

**Emma Hutchings  
1910900**

**MA Youth and Community Work  
Professional Practice Fieldwork 2– SJYW7015**

**Placement at Pembroke Dock Youth Club  
2021-2022**

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### 1.1 Identifying a Placement

After discussion with lecturers it was agreed that I could use my own job as Youth Assistant at Pembroke Dock Youth Club. This was a new post so I was able to demonstrate the recruitment requirements and have detailed them within this portfolio. I approached my Manager and asked if he would be happy to provide line manager supervision for a placement which he was more than happy to do. As the youth work position is not a team leader post we agreed that I would arrange activities and deliver my own work to meet the standards.

#### PEMBROKESHIRE COUNTY COUNCIL JOB DESCRIPTION

|                        |                                  |                           |
|------------------------|----------------------------------|---------------------------|
| <b>JOB TITLE:</b>      | <b>Youth Club Assistant</b>      | <b>POST REF:</b>          |
| <b>DEPARTMENT:</b>     | <b>Education</b>                 | <b>GRADE: 3 SCP 2 - 3</b> |
| <b>DIVISION:</b>       | <b>Performance and Community</b> | <b>HOURS:</b>             |
| <b>RESPONSIBLE TO:</b> | <b>Youth Club Team Leader</b>    |                           |

**JOB PURPOSE**

To assist staff and users to ensure smooth running of the youth club.

**PRINCIPAL RESPONSIBILITIES**

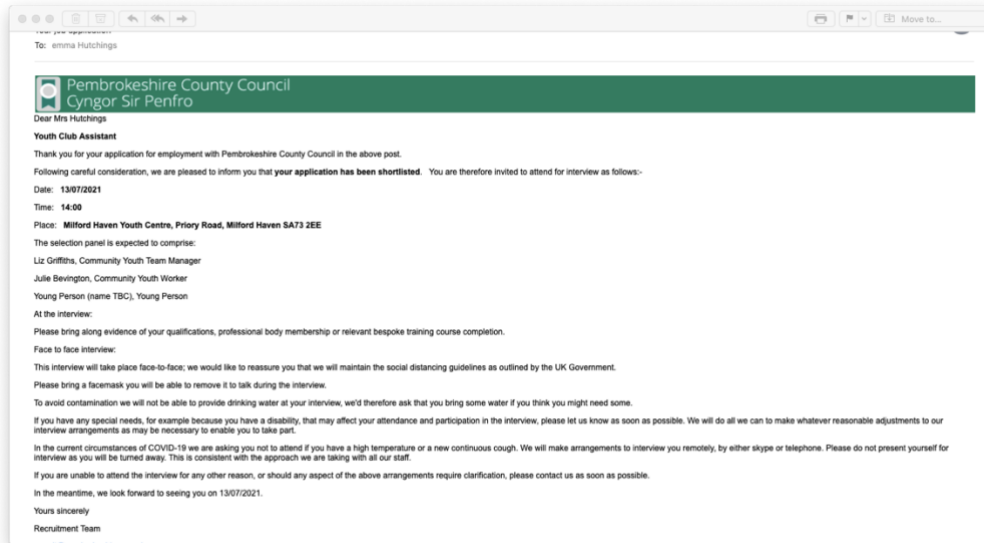
- To prepare room and equipment.
- To provide and monitor use of equipment.
- To assist staff with activities and events.
- To register members and complete nightly attendance register.
- To check equipment is safe and stored away correctly.
- To monitor and report any damage to resources or building.
- To undertake any other duties commensurate with salary as directed by the Youth Club Team Leader.

**PERSON SPECIFICATION**

- Ability to relate to young people in an informal education setting.
- Ability to work as part of a team.
- Commitment to anti-oppressive practice and the practice of equality of opportunities.

**PROVISIONAL LOCATION:** Various locations, Countywide

## Invite to interview



## Job Offer

|                                                                                           |                                             |                                                  |                                                   |                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                         |
|-------------------------------------------------------------------------------------------|---------------------------------------------|--------------------------------------------------|---------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| Date - Dyddiad<br>Your ref - Eich cyfeirnod<br>My ref - Fy ngybairnod<br>Telephone - Ffôn | 3007/2021<br><br>117174<br><br>01437 775863 | Email - E-bost<br>luc.bowen@pembrokeshire.gov.uk | www.pembrokeshire.gov.uk<br>www.sir-benfro.gov.uk | Mrs E M Hutchings<br>25 Woodfield Grove<br>COSHETON<br>PEMBROKESHIRE<br>SA72 4UE | <div> <div>  </div> <div> <b>Pembrokeshire County Council</b><br/> <b>Cyngr Sir Penfro</b><br/>         101 WESTLEY, HA, Blythegwyn, Gŵyl, MAENWYD, Cŵyl<br/>         Cŵyl Cŵyl / Cŵyl Westwylwr       </div> </div> <div>         CERN DAVIES, MA, Cŵylwyl Ffôn<br/>         Hŵylwyl MA, Cŵylwyl Rŵylwyl<br/>         Penfroffŵyl Kŵylwyl Dŵyl       </div> <div>         Pembrokeshire County Council,<br/>         County Hall, Hŵylwyl Cŵylwyl,<br/>         Pembrokeshire, SA61 1TP       </div> <div>         Cyngr Sir Penfro,<br/>         Newydd y Sir, HWLFFORDD,<br/>         Sir Benfro, SA61 1TP<br/>         Telefôn / Ffôn 01437 764551       </div> <div>         Please ask for<br/>         Os gŵylwyl yn dda gŵylwylwyl am       </div> | HR Assistant – <b>Danielle Phillips</b> |
|-------------------------------------------------------------------------------------------|---------------------------------------------|--------------------------------------------------|---------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|

Dear Mrs Hutchings

### Appointment as Youth Club Assistant

Further to your recent interview, I write to confirm the decision to offer you employment with Pembrokeshire County Council in the position of **Youth Club Assistant**.

The appointment is offered at Grade 3, SCP 02 which is £18,198 for 2 hours 30 minutes per week, term-time only for 40.6 weeks per annum equating to £880.86 pro rata.

Your terms and conditions of employment will be in accordance with the Scheme of Conditions of Service laid down by the National Joint Council for Local Government Services, as supplemented or amended by any local collective agreements or rules which may be introduced by the Council.

I also attach a job description, which indicates, in broad terms, the duties and responsibilities that you will be required to undertake.

This offer is conditional on the following pre-employment checks:-

- receipt of a satisfactory certificate from the Disclosure and Barring Service (DBS) (you will need to contact the DBS team on [dbsteam@pembrokeshire.gov.uk](mailto:dbsteam@pembrokeshire.gov.uk), you will need to confirm your full given name, the job role and the location of this work)
- References that the Council considers to be satisfactory;
- Documentary evidence of your educational / vocational qualifications (*driving licence*)
- Documentary evidence of up to date professional registration (where applicable)

I would be grateful therefore if you could indicate, in writing, whether or not you wish to accept this offer of employment on the terms described. Should you decide to accept, it would be helpful if you could confirm the date on which you propose to take up the post. Ideally, we would like you to start on 20/09/2021 or as soon as possible thereafter following completion of acceptable pre-employment checks. If there is any aspect of the offer which you would like to discuss or clarify before responding, please do not hesitate to contact Human Resources.

I would like to congratulate you on the success of your application, and look forward to hearing from you in the near future.

Yours sincerely

Luci Bowers  
HR Manager

## 1.2 Fieldwork Placement Contract

### PLACEMENT ARRANGEMENT FORMS FOR LEVEL 7

#### FIELDWORK PLACEMENT CONTRACT

Where possible please complete this information electronically, the text boxes will expand to contain the necessary information.

| STUDENT INFORMATION                 |                                                                                                                                                                                                                                           |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Student Name</b>                 | Emma Hutchings                                                                                                                                                                                                                            |
| <b>Student Address</b>              | 25, Woodfield Grove, Cosheston, Pembroke Dock, Pembrokeshire, SA72 4UE                                                                                                                                                                    |
| <b>Student University e mail</b>    | <a href="mailto:1910900@student.uwtsd.ac.uk">1910900@student.uwtsd.ac.uk</a>                                                                                                                                                              |
| <b>Student DBS Status and date</b>  | 13/09/21 001749858245<br>Update service ID – C9376060749                                                                                                                                                                                  |
| <b>Additional requirements</b>      | Receipt of a satisfactory certificate from the Disclosure and Barring Service (DBS)<br>Documentary evidence of your educational / vocational qualifications ( <i>driving licence</i> )<br>Mandatory training.<br>ID badge/local ID badge. |
| <b>Name of fieldwork supervisor</b> | Alex Atkins                                                                                                                                                                                                                               |
| <b>Fieldwork supervisor Tel.</b>    | 07758753106                                                                                                                                                                                                                               |
| <b>Fieldwork supervisor e mail</b>  | 1300718@student.uwtsd.ac.uk                                                                                                                                                                                                               |

| HOST ORGANISATION INFORMATION            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name of Organisation</b>              | Pembroke Dock Youth Club, Pembrokeshire Youth, County Hall, Haverfordwest, Pembrokeshire, SA61 1TP                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Tel.</b>                              | 07768 291525                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Email</b>                             | <a href="mailto:Matthew.done@pembrokeshire.gov.uk">Matthew.done@pembrokeshire.gov.uk</a>                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Aims/ Purpose of the Organisation</b> | Pembrokeshire Youth provides experiences, opportunities, information, advice and personal support to young people aged 11 – 25 years. Providing young people with a free, safe and secure place to go outside of school, offering them a sense of belonging. Young people have the opportunity to participate in activities, learn new skills and build friendships. Youth clubs are referred to as “open access” provision, meaning that all participation and engagement is based on a voluntary basis, and young people are |

|                                                                                                                                                                                                                               |                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                               | permitted to participate as much or as little as they want.                                                                                                                                          |
| <b>Duration of placement</b>                                                                                                                                                                                                  | Level 7 Placement: 200 hours (100 or more face to face Youth Work).                                                                                                                                  |
| <b>Please detail the activities expected of the student<br/>(Use more space if necessary)</b>                                                                                                                                 | To assist with running of youth club. Engage with young people and facilitate activities in line with the principles of youth work. Enabling young people to learn new skills and build friendships. |
| <b>Facilities/equipment available to student</b>                                                                                                                                                                              | As required. Workplace, arts and crafts equipment. If any additional equipment is required it can be requested.                                                                                      |
| <b>Please confirm that your organisation has in place the following and where the student can have access to them:</b>                                                                                                        |                                                                                                                                                                                                      |
| a. Equal Opportunities Policy and procedures                                                                                                                                                                                  | Yes                                                                                                                                                                                                  |
| b. Safeguarding policy and procedures including a designated child protection officer                                                                                                                                         | Yes                                                                                                                                                                                                  |
| c. Disability Policy (please state how you will meet any special requirements noted by the student)                                                                                                                           | Yes, no specific requirements.                                                                                                                                                                       |
| d. Health and Safety Policy and procedures                                                                                                                                                                                    | Yes. Available on site, discussed with manager.                                                                                                                                                      |
| e. Risk assessments including significant risks identified?                                                                                                                                                                   | Yes                                                                                                                                                                                                  |
| During induction the student will be made fully aware of the organisation's rules of conduct (including boundary management), practices and policies, including Safeguarding and Health and Safety (e.g. accident reporting). |                                                                                                                                                                                                      |
| <p>The student will be covered by your employer's liability insurance whilst on your premises and undertaking any assigned tasks.</p> <p style="text-align: center;">Yes      <del>No</del></p>                               |                                                                                                                                                                                                      |
| During the placement, the student will be responsible to:                                                                                                                                                                     |                                                                                                                                                                                                      |
| Name of Line Manager                                                                                                                                                                                                          | Matthew Done                                                                                                                                                                                         |
| Position                                                                                                                                                                                                                      | Youth Club Team Leader                                                                                                                                                                               |
| Telephone No.                                                                                                                                                                                                                 | 07768291525                                                                                                                                                                                          |
| Email                                                                                                                                                                                                                         | Matthew.done@pembrokeshire.gov.uk                                                                                                                                                                    |
|                                                                                                                                                                                                                               |                                                                                                                                                                                                      |

| UNIVERSITY INFORMATION                                    |                          |
|-----------------------------------------------------------|--------------------------|
| Name of visiting tutor                                    | Darrel Williams          |
| Telephone Number                                          | 01267 676949             |
| Email address                                             | D.G.Williams@uwtsd.ac.uk |
| Student, line manager, and visiting tutor to sign below:  |                          |
| I hereby agree to the terms and conditions outlined above |                          |
| Signed (student) <i>Em Hutchings</i>                      | Date: 12/07/22           |
| Signed (line manager) <i>Matt Done</i>                    | Date: 12/07/22           |
| Signed (visiting tutor) Darrel Williams                   | Date: 12/07/22           |

