



A Summary of Own Learning and Development

Introduction

This Summary of own Learning and development will be linked to the authors personal development plan, where they will already have planned out areas of youth work practice that they feel require attention. The summary will show how they have done this and what they have learnt. The summary will be linked to literature and wider reading.

Planning

The Author believes that she has worked in accordance with the five pillars of youth work, Youth Work in Wales: Principles and Purposes (Youth Work in Wales Review Group, 2022) (YWWRG), whilst practicing and developing leadership skills and inviting young people to do the same. The author has demonstrated these skills whilst delivering a range of activities to children and young people. It is necessary to ensure that planning and risk assessing has been carefully considered as Ford, Hunter, Merton and Waller (2005) understand that carrying out risk assessments is vital when working with

young people. The author has learnt that taking responsibility when working with young people is important to ensure that risks are kept to a minimum.

The activities were carefully planned, giving children and young people the opportunity to make decisions, from the materials that they use during the activity, along with allowing them to decide where they would be comfortable partaking in the activity. By giving young people choices, we are helping them to feel valued and empowered, YWWRG (2022). While some were happy to paint in the playroom, others preferred to work at their bedside, this put them in charge, giving them the opportunity to also develop leadership skills. The author believes that giving young people the opportunity to make decisions can help them to feel valued, as explained by CLD Standards Council Scotland (2019), young people should have the freedom to decide if they want to partake in youth work. Sapin (2013) explains that when we include young people in decision making, it gives them opportunity to contribute which can have a positive effect on the organisation, while Das and Lalitha (2023) argue that the young people of today will be tomorrow's leaders and how well they lead is often based on the experiences they have while they are young.



Engaging

Engaging with young people whilst delivering the activities, meant that the author could build relationships, in accordance with CLD Standards Council Scotland (2019). Giving the young person an opportunity to chat and ask questions about their treatment or procedure, in an environment where they feel safe, Li, Kwan Chung and Chau Kwok (2016) understand that being in hospital can leave young people feeling very anxious and they explain how interventions have a positive impact. Carr (2022) agrees by suggesting that Therapeutic youth work can help to heal and allow young people to build strength.

The author believes that often during this placement, she used counselling skills, whereby she would build relationships with young people and listen to them while they voiced worries or concerns about their time in hospital. Reid and Westergaard (2011) explain Egan's (1986) three stage model, where a young person can be supported through difficult times, which starts with building meaningful relationships.



Learning

The author was able to adopt leadership skills from colleagues. In medical areas, for example, when a child or young person was having a blood test or procedure, and they requested the Therapeutic Play Team who would use leadership skills to ensure that the child or young person found coping strategies. Ford, Hunter, Merton and Waller (2005) suggest that when we work with young people, we often have to change our leadership approach to ensure that the individual has the best care possible. Ord (2007) explains how Kolb's (1984) theory of experiential learning should be followed by reflection and learning from the experience. This is something that the author can relate with, from watching colleagues use a range of leadership skills when working with children and young people, dependant on the individual, to then adopting this mindset and using various methods within own practice. Sapin (2013) argues that carrying out good youth work means to recognise and value a young person's strengths, while supporting them to gain understanding of challenges they may be facing.

The author has been supportive towards staff on the ward, by being proactive in offering to help in a variety of ways e.g. making beds and reassuring parents/ carers. When working on a ward, it is quite evident that everyone works as a team, despite there being several different teams within one department. Some of the workload is not working directly with children or young people therefore it is necessary to adapt your skill set to ensure that the ward is run smoothly.

Conclusion

The author has engaged with multidisciplinary teams throughout the placement, from working alongside doctors on the ward to handover sessions with Nurses and Health Care Support Workers. Liaising with catering staff for dietary requirements has also been facilitated following guidance from qualified staff. This has been a great experience where the author feels she has been able to build confidence and strengthen her skill set. While this has not been a traditional workplace for youth work, the author has learnt that youth work can be delivered in any setting if there are young people who want to be involved.



References

Carr, S. (2022) '*And someone to talk to: The Role of Therapeutic Youth Work*', Youth and Policy, 6th November. Available at:

<https://youthandpolicy.org/articles/and-someone-to-talk-to-the-role-of-therapeutic-youth-work/> (Accessed: 10th March 2024).

CLD Standards Council Scotland (2019) *The National Occupational Standards of Youth Work*. Available at: www.nya.org/ (Accessed: 18th February 2024).

