

AI acknowledgement

I confirm that I have not used any AI tools in the research and creation of this assignment. I confirm that I have not presented any AI generated materials as my own work. I confirm I have copies of my drafts, notes and other resources I used, which I may be asked to provide in evidence.

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Community Profile

Introduction

The first section of this portfolio will include information about the area of Swansea as that is where the placement of the trainee youth worker is based. Numerous topics will be covered within this community profile such as the population, employment, crime rates, and youth services available in this area. The purpose of a community profile is that it is a “social research method which involves building up a picture of nature, needs and resources of a community” Blackshaw (2023, np), Within Youth Work, undertaking a community profile is an important aspect to understand the community on a deeper level (Blackshaw, 2023). In this instance, this includes the trainee youth worker building a relationship with young people in the Swansea area, and developing and implementing an action plan to address any issues found, enabling the provision of new opportunities for them.

Population

The two tables below show that there is a large population in Swansea with a total of 170,055, 84,710 were males and 85,284 (City Population, 2021). Although this is not an updated statistic, Swansea remains the second largest city in Wales (Swansea Council, 2024).

Name	County / District	Population Census 2001-04-29	Population Census 2011-03-27	Population Census 2021-03-21
Swansea	Swansea	157,569	169,297	170,055



Swansea

170,055 Population [2021] – *Census*

50.80 km² Area

3,348/km² Population Density [2021]

0.040% Annual Population Change [2011 → 2021]

Gender (C 2021)	
Males	84,710
Females	85,284

Furthermore, Swansea is a diverse community with the number of different religions and ethnic groups that live there, as shown below (City Population, 2021). As there are 80,536 with no religious backgrounds, this can be seen as an opportunity for these young people to learn about other religions.

Ethnic Group (C 2021)	
White	151,243
Asian	9,769
Black	2,738
Arab	1,489
Mixed/multiple	3,138
Other ethnic group	1,679

Religion (C 2021)	
Christian	66,527
Muslim	7,269
Hindu	889
Sikh	301
Buddhist	763
Jewish	130
Other religion	893
No religion	80,536

Transport

Buses seem to be the most popular mode of transportation within Swansea with First Bus Cymru covering over 200 routes (First Cymru, 2024). First Cymru also offer university travel; their Unibus network was designed based around the needs of students studying at Swansea campuses. This network offers discounted prices to travel for those who are students, including the option of having a discounted term or annual ticket for those who travel by bus often. Buses now accept cards as payment, which is useful for those who do not carry cash (First Cymru, 2024).

After taking a walk through Swansea, the trainee youth worker identified there is a train station which is close to the city centre, which also includes a cafe and facilities to make use of whilst waiting for their train. Taxis are also available outside the station.

There are a number of cycle routes as part of the National Cycle Network (NCN), including on and off-road routes for those who choose to travel this way (BayTrans, 2024). There are also several walking routes; not only would this be a way for young people to feel safer by avoiding busy areas and crossing roads, but also a way for them to keep fit and healthy as one of their 5 ways to well-being (BayTrans, 2024; Welsh Government, 2000). All of this demonstrates good transport links.

Crime

According to CrimeRate (2024) Swansea is considered the most dangerous city in West Glamorgan and is among the top 5 most dangerous overall out of West Glamorgan's 67 towns, villages, and cities. In 2023, the overall crime rate in Swansea was 107 crimes per 1,000 people. In January 2024, Swansea was the worst city for anti-social behaviour, with 188 crimes reported, this was also a bad month for Swansea's residents, when it was West Glamorgan's most dangerous city for burglary, recording 52 crimes. During 2023, the most common crimes in Swansea were violence and sexual offences, with 6,883 offences and the least common crime was robbery, with 79 offences recorded (CrimeRate, 2024).

Although the statistics do not provide an average age range for those who have committed these crimes, it is evident from these statistics that there needs to be a focus on reducing the number of crimes within Swansea, particularly for the safety of young people and those who are vulnerable.

Employment

According to the Office for National Statistics (ONS) for the year ending in December 2023, Swansea's employment rate was 72.7% for ages 16-64, which was lower than the employment rate for all of Wales (ONS, 2024). Unemployment in Swansea increased to 3.8% in 2023 compared to 3.4% the previous year (ONS, 2023). In 2023, an average of 4,700 people were unemployed in Swansea (ONS, 2024).

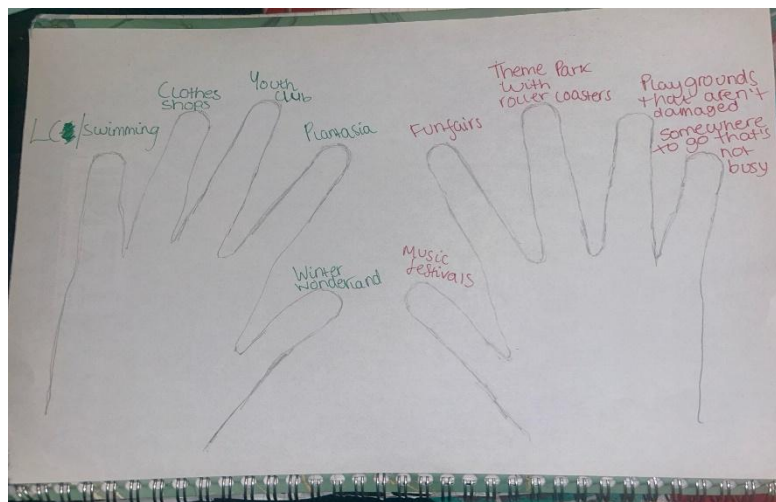
The variety of options of transport available, mentioned previously, would be useful for those young people in terms of them getting to, and maintaining, work. However, as there are no statistics on employment for those under the age of 16, this makes it difficult to know how many young people are actually gaining employment. It is also difficult to know how many young people are potentially included in the crime statistics presented above, and subsequently whether their employment chances have been impacted due to any criminal record (CrimeRate, 2023). Also, this lack of statistical information regarding those under the age of 16, makes it harder to draw conclusions relating to the employment circumstances of young people.