## WORKPLACE RISK ASSESSMENT

### MA Youth and Community Work Programme: Fieldwork Placement Risk Assessment

#### Risk Assessment:

Details:

|                                |                                                                  |
|--------------------------------|------------------------------------------------------------------|
| Description                    | Placement at Pembroke Dock Youth Club                            |
| Department:                    | Pembroke Dock Youth Club                                         |
| Location:                      | Community Learning Centre, Ysgol Harri Tudor, Pembroke, SA71 4RL |
| Author:                        | Matt Done                                                        |
| Line Manager:                  | Matthew Done                                                     |
| Date:                          | 5/9/21                                                           |
| Applicable Equipment:          | n.a                                                              |
| Associated Risk Assessment(s): | General risk assessment, safeguarding risk assessment.           |
| Version:                       | 1                                                                |
| Review Date:                   | When any changes occur.                                          |
| Approved by:                   | Manager                                                          |
| Reason for latest update       | n/a                                                              |

Print name: \_\_\_\_\_ Emma Hutchings \_\_\_\_\_  
Signed: \_\_\_\_\_ EmHutchings \_\_\_\_\_  
Authorised by: \_\_\_\_\_ Manager \_\_\_\_\_  
Print name: \_\_\_\_\_ Matt Done \_\_\_\_\_

## Risk Assessment

| Ref | Hazard / Task / Activity<br>Area of Concern | Persons at Risk                                        | Existing Controls                                                                            | Describe Any Further<br>Controls / Actions<br>Needed                                                                                                          | Actions<br>By<br>Whom                          | Action<br>By When |
|-----|---------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-------------------|
| 1   | Fire                                        | All. Young people,<br>staff and visitors to<br>centre. | Established fire plan and<br>mitigations in place. Fire<br>extinguishers. Alarms.<br>Muster. | Familiarise self with plan<br>and actions in the event<br>of a fire.                                                                                          | <b>Student</b>                                 | ASAP              |
| 2   | Trips, slips and falls                      | All. Young people,<br>staff and visitors to<br>centre. | Follow established<br>procedures. Trained first<br>aiders. First aid kit.                    | Wear sensible footwear<br>and work uniform. Look<br>out for spillages and<br>hazards. Stop young<br>people running in<br>building, flying around<br>on chairs | <b>All,<br/>including<br/>young<br/>people</b> |                   |
| 3   | Safeguarding                                | Young people and<br>staff                              | Adherence to safeguarding<br>plan and policy, designated<br>safeguarding head.               | Completion of<br>safeguarding training.<br>Enhanced DBS and<br>online update service.                                                                         | <b>Student</b>                                 |                   |
| 4   | General risk assessment                     | Students, visitors<br>and staff                        | General risk assessment<br>attached.                                                         | Follow general risk<br>assessment                                                                                                                             | <b>All</b>                                     |                   |
| 5   | Violence                                    | Young people and<br>staff                              | Clear rules and regulations.                                                                 | Following risk<br>assessment, contact<br>parents, exclusion and<br>contact emergency<br>services.                                                             | <b>All</b>                                     |                   |

# HEALTH AND SAFETY RISK ASSESSMENT:

**Directorate** Education **Pembroke Dock Youth Club, Community Learning Centre, Henry Tudor School, Pembroke, SA71 4RL**

|                                      |                                                                                                                           |                                                                 |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| Person responsible:<br><br>Matt Done | Place:<br><br>Pembroke Dock Youth Club, Community Learning Centre, Henry Tudor School, Pembroke, SA71 4RL                 | Assessed By:<br><br>Matt Done/Facilities Manager. Date: Sept 21 |
| Manager: Matt Done                   | Task, Activity or Situation: Youth Club. Young people between ages 11-16. Monday, Tuesday, Wednesday 1800-2000 term time. | Re-assessment date:<br>Sept 22                                  |

| Severity of harm                            |                                                         |                                                              |                                             |
|---------------------------------------------|---------------------------------------------------------|--------------------------------------------------------------|---------------------------------------------|
| <b>Risk = severity x likelihood</b>         |                                                         |                                                              |                                             |
| <b>Likelihood of occurrence</b>             | <b>(1) Slight</b><br>(All other injuries and illnesses) | <b>(2) Serious</b><br>(Over 7 day injury or serious illness) | <b>(3) Major</b><br>(Death or major injury) |
| <b>(1) Low</b><br>(Harm will seldom occur)  | <b>Low (1)</b>                                          | <b>Low (2)</b>                                               | <b>Medium (3)</b>                           |
| <b>(2) Medium</b><br>(Harm likely to occur) | <b>Low (2)</b>                                          | <b>Medium (4)</b>                                            | <b>High (6)</b>                             |
| <b>(3) High</b><br>(Harm certain to occur)  | <b>Medium (3)</b>                                       | <b>High (6)</b>                                              | <b>High (9)</b>                             |

| HAZARD | WHO MIGHT BE HARMED AND HOW? | EXISTING CONTROL MEASURES | RISK<br>(severity x likelihood) | WHAT MORE NEEDS TO BE DONE TO CONTROL THE RISK? | BY WHOM?<br>BY<br>WHEN? |
|--------|------------------------------|---------------------------|---------------------------------|-------------------------------------------------|-------------------------|
|--------|------------------------------|---------------------------|---------------------------------|-------------------------------------------------|-------------------------|

|                                  |                                                                                                                                                                |                                                                                                                                                                                                                                     |                                 |                                                                                                                  |         |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|------------------------------------------------------------------------------------------------------------------|---------|
| Fire                             | All young people, staff and visitors. If trapped when there is a fire, staff and young people could suffer fatal injuries from smoke inhalation or burns.      | Fire plan in place. Fire extinguishers. Sprinklers, muster point and fire exits.<br>No smoking policy. All aware of the fire procedure and evacuation policy.<br>Training provided to staff. Annual practice drills and fire tests. | <b>(3 x 1)</b><br><b>Medium</b> | Sign in sheets, to ensure all are accounted for. Any who need extra help to be advised during welcome/induction. | Manager |
| Electricity                      | All at risk from electrical shocks or burns from electrical equipment and faults.                                                                              | Staff and facilities manager to carry out day to day risk assessment. Discoloured sockets or cables to be reported. PAT testing carried out annually.                                                                               | <b>(3x1)</b><br><b>Medium</b>   | Follow procedures.                                                                                               | Manager |
| Slips trips and falls            | All staff and visitors may be injured if they trip over objects or slip on spillages.                                                                          | Ensure good housekeeping, Staff keep work area clear, no boxes left in walkways. No trailing leads or cables.<br><br>Put equipment away after use. Only use in designated areas. No trailing cables or running leads out of doors.  | <b>(1 x 2)</b><br><b>LOW</b>    | Follow procedures.                                                                                               | Manager |
| Traffic                          | All users of youth club could be affected by traffic when arriving and leaving.                                                                                | Ensure outdoor lighting is adequate and that there is plenty of parking space for parents and those who pick up drop off. Young people to take care on bikes/scooters and when on foot.                                             | <b>(1 x 2) LOW</b>              | Monitor.                                                                                                         | Manager |
| Safeguarding                     | See safeguarding policy                                                                                                                                        | See safeguarding policy                                                                                                                                                                                                             | <b>3 x 1</b><br><b>MEDIUM</b>   |                                                                                                                  | Manager |
| Stress / violence and aggression | All members of staff can be affected by stress due to workload, expected performance, bullying.<br><br>Young people may feel stressed or suffer from bullying. | The 'Dignity in work' policy and the 'Violence and Aggression at Work' guidance are available on the council's intranet and notice board.<br>Ensure no violence policy. Encourage stress relief and conflict reduction.             | <b>(2 x 2)</b><br><b>MEDIUM</b> | Manager to review annually.                                                                                      | Manager |

|                 |                                                                                         |                                                                                 |                               |                                                                                                                                                                                                       |  |
|-----------------|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Manual handling | Risk of injury or back pain from handling heavy boxes of mail, dealing with deliveries. | Trolley used to transport heavy items. Only store light object on high shelves. | <b>2 X 2</b><br><b>MEDIUM</b> | Manual Handling training course. Manual handling assessment to be done where significant risk is identified.<br><br>Staff reminded they should never attempt to lift objects that appear too heavy to |  |
| COVID           | Local procedures apply                                                                  | Follow local procedures                                                         | <b>2 X 2</b><br><b>MEDIUM</b> |                                                                                                                                                                                                       |  |

**Safeguarding HEALTH AND SAFETY RISK ASSESSMENT:**

**Directorate** Education **Pembroke Dock Youth Club, Community Learning Centre, Henry Tudor School, Pembroke, SA71 4RL**

|                                                     |                                                                                                                           |                                                             |
|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Person responsible: Matt Done/Liz Griffiths/Manager | Place: Pembroke Dock Youth Club, Community Learning Centre, Henry Tudor School, Pembroke, SA71 4RL                        | Assessed By: Matt Done/Liz Griffiths Manager. Date: Sept 21 |
| Manager: Matt Done                                  | Task, Activity or Situation: Youth Club. Young people between ages 11-16. Monday, Tuesday, Wednesday 1800-2000 term time. | Re-assessment date: Sept 22                                 |

| Risk = severity x likelihood                                                                                                                                                            |                                                      | Severity of harm                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                          |                                                                                                                                                                                                                             |                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| Likelihood of occurrence                                                                                                                                                                |                                                      | (1) Slight<br>(All other injuries and illnesses)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | (2) Serious<br>(Over 7 day injury or serious illness)    | (3) Major<br>(Death or major injury)                                                                                                                                                                                        |                            |
| (1) Low<br>(Harm will seldom occur)                                                                                                                                                     |                                                      | Low (1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Low (2)                                                  | Medium (3)                                                                                                                                                                                                                  |                            |
| (2) Medium<br>(Harm likely to occur)                                                                                                                                                    |                                                      | Low (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Medium (4)                                               | High (6)                                                                                                                                                                                                                    |                            |
| (3) High<br>(Harm certain to occur)                                                                                                                                                     |                                                      | Medium (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | High (6)                                                 | High (9)                                                                                                                                                                                                                    |                            |
| HAZARD                                                                                                                                                                                  | WHO MIGHT BE HARMED AND HOW?                         | EXISTING CONTROL MEASURES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | RISK<br>(severity x likelihood)                          | WHAT MORE NEEDS TO BE DONE TO CONTROL THE RISK?                                                                                                                                                                             | BY WHOM?<br>BY WHEN?       |
| Exposure to unsuitable personnel                                                                                                                                                        | Young people and staff                               | Staff informed no contact with children and young people unsupervised.                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 1x1 LOW                                                  | Students from local universities to have valid DBS checks. Only authorised volunteers or students on placements permitted. Receipt of a satisfactory certificate from the Disclosure and Barring Service Mandatory training | Student, employee. Manager |
| Staff awareness of the laws and guidance in place to protect children and young people                                                                                                  | Young people and staff                               | Staff attended Tier 1 Child Protection training. Records are kept of all staff who have attended training. All Wales Child Protection Procedures are available for all staff on the PCC intranet, and the education Pembrokeshire Portal. Ensure that employees know where to access the procedures. Students are made aware of procedures upon arrival. Safeguarding policy attached.                                                                                                                                                         | 1x1 LOW                                                  | Ensure staff are booked onto training as part of the induction process. Students are made aware of procedures upon arrival.                                                                                                 | Upon recruitment           |
| Staff not recognising the signs of abuse and neglect nor understanding how to respond to a child<br><br>Children and young people at risk of abuse from other children and young people | Young people and staff<br><br>Young people and staff | Staff attended Tier 1 Child Protection training. Records are kept of all staff who have attended training.<br><br>Following training all staff are aware that if they are unsure of how to respond to a child they can contact the child care duty line or out of hours duty for support and advice. Students are made aware of procedures upon arrival. Follow safeguarding policy attached.<br><br>YP are supervised by others at all times. Students are made aware of procedures upon arrival.<br><br>Follow safeguarding policy attached. | 1x1 LOW<br><br><br><br><br><br><br><br><br><br>1 x 1 LOW | Students are made aware of procedures upon arrival. Follow safeguarding policy attached.<br><br><br>None.                                                                                                                   | all                        |

