

**University of Wales saint trinity David**

**Young people, communities, and youth work**

**Placement 1: cornerstones of youth work**

**Student Name: Aimee Driscoll**

**Student ID: 2516497**

**Module code: ECYW4014**

**Lecutre: Darrel Williams**

## **Fact file The Roots Foundation Wales**

**Word count: 1012**

This Fact file is based on my placement at The Roots Foundation Wales. The Roots Foundation Wales is a charity that supports care-experienced young people. It offers a range of services, from youth groups and activities to semi-independent living for young people who are starting to become more independent. The semi-independent accommodation is connected to the youth club, which allows young people to access support, build relationships, and take part in activities all in one place. This helps create a strong sense of community and gives young people both social and practical support.

The Roots Foundation Wales was set up to support young people who may not have had the best start in life, especially those who are care-experienced or at risk. The organisation was created to give young people a safe place to go where they feel supported and understood. Over time, it has developed into a service that not only offers youth activities but also provides accommodation and more structured support for those who need it. The idea behind it is to give young people opportunities and guidance so they can improve their situation and have a more positive future.

The main aim of The Roots Foundation Wales is to support young people and improve their wellbeing. A big part of this is providing a safe space where young people feel comfortable, respected, and able to be themselves. The organisation also aims to help young people feel comfortable, respected, and able to be themselves. The organisation also aims to help young people build confidence, develop social skills, and have positive experiences. This is important because many of the young people who attend may have had difficult backgrounds or negative experiences.

The objectives of the organisation are to provide a safe and supportive environment, build positive relationships, and give young people opportunities to take part in activities. It also aims to help young people build confidence, develop social skills, and have positive experiences. This is important because many of the young people who attend may have had difficult backgrounds or negative experiences. This is important because many

The vision of The Roots Foundation Wales is to help young people have better opportunities and feel more confident in themselves. It aims to create a supportive environment where young people feel valued and can develop in a positive way. The organisation wants young people to feel heard, supported, and able to make positive choices in their lives.

The Roots Foundation Wales offers different services in the community. Alongside semi-independent accommodation, the organisation runs youth clubs and activities. These youth clubs are a big part of the service as they provide a safe space for young people to socialise, build friendships, and take part in activities. The sessions include things like sports, arts and crafts, games and group activities as well as direct work around topics such as healthy and unhealthy relationships, county lines and exploitation, these are conducted in one-to-one sessions or as a group setting. These help the young people build confidence, improve social skills and wellbeing and to feel a part of something. It also gives them a safe place to go, which can help keep them away from negative situations.

The organisation also works closely with other services in the community to support young people. This includes organisations such as south Wales police, local food banks, Evolve youth club, Barod and the YMCA. These partnerships are important because they help make sure young people can access the right support when needed. For example, some young people may need help with food, mental health, substance misuse or housing. Working with these services means they can be supported in the right way. It also helps build a stronger support network around the young person.

My Role at The Roots Foundation Wales is a youth worker supporting group work and activities, my main responsibility is to help create a safe and welcoming environment for young people. I support youth club sessions by helping run activities, encouraging young people to take part, and making sure everyone feels included and respected.

Building relationships is a big part of my role. I spend time talking to young people, getting to know them, and making sure they feel heard and listened to. This helps build relationships and trust, which is really important because it means young people are more likely to engage and open up. Being consistent and approachable helps young people feel more comfortable in the space.

Advocating for young people is also a part of my role. This means supporting them to be heard and helping them access the right support if needed. For example, if a young person is struggling with something outside youth club, I can help guide them to the right service or speak to other staff members. This helps make sure young people are not ignored and their needs are taken seriously.

I also support young people in building confidence and social skills through group activities. Youth clubs allow young people to interact with others, work as a team, and develop communication skills. I encourage them to take part, try new things, and feel comfortable being themselves.