Schools

According to Level Playing Field (2014), within Swansea there are 79 primary schools, ten of which offer Welsh medium provision. Additionally, there are 14 secondary schools, seven of which have sixth forms, and two of which are Welsh medium. There are two special schools, both of which have post-16 provision (Level Playing Field, 2024). Although there are not many Welsh medium schools in the Swansea area, it has been compulsory to be taught through the medium of Welsh in Wales since 1999, due to the Education Reform Act 1988 (Welsh Government, 2021), so there is a good opportunity here for those young people wanting to learn the Welsh language.

What is available for young people

To uphold Youth Work values such as the National Occupational Standards (CLD Standards Council Scotland, 2019) (NOS, CLDSCS), the trainee youth worker wanted to include young people for this section. The young people were asked to draw an outline of their hands, then to provide 5 things that is available for them in Swansea and 5 things they would like to see in Swansea (see example below).



(Major, 2024a)

A common theme for what is available was shops and youth clubs. A common theme for what they would like to see was attractions that were not damaged and music events.

Summary

To summarise, this section has covered numerous topics, building a picture of the Swansea area. There are benefits for young people in this community such as the variety of options for transport and youth clubs to attend. Two recommendations that need a focus are improving attractions, such as parks, for the safety of young people and possibly activities such as CV writing to boost their chances for employment opportunities.



Information Sheet

Introduction

This section of the portfolio will focus on the aims, objectives, vision and background of Evolve. Shelter Cymru (2024) state that Evolve is Swansea Council's young people's service, offering a range of provisions for young people, and their families. These include:

Who is it for?

Young people needing support

Age range

11 to 25 years

How to access

**Self-referral or agency referral,
either via form on website or
telephone.**

(Shelter Cymru, 2024)

- Specialist support in areas such as sexual health, domestic abuse, risk taking behaviour, and safety online.
- Opportunities for young people that require additional support to get into, and remain in, employment, education or training.

- Providing youth clubs that offer a wide range of opportunities for young people, and Gower Activity Centres offering a range of residential and outdoor activities.

Background

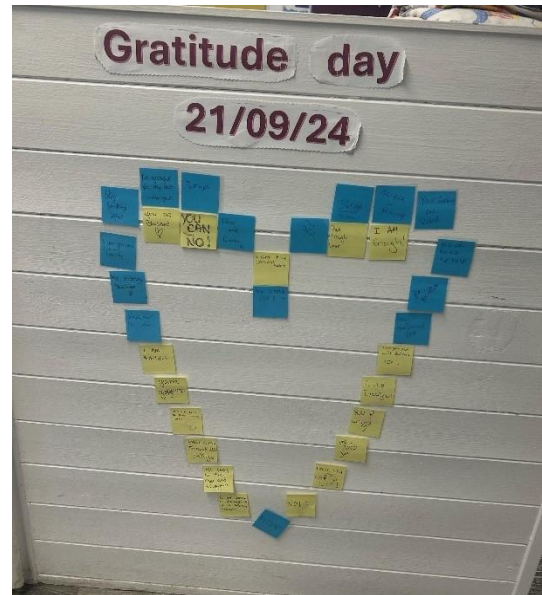
After requesting a meeting with her supervisor to gain extra information on Evolve, the trainee youth worker discovered that Evolve is a “Universal service” (Worsfold, 2024, np) with the key aspects focusing on the following:

- Outreach and detached work. A way to extend the youth work offer across Swansea. For example, Evolve has previously had a Summer programme where the young people experienced camping, Evolve is currently working on a Christmas parade.
- School based work – Offers a multi-agency approach. For example, youth workers in meetings with attendance officers, head of year and child protection officers.
- Youth clubs – Brynhyfryd youth club that the trainee youth worker is involved in is every Wednesday for ages 11-18.

For this placement, the trainee youth worker is focusing on youth clubs and school-based work. Worsfold (2024) explains youth clubs often focus on themes featured from broader contexts than those covered in schools, such as, Gratitude Day and World Earth Day as shown below. However, in schools, a theme may be changed if it is felt there is an issue at that time.



(Major, 2024b)