Continued overleaf

**ADMINISTRATION FORMS FOR SUPERVISED PRACTICE  
FIELDWORK PRACTICE SUPERVISION CONTRACT**

|                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Practicalities</b>                                                                                                                                  | Meet online via Teams. If unable to attend let other party know at least 24hours before planned session. Meeting once a week in March and April on Mondays at 12noon for Monkton placement, as portfolio due 27th April.                                                                                                                                                                                        |
| For example - timing, frequency, place, what are reasonable interruptions.                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Boundaries</b>                                                                                                                                      | Sessions to be confidential unless needed to be broken but supervisor to inform supervisee before breaking confidentiality. Anything can be discussed open and honestly within the sessions and will be kept confidential from both parties.                                                                                                                                                                    |
| What can be discussed, what cannot, confidentiality, how will gossip be dealt with.                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Working together</b>                                                                                                                                | When possible supervisor to question supervisee on current work. Support with placement work such as reflectives and portfolio, and to send this ideally the Friday before supervision.                                                                                                                                                                                                                         |
| Sharing expectations, what the focus of the relationship will be hopes and fears, the ethos of the supervision.                                        |                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Session Format</b>                                                                                                                                  | Send at least one piece work before session for supervisor to look at and for then to focus on during session, however this is flexible on the session, and what has happened in practice. Supervisor to make suggests and amendments if necessary. Informal sessions, which can recap on prior session. Discuss any issues arising and any general issues on supervisees mind either placement related or not. |
| What will each session be like? Will all the time be spent on one incident; are supervisees expected to bring written recordings or verbatim accounts? |                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Organisational &amp; Professional context</b>                                                                                                       | Supervisor to bring ideas of future development and training/placement to sessions for supervisee. Respect each other and be professional to what each other says and to remain confidential.                                                                                                                                                                                                                   |
| Expectations, fitness to practise, responsibilities on supervisor and supervisee, professional and ethical boundary discussions.                       |                                                                                                                                                                                                                                                                                                                                                                                                                 |

Signed (supervisee) Em Hutchings

Date: 4/3/22

Signed (supervisor) A H Atkins

Date: 4/3/22

## PROFESSIONAL DEVELOPMENT PLAN

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 (2013) (Educative, Expressive, Participative, Inclusive, Empowering). | 2. Facilitate the personal, social and educational development of young people                | 3. Promote inclusion, equality and young people's interests and wellbeing                           | 4. Work with young people and others                                       | 5. Develop youth work strategy and practice                | 6. Develop, lead and manage self and others                                                           |
| <b>What do you need to learn?</b>                                                    | Continue with university studies. Follow 5 pillars of principles and purposes of YW.                                                                             | Gather experience in working face to face with young people.                                  | Keep up to date with all legislation. Ensure inclusion and equality.                                | Gain experience, develop confidence                                        | Gain experience, deliver youth work in line with strategy. | Develop confidence in youth work                                                                      |
| <b>Activities you will learn from (how will you learn, what will you learn from)</b> | Training and university studies. Reading and literature. Case studies. Local events. Learning alongside young people.                                            | Delivering arts and crafts projects. Following projects designed by young people. Reflection. | Workplace training, keep up to date with literature. Discuss current affairs and promote wellbeing. | Delivering sessions. Youth worker briefing, feedback sessions. Reflection. | Training, youth work, experience. University work.         | Lead projects, confidence to highlight concerns and lead team. Suggest ideas and better ways to work. |

Student Emma Hutchings

Supervisor Matt Done/Alex Atkins

Date 5/9/21

## PROFESSIONAL DEVELOPMENT PLAN

For completion by the student after consultation with the Line Manager and Fieldwork Supervisor at the outset of the Placement

|                     |                                 |
|---------------------|---------------------------------|
| <b>Student</b>      | <b>Emma Hutchings</b>           |
| <b>Line Manager</b> | <b>Matt Done</b>                |
| <b>Placement</b>    | <b>Pembroke Dock Youth Club</b> |
| <b>Date</b>         | <b>5/9/21</b>                   |

Students will be expected to consider their placement experience to demonstrate competence in the key aspects of youth work outlined in the table below based on the National Occupational Standards for Youth Work (LSIS, 2012) and the Principles and Purposes Document (WAG, 2013).

|                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Line manager's opening comments about the placement – exactly what type of work will the placement involve?                                                                                            |
| The placement will consist of engaging with young people in line with the principles of youth work. Voluntary engagement. Social interaction and facilitating young peoples' learning and development. |
| Student initial comments about the Placement.                                                                                                                                                          |
| As a new youth worker I am looking forward to gaining experience in youth work.                                                                                                                        |

## SECTION A: About You (Principal Researcher)

|                                 |                                                                                                                                                          |                     |                                     |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-------------------------------------|
| Full Name:                      | Emma Hutchings                                                                                                                                           |                     |                                     |
| Tick all boxes which apply:     |                                                                                                                                                          |                     |                                     |
| Member of staff:                | <input type="checkbox"/>                                                                                                                                 | Student:            | <input checked="" type="checkbox"/> |
| Honorary research fellow:       | <input type="checkbox"/>                                                                                                                                 |                     |                                     |
| Faculty/School/Centre:          |                                                                                                                                                          |                     |                                     |
| Campus:                         | Carmarthen                                                                                                                                               |                     |                                     |
| E-mail address:                 | <a href="mailto:1910900@student.uwtsd.ac.uk">1910900@student.uwtsd.ac.uk</a><br><a href="mailto:emmamhutchings@icloud.com">emmamhutchings@icloud.com</a> |                     |                                     |
| Contact Telephone Number:       | 07815033709                                                                                                                                              |                     |                                     |
| <b>For students:</b>            |                                                                                                                                                          |                     |                                     |
| Student Number:                 | 1910900                                                                                                                                                  | Undergraduate       | <input type="checkbox"/>            |
| Programme of Study:             | MA Youth and Community Work (ETS Endorsed) AD2 Social Policy, Youth and Communities                                                                      | Taught Postgraduate | <input checked="" type="checkbox"/> |
| Director of Studies/Supervisor: | AD2 Social Policy, Youth and Communities                                                                                                                 | Research            | <input type="checkbox"/>            |

## SECTION B: Approval for Research Activity

|                                                                                                                                                                                                              |                             |                          |             |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--------------------------|-------------|--|
| Has the research activity received approval in principle?<br>(please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual) | YES                         | <input type="checkbox"/> |             |  |
|                                                                                                                                                                                                              |                             |                          | <b>Date</b> |  |
| If Yes, please indicate source of approval (and date where known):                                                                                                                                           | Research Degrees Committee  | <input type="checkbox"/> |             |  |
|                                                                                                                                                                                                              | Faculty Research Committee  | <input type="checkbox"/> |             |  |
|                                                                                                                                                                                                              | Other (write in) In lecture |                          |             |  |

Approval in principle **must** be obtained from the relevant source prior to seeking ethical approval.

## SECTION C: External Ethical Guidance Materials

|                                                                                                                                                                                                                                                                                                                                                    |                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines. |                          |
| <a href="https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/research/research-ethics-integrity-code-practice.pdf">UWTSd Research Ethics &amp; Integrity Code of Practice</a>                                                                                                                                                     | <input type="checkbox"/> |
| <a href="https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/research/research-ethics-integrity-code-practice.pdf">https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/research/research-ethics-integrity-code-practice.pdf</a>                                                                                  |                          |
| <b>UWTSd Research Data Management Policy</b>                                                                                                                                                                                                                                                                                                       | <input type="checkbox"/> |
| <b>BERA, British Educational Research Association Ethical Guidelines, BERA (2018) [Online] Available from:</b> <a href="http://www.bera.ac.uk/guidelines.htm">www.bera.ac.uk/guidelines.htm</a>                                                                                                                                                    | <input type="checkbox"/> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| (Accessed 10th Set 2022) <a href="https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018">https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <a href="https://www.etswales.org.uk/code-of-ethics">https://www.etswales.org.uk/code-of-ethics</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <a href="https://www.uwtsd.ac.uk/research/research-ethics/safeguarding-research-with-children-and-patients-/">https://www.uwtsd.ac.uk/research/research-ethics/safeguarding-research-with-children-and-patients-/</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| <a href="http://www.cwvys.org.uk/wp-content/uploads/2018/11/YOUTH-WORK-IN-WALES-PRINCIPLES-AND-PURPOSES.pdf">http://www.cwvys.org.uk/wp-content/uploads/2018/11/YOUTH-WORK-IN-WALES-PRINCIPLES-AND-PURPOSES.pdf</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <a href="http://www.youthworkwales.org.uk/wp-content/uploads/2019/11/youth-work-strategy-for-wales.pdf">http://www.youthworkwales.org.uk/wp-content/uploads/2019/11/youth-work-strategy-for-wales.pdf</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <a href="https://gov.wales/sites/default/files/publications/2018-02/direction-and-guidance-extending-entitlement-support-for-11-to-25-year-olds-in-wales.pdf">https://gov.wales/sites/default/files/publications/2018-02/direction-and-guidance-extending-entitlement-support-for-11-to-25-year-olds-in-wales.pdf</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| <p>The United Nations Convention on the Rights of the Child -<br/> <a href="https://www.unicef.org.uk/what-we-do/un-convention-child-rights/">https://www.unicef.org.uk/what-we-do/un-convention-child-rights/</a><br/> <a href="https://www.monktonpriory.co.uk/data-protection-policy/">https://www.monktonpriory.co.uk/data-protection-policy/</a><br/> <a href="https://www.monktonpriory.co.uk/child-protection-policy/">https://www.monktonpriory.co.uk/child-protection-policy/</a></p> <p>UNIVERSITY OF WALES TRINITY SAINT DAVID<br/> MA YOUTH &amp; COMMUNITY WORK PROGRAMME<br/> (ETS Endorsed, leading to JNC professional qualification)<br/> Institute of Education and Humanities: Social Policy, Youth and Communities<br/> FIELDWORK PRACTICE GUIDELINES 2019-20</p> |  |

#### SECTION D: External Collaborative Research Activity

|                                                                                                                        |     |                          |    |                                     |
|------------------------------------------------------------------------------------------------------------------------|-----|--------------------------|----|-------------------------------------|
| Does the research activity involve collaborators outside of the University?                                            | YES | <input type="checkbox"/> | NO | <input checked="" type="checkbox"/> |
| If Yes, please provide the name of the external organisation and name and contact details for the main contact person: |     |                          |    |                                     |
| Institution                                                                                                            |     |                          |    |                                     |
| Contact person name                                                                                                    |     |                          |    |                                     |
| Contact person e-mail address                                                                                          |     |                          |    |                                     |

#### Where research activity is carried out in collaboration with an external organisation

|                                                                                                                                          |     |                          |    |                          |
|------------------------------------------------------------------------------------------------------------------------------------------|-----|--------------------------|----|--------------------------|
| Does this organisation have its own ethics approval system?                                                                              | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |
| If Yes, please attach a copy of any final approval (or interim approval) from the organisation Data Protection and GDPR Policy attached. |     |                          |    |                          |

#### SECTION E: Details of Research Activity

|                                                                                                                                                                                                                                                               |                                                    |                    |             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|--------------------|-------------|
| Indicative title:                                                                                                                                                                                                                                             | <b>Case study and observations of young people</b> |                    |             |
| Proposed start date:                                                                                                                                                                                                                                          | September 5 2021                                   | Proposed end date: | July 8 2022 |
| <b>Purpose of research activity (including aims and objectives)</b><br>Outline the purpose, aims and objectives of the research activity, including key research questions. Show briefly how existing research has informed the proposed activity and explain |                                                    |                    |             |

what the research activity will add and how it addresses an area of importance. (Maximum 300 words)

This ethical proposal relates to any research or observation carried out within a placement setting. The setting is a youth club for young people aged 11-16 in Pembroke Dock. Delivered by Pembrokeshire Youth.