Safeguarding is an important part of my role. I have a responsibility to help keep young people safe by following safeguarding procedures and reporting any concerns. I also

make sure i keep professional boundaries while still being supportive and approachable.

There can sometimes be challenges in group settings, such as behaviour issues or disagreements between young people. When this happens i try to stay calm and deal with the situation fairly. I support young people to resolve issues in a positive way and help them understand the impact of their actions.

In conclusion, The Roots Foundation Wales supports care-experienced young people by providing a safe space, support and opportunities to take part in activities. Through youth clubs and semi-independent accommodation, young people are able to build confidence, form relationships, and feel supported. My role as a youth worker involves creating a positive environment, building relationships and supporting young people in different ways.

## **Placement report**

**Word count: 920**

During my placement at The Roots Foundation Wales, i have had the opportunity to observe and take part in youth work across different settings, including youth clubs and group activities connected to semi-independent living. This placement has allowed me to see good youth work practice in action and understand how it links to theory, policy and the cornerstones of youth work.

One key example of good practice i observed was how the youth workers create a safe and inclusive environment for all young people. The Roots Foundation Wales runs several groups aged 12-18 and a young adult group 18-21. Staff make sure that everyone feels welcome and able to take part in activities appropriate for their age and interests. They introduce new young people to the group, encourage participation without pressure, and adapt activities so everyone is able to participate. This links to the cornerstones of youth work being inclusive and voluntary (NYA,2018) which states that youth work should be based on voluntary participation and accessibility. By letting young people choose to join activities, staff respect their autonomy and build trust.

Another observation of good practice was the relationship building between youth workers and young people. I noticed that staff spend time talking with young people individually and listening to their views. For example, one youth worker supported a young person who was anxious about attending a new activity. They listened, encouraged them, and helped them join in at their own pace. This links to theories of youth work, such as Jeffs and smith (2010), which emphasises the importance of trust and positive relationships in effective youth work. By building strong relationships, youth workers help young people feel valued and confident to engage.

Empowerment is another area i observed being applied in practice. Youth workers encourage young people to make decisions and lead activities where possible. For example, during a group session, older youth planned a team game themselves, choosing what to do and how to work together as a team. Empowerment also shows

special activities organised during half terms or holidays, such as escape rooms, easter egg hunts, Halloween parties and Thorpe park residential trip. These events allow young people to take part, make choices, and develop teamwork skills. This links to the cornerstone of empowerment (Jefferies&Smith,2010) and government youth policy encouraging participation and involvement in decision making (Welsh Government,2014)

I have also observed the importance of advocacy and supporting the whole young person. Which is a key part of youth work. Youth workers do more than just run activities. They help young people access other support when needed. For example, i saw a youth worker helping a young person connect with Barod, a local drug and alcohol support service, after noticing they were struggling with substance misuse. This reflects the holistic approach in youth work theory, recognising that young people's lives are interconnected (Ord,2016). It also demonstrates adherence to safeguarding policies, ensuring young people get the right support in a safe way (NYA,2018)

Good youth work practice also includes promoting equality and diversity. Staff make sure all activities are accessible to young people of different backgrounds, abilities and interests. For example, during sports or art activities, adjustments were made so young people with disabilities could fully participate. Special events like residential trips and seasonal parties are designed to be inclusive, so everyone can enjoy and take part. This links to the cornerstone of inclusion and equality (Coburn, 2011) and policy guidance on fair treatment of all young people. Promoting inclusion helps young people develop respect for others and feel accepted in their community.

Observation of professionalism and ethical practice was another key part of my placement. Youth workers model professional behaviour by being consistent, honest, and approachable. They follow safeguarding procedures, maintain boundaries, and respect confidentiality. This links directly to the cornerstones of youth work, highlighting the importance of ethics and safeguarding (NYA 2018). Being professional helps, young people build trust and staff feel safe while engaging in youth work activities.