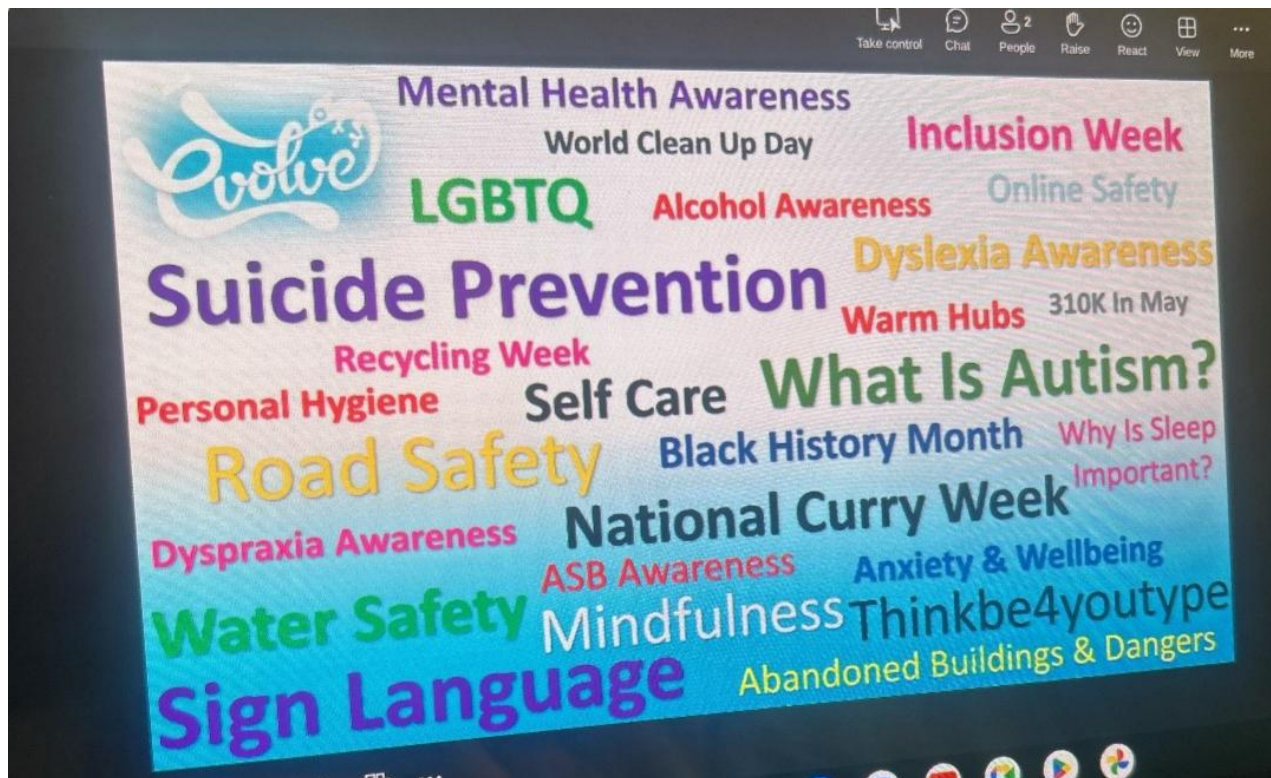


(Major, 2024c)

Originally, each of the 5 youth clubs were open 3 times a week, but this was then reduced to once a week. Worsfold (2024) explains the reasoning was to help maximise the small team who run the clubs. Opening the clubs once a week means they can now, in addition, cover wider areas through outreach or detached work. This demonstrates how Evolve has analysed and managed a way to “make improvements and enhancing the quality of its youth work” (Tyler, nd., p.28).

Interestingly, reducing the youth club’s opening days to once a week has not affected their delivery levels, therefore it would be great to see how much extra could be covered if the club returned to opening more than once a week.

The image below illustrates the themed activities covered across all schools and youth clubs over the last few months.

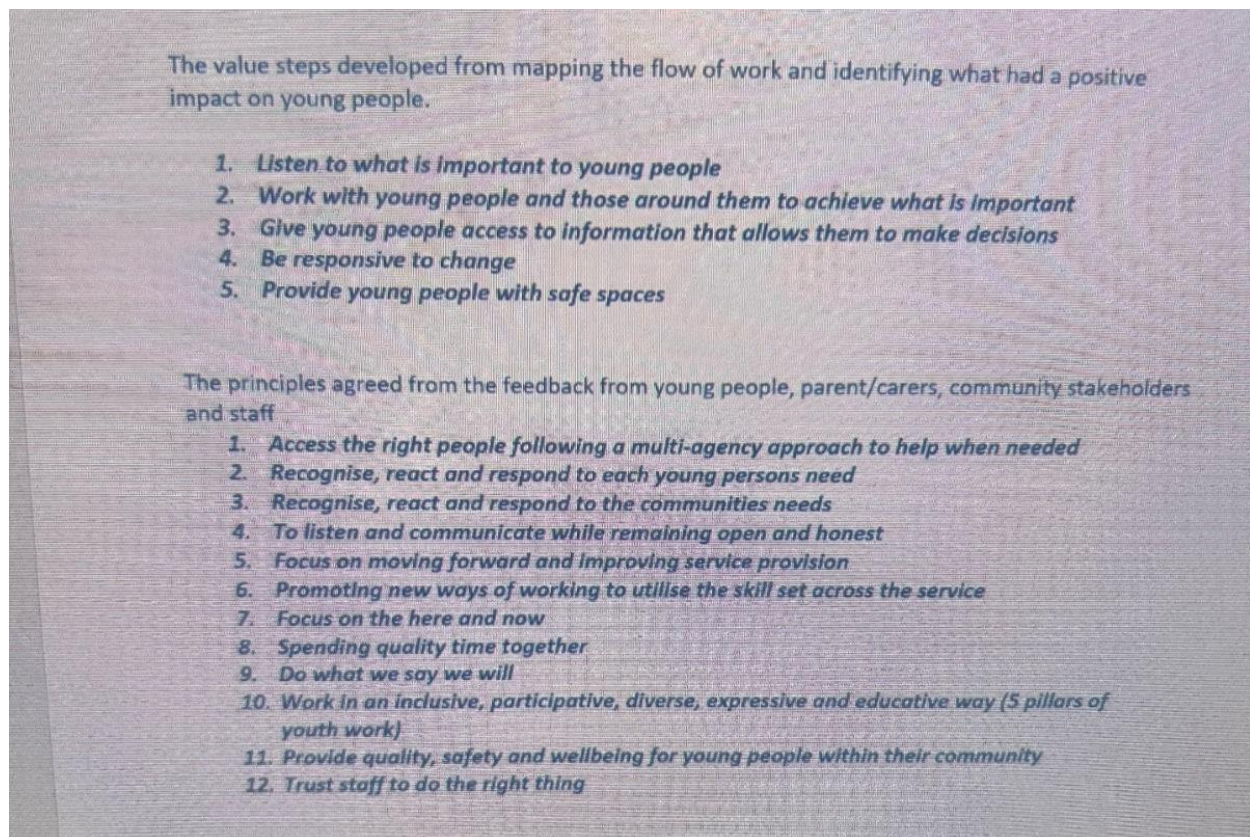


(Major, 2024d)

Aim/Vision

Evolve's objectives align with their mission statement, shown below. Worsfold (2024) explains how the current mission statement needs to be updated as the last time was 2 years ago.