Any research will be informal and will consist of a case study and reflective accounts of time spent with young people. No young people will be identified and no ethical policy will be breached.

The proposed research activity would be focussed on young people aged 11-16. As youth work is unstructured and in an informal environment with voluntary opt in it lends itself towards the paradigm of constructivism and qualitative research (Creswell, 1998, p14).

It is imperative that any personal feeling or emotional responses of the interviewer or participant are managed appropriately; ethical guidelines such as BERA should be adhered to (BERA, 2018).

The proposed project would be carried out in a local school in an area that is high on the Welsh Index of Multiple Deprivations (Welsh Government, 2019).

The research activity will revolve around working with young people and asking them what kind of projects they would like to be involved in. This is in line with The United Nations Convention on the Rights of the Child, (UNCRC, 2018) and The Code of Occupational Ethics for the Youth Service in Wales (ETS Wales & YMCA Wales Community College. (2012).

(this box should expand as you type)

### **Proposed methods**

Provide a brief summary of all the methods that **may** be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. (Maximum 600 words)

Research would be carried out in line with BERA Ethical Guidelines for Educational Research, (BERA, 2018) as well as in conjunction with UWTSD Research Ethics & Integrity Code of Practice (UWTSD, 2017-2020). Consideration would also be given to the Youth Work in Wales: Principles and Purposes document, which has been written specifically for youth work in Wales (Youth Work in Wales: Principles and Purposes, 2018).

A case study would be an appropriate qualitative research methodology following the theoretical perspective of interpretivism. The case study should be bounded to the setting and a period of time and will consist of informal and unstructured chats/interviews open questions and conversation, (Creswell, 1998, p 37). The young people would be given the opportunity to voluntarily sign up to participate with

the research and informed consent would be gained at the outset. Bearing in mind that there is the entitlement to withdraw at any time.

Personal information will not be collected and any work will be anonymised to ensure that data protection and GDPR regulations are adhered to in accordance with UWTSD data storage and ethical policies (UWTSD, 2017-2020) and current GDPR legislation (ICO, 2022). Informed consent would be obtained and in the case of children, parental consent would also be obtained if necessary. For the purposes of this placement, consent will not be required to gain knowledge of the setting. In line with UWTSD safeguarding procedures and also the setting's procedure an up to date enhanced DBS certificate will be in place and will be held on the update service for verification. Parents and young people would have the entire process explained to them and given the opportunity to consent and drop out at any time.

Any potential risks will be mitigated and identified by completion of a risk assessment for this particular activity and in liaison with UWTSD lecturers and youth leaders. Risk assessments, safeguarding policies of the university and local authority and school would be adhered to at all times. At no time will any risk that would put the individual, participant, university or school in an adverse situation be taken. Health and Safety, Risk Management and Safeguarding procedures will be adhered to, to ensure that insurance and financial risk is not an issue.

BERA (2018) Ethical Guidelines for Educational Research, available from: [www.bera.ac.uk/guidelines.htm](http://www.bera.ac.uk/guidelines.htm). (Accessed 10th September 2022).

Bolton, G., 2014. *Reflective Practice, Writing and Professional Development*. 4 ed. London: Sage.

Cohen, L., and Manion, L. (1994). *Research methods in education*. (4th ed.) London: Routledge.

Creswell, J.W. (1998), pp 1-107, *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.) Thousand Oaks, CA: Sage.

Denzin, N. K. & Lincoln, Y. S. (eds), (2011) *The Sage Handbook of Qualitative Research* (4th ed). London: Sage Publications Ltd.

ETS Wales & YMCA Wales Community College. (2012) *Code of Occupational Ethics for the Youth Service in Wales*. Cardiff: ETS Wales & YMCA Wales

<https://www.hse.gov.uk/simple-health-safety/risk/risk-assessment-template-and-examples.htm>

Punch. K. F. (2013) *Introduction to Social Research: Quantitative and Qualitative Approaches* (3rd ed). London: Sage Publications Ltd

The United Nations Convention on the Rights of the Child - <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

UWTSD (2017-2020), Research Ethics & Integrity Code of Practice. Available at <https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/research/research-ethics-integrity-code-practice.pdf>

Welsh Index of Multiple Deprivations / Welsh Government (2019)  
<https://gov.wales/welsh-index-multiple-deprivation-full-index-update-ranks-2019>  
(accessed 28th November 2019).

Youth Work in Wales: Principles and Purposes, (2018) available at:  
<http://www.cwvys.org.uk/wp-content/uploads/2018/> Accessed between 06/10-7/5/20

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Youth and Community Work Programme

National Occupational Standards for Youth Work (LSIS, 2012) Checklist

Name: Emma Hutchings

Date: July 16<sup>th</sup> 2022

Placement: Pembroke Dock Youth Club, Pembroke Dock.

Description of the group:

Line manager: Matt Done

Supervisor: Alex Atkins

Visiting tutor: Darryl

This document is a checklist to be used by students when compiling evidence for assessment. The line manager is required to sign the final page to confirm that each standard has been met. It is the responsibility of the student to ensure that each standard has been met and that the evidence for that is included within the portfolio. This evidence will be checked during observations and at the final assessment.

**This checklist must be printed out, completed and included at the front of the portfolio of evidence.**

| Key Area A: Work with young people and others |                                                                                                 | Tick, if the evidence is available, whether the standard was achieved | Page No. or location in portfolio                                |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|------------------------------------------------------------------|
| YW01                                          | Initiate, build and maintain purposeful relationships with young people                         | √                                                                     | Reflections, case study,                                         |
| YW02                                          | Assist young people to express and to realise their goals                                       | √                                                                     | Reflections, case study,                                         |
| YW03                                          | Engage with communities to promote the interests and contributions of young people              | √                                                                     | Reflections, case study, Community profile                       |
| YW04                                          | Develop productive working relationships with colleagues and stakeholders to support youth work | √                                                                     | Reflections, case study, Community profile, training, employment |
| No. 32                                        | Lead and motivate volunteers (SFT MV D2)                                                        | √                                                                     | case study, Community profile, training, employment              |

| <b>Key Area B: Facilitate the personal, social and educational development of young people</b> |                                                                                      | Tick, if the evidence is available, whether the standard was achieved | Page No. or location in portfolio |
|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------|
| YW05                                                                                           | Enable young people to use their learning to enhance their future development        | √                                                                     | Case study, reflections photos    |
| YW06                                                                                           | Enable young people to work in groups                                                | √                                                                     | Case study, reflections photos    |
| YW07                                                                                           | Encourage young people to broaden their horizons to be effective citizens            | √                                                                     | Case study, reflections photos    |
| YW08                                                                                           | Support young people to identify and achieve aims                                    | √                                                                     | Case study, reflections photos    |
| YW09                                                                                           | Support young people in their understanding of risk and challenge                    | √                                                                     | Case study, reflections photos    |
| YW10                                                                                           | Facilitate young people's empowerment through their active involvement in youth work | √                                                                     | Case study, reflections photos    |
| YW11                                                                                           | Plan, prepare and facilitate activities with young people                            | √                                                                     | Case study, reflections photos    |
| YW12                                                                                           | Work with young people to manage resources for youth work activities                 | √                                                                     | Case study, reflections photos    |
| YW13                                                                                           | Support young people in evaluating the impact of youth work activities               | √                                                                     | Case study, reflections photos    |
| YW14                                                                                           | Facilitate young people's exploration of their values and beliefs                    | √                                                                     | Case study, reflections photos    |

|      |                                                                                      |   |                                |
|------|--------------------------------------------------------------------------------------|---|--------------------------------|
| YW15 | Advocate on behalf of young people and enable them to represent themselves to others | √ | Case study, reflections photos |
| YW16 | Enable young people to access information to make decisions                          | √ | Case study, reflections photos |

| <b>Key Area C: Promote inclusion, equity and young people's interests and wellbeing</b> |                                                                                                                                       | Tick, if the evidence is available, whether the standard was achieved | Page No. or location in portfolio                   |
|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------|
| YW17                                                                                    | Work with young people in promoting their rights                                                                                      | √                                                                     | Case study, reflections photos                      |
| YW18                                                                                    | Explore with young people their wellbeing                                                                                             | √                                                                     | Case study, reflections photos                      |
| YW19                                                                                    | Work with young people to safeguard their own welfare                                                                                 | √                                                                     | Case study, reflections photos                      |
| YW20                                                                                    | Embed organisational policy for the protection and safeguarding of young people                                                       | √                                                                     | Case study, reflections Photos training, employment |
| No. 33                                                                                  | <i>Promote equality of opportunity and diversity and inclusion in your area of responsibility (Management and leadership NOS B11)</i> | √                                                                     | Case study, reflections photos                      |
| YW21                                                                                    | Develop a culture and systems that promote inclusion and value diversity                                                              | √                                                                     | Case study, reflections photos                      |
| YW22                                                                                    | Ensure that youth work activities comply with legal, regulatory and ethical requirements                                              | √                                                                     | Case study, reflections photos                      |

| <b>FUNCTIONAL AREA D: Develop Youth Work Strategy and Practice</b> |                                                                                                        | Tick, if the evidence is available, whether the standard was achieved | Page No. or location in portfolio          |
|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|--------------------------------------------|
| YW23                                                               | Investigate the needs of young people and the community in relation to youth work                      | √                                                                     | Community profile, case study, reflections |
| YW24                                                               | Evaluate and prioritise organisational requirements for youth work activities                          | √                                                                     | case study, reflections                    |
| YW25                                                               | Influence and develop youth work strategies                                                            | √                                                                     | case study, reflections                    |
| YW26                                                               | Identify and secure funding and resources for youth work                                               | √                                                                     | Employment, case study reflections         |
| YW27                                                               | Facilitate and engage young people in the strategic development and delivery of youth work             | √                                                                     | case study reflections                     |
| YW28                                                               | Work in partnership with agencies to improve opportunities for young people                            | √                                                                     | case study reflections, evidence           |
| No. 34                                                             | <i>Develop structures, systems and procedures to support volunteering (Managing Volunteers NOS A3)</i> | √                                                                     | case study reflections, evidence           |
| YW29                                                               | Monitor and evaluate the quality of youth work activities                                              | √                                                                     | case study reflections, evidence           |

| <b>FUNCTIONAL AREA E: Develop, lead and manage self and others</b> |                                                                                                                  | Tick, if the evidence is available, whether the standard was achieved | Page No. or location in portfolio                                    |
|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------------------------|
| YW30                                                               | Work as an effective and reflective youth work practitioner                                                      | √                                                                     | case study reflections, evidence                                     |
| YW31                                                               | Provide youth work support to other workers                                                                      | √                                                                     | case study reflections, evidence                                     |
| No. 32                                                             | Involve, motivate and support volunteers (Managing Volunteers UKWH B2)                                           | √                                                                     | case study reflections, evidence<br>case study reflections, evidence |
| No. 33                                                             | Promote equality of opportunity and diversity in your area of responsibility (Management and leadership NOS B11) | √                                                                     | case study reflections, evidence                                     |
| No. 34                                                             | Develop structures, systems and procedures to support volunteering (Managing Volunteers A3)                      | √                                                                     | case study reflections, evidence                                     |
| No. 35                                                             | Manage your own resources and professional development (Management and leadership A2)                            | √                                                                     | case study reflections, evidence, training personal development      |
| No. 36                                                             | Provide leadership for your team (Management and leadership B5)                                                  | √                                                                     | case study reflections, evidence, training personal development      |
| No. 37                                                             | Allocate and check work in your team (Management and leadership D5)                                              | √                                                                     | case study reflections, evidence, training personal development      |

|        |                                                                                                             |   |                                                                 |
|--------|-------------------------------------------------------------------------------------------------------------|---|-----------------------------------------------------------------|
| No. 38 | Recruit, select and keep colleagues (Management and leadership D3)                                          | √ | case study reflections, evidence, training personal development |
| No. 39 | Provide learning opportunities for colleagues (Management and leadership D7)                                | √ | case study reflections, evidence, training personal development |
| No. 40 | Make sure your own actions reduce risks to health and safety (Health and Safety HSS1)                       | √ | case study reflections, evidence, training personal development |
| No. 41 | Ensure health and safety requirements are met in your area of responsibility (Management and leadership E6) | √ | Risk assessments, training                                      |

