Format

Supervision Recording
Date: 16/12/2023
Time: 2pm-3pm
People Present: Ash Lewis (supervisor), Bethany Sexton (supervisee)
Duration of the Meeting: 1 hour
AGENDA/DISCUSSION POINTS:
1. Check in 2. Reflection 3. Activity Feedback 4. Conversation about course work
NOTES/ACTION OF EACH ITEM:
1. All good, a little stressed about upcoming assignment, but enjoying placement. 2. We discussed my reflection and feelings. Ash explained the young person's behaviour and the changes that caused the situation. We talked about the importance of self-awareness. 3. I held a Christmas music quiz. They seemed to engage and have fun. Considering more musical sessions in the new year. 4. Action - Send Ash my Community Profile. Sort out PDP.
PROBLEMS ENCOUNTERED:
N/A
REFLECTION ANALYSIS AND LEARNING: Links between theory and practice can be made here and referenced in the usual way. Also, reflection on effectiveness of supervision.
Building and maintaining relationships with the young people – NOS
QUESTIONS ARISING:
Trying new models of reflection.
Date of Next Meeting: 11/01/2024
Signed:
STUDENT: Bethany Sexton
SUPERVISOR: Ash Lewis

Supervision Recording Format

Supervision Recording
Date: 11/01/2024
Time: 2pm-3pm
People Present: Ash Lewis (supervisor), Bethany Sexton (supervisee)
Duration of the Meeting: 1 hour
AGENDA/DISCUSSION POINTS:
1. Check in 2. Coursework 3. Risk Assessment 4. Activity
NOTES/ACTION OF EACH ITEM:
1. Good, but stressed about some work and some home things. 2. We looked at my portfolio; looked at community profile and Ash gave some advice and tips. I'm still working on the Personal Development Plan and will endeavour to get it done asap. 3. I need to find out whether I need the risk assessment in the portfolio and what exactly goes into the portfolio and how. 4. I will plan another musical activity to facilitate the young people to share their enthusiasm as was shown in the last activity I led. Action - Next time, I will have two reflections ready, and practice will be discussed in more detail.
PROBLEMS ENCOUNTERED:
N/A
REFLECTION ANALYSIS AND LEARNING: Links between theory and practice can be made here and referenced in the usual way. Also, reflection on effectiveness of supervision.
I have not been in placement since Christmas, so did not discuss policy or theory
QUESTIONS ARISING:
N/A
Date of Next Meeting: 25/01/2024
Signed:
STUDENT: Bethany Sexton
SUPERVISOR: Ash Lewis

Supervision Recording Format

Supervision Recording
Date: 01/02/2024
Time: 2pm-3pm
People Present: Ash Lewis (supervisor), Bethany Sexton (supervisee)
Duration of the Meeting: 1 hour
AGENDA/DISCUSSION POINTS:
1. Check in 2. Personal Development Plan 3. Risk Assessment 4. Practice/Theory
NOTES/ACTION OF EACH ITEM:
1. Good, the course is going well, and placement is going well, right hand is painful but all good. 2. Ash said that it is good, I will work on the point about challenging myself and communicate better in practice. 3. Good example, I need to re-do for an activity I am familiar with. 4. I should challenge myself to communicate and interact with young people to meet youth work theory in practice.
PROBLEMS ENCOUNTERED:
N/A
REFLECTION ANALYSIS AND LEARNING: Links between theory and practice can be made here and referenced in the usual way. Also, reflection on effectiveness of supervision.
Building relationships, earning trust; NOS, Principles and Purposes. Risk Assessment and Community Profile – Wellbeing Future Generations. Safeguarding – extra training. Read more.
QUESTIONS ARISING:
Dates for half term = 15th Feb – 12 – 6
Date of Next Meeting: 15/02/2024
Signed:
STUDENT: Bethany Sexton
SUPERVISOR: Ash Lewis

Supervision Recording Format

Supervision Recording
Date: 15/02/2024
Time: 11am-12pm
People Present: Ash Lewis (supervisor), Bethany Sexton (supervisee)
Duration of the Meeting: 1 hour
AGENDA/DISCUSSION POINTS:
1. Check in 2. Activity 3. Risk Assessment
NOTES/ACTION OF EACH ITEM:
1. Good, preparing for seminar and end of placement 2. 24th for gift boxes for Mother's Day – origami activity that I am leading. 3. Ash said that there is not much more to add, apart from the instruments being used to hurt others.
PROBLEMS ENCOUNTERED:
N/A
REFLECTION ANALYSIS AND LEARNING: Links between theory and practice can be made here and referenced in the usual way. Also, reflection on effectiveness of supervision.
Building relationships with young people, offering activities for them to engage with - NOS
QUESTIONS ARISING:
N/A
Date of Next Meeting: 29/02/2024
Signed:
STUDENT: Bethany Sexton
SUPERVISOR: Ash Lewis