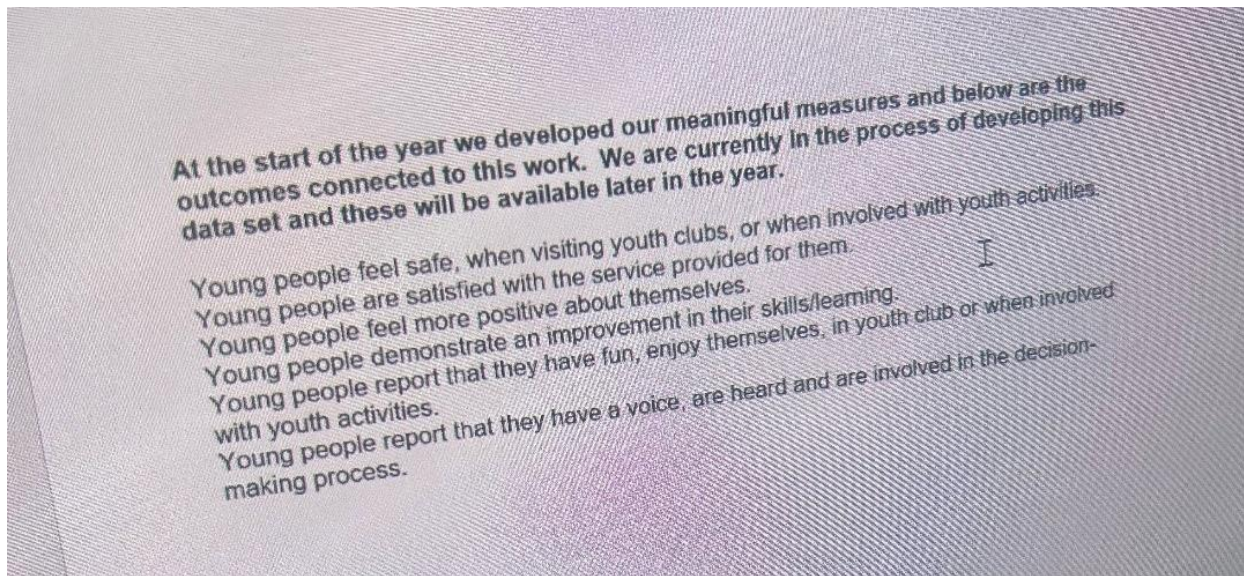
However, the focus remains central to the needs of young people, who are also involved in the process of developing the mission statement. A good example here is how Evolve promote Article 12 "every child has a voice" (UNICEF, 2024, np). Additionally, Evolve's mission statement also upholds the principles and values of youth work, such as the 5 Pillars of Youth Work (Youth Work in Wales Review Group, 2022), with an example shared on point 10 below. Lastly, also upholding Youth Work National Occupational Standards is principle 3 below "Equity, Diversity and Inclusion" (CLDSCS, 2019, p.5)



(Evolve, 2024a)

Objectives

To achieve its aims, Evolve's team creates meaningful measures (refer to image below) for each piece of work they do, these measures are reviewed every 6 months (Worsfold, 2024). Rose (nd, p. 159) expresses the importance for youth workers to "Monitor and Evaluate" the outcomes of their work so that it reflects the purpose, principles and values of their work. The outcomes below from Evolve's mission statement shows how well Evolve monitors and evaluates its progress, therefore effectively preparing for the changes needed for young people.



(Evolve, 2024b)

Below is the Continuum need, the trainee youth worker was shown this during her time on placement when Worsfold (2024, np) stated that Evolve “work across the spectrum”. This is excellent example of how Evolve is an inclusive organisation, “inclusive” being another of the 5 pillars of youth work (Youth Work in Wales Review Group, 2022, p.6). Additionally, working across the spectrum avoids any discrimination amongst young people no matter what their circumstances, background or abilities. The Continuum need below also illustrates how Evolve promotes one of the 7 goals from the *Well-being of Future Generations (Wales) Act 2015* - “A more equal Wales” (Future Generations Commissioner for Wales, 2024, np).

Potential social
services involvement



1) Children and young people without additional needs (UNIVERSAL)	2) Children and young people who have additional needs (ADDITIONAL)	3) Children and young people who have multiple needs (VULNERABLE)	4) Children and young people who have complex needs that are persistent and reoccurring	5) Children and young people who are in need of immediate care and protection
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Lastly, an annual plan is made by Evolve, to provide an opportunity to set the future direction. The idea of forward planning “leads to a better deal for young people” (Ingram and Harris, 2001, p.43), a concept which was supported when Worsfold (2024) explained the organisation’s plans for next year. For example, next year Evolve’s team will ask young people what the issues are that their generation faces. The top 10 issues will then become themes across the year where workshops and activities will be provided to the young people.

Training

Evolve provide training to their staff and Francis (2024) has provided the trainee youth worker with multiple, optional training courses including:

- First Aid
- Food Hygiene
- Ask and Act (suicide prevention)

Summary

To summarise, this information sheet has provided the background, aims, objectives and vision of Evolve. It is important to reiterate the dedication and extent this organisation will go to in order to cater for the needs of all the young people. This is evident in Evolve's mission statement, meaningful measures, and continuum of need that has been included above, demonstrating that Evolve is a necessity for the young people of Swansea due to its contributions, benefits, and opportunities.



SWOT Analysis

Introduction

This section of the portfolio will focus on a SWOT analysis. A SWOT analysis is a simple way of analysing the “readiness” (Cottrell, 2015, p.98) for a new task. This is also a useful framework as a way of getting to know an organisation and the changes that can be addressed quickly should an issue arise. SWOT stands for- Strengths, Weaknesses, Opportunities, Threats (Sapin, 2013; Cottrell, 2015). For the purpose of this SWOT analysis, the trainee youth worker has chosen to focus it on school-based youth work as she had the opportunity to experience this during her time on placement. There were several factors that could have been included, however, the trainee youth worker has chosen to focus on the following points in the matrix on the following page.

Internal factors

Strengths	Weaknesses
1) Improve the relationship between young people and schools. 2) Universal delivery.	1) The priorities of a school. 2) Perception of youth work
Opportunities	Threats
1) Developing partnerships. 2) Employment opportunities.	1) Funding. 2) The changes to school policies.

External factors

Strengths

- 1) The National Youth Agency (2023) (NYA) state that school-based youth workers can help young people build a positive relationship with their school. For example, this can include improvements in pupil's attendance by raising their aspirations to want to stay in education.
- 2) One of the NOS (CLDSCS, 2019, p.5) values is "Equity, diversity and inclusion" which includes treating young people with respect, valuing their differences, and supporting their development no matter what their age, race, sexuality, background or culture is. Youth Work is universal therefore school-based youth workers can provide a safe environment at schools where young people feel valued and heard.

Weaknesses

1) Schools are formal education, therefore the priorities focus on outcomes such as qualifications and attainment. Black and Writer (2024, np) suggest the pressure to succeed academically often takes priority over a student's emotional and mental health, stating that "schools are, and have always been, more focused on what they're teaching than the students themselves". Youth work is non-formal (Buchroth, 2010), during her time on placement, the trainee youth worker has identified that Evolve has covered several topics at schools, such as:

- knife crime - Anger/managing emotions - Online safety - Bullying
- Body image/self-esteem - Relationships/friendships

Similarly, youth workers, are also educators providing young people with learning opportunities, "educative" being one of the 5 Pillars of Youth Work (Youth Work in Wales Review Group, 2022, p.6). However, young people often miss out on this learning when schools have alternative priorities.