SIGNED STUDENT

DATE 10/7/22

*EmHutchings*

SIGNED LINE MANAGER

*Matt Done*

DATE 10/07/22

**LINE MANAGER'S FINAL REPORT (continued)**

|                                                                                                                                                                                                           |                       |                          |                         |                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------------------|-------------------------|-----------------|
| Work in accordance with the pillars of Youth Work in Wales: Principles and Purposes                                                                                                                       |                       |                          |                         |                 |
| A Exceptional<br>70%+                                                                                                                                                                                     | B Effective<br>60-69% | C Satisfactory<br>50-59% | D Rather weak<br>40-49% | E Weak<br>0-39% |
| A. Emma is an excellent youth worker and team member. She shows professionalism and engages with young people and colleagues.                                                                             |                       |                          |                         |                 |
| Facilitate the personal, social and educational development of young people                                                                                                                               |                       |                          |                         |                 |
| A Exceptional<br>70%+                                                                                                                                                                                     | B Effective<br>60-69% | C Satisfactory<br>50-59% | D Rather weak<br>40-49% | E Weak<br>0-39% |
| A. An excellent communicator who comes up with new ideas and delivers plans effectively. The young people relate well with her and this has had a positive impact on the development of the young people. |                       |                          |                         |                 |
| Promote inclusion, equality and young people's interests and wellbeing                                                                                                                                    |                       |                          |                         |                 |
| A Exceptional<br>70%+                                                                                                                                                                                     | B Effective<br>60-69% | C Satisfactory<br>50-59% | D Rather weak<br>40-49% | E Weak<br>0-39% |
| A. Emma is always driving equality and inclusion and encourages the young people to do this as young people in their own community.                                                                       |                       |                          |                         |                 |
| Work with young people and others                                                                                                                                                                         |                       |                          |                         |                 |
| A Exceptional<br>70%+                                                                                                                                                                                     | B Effective<br>60-69% | C Satisfactory<br>50-59% | D Rather weak<br>40-49% | E Weak<br>0-39% |
| A. Excellent working with young people and other staff. Emma was proactive in the community developing potential new services for young people.                                                           |                       |                          |                         |                 |
| Develop youth work strategy and practice                                                                                                                                                                  |                       |                          |                         |                 |
| A Exceptional<br>70%+                                                                                                                                                                                     | B Effective<br>60-69% | C Satisfactory<br>50-59% | D Rather weak<br>40-49% | E Weak<br>0-39% |
| A. Emma was intuitive and listened to what was going on in young peoples lives and engaged with them about what they would like to do. She came up with proactive ideas to promote our services.          |                       |                          |                         |                 |

|                                                                                                    |                       |                          |                         |                 |
|----------------------------------------------------------------------------------------------------|-----------------------|--------------------------|-------------------------|-----------------|
| Develop, lead and manage others                                                                    |                       |                          |                         |                 |
| A Exceptional<br>70%+                                                                              | B Effective<br>60-69% | C Satisfactory<br>50-59% | D Rather weak<br>40-49% | E Weak<br>0-39% |
| A. Able to manage and lead the young people. Spoke to other leaders with experience and knowledge. |                       |                          |                         |                 |

**LINE MANAGER'S FINAL REPORT (continued)**

|                                                                                                                                                                                                                 |                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| How has the student developed during the placement?                                                                                                                                                             |                     |
| Emma is a valuable member of staff and is professional and trustworthy. The young people and her colleagues respect her as a colleague and youth worker. Emma has developed in confidence during the placement. |                     |
| What are your suggestions for further professional development?                                                                                                                                                 |                     |
| At Emma's appraisal she suggested autism training for the team and possibly the young people, this is a great idea and we will look in to it.                                                                   |                     |
| 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                                                                                                                                                                                                       | <del>No, Fail</del> |
| Line Manager's Provision Grade for the Student (%)                                                                                                                                                              |                     |
| A                                                                                                                                                                                                               |                     |
| Further Comments                                                                                                                                                                                                |                     |
|                                                                                                                                                                                                                 |                     |

Signed Line Manager Matt DoneSigned Student Emma HutchingsDate 22/7/22

# FIELDWORK SUPERVISOR'S FINAL REPORT

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>How did the student use supervision and respond to feedback?</i></p> <p><i>During sessions Emma responded well to feedback in which could enhance her role as a youth worker as well as her day to day work.</i></p> <p><i>She did submit some work which enabled me to support her with discussions around her value and principles of youth work. It was clear she was willing to learn and develop her own practice</i></p> <p><i>She immersed herself in the supervision process and was able to understand the concept of experiential learning. Through discussions she was able to explore and discussion current youth work practice issues and was in which they could be developed and young people effectively supported.</i></p> <p><i>It is important to mention that her engagement on the last few supervisions sessions had dwindled due to her getting a new job, her trying to finish her first year work, finishing placement and she also had ill health which could be to how run down she was. Taking all things into consideration it was admirable she kept on going despite this lack of engagement. However communication is important and must stress how important is to look after your own wellbeing.</i></p> |
| <p><i>To what extent did the student seek challenging situations, and how were these worked with?</i></p> <p><i>Emma explored learning from her placement and ways she can develop and carry that out in future. We discussed ways in which she could enhance her learning, pushing herself outside her comfort zone with the young people who attend Monkton.</i></p> <p><i>We discussed how there is nothing wrong with asking questions as that enhanced the rapport with young people, whilst expanding learning, that ultimately enhances learning and practice.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><i>To what extent did the student show enthusiasm, commitment, creativity and innovation?</i></p> <p><i>Throughout supervision I could see that Emma thrives when she is with young people, especially young people who challenge her own protectives and norms. I could see the passion radiating from her when she was discussion situations and the fascination in which she gets from understanding young people and specific community groups. She was always looking at ways in which she could enhance what she is doing and what her placement is doing to benefit the young people in her community.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><i>How well was the student able to relate theory to practice and reflect on her/his own practice and that of others?</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

*As supervisions went on, you could see the connections being built from the practice she is undertaking into a theoretical sense. However saying this, I believe this is an area which Emma could mostly grow upon, especially in regards to NOS, youth work principle and purpose ect and embed these more into her written work.*

*How did the student articulate her/his own beliefs and values and relate them to the work?*

*During sessions she was open and honest about how youth work principles and values have impacted her work. She noticed how her previous work which wasn't youth work yet provided events for young people and marketing events for the community enabled her to embed principles and values of youth work prior to the masters. During that work she realised how the day-to-day work was pulling her away from her own values and believes which led her into youth work. Since doing this course she has noticed where her calling is, as she is working part time in a youth club plus on placement in Monkton as well as a day job.*

*How pro-active was the student in demonstrating anti oppressive beliefs, language, and behaviour?*

*It is clear to see how open and willing to learn and encompass others opinions and believes and this was clear from out supervision sessions, discussing working with the gypsy traveller community.*

*In your professional opinion has the student achieved the necessary standards to function as a professionally qualified Youth and Community Worker?*

*Yes, I believe she would be a great Youth and community worker*

*Provisional grade for supervision (%).*

*63%*

Signed A Atkins

Supervisor

Signed Student EmHutchings

Date 21/8/22

| Pembs Youth – Work placement |                                                              |
|------------------------------|--------------------------------------------------------------|
| 06/09/21                     | Youth community meeting 2 hours                              |
| 21/09/21                     | Youth club, 2.5 hours                                        |
| 28/09/21                     | Youth club, 2.5 hours                                        |
| 5/10/21                      | Youth club, 2.5 hours                                        |
| 12/10/21                     | Youth club, 2.5 hours                                        |
| 14/10/21                     | Youth club, 2.5 hours, not paid for uni hours                |
| 19/10/21                     | Youth club, 2.5 hours                                        |
| 26/10/21                     | Youth club, 2.5 hours                                        |
| 28/10/21                     | Youth club 2.5 hours not paid for uni hours.                 |
| 02/11/21                     | Youth club, 2.5 hours                                        |
| 09/11/21                     | Youth club, 2.5 hours                                        |
| 16/11/21                     | Youth club, 2.5 hours                                        |
| 23/11/21                     | Youth club, 2.5 hours                                        |
| 30/11/21                     | Youth club, 2.5 hours                                        |
| 07/12/21                     | Youth club, 2.5 hours                                        |
| 09/12/21                     | Youth club 2.5 hours not paid for uni hours.                 |
| 04/01/22                     | Youth club, 2.5 hours                                        |
| 11/01/22                     | Youth club, 2.5 hours                                        |
| 18/01/22                     | Youth club, 2.5 hours                                        |
| 25/01/22                     | Youth club, 2.5 hours                                        |
| 01/02/22                     | Youth club, 2.5 hours                                        |
| 08/02/22                     | Youth club, 2.5 hours                                        |
| 15/02/22                     | Youth club, 2.5 hours                                        |
| 01/03/22                     | Youth club, 2.5 hours                                        |
| 08/03/22                     | Youth club, 2.5 hours                                        |
| 15/03/22                     | Youth club, 2.5 hours                                        |
| 22/03/22                     | Youth club, 2.5 hours                                        |
| 29/03/22                     | Youth club, 2.5 hours                                        |
| 05/04/22                     | Youth club, 2.5 hours                                        |
| 07/04/22                     | Youth club 2.5 hours not paid for uni hours.                 |
| 26/04/22                     | Youth club, 2.5 hours                                        |
| 03/05/22                     | Youth club, 2.5 hours                                        |
| 10/05/22                     | Youth club, 2.5 hours                                        |
| 17/05/22                     | Youth club, 2.5 hours                                        |
| 24/05/22                     | Youth club, 2.5 hours                                        |
| 07/06/22                     | Youth club, 2.5 hours                                        |
| 14/06/22                     | Youth club, 2.5 hours                                        |
| 21/06/22                     | Youth club, 2.5 hours                                        |
| 28/06/22                     | Youth club, 2.5 hours                                        |
| 05/07/22                     | Youth club, 2.5 hours                                        |
| 12/07/22                     | Youth club, 2.5 hours                                        |
| 4/01/2022                    | First Aid Emergency at Work Provided by Pembs Leisure 8 hour |
| 6/6/22                       | Mental Health Training 3 day course 24 hours                 |
| 5/5/22                       | Barod drug awareness 1 hour                                  |
| 3/22                         | Loneliness/wellbeing webinar 1 hour                          |
|                              | Tutorials and supervisions 20 hours                          |
|                              | Planning and reflection 50 hours                             |
| <b>Total</b>                 | <b>215.50</b>                                                |

## Evidence

We asked the young people what they wanted their youth club to be like. They wanted to set a series of events to plan and work towards such as Halloween, Christmas Day, Valentines Day, Easter and the Jubilee.

