

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 standard, 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%
Rachael exceeded all expectations with her work in relation to the Five Pillars. Please see further detail below: - Educative: In each session Rachael led she explained in detail, in an appropriate manner, what the task entailed, how it could be completed and then offered assistance throughout. Whenever a young person looked as though they were struggling Rachael quickly identified them and would crouch down to their level and speak to them about the task and offer help in a discreet manner, allowing the young person to fully engage in sessional activity without any embarrassment or shame. Some of this learning was non-traditional including encouraging good social skills development such as appropriate play and language, introducing children and young people to one another and highlighting similarities between them so they would have common ground to discuss further. - Expressive: This quality was best seen throughout the Build on Red group whereby Rachael encouraged each young person to express themselves in the way that best suited them. For some this was engaging in art in various forms, for others it was through open discussions and for some this was through engaging in a DJ and Mixing workshop. Whichever method the young person wanted to do, Rachael fully supported them, encouraged them and engaged with them via this method too. - Participative: All the work Rachael completed on both Time Together and Build on Red was participative. As an organisation, each project we develop is coproduced with the community and based around their identified needs. This mindset is then continued into the work we do too. Rachael fully embraced this and ensured every session was accessible to all young people and that their voices were heard. - Inclusive: Our Time Together sessions have a diverse range of young people attending. They could be aged anywhere from 5 – 14 years old. Many of them have additional needs such as Autism, General Learning Difficulty, ADHD, anxiety, depression and Pica. Many of these young people would be present in the same session yet despite this Rachael ensured they could each engage at their own level				

and in their own way. Rachael also encouraged and supported each young person to respect each others differences. - Empowering: Build on Red was a young person's social action project. Rachael supported young people as they picked and delivered work around 'challenging the lack of mental health services for young people'. Through doing so she supported young people to realise and use their voices; she enabled them to express themselves in various ways and she encouraged them to consider the needs of other young people in the community too.				
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%
Rachael supported young people from various ages, backgrounds and abilities to interact with one another in the same environment. Majority of the young people attending our sessions didn't know each other prior to arrival, Rachael introduced them to one another and supported them in interactions and developing positive relationships. She helped them identify and display appropriate play behaviour, positive language and various forms of expression. She also encouraged parents and young people to interact with one another to help further strengthen their bond and relationship too.				
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%
Each of our Time Together sessions are decided on by the young people themselves. Rachael supported staff in drawing up a timetable of events for young people to engage in and helped ensure their chosen activities were included within this. She also planned and ran a number of sessions which ensured those who were neurodiverse could engage just as much as other young people. With Build on Red, the young people themselves identified and delivered the project topic – lack of mental health provision for young people. Within this project all the young people attending had various mental health needs and some had further challenging diagnoses or familial backgrounds. Rachael ensured all young people, regardless of their presentation, could engage with the project and promote other young people's wellbeing as well as supporting their own.				
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%
As previously mentioned, Rachael interacted with a wide range of young people: young people aged 5 – 25; neurodiverse young people including those with ASD, ADHD and other learning needs; young people with mental health difficulties; young people from lower socioeconomic backgrounds; young people with other diagnoses such as Pica; young people who spoke different languages and more. In addition to this, Rachael engaged with their parents / carers in a professional, positive manner.				

In terms of engaging with staff members, Rachael was always positive, professional and encouraging. Every single member of the staff team has come to me at some point over Rachael's time with us and commented on how positive they've found her and to comment on her engagement with young people. We have been so impressed with Rachael's work, engagement and professionalism that we offered her an employment opportunity with us.

LEARNING MENTOR'S FINAL REPORT (continued)

How has the student developed during the placement?

Rachael is naturally very confident and positive, however over the course of the placement I believe she has been able to develop this even further through the delivery of several sessions. Rachael was initially invited to deliver one session, then she requested to deliver others and by the end of the placement she was delivering more sessions than the staff member present.

Rachael's initiative taking has also increased over the sessions, quickly adapting to different young people's needs and to our needs as an organisation. Rachael has been able to take charge and make changes without needing to be prompted.

Finally, the biggest development I have seen is in Rachael's ability to trust others and to be ok with not being ok. Although she is usually incredibly positive, there was one occasion she was visibly upset. Through talking about this situation and sharing about how things were I feel Rachael developed more trust-based relationships with coworkers and felt able to be more honest when things were difficult. At no time did Rachael allow difficult days or moments to impact her work 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?

Rachael is already a very confident and skilled youth worker and she has many of the qualities and abilities needed to have a very successful career as a youth worker. I would encourage Rachael to engage with her own needs more on a personal level in terms of being able to say 'no' and being able to admit when difficult days are happening. I would also encourage Rachael to become more independent in her thinking. She is already incredibly independent but I believe at times she was swayed by others regarding what was needed or how a situation should run and therefore I would encourage her to reflect more on what's being asked to determine whether the option is best suited for the young people in question and whether or not it's safe and appropriate for the environment. Again, I want to clarify that Rachael does these things very well at the moment and at no time were young people ignored but I would encourage further developments in this area.

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

I observed Rachael at numerous times. Each time I have observed Rachael all the above stands true. She has remained positive and professional during sessions; when unsure of an answer she sought staff member guidance. She engaged and encouraged all young people to

participate, regardless of their needs and backgrounds. She encouraged parent – child interactions and positive play between young people too. She enabled a safe space to be developed during sessions whereby young people felt able to open up with her and the team about difficulties being faced and she encouraged honesty, integrity and engagement from all those present.

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: A

Further Comments: Rachael has been an absolute delight to have here in the workplace and we are sorry to see her leave. She is always welcome back and if there is anything further we can do to develop her career then she is welcome to get in touch. Thank you for your support, commitment to young people and your positive presence over the last few months!

Signed Learning Mentor

K L Tomlinson

Signed Student

R.Major

Date

15/03/2024