2) The Education and Training Inspectorate for Wales (ESTYN, 2023 cited in NYA, 2023, p.18) suggests that the term "youth work" is often confused with "work with young people". The weakness is that this leads to conflicting ideologies and priorities which does not help support policy development. For example, youth work is based on a clear set of values underpinned by the voluntary relationship between the young person and the youth worker, however this is often becomes confused within the settings in which Youth Work is delivered in, such as schools (ESTYN, 2023 cited in NYA, 2023). This

perception of youth work may lead to unrealistic expectations of youth workers from the teaching staff, therefore they may feel the need to prove their worth and the benefits of Youth Work.

Opportunities

- 1) Youth workers play a role in forming connections between young people, their families, schools and communities, helping to address challenges by developing a holistic network of support that could not be achieved by schools alone. However, the NYA (2023) suggests that young people often view youth workers separate from school and instead, as a part of their local community. For example, Evolve offer multi-agency work, which can be an effective way to address issues, particularly when other agencies or services have relevant resources (Sapin, 2013). Evolve's youth workers have made links with youth offending teams, educational psychologists and substance misuse teams, therefore these are opportunities to further encourage young people to grow and develop.
- 2) Youth workers provide support, guidance and opportunities for young people therefore the demand for youth workers is increasing (Skills Education Group Rewards, 2023), which can result in higher employment opportunities for school-based youth workers.

Threats

- 1) Welsh Government (2023) state that the lack of sustainable and consistent funding is a challenge. Supporting this, CVWYS (2015) outline 2 barriers due to funding:
 - Funding cuts - Reducing the youth services' capacity to deliver provision. For example, for school-based youth workers this may include limiting the hours they spend supporting young people.

- Unable to make longer-term plans. For example, plans addressing the needs of young people.
- 2) Jeffs and Smith (1988, p. 113) state that schools have had a “physical re-structuring” resulting in youth workers having to accommodate new elements into their practice, running the risk of losing their identity or values. For example, this may result in the lack of trust between youth workers and young people or how effective the support youth workers provide is.

Summary

To summarise, this section has focused on a SWOT analysis of school-based Youth Work. The internal factors focused on two strengths and weaknesses:

- Improving the relationship between young people and schools.
- Universal delivery.
- The priorities of a school.
- Perception of youth work.

The external factors focused on two opportunities and threats:

- Developing partnerships.
- Employment opportunities.
- Funding.
- The changes to school policies.



Critical examination

Introduction

This section of the portfolio will focus on a critical examination of the roles and responsibilities of the trainee youth worker, demonstrating her role in leading and managing an area at her placement. This area will be based on a session the trainee youth worker planned and delivered at a school, as school-based Youth Work is a new experience for her.

Roles and Responsibilities:

Through conversation and via email, Francis (2024) confirmed the roles and responsibilities of the trainee youth worker as the following:

Working directly with young people ages 11-17 in the youth club.
Participating on out reach/detached in the local and surrounding area.
Supporting YHDO on school drop in.
Develop creative informal and non-formal education opportunities for young people in line with the expectation set out in the Youth Work Strategy that are underpinned by the 5 pillars of Youth Work.
Inventory, set up equipment, preparation of tuck shop, session planning.
Checking in and welcoming the young people as they arrive to club.
Keep record of who comes to club.
Support the signing up of new young people.
Reflective accounts at the end of club.
Be the eyes and ears during club and to report any safeguarding concerns immediately.
Promoting Evolve youth club to young people while on outreach and in school drop in.
Applying youth club activities on the street in the surrounding area of youth club.
Working 1:1 or in small groups with young people during club and in school drop ins.
Support planning session to create an educated and inclusive club.
Ensuring a smooth running of club
Work in a flexible manner, which meets the need of young people. This may be evening, weekend, during the school day., and school holidays.

(Major, 2024e)

Develop positive and safe activities for young people to engage in via youth club, outreach, school-based working and holiday programmes
Establish positive relationships with young people, family members and other lead workers, professionals, encouraging active engagement and participation in all aspects of the process.
Represent the service in a manner that is consistent with the highest professional standards.
Knowledge, understanding and experience of safeguarding and child protection issues and procedures.
The skills to engage with vulnerable and hard to reach young people.
The skills to work in a reflective way and evaluate your own work.

As a service, young people should –

- Be given a voice
- Create opportunities for them to be the best they can be
- Work with them in the best way for them
- Work with them at the right time and with the right information

(Major, 2024f)

Leading and managing:

The trainee youth worker had chosen to lead and manage an area within school-based Youth Work. She believed this would benefit her learning as these sessions are one-to-one with a young person, her previous experience leading and managing sessions had been with groups of young people. To plan and create a session, the trainee youth worker was given a young person's profile that outlined the reasons for his referral as well as his interests. Sercombe (2010) states the importance of child protection, and that it is a requirement for youth workers to protect young people's confidential and private information. Therefore, to protect this young person's identity, a pseudonym is provided – Josh.

This session focused on anger and anxiety as this was a clear need after reading his profile. Firstly, the trainee youth worker explained the purpose of the session and provided Josh with reassurance that his presence was voluntary. Josh is a Doctor Who fan, so to keep him engaged this was incorporated into the session, which helped the trainee youth worker to build a relationship with him. The trainee youth worker improved her “problem-solving” (Armstrong, 2012, p.288) skills by analysing and understanding that Josh needed something to spark his interests to want to engage in the session. Inspiration was taken from the anger and anxiety thermometer (Mental Health Center Kids, 2024) (see pictures below) as these were visually appealing, making it easier for Josh to understand how he expresses his emotions, and provide him with potential coping mechanisms. The idea of the anger thermometer (Mental Health Center Kids, 2024) was turned into a ‘sonic screwdriver thermometer’ as in Doctor Who, where the light at the top of the thermometer is where he would be angry and the bottom of it would be when he is calm. This helped gain an insight into what his triggers are, how he responds and then

speaking about the potential coping mechanisms he could use. The same concept was applied for the anxiety thermometer.