The arts and crafts projects worked well allowing quiet reflection when they wanted a time out from playing sports or sometimes to sit down and discuss any concerns. We would chat about school and they found it a therapeutic and relaxing experience.



While we got to know the young people it was a useful exercise to sort out all of the arts and crafts kit and make some fantastic art displays.

Once the display was up we had a party.



We held competitions and bingo with small prizes to be won. The young people ask all the time for bingo or a quiz, I think they like to earn prizes which are usually chocolate.



### **Operation Christmas Child.**

We did a night about how children in other countries did not have the luxuries our children had. They enjoyed collecting for this but some parents didn't have the money to buy things to donate. We said next year we would look to support families closer to home.

### **Planning for Christmas**

As we were still waiting for our new equipment to arrive we had to work creatively and our young people thrived by creating a Christmas display. One of our young people planned the display and really developed during the year gaining confidence.



All of the displays were painted and created by the young people who showed a keen interest in art and crafts.

We did a first aid training session with the young people. They learned life saving and watched how a defibrillator worked. Some were more interested than others. Some refused to participate and some were really keen to get involved. We had discussions about people collapsing in shopping areas and we found out where all the local defibs were located.



We had to be sensitive when doing the first aid. I was aware some children had lost parents and we should be careful what words we used. They didn't appear to feel upset by the exercise though and took it all on board as a learning experience. I think there had been a few football players who have collapsed on the pitch with heart attacks so they were really keen to be able to help someone in their family or in the community. We did an action plan for getting help. Some who are not always able to write well but can contribute by describing what they would do in an emergency. That was one of the most rewarding parts of working with this group. Getting to know them, their situations and adapting to their learning styles. One young member found it hard to put his actions in a sequence so I realised he was struggling and we cut them out and stuck them down together. On reflection this was a simpler and more effective way of doing it. I was reminded of other training I've had. Keep it simple and it's easier to remember.

The birthday tree



This was a fun ice breaking exercise. When someone new arrived the other members would encourage them to join in and add their birthdays to the tree. We had another tree where each of them added a thumb print to show how they belonged. It was a nice way to keep the year going, they'd look to see whose birthday was coming up. I tried to keep quiet about my birthday and worked on my birthday, but yes I was revealed!

### Candle making

This was a good exercise and they got involved by collecting old jars and bringing them in. It was good get them to follow health and safety guidance and make sure they were safe using the heating equipment.

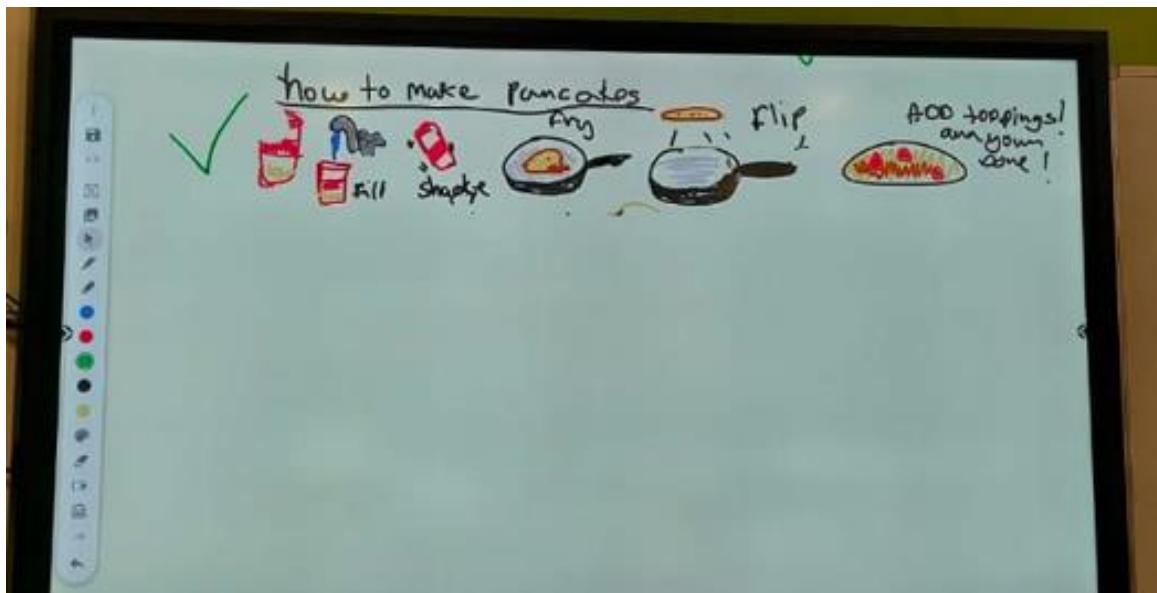


### Our Welsh display for St David's Day



Valentines Day





They planned out how to make the pancakes before hand but had forgotten to include washing up. There was a bit of a stand off at the end regarding washing up. I will include this in reflections.

## Jubilee event

The young people organised a party and made cakes. In the background you can see that they had created many of the flags of the world to discuss where we fitted in in the world community. At some point the conflict in Ukraine started and we had some good discussions about war and how it affected them. Again I will discuss in reflections.



## Nail art

Some of the young people asked if they could do some nail art and this really took off as an activity they enjoyed. We bought some nail kit for them, they created their own designs and followed you tubes to gauge trends. It became quite an experiential way of learning. The centre has a hair and nail salon for older students of the school so it gave them an opportunity to try something out that they may choose as a career. The boys and girls came and had a go and were creative in their designs, some really shining as talented nail artists. This will be an area we can expand on next year. I brought in some nail art kit for them with paints and they've asked to do more when we can. It was interesting that 2 older girls came and brought some nail kit with them to use our equipment, one said she could do her nails here that she would have had to pay £30 for her prom.



## Outdoor activities

The lighter and warmer nights we spent outdoors playing sports and having fun. They played a made up game of badminton against each other. This was good practice in taking turns and we had to remind a few people about team playing and waiting their turn. As the year progressed we had much more young people attending and they would get really excited and take all of the equipment out. We decided as a team that we would do a check in, you take it out you put it away rule. This did cause a few ruffles but hopefully next year it will sink in.

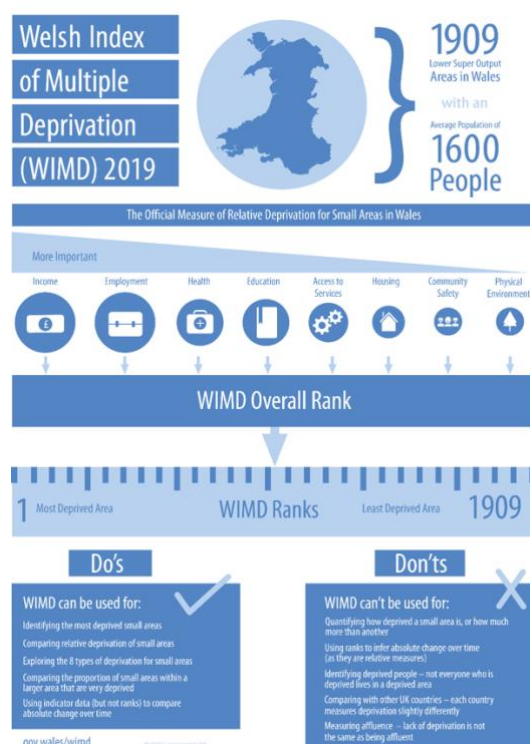
## Community Profile

Pembroke Dock Youth Club is delivered as part of Pembrokeshire Youth within the Local Authority area of Pembrokeshire County Council (PCC, 2022). Pembrokeshire is a county within South West Wales and has a population of around 126,800 (PCC, 2022).

Pembroke Dock is the third largest town in Pembrokeshire and Pembroke Dock Llanion ward is classed as one of the most deprived areas in Wales. The Welsh Index of Multiple Deprivation (WIMD, 2019) identifies areas with high levels of deprivation. As referenced in the portfolio community profile for Monkton there is a dramatic variance in levels of deprivation within the county of Pembrokeshire.

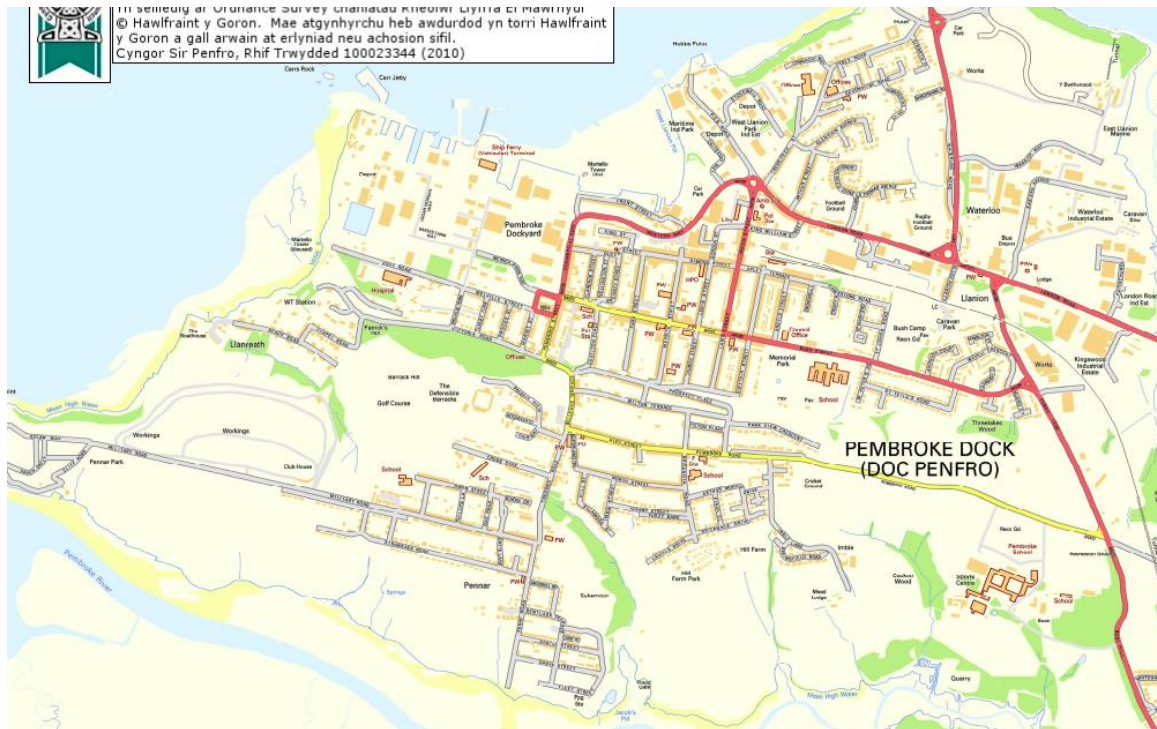
| Small area                      | WIMD 2019 overall rank | WIMD 2019 overall quartile |
|---------------------------------|------------------------|----------------------------|
| Pembroke Dock: Llanion 1        | 62                     | 1                          |
| Pembroke: Monkton               | 85                     | 1                          |
| Pembroke Dock: Central          | 148                    | 1                          |
| Pembroke St Mary South          | 640                    | 2                          |
| Pembrokeshire (highest) Llangwm | 1555                   | 4                          |

Pembroke Dock's population reflects this data in that there are well paid employees at the local refineries and oil terminals and pockets of real poverty and deprivation.