Another area i noticed is the use of reflective practice. Youth workers regularly discuss sessions with each other and supervisors to reflect on what worked well and what could be improved. I was encouraged to do the same, which helped me develop my own understanding of good practice. Reflective practice is supported by theory, including Kolb's experiential learning cycle (Jefferies&Smith,2010), which emphasises learning from experience. Reflecting on sessions allows youth workers to improve practice and respond effectively to the needs of young people.

Finally, I observed how youth work at The Roots Foundation Wales is connected to community partnerships. Staff work closely with other organisations such as south Wales police, local food banks, Evolve youth, Barod and the YMCA. For example, if a

young person needs help with housing, food or health support, the youth worker can link them to the right service. This shows good practice in line with policies promoting partnership working (Welsh government,2014) giving young people wider support networks.

In conclusion, my placement at The Roots Foundation Wales has allowed me to observe a range of examples of good youth work practice. Key examples include creating safe and inclusive environment (NYA,2018) building positive relationships (Jeff&Smith,2010), empowering young people (Jeff&Smith,2010; Welsh Government,2014) , advocating for support (Ord,2016), promoting equality and diversity and diversity (Coburn,2011), modelling professionalism (NYA,2018), reflective practice (Jeffs&Smith,2010), and working with other services (Welsh Government,2014), Including specific groups, youth club sessions, seasonal activities, and residential trips shows how these principles are applied in practice and help young people develop personally, socially and emotionally.

## **References**

**Coburn, T. (2011) Equality, diversity and inclusion in youth work practice, London:Routledge**

**Jeffs, T. & Smith, M.K. (2010) Youth work practice. 2<sup>nd</sup> ed. London Palgrave Macmillan.**

**National Youth Agency (NYA) (2018) The principles of youth work. Leicester: NYA.**

**Ord, J. (2016) Holistic approaches in youth work. London: Sage.**

**Welsh Government (2014) National Youth work strategy for Wales. Cardiff: Welsh Government.**

## **Reflective Account**

**Word count: 1053**

During my placement at The Roots Foundation Wales, I have learned a lot about youth work and how to support young people effectively. This placement has been a valuable opportunity to develop my skills, gain experience in different youth work settings, and reflect on my own learning and development.

One of the first things I learned was the importance of creating a safe and welcoming environment for young people. At the Roots Foundation, young people attend youth clubs and participate in activities in groups based on age and needs, such as boys' and girls' groups, younger youth aged 5–12, older youth aged 12–18, and a young adult group for 18–21. I observed how youth workers make sure everyone feels included, respected, and able to take part. This taught me that a safe environment is essential for young people to engage and trust staff. I learned to welcome new young people, introduce them to the group, and help them feel comfortable participating. Linking this to theory, Jeffs and Smith (2010) highlight that positive relationships and trust are key for effective youth work. Seeing this in practice helped me understand how theory is applied in real-life settings.

I also learned a lot about building relationships with young people. I observed staff taking the time to talk to young people individually, listen to their views, and support them at their own pace. For example, one young person was nervous about joining an activity, and a youth worker spent time encouraging them and helping them join in gradually. Through this, I learned that patience and empathy are essential skills for a youth worker. I practiced this myself by talking with young people during activities and listening to their concerns. These experiences showed me the importance of being approachable and consistent, which builds trust and confidence.

Empowerment is another area where I have developed my skills. Youth workers at Roots encourage young people to make choices, take part in planning activities, and lead sessions when possible. For example, older youth were allowed to plan a group game and make decisions about how to work together. Activities such as escape rooms, Easter egg hunts, Halloween parties, and Thorpe Park residential trips also encouraged young people to participate, make decisions, and develop teamwork skills. I learned that empowering young people helps them build confidence, independence, and decision-making skills. This links to the cornerstone of empowerment (Jeffs & Smith, 2010) and Welsh Government youth policy, which encourages participation and involvement in decision-making (Welsh Government, 2014). I developed my own ability to step back, guide rather than direct, and support young people in leading activities.