Supervision Recording Format

Supervision Recording
Date: 29/02/2024
Time: 2pm-3pm
People Present: Ash Lewis (supervisor), Bethany Sexton (supervisee)
Duration of the Meeting: 1 hour
AGENDA/DISCUSSION POINTS:
1. Check in 2. Three Way Meeting 3. Next Placement 4. Gift boxes activity 5. Conversation about risk assessment and preferences to sessions
NOTES/ACTION OF EACH ITEM:
1. Doing well, both in general and in university and placement 2. Check in with Ali about dates and continued contact with Fran 3. Advised to think about what I want to do next year and begin to get it in motion. 4. Gift boxes – reflected. It went well, gained interest, and made chatterboxes as per request from a young person. 5. Send over risk assessment and spoke about busy vs quiet sessions, etc.
PROBLEMS ENCOUNTERED:
N/A
REFLECTION ANALYSIS AND LEARNING: Links between theory and practice can be made here and referenced in the usual way. Also, reflection on effectiveness of supervision.
Building relationships, communication, commitment – NOS, Extending Entitlement
QUESTIONS ARISING:
N/A
Date of Next Meeting: N/A
Signed:
STUDENT: Bethany Sexton
SUPERVISOR: Ash Lewis

18/11-02/12/2023 - The first few sessions of my placement have been really enjoyable. The numbers of young people tend to vary quite a lot depending on the day and what is happening in the local area. For example, it was fairly quiet around the Christmas light celebrations. I feel like I have settled in well, however, I do struggle with communicating and chatting with the young people. I know I need to improve in this area, but I do feel as if I am making small steps of progress. I met another university student from 3rd year on a different course and that also helped me feel more comfortable, especially on my first drop-in. A couple of sessions in, we did a lantern walk in the town with the community and that was great. It also showed me that I am slowly making steps towards being able to communicate better with the young people as a couple of them came and walked beside me and I made sure they were ok as there were a lot of people, and it was cold. Another method of communication with the young people is playing pool with them and that was comfortable for me, while getting to know them a bit. I struggle with stress and anxiety, but it is good at placement because even though it's unpredictable at times, I do not get too overwhelmed.

07-12-2023 - We had a good session again and it was mostly enjoyable. I joined in with a game of Game of Life, which caused some frustration among the young people and some of the workers. However, it enabled me to communicate and help some young people while playing the game together. I also joined in with the pool tournament, which was fun and again, gave me a chance to communicate with some young people. I felt a little anxious at some of the frustration, but I do feel that I am very gradually becoming more and more confident among the young people. I still have anxious moments, however, they are getting better, and I feel mostly comfortable in the environment. I think the session went well overall. The Game of Life board game may have created more distress than needed but it was handled

calmly, and no-one got physically hurt. I think it was successful overall and I think I made more progress with communicating with the young people. I think it's great to encourage healthy competitiveness in the young people (pool tournament) but to address the unhealthy competitiveness, if necessary, when it gets too much (Game of Life). The voluntary choice was utilised by the young people, and they felt comfortable to say when they did not want to participate anymore; it is important that their voices are heard and respected and that they are not pushed too far. In conclusion, it was another good session and most seemed to enjoy themselves. Challenges on behaviour of the young people were posed when necessary and they were encouraged to participate with some fun, group competitiveness; which I think is necessary to learn about and learn to control as a young person. Next time, I am going to continue working on gradually lessening my anxious moments and getting more and more confident and communicative with the young people I am practicing with.

14-12-2023 – This session was great, and it was an important learning experience for me. I led a musical Christmas quiz for some of the young people and the young people seemed to enjoy it. They had a lot of fun, and it showed their engagement with me, which was extremely encouraging. I feel that when I explain something, I tend to ramble but from observations, it seemed to make sense to everyone involved. After leading my activity, the young people started to play on the instruments (keyboard, drum kit, guitars) that are provided in the hall and it was really exciting to see their enthusiasm, especially as someone who relied on music as an escape growing up. I enjoyed sharing music with the young people and I think I may look for more opportunities to facilitate that. I was pleasantly surprised at the session as I did not struggle as much as I usually do with my nerves, and I felt fairly comfortable leading the activity. I learned that I need to be more confident and more assertive when leading an activity but this experience definitely gave me a confidence boost. Next time, I may need to plan out how I will explain an activity to the young people, just for me to feel that I am making sense and not rambling. Overall, it was a good learning experience in practice.

11/01/2024 - It was a fairly good session, quite quiet though. I coloured for a lot of the time and joined in with killer pool, Mario Kart and Just Dance. It was enjoyable and a nice way to get the majority of the young people there involved. I still feel like I need to make more progress with communicating with the young people and I am hoping it will come more naturally, once I've settled back in after Christmas. The enthusiasm in the young people playing with Just Dance was really insightful to see, enjoying some fun facilitated by music. Playing four player Mario Kart was a good way to communicate with a couple of the young people, even though I am terrible at Mario Kart, it was a talking point and created a comfortable space for the game to happen and communicate well with each other. Next time, I need to take more steps to communicate with the young people and to really join in with what they like to do and are interested in. Being a quiet session, it felt like there wasn't much to do but sitting at the big table gave the young people a chance to join us and chat if they wanted to. I need to take more initiative in working with the young people, rather than just observing and being there.