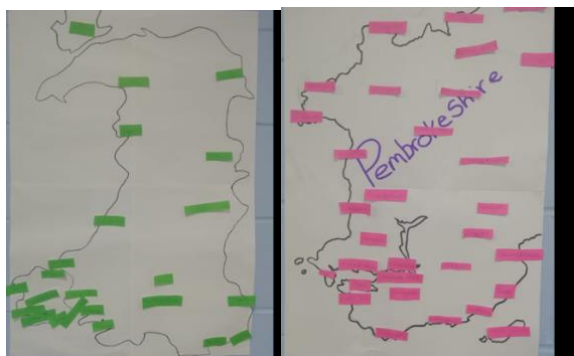
The young people of Pembroke Dock are keen to learn and work and have a wonderful sense of community. The youth club is made up of 11-16 year olds. The youth service

provides a service up to 25 years old but this age group are not catered for at Pembroke Dock Youth Club.

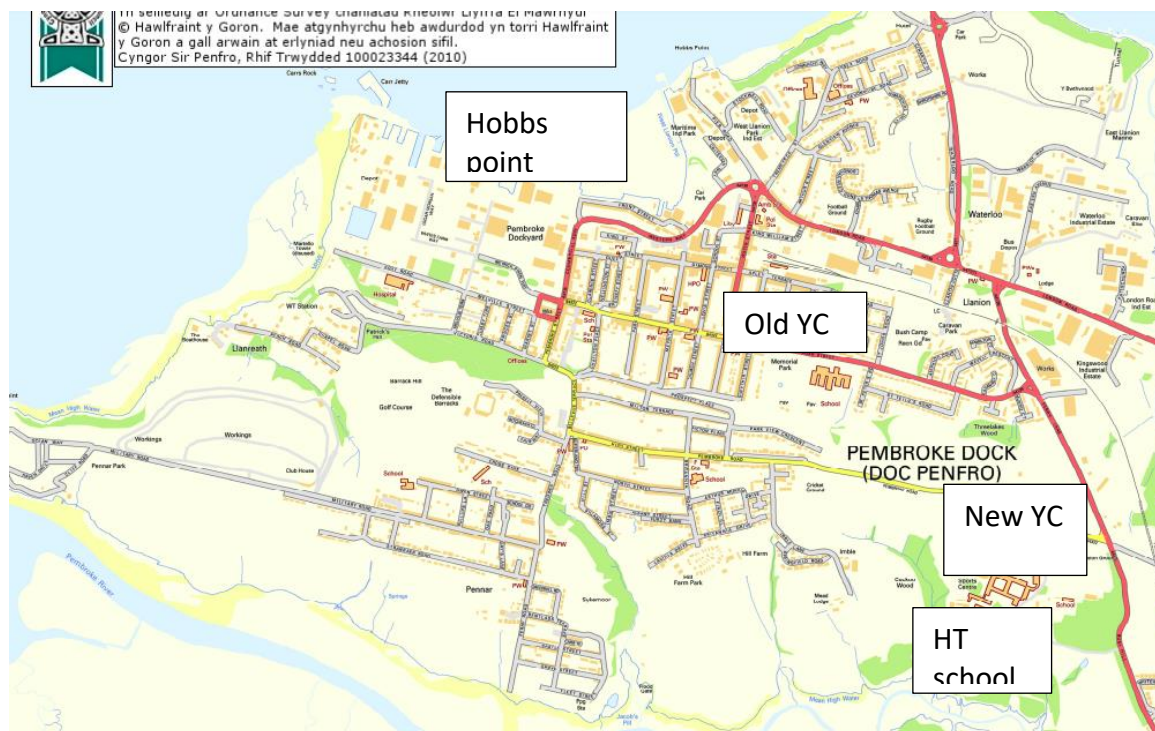


Pembroke Dock is a vast area with council estates, large housing estates and more prosperous areas. The Milford Haven waterway which surrounds it provides employment within the oil and gas industry. There is less emphasis on heritage and tourism within this area which is often seen as a poorer relative to nearby Tenby.

We did an exercise with the young people to find out what they knew about Wales and their community. They illustrated a map and named the places they knew. They are really aware of their community and know everything that goes on in the world. We discussed world news and flags and how our small county provided oil and gas for the whole country. Many of the young people's parents worked at the refineries or were at home caring for brothers and sisters.



Young people are proud of their county and enjoy the beaches and shore. We carried out a photography evening and walked around the site where youth club is situated. We could see down the cleddau river and walked through nature walks and they were amazed at what was on their doorstep. The youth club has moved from within the town to next to the local sports centre. At first this was a struggle to get parents and young people involved. There didn't seem to be any engagement with the community on the move. This is discussed in reflection.

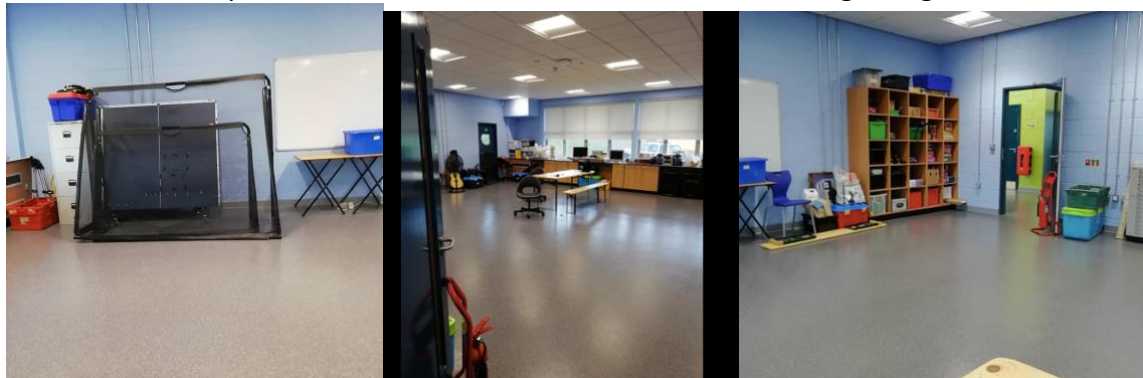


Within the town of Pembroke Dock the young people told me they like to go to the memorial park which is next to their old youth club and the skate park which is also next to their old youth club. The new youth club is next to the leisure centre and on the site of the new school development. This offers a new building but is a distance from the centre of the town and location of where young people gather.

In the summer young people jump from Hobbs point and in the past there have been programmes to prevent accidents. In my previous role I worked on WAVE and would you jump programmes to prevent tomb stoning and actually worked with someone of the brothers and sisters of our current members. In hot weather the young people still look to cool off and head to the waterway. Some young people told me they would go to the beaches and Tenby to hang out. Popular hang out places in the town are the memorial park and mcdonalds.

We soon had a good group of young people attending and they helped to decorate and make their club their own. We asked opinion on what they wanted and they chose sofas

to chill out on. A pool table, darts board, basketball, new tv and gaming and nail art.



When we first moved in the room was empty but the young people soon made it their own club.



## Case Study

The case study is on the young people of Pembroke Dock and their youth provision. As mentioned in the community profile Pembroke Dock Youth Club was previously situated in a building next to the skate park and half pipe, opposite the memorial park and on the edge of the local housing estate. It was in a central location to the town and was in an area that was lit up and relatively safe for young people to get to. The area including the council estate is a deprived area and one of the most deprived in Wales according to the deprivation index (WIMD, 2019).

The memorial park is a large green area, with new park equipment, a bowling green, tennis courts and scenery. The park has traditionally been a focal point for the town young people and was named after the second world war, commemorating the people of the town who died.



There has been a lot of fundraising for new park equipment in recent years. The skate park across is still in place.



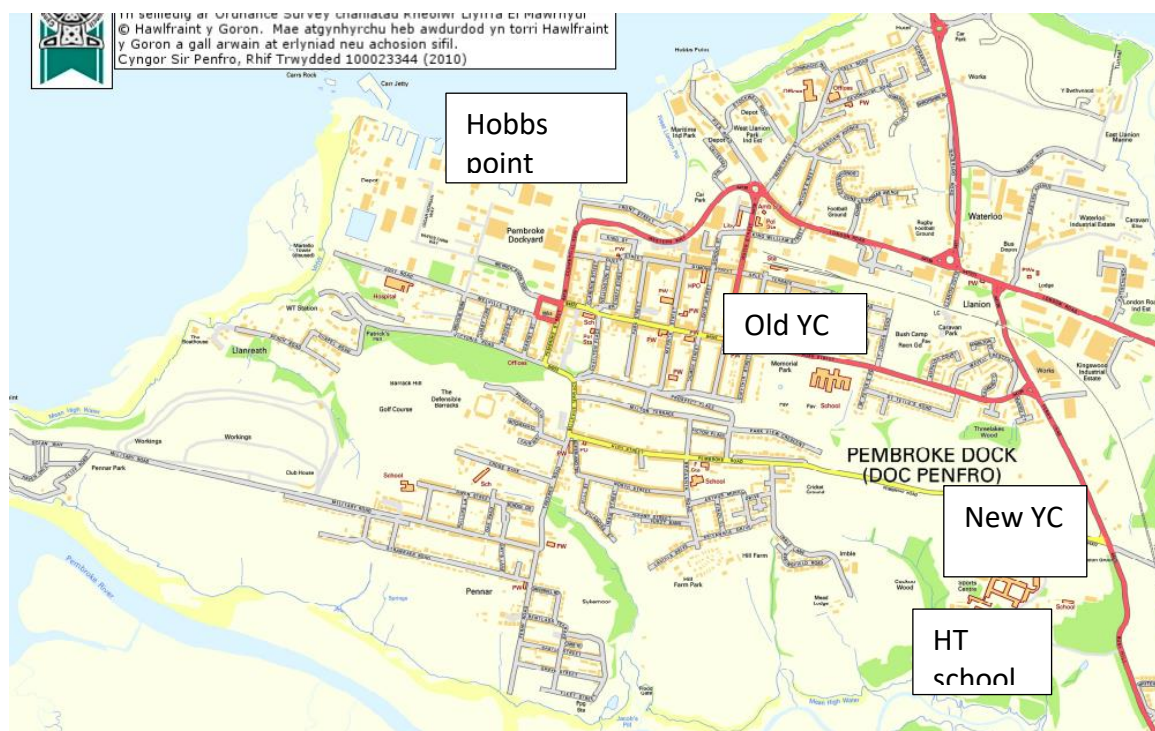
Dock Skate Park Pembroke

The young people of Pembroke Dock still congregate at the skate park and memorial park.

The old youth centre was originally an old school and had fallen in to disrepair. It is still being used as a referral unit for secondary school pupils so is still in use.



The old Pembroke Dock Youth Centre.



## Map of the town

At some point before the Summer holidays in 2021 the youth workers in Pembroke Dock were informed they were leaving. They didn't even have the chance to let the young people know what was happening. They were told over the Summer they would be relocated to the Community Learning Centre at Ysgol Harri Tudor.

I started with the youth service at this point so to me moving to a new building was not a problem. I appreciated the new facilities and was aware the old building needed repair. However until I began working with the team I hadn't appreciated how they had just been moved with no consultation and little regard to the young people.

All of the young people who did attend youth club, although many are older and may have not attended could have felt abandoned. There was no consultation with the young people many whose parents attended, the employees or the community.

When we first opened in September 2021 we had hardly any young people attending, but no one really knew we existed. We tried social media, promoting via the school and then a few started to attend and bring friends with them. It was clear to me as a new member of the team that the team hadn't been consulted, when I arrived I helped unpack all their boxes and that was it. The workers felt like they'd done an moonlight flit and abandoned the young people.

In some ways, a new facility with new equipment was a bonus. The new people attending chose the activities and equipment and then slowly the old members started trickling back. Some had to walk from the other side of town to the new centre though, in the dark along a busy road. Some walked up through a wooded area. It didn't seem ideal to relocate a bustling youth centre in to the middle of a school complex.

There's nothing exciting about feeling that you are back in school, youth club is supposed to be an escape from adults and teachers. The new building is situated next to the sports centre and brand new sports pitches so is not a part of the school but in some minds it could feel like being too close to school. The new move to a new location without consulting the members does not fit in with the ethos of youth work.