Das, G and Lalitha, S. (2023) '*Social Group Work with Young People in Tamil Nadu, India: A case study of civil engagement*', Youth and Policy, 23rd June. Available at: <http://youthandpolicy.org/articles/social-group-work/> (Accessed: 1st March 2024).

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Ord, J. (2007) *Youth Work Process, Product and Practice: Creating an authentic curriculum in work with young people*. Dorset: Russell House Publishing.

Reid, H. and Westergaard, J. (2011) *Effective Counselling with Young People*. Exeter: Learning Matters Ltd.

Sapin, K. (2013) *Essential Skills for Youth Work Practice*. 2nd edn. Cornwall: Sage.

Youth Work in Wales: Principles and Purposes. (2022) *Youth Work in Wales Review Group*. Available at: <https://www.cwvys.org.uk/youth-work-in-wales-principles-and-purposes/> (Accessed: 26th February 2024).



Introduction

Throughout this portfolio, the author intends to focus on experience and understanding that she has gained, whilst developing her practice, following at least 200 hours of face-to-face work and 200 hours of non- face to face work, during a Level 5 Placement.

The portfolio will include an information sheet, community profile, NAOMIE, in-depth analysis and a Summary of own Learning and development. They will be linked to policy and underpinned with reference to the author's own practice.

The Summary of own Learning and Development will be linked to the authors Personal Development Plan and will be supported by appropriate literature.

The author intends to organise her knowledge and learning through a range of information and resources. She will observe the staff that she is working with, to ensure this experience is beneficial in her own practice.





Conclusion

The author is happy to conclude that while this work placement has had its challenges, it has also been enjoyable and educational. The author feels she will take a lot of positive experience away with her from this journey.

The experience of working in a hospital setting is a very rewarding one, knowing that you are able to support someone, or put a smile on their face, is priceless. However, the one thing that the author was grateful for, was having such a supportive team around her, guiding her through this journey and allowing her to engage with young people and lead activities through an informal route.

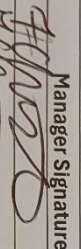
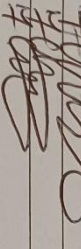
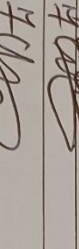
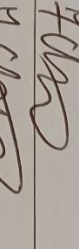
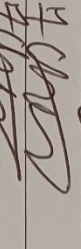
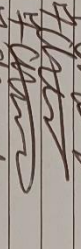
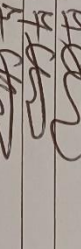
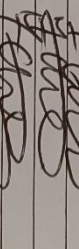
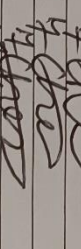
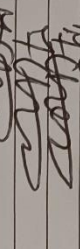
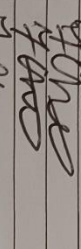
The author has also enjoyed writing and reflecting on her time on placement and wishes to thank Alana, Fran, Karen and all the Therapeutic Play Team at Glangwili Hospital.



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Non-Face to Face Hours

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Date	Activity	Duration	Location	Description	Manager Signature
16/08/2023	Completing Documents	1.5 hrs	Home	Completing HR Forms	
13/09/2023	Initial Meeting	45 mins	Cilgerran Ward	Three Way Meeting with Karen and Fran	
15/09/2023	Pick up Uniform	15 mins	WWGH	Met with Tina from Workforce.	
16/09/2023	Research on Therapeutic Play	3.5 hrs	Home	Research in preparation for Placement	
17/09/2023	TP Assistant	3.5 hrs	Home	Research in Preparation for Placement	
18/09/2023	Handover	30 mins	Cilgerran Ward	Attended Handover	
25/09/2023	Handover	30 mins	Cilgerran Ward	Attended Handover	
30/09/2023	Research	4 hrs	Home	Researching the Role	
01/10/2023	Written Work	1.5 hrs	Home	Reflective Account	
07/10/2023	Written Work	2 hrs	Home	Reflective Account	
11/10/2023	Handover	30 mins	Cilgerran Ward	Attended Handover	
12/10/2023	Supervision	30 mins	UWTSD	Teams Meeting with Fran	
13/10/2023	Reading	3 hrs	Home	Reading provided by Fran	
17/10/2023	Supervision	30 mins	UWTSD	Teams Meeting with Fran	
18/10/2023	Handover	30 mins	Cilgerran Ward	Attended Handover	
19/10/2023	Written Work	2 hrs	Home	Reflective Account	
20/10/2023	Written Work	3.5 hrs	Home	Reflective Account	
24/10/2023	Supervision	1 hr	UWTSD	In Person with Fran	
26/10/2023	Written Work	2 hrs	Home	Reflective Account	
30/10/2023	Handover	30 mins	Cilgerran Ward	Attended Handover	
01/11/2023	General Cleaning	30 mins	Cilgerran Ward	Tidy and Clean in Playroom	
03/11/2023	Risk Assessment	3 hrs	Home	Completed own RA for the Ward	
04/11/2023	Risk Assessment	2.5 hrs	Home	Completed own RA for Activities	
04/11/2023	New Work Placement Questionnaire	30 mins	Home	Questionnaire to be completed by Student and LM	
09/11/2023	Research	30 mins	Cilgerran Ward	Discussing Placement and Requesting information for info sheet	