The second activity was inspired by a 'worry jar' (The Therapy Hub, 2024) which was adapted to a 'Worry Tardis' to keep the element of Doctor Who. The trainee youth worker explained how this is a similar concept to the worry jar, however, rather than writing the worries on a piece of paper and putting them in a jar. This consisted of writing his worries around a picture of a Tardis and the idea was that he throws those worries into space.

At the end of the session, the trainee youth worker recapped on what her and Josh went over during the session, with a particular focus on the coping mechanisms. Josh seemed extremely grateful and requested more sessions as he clearly benefited from this particular session. It was great to see him become comfortable and open up as at the start of the session he did not seem interested but by the end he wanted to come back.

Additional theories and policies:

This section will focus on additional theories and policies that support and justify the trainee youth worker's actions and thought process.

- 1) 5 Ways to well-being (NHS, 2024; Health in mind, 2025) for example:
 - Connect – Having a one-to-one with Josh was an opportunity to connect with him without any disruptions.
 - Take Notice – Taking notice of Josh's interests and implementing them into the activity.
 - Give – Offering Josh a safe space, an opportunity for him to speak about things that make him angry or worried.

2) 5 Pillars of Youth Work (Youth Work in Wales Review Group, 2022) for example:

- Empowerment – Upholding Article 12 of the UNCRC “Every Child has a voice” (UNICEF 2024, np). Acknowledging that Josh has had a difficult past and providing him with reassurance that the trainee youth worker is here to help and support him.
- Educative – Educating Josh on alternative methods to help him cope with his emotions.

3) Erikson’s psychosocial theory (1950 cited in Cherry, 2023) for example:

During stage 12-18 (identity vs role confusion) young people explore their personal identity and how they fit into society. After reading Josh’s profile, it was acknowledged that he may be struggling with anger, self-worth, having a sense of belonging and establishing healthy relationships. To ensure he benefitted, the session was created specifically around Josh’s needs.

4) Maslow’s Hierarchy of needs (McLeod, 2024; Hopper, 2024) for example:

Recognising that the trainee youth worker was a part of Josh’s safety needs enabling him to move up the hierarchy towards improving his esteem needs. Linking back to Erikson’s theory (1950 cited in Cherry, 2023), self-esteem needs are considered the most important to adolescents, so it was essential that Josh felt safe during the session.

5) NOS (CLDSCS, 2019) values, functions and purposes. For example, taken from the functional map:

- ‘Develop, lead and manage self and others’
- ‘Plan and implement strategy and youth work activities for young people’

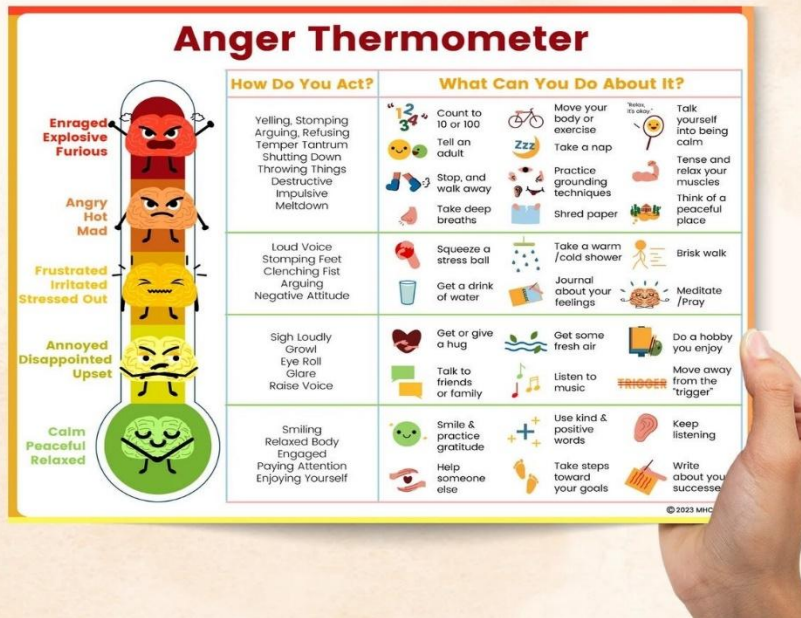
A lot of thought went into the behind the scenes of the session to provide Josh with a safe space to grow and develop. Planning, gathering resources, monitoring and evaluating the session was

done throughout, ensuring that the trainee youth worker was upholding her roles and responsibilities and reflecting the values of Youth Work.

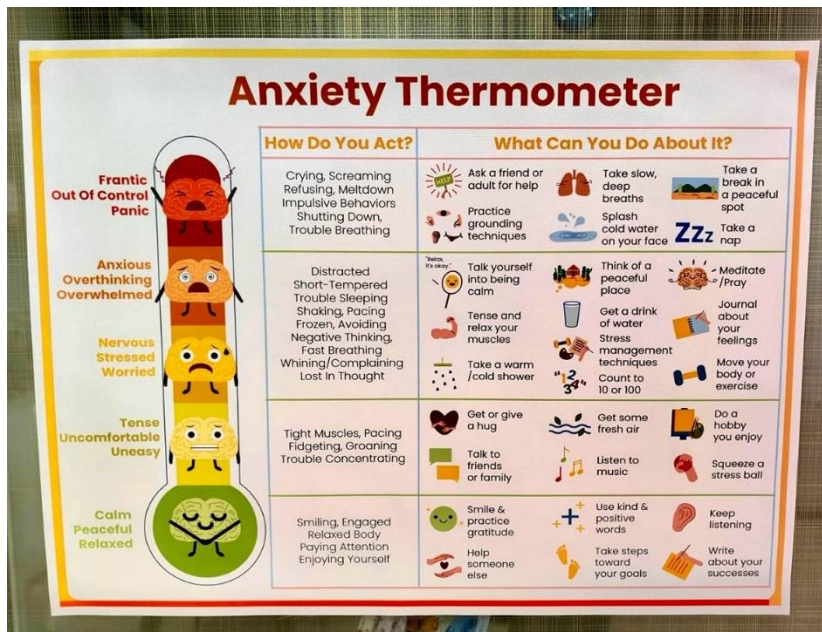
Summary

This section has provided the roles and responsibilities of the trainee youth worker at Evolve and an example of her leading and managing an area at a school. Reflecting on this session, one thing to keep in mind for the future is to manage time a little better. Josh had to leave the session early due to other commitments with his school schedule. Although Josh enjoyed and benefitted from the session, it would have been great to see what else could have been achieved if a time was set for each activity.