13/01/2024 - The session went well, and it started off quiet but became quite busy. I spent a lot of time colouring again, which was relaxing, and sat at the big table, it let the young people come and join, which some did. I also went to Lidl with Ash and three of the young people, which was a different experience of placement, and it was good to get to practice in a different scenery. It was a great time and I think I'm still taking small steps to communicate better with the young people, although I do think I need to take more initiative with it. I think as I take on planning a new musical activity; through

facilitating that, I will have a more focused opportunity to communicate with the young people, especially as music is a specialist area for me. I am excited to see what reaction the young people have to another music activity, and it will be insightful to see them hopefully having fun and showing their enthusiasm for something that's possibly quite different to usual. I also need to keep looking for small stepping stones to building up my confidence in practice. One of my goals in the near future is to initiate some conversation and hold a conversation, even if it's general 'small talk' as that is something I struggle with feeling anxious about.

27/01/2024: Today was quite busy. There was a lot going on, but it was a good session. Everyone did their own thing and they seemed to enjoy it. Some planned out games or activities may be a good idea going forward for the busy times, even just for half an hour or an hour. I sat around the big table for a lot of the time and coloured and did some creative things. I did have a conversation with a young person about learning guitar and music as I love music and I managed to comfortably hold it up for a while, letting the young person share as they wanted. I also intentionally tried small talk with another young person, again letting them share what they wanted. I felt like I had made some progress in my communication with the young people today. I need more confidence to talk to some of them, however I think taking the small steps towards the bigger goal is gradually working. I think I am taking positive steps forward in my practice with the young people and I am starting to see some of the things about practice we talked about in lectures actually materialise in my practice at times. I am also encouraged by the young people feeling comfortable to just sit with me and colour or whatever we were doing. My efforts to develop and understand my practice more are starting to pay off and it is helping me to be more intentional and think more about what I do.

Appendices:

Placement Log of Hours

Face to Face:

18/11/2023 - 4.5 hours
23/11/2023 - 4 hours
30/11/2023 - 4 hours
02/12/2023 - 4 hours
07/12/2023 - 4 hours
09/12/2023 - 4 hours
14/12/2023 - 4 hours
16/12/2023 - 4 hours
20/12/2023 - 3.5 hours

11/01/2024 - 4 hours
13/01/2024 - 4 hours
18/01/2024 - 4 hours
20/01/2024 - 4 hours
27/01/2024 - 6 hours
01/02/2024 - 4 hours
03/02/2024 - 4 hours
08/02/2024 - 4 hours
10/02/2023 - 4 hours
15/02/2024 - 6 hours
17/02/2024 - 4 hours
22/02/2024 - 4 hours
24/02/2024 - 4 hours
29/02/2024 - 4 hours
02/03/2024 - 4 hours

Total = 100 hours

Non-face to face:

Date	Activity	Time
08/11/2023	Induction at Dr.Mz	2 hours
24/11/2023	Reflection	1 hour
30/11/2023	Supervision 1	1 hour
30/10 - 04/11/2023	Community Profile	4 hours
07/12/2023	Lunch and learn masterclass	1 hour
07/12/2023	Reflection	30 minutes
12/12/2023	Planning for Christmas activity	1 hour
16/12/2023	Supervision 2	1 hour
09/01/2024	Reflection	1 hour
11/01/2024	Supervision 3	1 hour
11/01/2024	Reflection	30 minutes
16/01/2024	Reflection	30 minutes
18/01/2024	Catch Up with Darrel	1 hour
23/01/2024	Employability fair	2 hours
24/01/2024	Safeguarding Level 3	5 hours 30 minutes
24/01/2024	LinkedIn Profile	30 minutes
25/01/2024	Dr. John Rose and Dr. Howard Williamson Lecture + travel	5 hours
26/01/2024	Personal Development Plan	1 hour
26/01/2024	Networking	40 minutes
27/01/2024	Reflection	20 minutes
29/01/2024	Work on portfolio	1 hour and 20 minutes
30/01/2024	Portfolio	20 minutes
01/02/2024	Supervision 4	1 hour
05/02/2024	Activity preparation	1 hour and 20 minutes
	Portfolio	20 minutes
	Consultation preparation	20 minutes
	Reading	40 minutes
06/02/2024	Activity preparation	2 hours and 30 minutes
	Portfolio	20 minutes
	Risk assessment	20 minutes
07/02/2024	Future activity planning	50 minutes
15/02/2024	Supervision 5	1 hour
16/02/2024	Portfolio	20 minutes
29/02/2024	Supervision 6	1 hour

05/03/2024	Placement Progression meeting	20 minutes
09/03/2024	Infosheet	40 minutes
07/03-09/03/2024	Portfolio	2 hours
11/03/2024	Log of hours	50 minutes
08/11/2023-02/03/2024	Travelling (approximately 25 minutes each way)	20 hours 50 minutes
22/01-16/02/2024	Welsh in the Workplace course	5 hours
04/10-26/10/2023	Fieldwork lectures	28 hours
18/03-20/03/2024	Portfolio work	4 hours

Total = 101 hours 10 minutes