Working with different age groups also helped me learn about adapting activities and communication. For younger children, I had to use simple instructions, visual aids, and hands-on activities to help them engage. For older youth, discussions, group work, and decision-making activities were more appropriate. Learning to adjust my approach depending on the group taught me flexibility and improved my communication skills. It also highlighted the importance of inclusion and equality, which is a key principle of youth work (Coburn, 2011). Making sure every young person could take part in activities, regardless of ability or background, showed me how theory translates into practice.

Another area of learning was safeguarding and ethical practice. I was reminded regularly of my responsibility to keep young people safe, follow procedures, and maintain professional boundaries. For example, I learned how to report concerns appropriately and how to support young people without overstepping boundaries. Understanding safeguarding in practice helped me see how youth work is not just about activities but also about protecting young people and promoting their wellbeing. This links to the cornerstones of ethics and safeguarding (NYA, 2018). I developed confidence in applying these practices and learned how to respond calmly and professionally to challenges.

I also gained valuable experience in reflective practice. After sessions, I was encouraged to think about what worked well, what could be improved, and how my actions affected young people. Reflecting on my practice helped me identify strengths and areas to improve, such as my confidence in leading activities and my ability to engage quieter young people. This links to Kolb's experiential learning cycle, which emphasises learning from experience and reflection (Jeffs & Smith, 2010). By reflecting regularly, I was able to improve my skills and apply theory in practice more effectively.

Working at the Roots Foundation also allowed me to see the importance of community partnerships. Youth workers collaborate with organisations like South Wales Police, food banks, Evolve Youth, Barod, and YMCA to ensure young people have access to wider support. I learned how linking young people to the right services can meet needs beyond the youth club and create holistic support. This showed me that youth work is not just about the sessions themselves but also about connecting young people to opportunities and support networks.

I also learned about planning and delivering activities. Being involved in half-term and holiday activities, such as escape rooms, Easter egg hunts, Halloween parties, and

residential trips, taught me how to plan events that are safe, enjoyable, and inclusive. I learned to think about risk assessments, resources, and the needs of all young people. This practical experience gave me confidence in my organisational and leadership skills.

One challenge I faced was engaging quieter or more anxious young people. At first, I was unsure how to involve them without putting pressure on them. Through guidance from supervisors and observing other youth workers, I learned to encourage participation gently, offer reassurance, and adapt activities to their comfort level. Over time, I saw these young people become more confident and engaged, which was rewarding and helped me understand the value of patience and persistence in youth work.

Overall, my placement at The Roots Foundation Wales has significantly contributed to my learning and development. I have improved my communication, leadership, and planning skills, and I have a better understanding of how youth work theory, policy, and the cornerstones are applied in practice. I have gained confidence in working with different age groups, responding to challenges, and supporting young people in a safe and empowering way. This placement has also reinforced my commitment to youth work and my understanding of the importance of creating inclusive, supportive, and engaging spaces for young people.

## **References**

**Coburn, T. (2011) Equality, diversity and inclusion in youth work practice. London: Routledge.**

**Jefferies, T. & Smith, M. K. (2010) Youth work practice. 2nd ed. London: Palgrave Macmillan.**

**National Youth Agency (NYA) (2018) The principles of youth work. Leicester: NYA.**

**Ord, J. (2016) Holistic approaches in youth work. London: Sage.**

**Welsh Government (2014) National youth work strategy for Wales. Cardiff: Welsh Government.**

## **Critical incidents**

### **Incident 1:**

During a youth club session for the 12-18 group, one young person stayed quiet and did not participate in an art activity.

### **Approach:**

I approached them gently, asked about their interests, and offered a small role in the activity, like choosing colours. I praised any small contributions to encourage engagement.