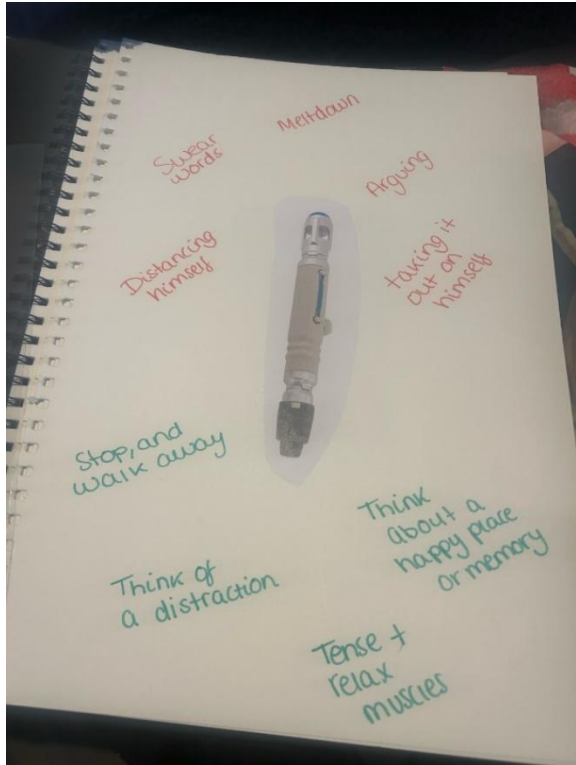
Note: To ensure his identity remained protected, the trainee youth worker ensured that Josh had not written any personal information on the pictures included below, such as his real name, names of others or date of birth.



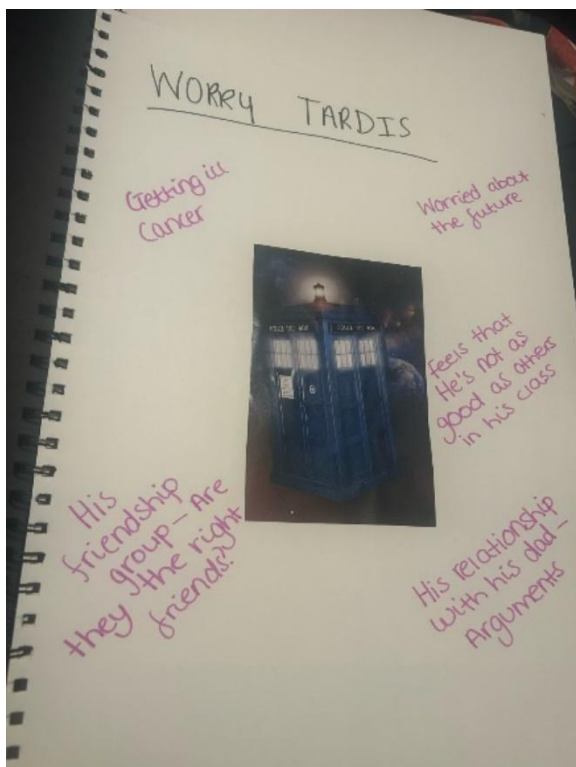
(Mental Health Center Kids, 2024a)



(Mental Health Center Kids, 2024b)



(Major, 2024g)



(Major, 2024h)



Summary of learning

The final part of this portfolio will focus on my learning and development at Evolve with a particular focus on the following points:

- 1) Leading and managing larger groups.
- 2) Youth club and behind the scenes.
- 3) School based youth work/one-to-one.
- 4) Youth Work values.
- 5) Reflections.

Firstly, my previous experience has mainly consisted of working with small groups of young people, I have now learnt to adapt to larger numbers (70+). This has improved my leadership and management skills by understanding group dynamics better (Tuckman, 1965 cited in Sapin, 2013). Additionally, by overseeing a larger group I can gather a wider range of perspectives which is useful when planning ahead for activities that the young people want. This year I have led/managed several activities, I prefer to lead on craft sessions as the idea of art therapy and expression through art is a passion of mine. This year I have pushed myself out of my comfort zone by not just doing craft activities, for example, I led an activity on disability awareness. My experience has now put me in a position where I am confident to raise awareness. I am always

learning, but the focus has now shifted towards me helping others to learn, boosting their “experiential learning” (Kolb, 1984 cited in McLeod, 2024).

Moving on, this year was my first year being a part of a youth club. I was unaware of how much learning young people can gain from a youth club. I thought a youth club was somewhere that young people can, for instance, hang out, play board games or play snooker. This is still an option for young people to do, however I was unaware about all the activities/workshops, social events and skill development that young people can also experience. For example, during my time at Evolve, the young people have had opportunities around:

- Workshops to mark the ‘Day for Elimination of Violence Against Women’.
- Inclusive games to celebrate ‘International Day of People with Disabilities’.
- Substance Misuse awareness.
- Being included in Swansea’s Christmas parade.

Additionally, I was unaware of how much planning goes on behind the scenes of a youth club. For example, planning ahead for monthly themes and weekly activities. A debrief is also done at the end of every session and Martinali (2023) states that debriefing is a “simple, yet powerful tool” as this is an opportunity to reflect on what went well, any concerns and what could have been done differently. This demonstrates that one of the priorities for management at Evolve is committing to making continuous improvements and enhancing communication between the team members.

Furthermore, school-based youth work is a new experience for me. Another aspect of my learning was being able to do a one-to-one session with a young person at the school as my experience is mainly with groups of young people. This experience has allowed me to adapt a

session to cater to one person's needs; this young person was able to have my full attention and focused support. Also, this allowed me to do additional research to find resources and gain further knowledge that suited the young person's needs. For example, my one-to-one session focused on anger. I researched useful resources relating to anger and adapted them to the young person's interests.