ECYW5005

Non-Face to Face Hours

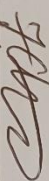
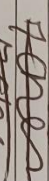
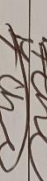
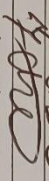
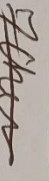
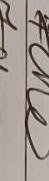
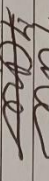
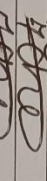
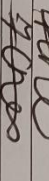
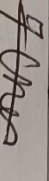
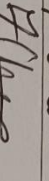
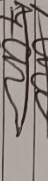
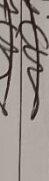
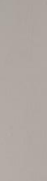
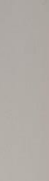
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10/11/2023	Handover	30 mins	Cilgerran Ward	Attended Handover	
10/11/2023	One to One	30 mins	Cilgerran Ward	One to One with LM to discuss Questionnaire and progress	<i>[Signature]</i>
13/11/2023	Supervision	30 mins	Home	Teams Meeting with Fran	<i>[Signature]</i>
13/11/2023	Written Work	3 hrs	Home	Completing Supervision and One to One notes	<i>[Signature]</i>
15/11/2023	Baking	4 hrs	Home	Baking for charitable team bake sale	<i>[Signature]</i>
16/11/2023	Cake Decorating	4 hrs	Home	Decorating cakes and boxing for charitable bake sale	<i>[Signature]</i>
17/11/2023	Delivering the cakes	30 mins	Cilgerran Ward	Delivering the cakes to the ward for the bake sale	<i>[Signature]</i>
19/11/2023	Reading/ Research	3 hrs	Home	For info sheet	<i>[Signature]</i>
20/11/2023	Team Meeting	1.5 hrs	Home	Teams Meeting for Therapeutic Play Team	<i>[Signature]</i>
23/11/2023	Shadowing	3 hrs	Children's Centre	Palliative Care P/S	<i>[Signature]</i>
25/11/2023	Reading	3 hrs	Home	Information for Portfolio	<i>[Signature]</i>
26/11/2023	Written Work	3 hrs	Home	Info Sheet	<i>[Signature]</i>
28/11/2023	Handover	30 mins	Cilgerran Ward	Attended Handover	<i>[Signature]</i>
30/11/2023	Tutorial	20 mins	Home	Teams Meeting with Alana	<i>[Signature]</i>
01/12/2023	Handover	30 mins	Cilgerran Ward	Attended Handover	<i>[Signature]</i>
02/12/2023	Information Sheet	2.5 hrs	Home	Research and Written work	<i>[Signature]</i>
04/12/2023	Research	3 hrs	Home	Research for information sheet	<i>[Signature]</i>
05/12/2023	Information Sheet	3 hrs	Home	Written work	<i>[Signature]</i>
07/12/2023	Information Sheet	3.5 hrs	Home	Written Work and Reference List	<i>[Signature]</i>
08/12/2023	Handover	30 mins	Cilgerran Ward	Attended Handover	<i>[Signature]</i>
09/12/2023	Research	1.5 hrs	Home	Research for information sheet	<i>[Signature]</i>
11/12/2023	Supervision	1 hr	UWTSD	In Person with Fran	<i>[Signature]</i>
12/12/2023	Placement	6 hrs	Cilgerran Ward	General Cleaning and Wrapping Gifts	<i>[Signature]</i>
12/12/2023	Information Sheet	3.5 hrs	Home	Checking written work and making amendments	<i>[Signature]</i>
13/12/2023	Placement	6 hrs	Cilgerran Ward	Handover and Wrapping Gifts	<i>[Signature]</i>