### **Reflection:**

This taught me patience, empathy, and empowerment. According to Jeffs & Smith (2010) offering choice helps build trust and encourages participation. Using small steps and tailoring approaches aligns with inclusive practice (Coburn, 2011).

### **Incident 2:**

Two young people argued during boys group game, escalating to shouting and tension.

### **Approach:**

I calmly separated them, allowed them to explain their perspectives individually, and guided them to a compromise. The rest of the group continued activities under supervision.

**Reflection:**

This reinforced conflict resolution and maintaining boundaries. NYA (2018) stresses managing behaviour while respecting dignity. Active listening and mediation were effective, supporting relational youth work theory (Jefferies & Smith, 2010).

**Incident 3:**

A young person in the 18-21 group disclosed struggles with substance misuse.

**Approach:**

I listened empathetically, explained support options like Barod, and helped them make contact. I followed up in later sessions to check in.

**Reflection:**

This highlighted advocacy and holistic support. Ord (2016) emphasises addressing interconnected needs. Safeguarding policies (NYA, 2018) guided my actions. Linking young people to external services supports independence and safety.

**Incident 4:**

During a sports session, a young person with limited mobility wanted to join a team game, but standard rules excluded them.

**Approach:**

I modified rules and movement requirements to include them safely. They were also involved in team decision making.

**Reflection:**

Participation and feeling valued. Flexibility and creativity are essential youth work skills.

**Incident 5:**

I helped plan a Halloween party for multiple youth groups, considering age-appropriate activities, safety and engagement

**Approach:**

I helped organise games, decorations, and staff allocation, ensuring clear instructions and supervision.

**Reflection:**

This taught organisational and leadership skills. Structured activities develop social and practical skills (Welsh Government, 2014). Reflection on risk assessments, communication, and inclusive planning helped improve future sessions.

**Incident 6:**

Older youth were hesitant to plan a small art project themselves during a session.

**Approach:**

I guided discussion without taking control, suggested options, and reinforced positive contributions.

**Reflection:**

This highlighted empowerment and voluntary participation (NYA, 2018; Jeffs & Smith, 2010). Allowing young people to lead develops confidence and independence. I learned to balance guidance with letting them take ownership.

## **Appendix 4: Final Reports**

### **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:

| Percentage marks towards qualification | Description                                                                                                                                                                                                                           |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 80% and above                          | 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 – 79%                               | An effective trainee youth worker who displays a degree of independence and commitment to further professional development.                                                                                                           |
| 60 – 69%                               | 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%                               | 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                                                                       |
| Under 50% (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.                                                        |

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, the boxes will expand to allow you ample room to provide detailed feedback to the student.

|  |                                  |
|--|----------------------------------|
|  | Please tick the appropriate box. |
|--|----------------------------------|

|                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |              |             |      |
|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------|-------------|------|
| Work with Young People in accordance with the pillars of Youth Work in Wales: Principles and Purposes | Exceptional                                                                                                                                                                                                                                                                                                                                                                                                                                | Effective | Satisfactory | Rather Weak | Weak |
|                                                                                                       | x                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |              |             |      |
|                                                                                                       | Comments: Aimee has shown excellent communication with our young people, and has made meaningful relationships with the group. Her work has been collaborative with the young people, and has been youth led in her approach. Our young people have made comments around how they feel Aimee “ gets them” and how much they have enjoyed having her running the sessions, which have always resulted in high participation from the group. |           |              |             |      |
| Facilitate the personal, social and educational development of young people                           | Exceptional                                                                                                                                                                                                                                                                                                                                                                                                                                | Effective | Satisfactory | Rather Weak | Weak |
|                                                                                                       | x                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |              |             |      |
|                                                                                                       | Comments: Aimee has shown great understanding around the importance of ensuring her work has led to positive development to the young people. Aimee carried out reflection sessions with the young people after her workshops and activities where she was able to determine what worked well, what didn't and what outcomes have been achieved. Each session was well planned, and adapted to the needs of each individual of the group.  |           |              |             |      |
| Facilitate learning and development of young people through planning and implementing learning        | Exceptional                                                                                                                                                                                                                                                                                                                                                                                                                                | Effective | Satisfactory | Rather Weak | Weak |
|                                                                                                       | X                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |              |             |      |
|                                                                                                       | Comments:<br>Aimee has used feedback and ideas from our young people, in order to plan and facilitate meaningful sessions                                                                                                                                                                                                                                                                                                                  |           |              |             |      |