Moreover, throughout my placement, I ensured that my actions during conversations or activities reflected the values of youth work. For example

- 1) The 5 pillars of Youth Work (Youth Work in Wales Review Group, 2022).

Educative – Educating young people to gain the skills knowledge for their development. For example, conversations about career choices.

Participative – All young people had the option to participate in whatever way suited them.

Inclusive – All young people were included no matter what their age, race, background, or sexuality was.

Empowerment – I understood the rights of young people due to the UNCRC (UNICEF, 2024) and I supported/encouraged the young people throughout.

Expressive – young people were free to express themselves. For example, through activities, conversations and offering them safe space should they want or need it.

- 2) Youth Work National Occupational Standards (CLDSCS, 2019, p.5)

Participation and active involvement – Young people were never forced to participate. They were also involved in having their say in what they would like to see at the youth club.

Equity, diversity and inclusion – Young people's thoughts, opinions and values were respected. I ensured that everyone had an equal opportunity and under no circumstances were young people discriminated against.

Partnership with young people and others – young people had the opportunity to advance their learning. For example, a visit from Barod to raise awareness around substance misuse.

Personal, social and political development – Empowering young people and providing them with a safe environment. For example, in relation to safeguarding, risk assessments were completed in advance of any activities or events.

Lastly, reflecting is something that has become a part of my routine, I now do it automatically without having to think about it. For example, this could be in relation to activities or conversations. This year I wrote my supervision reflections based on the 5R reflective framework (Bain, 2002 cited in Robinson, 2022). Previously I had used Kolb's reflective model as I found it less repetitive and easier to understand in comparison to the Gibbs' reflective model (Sapin, 2013; Cottrell, 2015). The 5R framework has enabled me to enhance my written reflections through five stages – reporting, responding, relating, reasoning and reconstructing (Bain, 2002 cited in Robinson, 2002). Reflecting on my placement at Evolve, I have thoroughly enjoyed it, in particular, being made to feel part of the team. For example, I have been involved in meetings, been offered training, being asked for my input, and my personal favourite, I have been given the nickname 'Rainbow' due to my outfits. The staff at Evolve have made me feel accepted and have a sense of belonging since the beginning, not once have I felt judged.

To conclude, this has been a life-changing experience for me, I would not change anything from my experience at Evolve as this organisation has enabled me to complete the requirements for

level 6. Everything I have learnt, I will use for wherever my future career takes me. Going forward, I have requested a meeting with my learning mentor and supervisor to discuss the feedback they have given in my report, I will take these comments on board for when I am professionally qualified.

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Appendix 1: Tracking hours sheet

Student Name: Rachael Major			Level: 6
Learning Mentor: Lisa Francis			Placement Provider: Evolve
Date	Hours Completed Face-to-face	Learning Mentors Signature	Brief outline of Session/Experiences/ Outcomes
			Youth club:
29/10/2024	5	Lisa Francis	Escape room
30/10/2024	5	Lisa Francis	Halloween party
06/11/2024	5	Lisa Francis	Bonfire crafts & quiz
13/11/2024	5	Lisa Francis	World Kindness Day activities
20/11/2024	5	Lisa Francis	Putting up Christmas decorations
27/11/2024	5	Lisa Francis	Creating magazines
04/12/2024	5	Lisa Francis	International Day of People with disabilities activities
11/12/2024	5	Lisa Francis	Welsh Christmas Cards
18/12/2024	5	Lisa Francis	Creating festive mugs

19/12/2024	6	Lisa Francis	Youth's Got Talent
23/12/2024	5	Lisa Francis	Takeaway for young people
30/12/2024	6	Lisa Francis	Brews and Boards
31/12/2024	6	Lisa Francis	New Year's Party for young people
08/01/2025	6	Lisa Francis	Activities
15/01/2025	5	Lisa Francis	Activities
			School-based Youth Work:
15/11/2024	3	Lisa Francis	Creating personal agenda's
25/11/2024	3	Lisa Francis	Session based on emotions
29/11/2024	3	Lisa Francis	Creating sustainable jewellery
09/12/2024	3	Lisa Francis	Leading session on anger
13/12/2024	3	Lisa Francis	Christmas crafts
06/01/2025	3	Lisa Francis	New Year's activities

10/01/2025	3	Lisa Francis	New Year's activities
	Total= 100	Lisa Francis	

Student Name: Rachael Major		Level: 6	
Learning Mentor: Lisa Francis		Placement Provider: Evolve	
Date	Hours Completed Non face-to-face	Learning Mentors Signature	Brief outline of Session/Experiences/ Outcomes
14/10/2024	2	Lisa Francis	Research on Evolve (website, social media etc)
17/10/2024	30 minutes	Lisa Francis	3 Way meeting
04/11/2024	1	Lisa Francis	Meeting with supervisor about the background of Evolve
05/11/2024	2	Lisa Francis	Session planning/leading craft activity
7/11/2024	7	Lisa Francis	A walk through Swansea to see what's available for young people
14/11/2024	10	Lisa Francis	Total additional reading for

			community profile and writing it up.
22/11/2024	10	Lisa Francis	Total additional reading for information sheet and writing it up
28/11/2024	6	Lisa Francis	Safeguarding training
02/12/2024	2	Lisa Francis	Gathering resources for leading/managing an activity.
04/12/2024	2	Lisa Francis	Writing a risk assessment
07/12/2024	2	Lisa Francis	Additional policy reading
12/12/2024	8	Lisa Francis	Additional reading for SWOT analysis and writing it up
29/12/2024	8	Lisa Francis	Additional reading for critical examination and writing it up
02/01/2025	7	Lisa Francis	Total time reflecting and writing up summary of own learning
08/01/2025	1	Lisa Francis	Feedback meeting with supervisor and learning mentor
09/01/2025	2	Lisa Francis	Total time writing up tracking hours sheet

10/01/2025	9	Lisa Francis	Total supervisions
15/01/2025	44	Lisa Francis	Total time setting up before session, staff meetings, tidying up after session, debrief (one hour before and after session)
	Total = 115.5	Lisa Francis	
	Total hours both face to face and non face to face = 215.5	Lisa Francis	