### The new building



The new youth centre is modern with new equipment, cooking facilities and is secure. But a consultation process should have been offered to the young people, staff and community.

People in the community thought that the youth club had just closed, they were not made aware that it had moved. When we opened I did some local research to see what young people were up to in the evenings. Lots attended clubs and rode bikes and scooters outside, lots still congregated in the memorial park area.

Antisocial behaviour started happening in the town in the park area and locals were commenting on social media that the town needed a youth club.

We got in touch with local councillors and the park committee to let them know about the new location and lots of new people started attending. Word began to spread but still young people are congregating at the memorial park area.

At the end of the summer term we decided we would suggest an outreach option for the older young people in and around that area. At the end of term our team leader was going to suggest it to our manager. We discussed it as a team and felt that it would be valuable to the young people and reach more of those that were unable to make it up to the other youth club, preferred being outdoors or didn't want to engage fully.

Even a chat and a drop in or to know we are there for them if they need us is better than them feeling abandoned. It's clear to see there is a very real need for a youth service presence or even another youth club within the town itself.

## 4. Reflective accounts

### 4.1 Learning boundaries

As a relatively new youth worker I often doubt my own confidence and through these two placements have learned to manage that better. I have benefited from reflection and my supervision sessions. Planning for future work and dialogue and problem solving of current issues form part of continued professional development (Sapin, 2013).

The Five capabilities of reflective practice as suggested by Hawkins and Shohet, (2000).

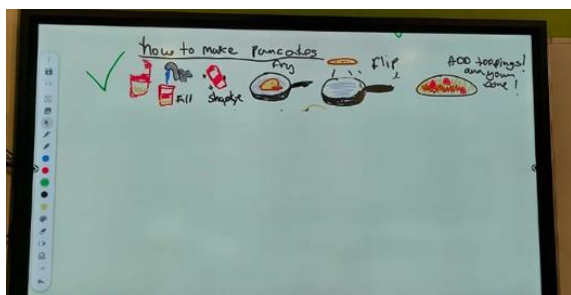
- Learning and unlearning
- Reflecting.
- Relating.
- Collaborating.
- Sustaining one's own resilience.

(Hawkins and Shohet, 2000).

Using reflective practice has helped unravel problems and look at ways of working to align to the voluntary nature of youth work in line with the principles and purpose of youth work in Wales, (WAG, 2019) and Youth Work in Wales: Principles and Purposes (Youth Work in Wales Review Group (YWWRG), 2013).

I aimed to speak to the young people in a respectful way in the hope that they would in turn respect me back. I do think this is beneficial. I also think I have learned from each situation that has arisen and maybe given me ideas for the future (Smith, 2009).

One session we decided to make pancakes, we had the ingredients the young people had prepared a plan of action.



The session went well. They made their pancakes, ate their pancakes then disappeared. They all went back in to another room to start a new activity.

One of the other youth workers told them wash up. They said no. I think I had to go ask them all to wash up and walk them back to do their own plates. They all did it very reluctantly. But afterwards we discussed it as youth workers and realised that they had no concept of washing up. Why would they want to do that. They just wanted to eat pancakes. What we should have done, to make things

simpler in future was discuss the activity. Making sure clearing up and washing up was a requisite part of the activity. I'm sure as long as they are prepared for this they will be happy to do it in future.

## 4.2 – Reflective 2

We had one member of the young people who would sometimes lash out in temper, we found out he had autism and adhd and this helped us to understand him better. He would get in trouble for fighting and causing fights. We soon realised that it wasn't always him starting these fights and that he was often provoked. He would say things like call the police I don't care, and this really struck me. I discussed it during my supervision session. Why was he saying this?

It made me think back to the first time we saw him have a temper outburst. The two boys were playing football quite competitively but normally. Suddenly this boy lost his cool and started screaming and reacting. Nothing could calm him down. Consequently the PCSO had turned up that night. Afterwards she spoke to him, they went outdoors, had a chat and I got the impression they knew each other.

Upon reflection he is prone to temper outbursts but the police turning up probably triggered some memory for him. When the police woman said she knew him she had attended his family home. His second outburst he said call the police, I don't care. Perhaps that had happened to another family member at another time. It made me more aware that when he comes in he's probably not leaving his problems at home and why should he. This young person has really developed over the year I've known him and I think we can really help him to manage his emotions and still have an outlet of support.

### **4.3 Improving and adapting Youth Services**

The numbers in club were quite low and we started to have a chat about numbers in youth club and I decided I would do my own research.

I started driving around the town at around 6, just on my way to places to see what young people were out and about and where they were going. I noticed lots going to an old fashioned sweet shop in town. Lots still congregating around the old youth club and lots on bikes and outdoors.

This made me think that perhaps our offering was not fully what the young people needed. Perhaps they do prefer to be outdoors feeling free. They've spent the whole day cooped up. With lockdown restrictions not too far in the distance. Being outdoors is still a treat. There are a lot of sports and boxing clubs on in the evenings but I do think perhaps we could do some outdoor activities.

I suggested we meet up down the park for a game of football or a walk and everyone seemed really keen on the idea. We also did a night walking around the local area taking photographs and it really changed our perception on our surroundings. Our club is located in a really scenic place, it's just that you never really notice it. We even heard a donkey braying. The young people asked could we go and visit the animals one day. Just getting out and having a bit of fresh air helped us see the world in another perspective and gave us lots of ideas for future sessions.

We picked ferns and leaves and did some leaf printing and design work. We also took some sunset photos to do water colour and pastel work.

#### 4.4 Thinking about feelings and experiences

We have a few members of youth club who are in care and have lost parents and with this in mind I am always really careful about what I say. We never know their personal circumstances unless they tell us but you do get to know a bit about them.

One young girl said her mum was in a care home and she lived with her aunty she was so nervous and opened up to us. We had to be careful about mentioning mother's day and events like that. Another young boy was in care so doing a mother's day card may have upset him, he said he didn't mind but I know when I was growing up not having a dad at home did upset me and I felt different. I know he probably did feel a bit upset.

Another time I walked in to the room and the other youth worker said let's play hang man on the board, I just looked at her and said no. I noticed the young person who's parent had taken their own life's face go red and knew he'd taken it in. I was so annoyed with the other youth worker. It's not a pleasant game to play and not one that should be encouraged in youth club. I didn't have a chance at the end of the night to say to her why I had said no and looked at her but I think she realised. I'm sure she just hadn't thought herself and would have felt guilty.

I said are you ok to the young man who I could tell was flustered and we went off and did some art work but it made me think that we really have to be careful with these sensitive young minds.

#### 4.5 Culture and the world

When the conflict in Ukraine started the young people were obviously concerned. They came in and shared their concerns with us. It's hard to give an answer to something you don't know about yourself but we tried to reassure them as best we can.

As an aside we were doing out community work and doing flags of the world. One said shall I do Russia we don't like them now do we. I had to explain that there are young people in Russia who are just like them, not knowing what's going on and not having any influence over events. They seemed happy with that. One young member of the team said he was German and we had a chat about the war and how now everything was forgiven and those soldiers are just young people in another person's war.

They seemed reassured by this and as events unfolded wanted to help the Ukrainian people. They helped collect supplies and money in school. We didn't duplicate any efforts they were making in school but supported them in giving them the right advice.

We talked about fake news and about how some people try and influence opinions and how you need to listen to all of the facts and make up your own mind. They were happy with this and I could tell I was confirming what the teachers in school or parents at home had told them.

While we talk about race and culture, we had some really good discussions about the world cup and how one of the players faced racism for missing a kick. It's good to know their young minds are aware of racism and keen to prevent it. When we were writing our rules they were quite offended about having to write no racism. So we had to explain that sometimes song words and sayings could have racist language but they may not realise. I discussed this in supervision. The young people are keen not to be racist but don't always understand what this means. This could be an area of work for next year.

#### 4.6 Development

At a previous supervision we decided that I would look at future careers and see which way my interests were taking me. I've come to the end of my two placements which I have enjoyed but in some ways it's shown me that I wouldn't want to work in a school full time.

We discussed some potential jobs in substance misuse and how working full time had an impact on my studies.

We discussed how important it was to be well and look after yourself otherwise you wouldn't be able to help others. I was recovering from a kidney infection and didn't feel I could contribute much to my supervision session that day so we talked about how acknowledging that we need time for ourselves was important too.

I felt physically and emotionally drained. I am working full time and enjoying being in the office but love my youth work equally. I really enjoy those few hours at youth club so this is something I will likely continue. However I need to balance this with keeping my health and wellbeing on top form too.

My first placement at the Monkton Priory unit was really interesting and I learned a lot about their culture and how this affects education.

My second placement at Pembroke Dock Youth Club where I work also. I really enjoy this and hope that next year will be as fulfilling. I hope we are able to do some outreach and outdoor work as suggested. I said to Alex I would get myself better, get my assignment in and relax a bit. Then decide which way to go with my future career.

#### 4.7 Gap in service

As we came to the end of the Summer term. I felt almost disheartened. I had been working full time and only had 2.5 hours a week in youth club but almost felt we were abandoning them for the summer.

Just before the summer we were asked if we would work some summer youth sports nights but I was exhausted, it was short notice and I really needed a break.

This leads on from my previous supervision. If I'd known about summer work I could have planned for it but it would be the only time I'd had off all year.

There had been a tragic drowning of a young boy aged 11, he hadn't been to youth club but some of our members were in school with him. It was awful, the whole community were in mourning. This young boy was out swimming at a local safe beach and drowned. I just felt our young people had had to deal with this then were sent off for the summer alone. I know one of the local schools was offering grief counselling during the summer which is great.

Upon reflection when I wrote this I was feeling down about the young boy and feeling we didn't do enough outdoor or water awareness with our young people. Since writing this I can see that other services have started life saving, events at the beaches, and things are happening in the community.

Lots of fundraising and memorial events have been held and I think this will help that year of young people remember their friend in a positive way and move forward with memories of a friend. I think there should be more water awareness next year for that age group. He was aged 11 just about to go up to secondary school. I know that the WAVE and school awareness only starts at secondary level and this is obviously an area which needs to be addressed.

#### **4.8 Trust and respect**

We had some trouble in youth club with girls looking after other girl's phones and reading their messages. We have always encouraged them to hand their phones in but it made us discuss it in more detail.

They are all very trusting and will leave their property on the side or with a friend but we have noticed on a few occasions that some young people will breach that trust and read messages and share them. Or take a bike or scooter without asking.

We kept raising the issue with them and realised it was that they were not realising that they should respect others privacy. This also related to personal space. We decided to do a session on personal space, rights and respect and to respect other people property.

The young people developed their own rules, with not taking others property as one of them. They illustrated each rule and placed it on the wall. When we return we will do a session on personal space, respect and not taking or touching another's property.

## 6. Summary of learning

I have enjoyed both work placements and really benefited from supervision. I am in a position at the moment where I am quite tired and feel as though all my work and studies have got on top of me. I personally have found it difficult to do placement, work and reflect on learning. It is physically and mentally exhausting. At the start of my first placement I would be exhausted but brimming with ideas and learning. I'm still interested in pursuing youth work as a career and have learned so much from my placements. I think the way in which I have learned has been more difficult but in some ways easier. Due to covid and placements being difficult to source, I had to find places that were available originally whilst still in lockdown and then in the evening. I did my academic work first and feel as though I have been undercover on a placement in youth work. It's helped me immerse myself in youth work and reflect in my own time, without always having to think about theory. Obviously the theory is still in my mind but I could immerse myself in the experience more.

I think for myself as a learner this was the best way to do it, but am now quite drained and have been suffering with health problems so have found it hard to pull all my work together. It's all still in my mind though and I have learned a lot from the experience and particularly from reflective practice and supervision.

My supervision has been first class, Alex is an excellent practitioner who knows her stuff and is empathetic and intuitive. She has kept me on track and helped me through this and made me benefit and think about my learning. She would often ask why do you think that or why did he say that. I would kick myself for not realising something but then that's the value of reflective practice and supervision.

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