|                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |              |             |      |
|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------|-------------|------|
| activities in youth work                                                                                   | <p>that result in our young people learning in a fun and meaningful way. Some of the activities that have been witnessed by myself were:</p> <p>Hate crime, exploitation and internet safety. Aimee was able to run these in a way which ensured maximum engagement, and ensured that these were issues that were important to the young people, by conducting research beforehand. Aimee also ran evaluation sessions where young people were able to express their views and confirm all the new things that they had taken away from the sessions.</p> |           |              |             |      |
| Actively demonstrate commitment to inclusion, equity and young people's interests and health and wellbeing | Exceptional                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Effective | Satisfactory | Rather Weak | Weak |
|                                                                                                            | X                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |              |             |      |
|                                                                                                            | <p>Comments:</p> <p>Aimee's sessions were always accessible to all our young people, and were run in an age appropriate manner, with the correct level of understanding. I have witnessed Aimee create a " safe space" when it comes to group work, where she would open up a smaller room for some young people who found the environment a little overwhelming, which ensured everyone could still participate regardless of their difficulties, while ensuring a positive experience.</p>                                                              |           |              |             |      |
| Plan and implement strategy and youth work activities for young people                                     | Exceptional                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Effective | Satisfactory | Rather Weak | Weak |
|                                                                                                            | X                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |              |             |      |
|                                                                                                            | <p>Comments: Aimee's sessions were well planned, thought out and had a high level of youth led focus on them. Aimee would sit with the young people and collaborate with them on what activities they would be interested in, and then communicate back to the senior youth worker on</p>                                                                                                                                                                                                                                                                 |           |              |             |      |

|                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |              |             |      |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------|-------------|------|
|                                                                                                                                                 | what was needed for her to implement these. Aimee was also aware of health and safety, and would compile risk assessments for activities that needed it.                                                                                                                                                                                                                                                                                                              |           |              |             |      |
| Develop, lead and manage self and others                                                                                                        | Exceptional                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Effective | Satisfactory | Rather Weak | Weak |
|                                                                                                                                                 | x                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |              |             |      |
|                                                                                                                                                 | Comments:<br><br>Aimee is a confident youth worker that shows initiative and focus on ensuring that young people's voices, views and opinions shape the way in which she works with them. Aimee can work alone with ease, but has also been an exceptional team player within our small team showing good leadership qualities in the role. Aimee can control a room, and is able to effectively communicate with both staff and young people in an effective manner. |           |              |             |      |
| Work with communities. Encouraging Young People to actively engage in their communities and work to promote the voice and needs of young people | Exceptional                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Effective | Satisfactory | Rather Weak | Weak |
|                                                                                                                                                 | X                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |              |             |      |
|                                                                                                                                                 | Comments:<br><br>Aimee carried out activities that helped to boost our involvement within our local community by finding and supporting young people finding voluntary roles in our local shops. This gave our young people a sense of community spirit and belonging, with excellent feedback from the events. This was something that the young people wanted to experience and Aimee was able to work with our local community to ensure that this was done.       |           |              |             |      |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| How has the student developed during the placement?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                             |
| <p>During her placement Aimee has shown amazing progress and has grown in confidence since starting her placement. Her work with the young people has been consistent, impactful, and meaningful with a huge emphasis on youth voice and collaboration. Aimee has shown great patience and has also started to learn to work in a trauma informed way, as the group of young people she has been supporting have all come from a care background, which has meant she has had to adapt her working to a way that meets their needs.</p> |                             |
| What are your suggestions for further development? What would be your recommendations for the student's future professional development?                                                                                                                                                                                                                                                                                                                                                                                                |                             |
| <p>Although Aimee has achieved so many positive outcomes, she now needs to have the self belief that she is capable of running sessions that young people enjoy and learn from. With more self belief in her work, she can continue to grow as a youth worker, and continue to work to a high standard.</p>                                                                                                                                                                                                                             |                             |
| What is your feedback on observing the student's practice?                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                             |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |
| 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 highlight/mark clearly).                                                                                                                                                                                                                                                                                                                                                         |                             |
| Yes, Pass<br>(51 % and above)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Provisional Grade: 85 - 90% |