ECYW5005

Non-Face to Face Hours

2011166

18/12/2023	Handover	30 mins	Cilgerran Ward	Attended Handover	
19/12/2023	Placement	6 hrs	Cilgerran Ward	General Cleaning and Wrapping Gifts	
04/01/2024	Research	4 hrs	Home	Preparation for Community Profile & NAOMIE	
05/01/2024	Handover	30 mins	Cilgerran Ward	Attended Handover	
08/01/2024	Tutorial	15 mins	Home	Teams Meeting with Alana	
10/01/2024	Research	2.5 hrs	Home	Working towards Community Profile	
11/01/2024	RA and planning	3 hrs	Home	Re visiting the RA and planning for W/P Activity	
12/01/2024	Research and Writing	3 hrs	Home	Working towards Community Profile	
14/01/2024	Written Work	2.5 hrs	Home	Written Work for Community Profile and Reference List	
21/01/2024	Written Work	3 hrs	Home	Reading over work and making final amendments	
22/01/2024	Activity Planning	3 hrs	Home	Preparing to lead activity	
25/01/2024	Tutorial	20 mins	Home	Teams Meeting with Alana	
27/01/2024	Research	3 hrs	Home	Preparation to run own project & info for in depth Analysis	
29/01/2024	Tutorial	30 mins	UWTSD	In Person with Alana	
30/01/2024	Written Work	2 hrs	Home	Reflective Account	
02/02/2024	Written Work	2.5 hrs	Home	Reflective Account	
02/02/2024	Written Work	2 hrs	Home	PDP	
05/02/2024	Research	3 hrs	Home	Research for In Depth Analysis	
08/02/2024	Supervision	1 hr 10 mins	UWTSD	In Person with Fran	
09/02/2024	Reading and Revising Notes	2 hrs	Home	Preparation for NAOMIE	
11/02/2024	Reading and written work	3.5 hrs	Home	In Depth Analysis	
12/02/2024	Written Work	3 hrs	Home	NAOMIE	
14/02/2024	Written Work	4 hrs	Home	NAOMIE and reference list	
15/02/2024	Written Work	3 hrs	Home	Reflective Account	

ECYW5005

Non-Face to Face Hours

2011166

16/02/2024	One to One	1 hr	Cilgerran Ward	One to One with LM to discuss Placement coming to an end and final TWM	<i>[Signature]</i>
17/02/2024	Research	2.5 hrs	Home	Preparation for In Depth Analysis	<i>[Signature]</i>
18/02/2024	Updating documents	3 hrs	Home	Updating PDP and completing minutes for last Supervision	<i>[Signature]</i>
20/02/2024	Research	3 hrs	Home	Working towards NAOMIE	<i>[Signature]</i>
24/02/2024	Supporting the wards fun run	7 hrs	Pembrokeshire	Supporting the Ward charity fun run	<i>[Signature]</i>
26/02/2024	Tutorial	1hr 25mins	Home	Teams with Alana	<i>[Signature]</i>
26/02/2024	Research & Reading	4 hrs	Home	Preparation for Summary of Learning	<i>[Signature]</i>
27/02/2024	Reading	2.5hrs	Home	Preparation for In Depth Analysis	<i>[Signature]</i>
28/02/2024	Preparation	2.5hrs	Home	Ready for tomorrow's three-way meeting & final supervision	<i>[Signature]</i>
29/02/2024	Three Way Meeting	1 hr	Cilgerran Ward	Three Way Meeting with Karen and Fran to close Placement	<i>[Signature]</i>
29/02/2024	Supervision	1hr	WWGH	Final Supervision which was conducted in the cafeteria following TWM	<i>[Signature]</i>
01/03/2024	Reading and written work	4 hrs	Home	Summary of own Learning	<i>[Signature]</i>
10/03/2024	Research	3.5 hrs	Home	Summary of own Learning	<i>[Signature]</i>
16/03/2024	Written work	3.5 hrs	Home	Summary of own Learning	<i>[Signature]</i>
17/03/2024	Finalising Portfolio	2 hrs	Home	Completing Summary of own Learning and updating hours and reports	<i>[Signature]</i>
18/03/2024	Completing Work	3 hrs	Home	Completing Intro and Conclusion	<i>[Signature]</i>
	Total Hours	200 hrs			<i>[Signature]</i>