|                                                                                                                                                                                                    |                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| No, Fail<br>(Under 50%)                                                                                                                                                                            |                |
| <p>Final Comments:</p> <p>Well done Aimee, it has been a pleasure to have you with us during youth club, and you will be missed by not only the staff but the young people you have supported.</p> |                |
| Signed Learning Mentor                                                                                                                                                                             | Danielle Lyall |
| Date                                                                                                                                                                                               | 20/4/26        |

**Placement 200 hours**

| Activity               | Date     | Hours |
|------------------------|----------|-------|
| Youth Groups           | 11/12/25 | 4     |
| Meeting/School Drop in | 12/12/25 | 6     |
| Christmas Set- up      | 15/12/25 | 6     |
| Boys Group             | 17/12/25 | 6     |
| Youth Groups           | 1/1/26   | 4     |
| School Drop in         | 9/1/26   | 6     |
| Youth Groups           | 15/1/26  | 4     |
| Girls Group            | 22/1/26  | 6     |
| Movie Night            | 20/1/26  | 4     |
| Older Quiz Night       | 21/1/26  | 4     |

|                               |          |   |
|-------------------------------|----------|---|
| Older youth                   | 30/1/26  | 6 |
| Jobs club                     | 3/02/26  | 8 |
| Youth Groups                  | 5/02/26  | 4 |
| Older Youth                   | 17/02/26 | 4 |
| Youth Groups                  | 19/02/26 | 4 |
| School Drop in                | 20/02/26 | 6 |
| Girls group                   | 23/02/26 | 6 |
| Boys Group                    | 25/02/26 | 4 |
| Youth Groups                  | 26/02/26 | 4 |
| School Drop in                | 27/02/26 | 6 |
| Older youth                   | 3/03/26  | 4 |
| Youth Groups                  | 5/02/26  | 5 |
| School Drop in                | 6/03/26  | 6 |
| Girls Group                   | 10/03/26 | 4 |
| Boys Group                    | 11/03/26 | 4 |
| Youth Groups                  | 12/03/26 | 4 |
| School Drop in/<br>reflection | 13/03/26 | 6 |
| Girls Group                   | 17/3/26  | 4 |
| Boys Group                    | 18/3/26  | 4 |
| Youth Groups                  | 19/03/26 | 5 |
| School Drop in                | 20/03/26 | 6 |
| Activity Planning             | 23/03/26 | 6 |
| Murder mystery activity       | 1/04/26  | 6 |
| BBQ at Roots                  | 2/04/26  | 4 |
| Movie Night                   | 6/04/26  | 4 |
| Local beach activity          | 9/04/26  | 4 |
| Girls Group                   | 13/04/26 | 4 |
| Youth Groups                  | 16/04/26 | 5 |
| School Drop in                | 17/04/26 | 6 |
| Jobs club drop in             | 20/04/26 | 4 |
| Older youth                   | 21/04/26 | 6 |
| Boys Group                    | 22/04/26 | 4 |
| Youth Groups                  | 23/04/26 | 5 |
| School Drop in/<br>reflection | 24/04/26 | 6 |