Face to Face Hours

Date	Activity	Time	Duration	Location	Description	Manager Signature
18/09/2023	Placement	07.30- 19.30	11 hrs	Cilgerran Ward	Assisting in Therapeutic Play	K. Thomas
25/09/2023	Placement	07.30-19.30	11 hrs	Cilgerran Ward	Assisting in Therapeutic Play	K. Thomas
11/10/2023	Placement	07.30- 19.30	11 hrs	Cilgerran Ward	Assisting in Therapeutic Play	K. Thomas
18/10/2023	Placement	07.30- 19.30	11hrs	Cilgerran Ward	Assisting in Therapeutic Play	K. Thomas
30/10/2023	Placement	07.30- 19.30	11hrs	Cilgerran Ward	Assisting in Therapeutic Play	K. Thomas
01/11/2023	Placement	07.30-19.30	11 hrs	Cilgerran Ward	Assisting in Therapeutic Play	K. Thomas
09/11/2023	Placement	14.00-19.30	5.5 hrs	Cilgerran Ward	Assisting in Therapeutic Play	K. Thomas
10/11/2023	Placement	07.30- 19.00	10.5 hrs	Cilgerran Ward	Assisting in Therapeutic Play	K. Thomas
23/11/2023	Placement	16.00-19.30	3.5 hrs	Cilgerran Ward	Assisting in Therapeutic Play	K. Thomas
28/11/2023	Placement	07.30- 19.30	11 hrs	Cilgerran Ward	Assisting in Therapeutic Play	K. Thomas
29/11/2023	Placement	07.30- 19.30	11 hrs	Cilgerran Ward	Assisting in Therapeutic Play	K. Thomas
01/12/2023	Placement	07.30- 19.30	11 hrs	Cilgerran Ward	Assisting in Therapeutic Play	K. Thomas
08/12/2023	Placement	07.30- 19.30	11 hrs	Cilgerran Ward	Assisting in Therapeutic Play	K. Thomas
14/12/2023	Placement	13.00- 19.30	5.5 hrs	Cilgerran Ward	Assisting in Therapeutic Play	K. Thomas
18/12/2023	Placement	07.30- 19.30	11 hrs	Cilgerran Ward	Assisting in Therapeutic Play	K. Thomas
05/01/2024	Placement	07.30- 19.30	11 hrs	Cilgerran Ward	Assisting in Therapeutic Play	K. Thomas
23/01/2024	Placement	07.30- 19.30	11 hrs	Cilgerran Ward	Assisting in Therapeutic Play	K. Thomas
24/01/2024	Placement	07.30- 19.30	11 hrs	Cilgerran Ward	Assisting in Therapeutic Play	K. Thomas
01/02/2024	Placement	08.00- 19.30	10.5 hrs	Cilgerran Ward	Assisting in Therapeutic Play	K. Thomas
22/02/2024	Placement	08.00- 19.30	10.5 hrs	Cilgerran Ward	Assisting in Therapeutic Play	K. Thomas
TOTAL:			200 hrs			

PROFESSIONAL DEVELOPMENT PLAN

Please note that at Level 5 we expect students to be assisting a professional youth worker, assisting development, delivery, supporting youth work activities. Please complete the form electronically to enable the boxes to expand, ensuring you provide adequate detail.

	1. Work in accordance with the 5 pillars of Principles and Purposes of Youth Work in Wales (YMMWRG, 2018) (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
What do you need to learn?	Continue to develop leadership skills and become more confident in encouraging young people to do the same. Plan and develop activities in a safe environment where young people can feel included. Empowering- Encouraging young people to engage with the personal, social, and political issues which affect their lives and the lives of others and to develop qualities of leadership.	Recognise the opportunity to encourage, advise, support and assist. YVW 02 Assist Young People to express and realise their goals. YVW 05 Enable Young People to use their learning to enhance their future.	Engage with young people at different levels while remembering the importance of individuality. Support young people to develop interests and aid them by promoting wellbeing. YVW 01 Initiate, build and maintain purposeful relationships with young people. YVW 21 Develop a culture and systems that promote inclusion and value diversity.	Develop interpersonal skills while supporting the people I work with. Adhering to policy in my practice and always working to a professional standard. YVW 03 Engage with communities to promote the interests and contributions of young people. YVW 04 Develop productive working relationships with colleagues and stakeholders to support youth work.
Activities you will learn from (how will you learn	Engaging with young people, observing colleagues, and reflecting on own practice.	Establish rapport with young people while accepting advice from colleagues.	Show consistency with all young people. Adapt to individuals' needs.	Respect views and actions of others. Develop teamwork skills.

what will you learn from)	Developing Risk Assessments that will aid me in my practice, Plan, prepare and lead activities.	Understanding when to seek support or advice to be able to improve own practice.	Where necessary, do research or seek guidance where there is a lack of knowledge or understanding. Support young people by helping to give them a voice. Help young people gain understanding of the issues they may be facing.	Undertake relevant training that will allow me to better support my colleagues and the young people that I work with.

Student: ARees

Supervisor:

Date: