



Fieldwork Placement
October 2017 – May 2018
Funky Parents – Dr MZ

Kelly-Leanne Tomlinson



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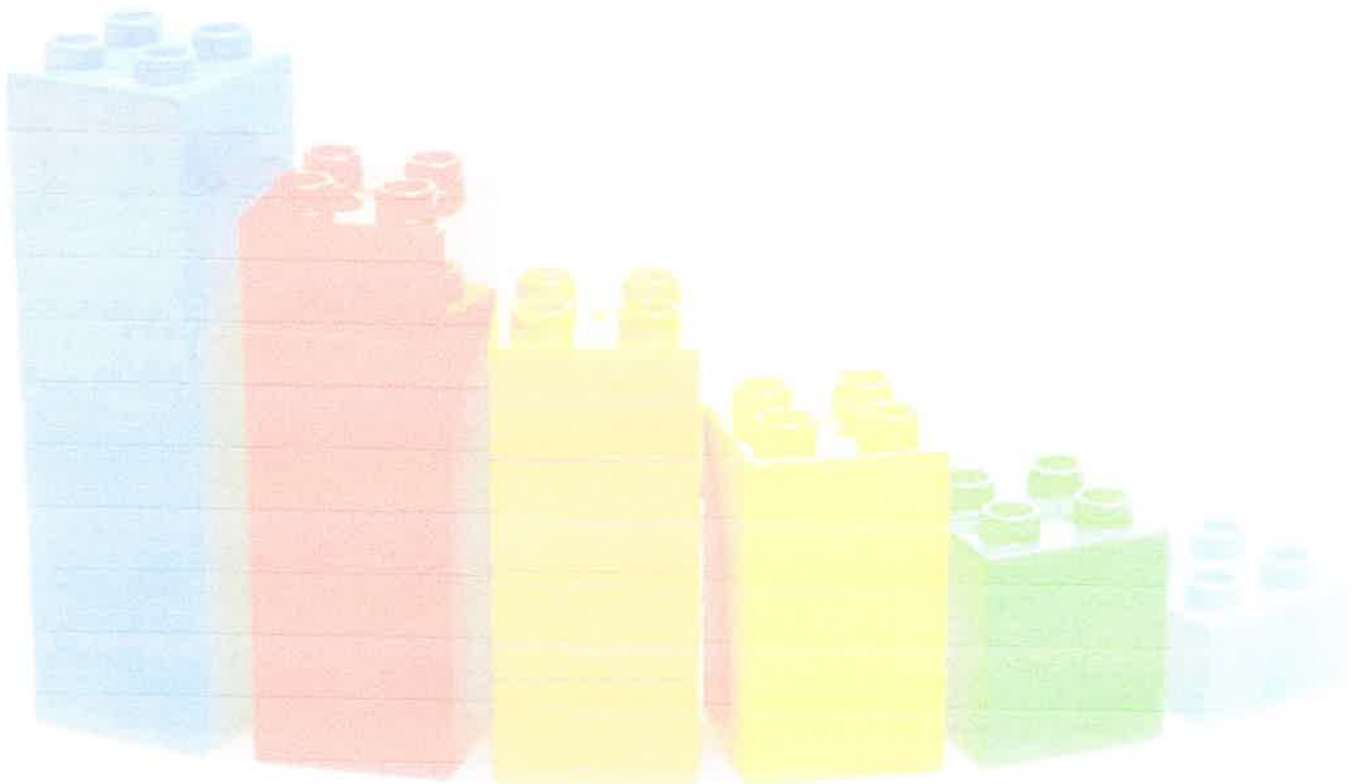
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Section One

1.1 Introduction to the Portfolio

1.2 Fieldwork Placement Contract

1.3 Risk Assessment



1.1 Portfolio Introduction

This portfolio documents my 200-hour placement in Funky Parents (see Appendix 1 for timesheets documenting the work and Appendix 37 for permission to use the name of the group). Funky Parents is a sessional group which takes place within the Dr MZ Youth Project. The session is a one-of-a-kind in the area in that it is focussed on the parents attending the group rather than the children. Although work is done with the children, the primary focus is on interacting with the parents and doing things which they want to do. This group is open to any parent aged 26 or under and the group provides a range of activities for attendees including; CV Workshops, Trips, Cooking Activities, Crafts, Signposting and Advice, Guest Speakers and opportunities to learn and develop new skills (see Appendix 5).

As Funky Parents falls under the umbrella organisation of Dr MZ Youth Project their mission statements are identical;

"Carmarthen Youth Project aims to promote the best interests of young people (aged 11 – 25) from Carmarthen and the surrounding rural areas. This is achieved by providing a safe, educational, informative and stimulating leisure environment for young people to meet and interact. We assist young people to develop their physical, mental, emotional and spiritual capacities. We aim to empower young people to become mature and fully integrated members of society."

(Dr MZ, 2018)

Throughout my time working with the parents and children I have seen a drastic change in their behaviour in that it has become more positive, members are more open and vulnerable about concerns and issues they are facing and the group has become more supportive of each other. Furthermore, regular members of the group are taking more of a lead in directing the course of activities as well as inviting new members to ensure the groups longevity. I have been fortunate enough to get to know the attendees quite well and to develop trust-based relationships with both them and their children which has led to an enjoyable experience over the past few months, I hope this gratitude and joy is reflected in this portfolio.

Reference

Dr MZ (2017) *About Us*. www.drmz.co.uk/about-us (Accessed: 21st February 2018).

1.2 Fieldwork Placement Contract

STUDENT INFORMATION	
Student Name	Kelly-Leanne Tomlinson
Student Address	14 Barn Road, Carmarthen, SA31 1DD
Student University e mail	1504107@student.uwtsd.ac.uk
Student DBS Status and date	DBS checked
Additional requirements	N/A
Name of fieldwork supervisor	Ruth Letten
Fieldwork supervisor Tel.	07890241011
Fieldwork supervisor e mail	volunteering@drmz.co.uk

HOST ORGANISATION INFORMATION	
Name of Organisation	Carmarthen Youth Project (Dr MZ)
Tel.	01267 222786
Email	office@drmz.co.uk
	"... providing a safe, educational, informative and stimulating leisure environment" and to "...assist young people to develop their physical, mental, emotional

Aims/ Purpose of the Organisation	and spiritual capacities...to empower young people to become mature and fully integrated members of society" (Dr MZ Website, 2017)
Duration of placement	Level 7 Placement: 200 hours (100 or more face to face Youth Work).
Please detail the activities expected of the student (Use more space if necessary)	We expect students to support paid staff and volunteers to provide a safe place for young people to meet and interact. The role will involve: • Supervising young people, • Building positive, respectful relationships with young people and staff, • Integrating as part of the team • Getting involved in all the duties relating to the project ie. Cleaning, discussions, paperwork, youth work, community activity etc. • Consulting with the young people about what you can deliver by way of activities but at the same time being realistic to what the project can pay for. • Evaluating your work and also contributing to the evaluation of the project. This is not an exhaustive list but being committed to the project is essential to its success.
Facilities/equipment available to student	Dr MZ Centre
Please confirm that your organisation has in place the following and where the student can have access to them:	
a. Equal Opportunities Policy and procedures	Yes (See Appendix 42)
b. Safeguarding policy and procedures including a designated child protection officer	Yes (See Appendix 45)

c. Disability Policy (please state how you will meet any special requirements noted by the student)	Yes
d. Health and Safety Policy and procedures	Yes (See Appendix 44)
e. Risk assessments including significant risks identified?	Yes (See Appendix 44 and pages 11 -17 for a risk assessment drawn up by the student).

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).

The student will be covered by your employer's liability insurance whilst on your premises and undertaking any assigned tasks.

Yes No

During the placement, the student will be responsible to:

Name of Line
Manager Gayle Harris

Position Manager

Telephone No. 01267 222786

Email office@drmz.co.uk

UNIVERSITY INFORMATION

Name of visiting tutor	Darrell Williams
Telephone Number	01267676808
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) Kilpatrick Date: 11-5-18

Signed (line manager) A. Harris Date 9/5/18

Signed (visiting tutor)..... Date:

1.3 Risk Assessment

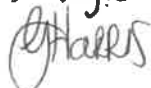
This risk assessment was carried out for the Carmarthen Youth Project, also known as Dr MZ. The assessment covers all areas of the centre and discusses potential risks to children, young people, staff and volunteers. This assessment has been carried out to comply with outcomes HSS1 and YW22 of the National Occupational Standards for Youth Work (LSIS, 2012) (see Appendix 4 for a completed NOS Matrix). This assessment is specifically looking at the Funky Parents group.

Location	Carmarthen Youth Project (Dr MZ)
Author	Kelly-Leanne Tomlinson
Line Manager	Gayle Harris
Date	16/12/17
Applicable Equipment	N/A
Associated Risk Assessment(s)	Health and Safety Policy (Appendix 44)
Version	1
Review Date	
Approved by	Ruth Letten
Reason for latest update	N/A

Print Name: K L Tomlinson

Signed: 

Authorised by: Gayle Harris

Signed: 

Area of Concern	Hazard Identified	Person at Risk	Existing Controls	Further Actions
Kitchen	Becoming burnt during cooking or from open flames	All	Young children not allowed in the kitchen unless they are with their parents. Parents are supervised when cooking and staff members ensure everything is turned off when finished.	Health and Safety OCN for parents and cooking classes. Ensuring only small numbers of people are in the kitchen at any one time.
	Skin Irritations from cleaning products	All	Young children not allowed in the kitchen unless supervised by their parents. Rubber gloves available and first aid kit is available if needed	Clear signs stating chemicals used. Speak with everyone to identify any potential irritants Health and Safety OCN Ensure first aid kit is fully stocked Move any chemicals out of reach of children
	Food Poisoning	All	Temperature probe available. Rules and regulations available as guidelines for cooking and preparing food. Adhere to use by dates. Young people are supervised when cooking by trained staff members	Health and Safety OCN Food Hygiene OCN General safety information Speak with young people and children about any allergies.

Sharp Objects	All	All food stored correctly and is dated. Children not allowed in the kitchen unless supervised by their parents and they are not allowed to use knives. Sharp objects kept at a higher height so children cannot reach them. Demonstration beforehand on how to use sharp objects safely beforehand No running allowed in kitchen	Limit number of people in kitchen at any one time Distribute roles evenly to prevent confusion. Clear rules regarding use of sharp objects including not putting knives in sink. Health and Safety OCN
Trips, Slips and Falls	All	Wet floor sign available Floor swept, mopped and cleaned regularly to prevent build-up of debris. Clear up any spillages	Keep children out of kitchen, especially toddlers who crawl across the floor. Health and Safety OCN
Low objects	Children	No sharp objects close to the ground Floor kept relatively clean Children not allowed in kitchen unless supervised by parents Ensure all chemicals are out of reach of the children	Ensure low shelves stacked properly so children cannot pull items out Check there are no low hanging cables or wires Health and Safety OCN
Fire	All	Fire evacuation route in place Fire extinguishers available Floor kept clear to ensure quick exit if needed	Handle on door needs fixing Health and Safety OCN

Hall	Trips, Slips and Falls	All	Floor kept clear and tidy Toys put away when finished with Any spillages mopped up and wet floor sign available. Children supervised by parents when playing. Shelves are stacked properly and not overfilled	Ensure the hall is tidy before and after use by the group Contain toys and children to one area to prevent toys being spread all over Reorganise shelves to ensure nothing could fall Invest in new shelving until which locks to prevent the issue Ensure everything is put away properly at the end of the group Toys should be reviewed often for damage and cleanliness
	Falling Items	All		
	Low hanging objects	Children	All cables are kept high up and out of reach. Shelves stacked to prevent low items being pulled out	Ensure everything is put away properly at the end of the group
	Suitability of toys	Children		All toys are checked for safety quality marks such as "CE" and the European Toy Safety Directive (Direct Gov, 2017) Parents supervise their children whilst playing
	Fire	All		Fire evacuation procedure known to parents Fire door available at the back of the hall No naked flames allowed in the hall and no smoking indoors in general.

Digilab	Not used by Funky Parents	N/A	Not used by Funky Parents but; All computers and electrical items PAT tested No food or drinks allowed in the room All plug sockets mid-way up walls Floor kept clear of rubbish and cleaned frequently Running not allowed in the Digilab	If this area becomes used by Funky Parents then open plug sockets would need safety protectors put in them. Cables would need rearranging so they do not hang low Scissors and other sharp objects would need moving out of reach
Bar	Slips, trips and falls	All	Floor kept clear and tidy Wet floor sign available Children not allowed behind bar unless going into the kitchen and supervised by their parents	Floor should be checked for loose cables and low hanging objects
	Falling items	All	Shelves stacked properly to prevent items slipping and falling	Shelves should be reorganised to ensure children cannot reach objects low down on shelving
Ruth's Room			Ruth's responsibility and not used by Funky Parents Group	
Main Office	Not used by Funky Parents	N/A	Not used by Funky Parents but; All electric items PAT checked Floor kept tidy and clean to prevent falls Shelves stacked properly and lock to prevent access	If this area is accessed by Funky Parents the room would need checking for low hanging cables and ensuring no sharp

Secondary Staff Office	Not used by Funky Parents	N/A	Fire exit available. Not used by Funky Parents but; Floor kept clean and tidy Electrical items all PAT tested and checked regularly.	objects were within reach If this room starts to be used by Funky Parents then children would need supervising when in the room due to stationary items and low lying objects
The Cwtch	Not used by Funky Parents	N/A	Not used by Funky Parents but; Floor is kept clean and tidy to prevent falls. No low hanging cables or sharp items Electrical items PAT tested	If Funky Parents stated using this room the light would need leaving on or the door kept open due to a lack of CCTV covering this area.
Main Room	Low Objects	Children	Children supervised by parents when playing in the main room	Numerous low lying objects which children could run into so staff need to be extra vigilant and consider putting bumpers on some objects
	Slips, trips and falls	All	Floor kept clean and tidy to prevent falls Clear access route to exits in case of emergency Running not allowed	

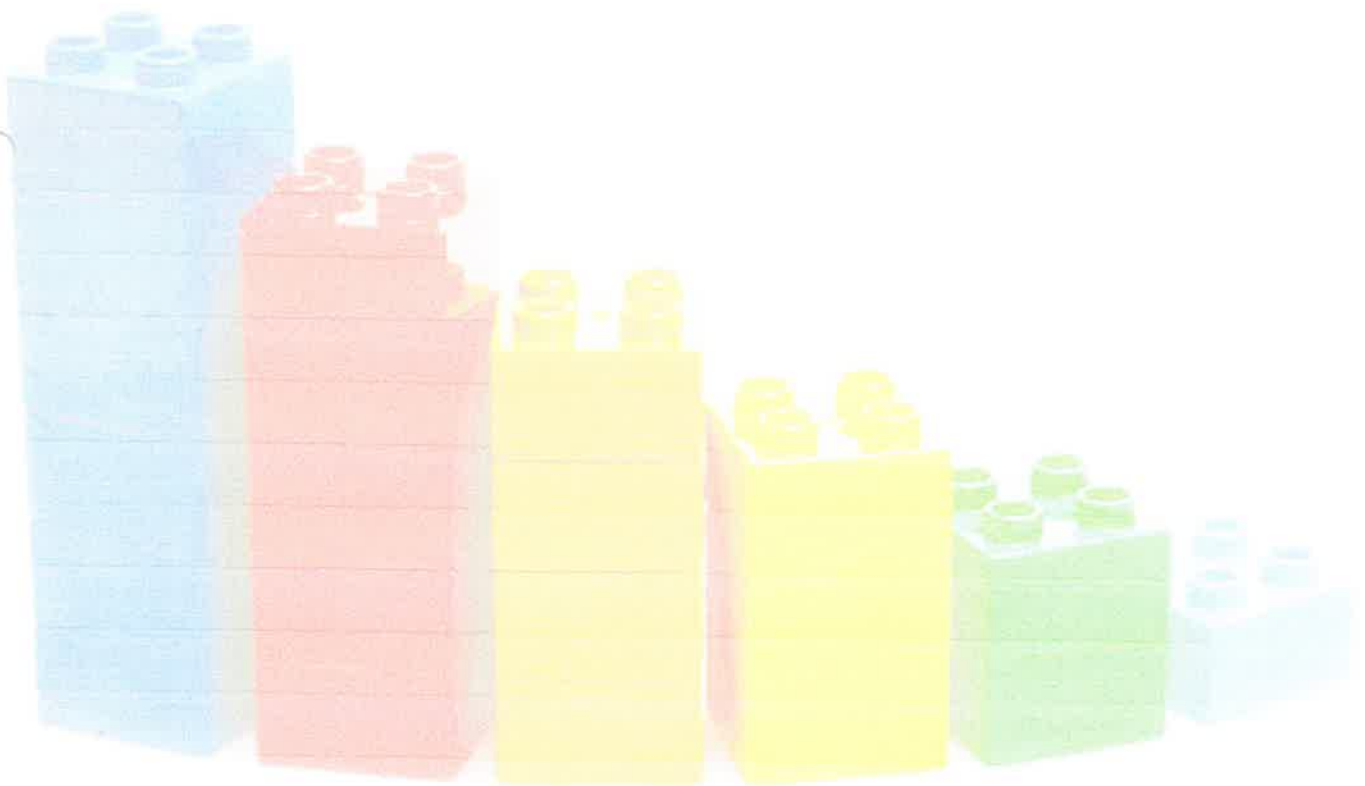
	Open plug sockets		Wet floor sign available when needed	Unused plug sockets should have plug protectors put in place
	Fire	All	Most plug sockets are mid-way up wall and in use Children supervised by their parents Clear access route to exits in case of fire Fire alarms throughout building Fire extinguishers present All prams are kept out of the way and stored properly	
Bathrooms	Slips, trips and falls	All	Children are supervised in the bathrooms by their parents Floors are kept clean and tidy at all times Wet floor sign available	Bathroom should be checked frequently by staff to ensure it is clear and full stocked

In addition to these aforementioned safety procedures, Dr MZ also has a plethora of policies to ensure the safety and wellbeing of everyone who comes into the centre. This includes: Code of Conduct for Staff and Volunteers (Appendix 46), Health and Safety Policy (Appendix 44), Child Protection Policy (Appendix 45) and Data Protection Policy (Appendix 43). These documents and policies can be found in the Dr MZ office as well as online. Furthermore, CCTV covers most of the centre and all staff and volunteers are subjected to a Disclosure and Barring Service checks which are checked annually. Finally, there are fire alarms, fire extinguishers, carbon monoxide alarms and first aid boxes dotted around the building. The manager of the project, Gayle Harris, is also a fully trained First Aider.

Section Two

2.1 SMART Plan of Work

2.2 Professional Development Plan



2.1 SMART Plan of Work

This SMART table cumulates some of the major aims and objectives I had at the start of my placement with Dr MZ and it also demonstrates on how I have worked towards and completed each goal. These include both academic and practical aims. All aims and objectives are linked to the National Occupational Standards for Youth Work (NOS, LSIS, 2012). A full list of NOS Outcomes can be seen in Appendix 4.

Aim (What change are you trying to achieve)	Objective (What tasks need to be carried out)	Methods (What methods are you going to use)	Implementation (What do you need to think about to make it work, resources required, target dates)	Evaluation/Effectiveness/Targets
(1) Change the group to be young person-led rather than youth worker-led (YW04, YW08, YW10, YW11 & YW12)	Engage with young people to identify what they want to achieve in the group. (YW08 & YW12) Work with young people to enable them to complete these goals. (YW02 & YW08)	Create a mind map of what they want to cover (Appendix 12) (YW10) Explore options for how they can achieve their goals. (YW08) Explore current resources available and how they can be	Consider any limitations of the group such as small number of attendees. Consider realities of goals and outcomes in a given time frame. (YW08 & YW12) Consider how outcome could be reached without	Positive Overall, I would say this goal has been accomplished. Since starting the group in October the young people have become the leaders in the group, whilst I have become a facilitator. The group have seized the opportunity to lead the sessions as shown through the mind map of ideas (Appendix 12), their desire to education their

	Support them as a peer rather than an outsider (YW01)	used to accomplish outcomes (YW12)	neglecting the children	children in Welsh and their desire to build skills including in CV Workshops (Appendices 20, 26 – 29, 31 & 34) or cooking (Appendix 16).
(2) Help increase the skills and knowledge of the group based on their needs (YW02, YW08, YW10 & YW16)	Discuss with young people what their current skills are (YW05). Discuss the future aspirations of young people and what their aims are (YW05). Identify areas in which they wish to improve and work together to determine how we can work on these areas (YW01, YW02, YW05, YW07 & YW08)	Identify via observation and group activity what sort of skills the group wish to gain (YW06). Discuss with co-worker in the group and manager about the realities of achieving this (YW04). Identify a method of tracking skill development in a meaningful manner (YW13 & YW29). Identify a way the young people can showcase their skills (YW15).	Depending on goal, potentially take a prolonged period of time. Consider the competing goals each individual may have and how to work as a collective group (YW01, YW02 & YW06). Consider obstacles which could prevent certain activities such as number of staff, amount of funding and presence of children (YW04, YW11 & YW12).	Positive The young people have identified several skills they wish to improve or knowledge they wish to learn and steps have been taken to enable this. The young people wanted to learn about CV's and how to get a job so I led two sessions on CV Workshops (Appendices 20, 26 – 29, 31 & 34) whereby the young people explored what CV's were, what was needed and they wrote CV's which they have now handed out to potential employers. The young people identified cooking as something they wanted to learn about so various cooking sessions have occurred and are scheduled to occur over the coming weeks (Appendix 5). The young people identified several mental health needs they had and selected a

				guest speaker based on this. I have made referrals for two young people, on their behalf, to secondary services as a result of this.
(3) Increase in my own confidence (YW30 & MLA2)	Engage with young people (YW01). Identify areas I work well in and areas I need to improve (MLA2) Recognise skills and developments I make (YW30).	Identify a tool to monitor my confidence development (YW29) Discuss incidents of confidence increase and decrease in reflections (YW30)	Realise the importance of putting the young people first before developing own skills (YW22). Consider external factors which may impact my confidence (YW30 & MLA2).	Positive Overall I would say my confidence has increased over the period of this placement. Although there have been challenging moments, I have had the opportunity to lead the group individually on multiple occasions which has improved my confidence. Furthermore, I have asked for feedback from staff which state confidence is something I struggle with but it is something they have seen improve. My confidence has also been the central point of some supervision sessions and is also the main feature of a reflective account (page 106 - 108) which highlights my ongoing desire to improve this area.
(4) Build trust-based relationships with the young people	Engage with young people and learn	Engage through observation and interaction about	Consider safeguarding issues around the young	Positive Throughout my placement the young people have become more

and their children (YW01).	about them and their priorities. Be open and non-judgemental providing a safe place for them to discuss any issues or concerns they have (YW01, YW02, YW08, YW11, YW14, YW17 & YW21).	things the young people like and dislike, about their priorities and their worries (YW01 & YW21). Discuss issues they may be facing; in relationships, mental health, parenting responsibilities etc. Explore the dynamic of being a "young person" and of being "parent"	people and their children (YW20). Consider my role as a support worker, as a youth worker and as a volunteer and how each "hat" may alter my perspective of the young people (YW30, Appendix 9).	open in their conversations with me and our relationships have become stronger. This is reflected in the referrals I have made for some of them on their behalf as well as the open discussions we have had especially regarding their mental health, their parenting ability and their current relationships. These conversations have enabled a stronger relationship to be built as well as more specific signposting to relevant services.
(5) Encourage the young people to broaden their horizons (YW07 & YW10).	Engage with young people to identify their future aspirations and their goals (YW02, YW07 & YW08). Be non-critical in their hopes and ambitions whilst also supporting their exploration of alternatives (YW08,	Discuss potential ambitions and viable alternatives (YW08) Challenge their expectations of themselves and the views others have shared with them (YW10, YW14, YW15 & YW16). Identify overall aim but also the process	Consider the limits of the group and of myself (YW30). Consider how time consuming some of the goals may be as well as how realistic they are Consider my various roles and how that may help or hinder my ability to support them (YW30).	Positive Through the CV workshops all the young people discussed what their aspirations were as well as potential challenges in achieving them (both real and perceived). The young people also openly discussed the judgement they faced in other groups because of their age or the number of children they have and how this is different in the current group. We jointly identified both challenges

	YW10, YW14, YW16 & YW21).	of achieving that aim (YW02 & YW08). Make steps towards the aspiration or goal	they may face as well as practical solutions to these challenges. Each session where a new skill was involved there was the opportunity to challenge the young people in terms of what they believe their skillset is. This was also the focus of one of the reflective accounts (pages 90 - 93). Through the writing of their CV's many of the young people have since applied for employment in areas they desire but previously felt unable or ill-equipped to do so.
(6) Evaluate each session to determine how useful it was for young people (YW13).	Engage with young people to gather their views about the group sessions (YW01 & YW13). Engage with young people to identify their aims of the group and how they might be achieved (YW02 & YW08). Identify methods of collecting information to show	Discuss with co-worker about potential evaluative tools and how to implement the information provided (YW03, YW29 & YW31). Discuss with manager about resources available to improve the group and to collect	Positive Each session I have ran individually has been evaluated by the young people. They have also shaped the evaluation tools used, for instance they wanted to rate the sessions out of a score of ten and the preferred the sticky note method as opposed to the plain sheet (Appendices 30 - 33). There may have been some bias in this evaluation as some of the young people wrote very similar things and they may have been worried

	how useful the session was (YW13)	information (YW26 & YW31). Reflect on certain group sessions to discuss how they could be improved (YW30)		about upsetting me if they were honest so they will need re-examining in the future and should also be carried out in all sessions, not just the ones I lead.
(7) Secure funding for needs identified by young people. (YW26).	Speak with young people to identify things they need or desire. (YW08 & YW12). Identify funding resources which would be applicable to these goals	Look on websites to identify funding available (YW26). Discuss with young people about which things they require the most and prioritise (YW08). Write a funding bid in order to achieve these goals (YW26).	Identify the realities of what can be achieved in a funding bid (MLA2) Discuss the difference between what the group needs and what the group wants (YW02 & YW08) Consider the likelihood of securing funding and the time needed to write the bid (MLA2).	Secured £5000 for the group through writing a funding bid (see Appendix 7). This allowed us to run Funky Parents on both Wednesdays and Fridays as well as allowing us to purchase more equipment for the group including an indoor bouncy castle, Welsh books and Welsh materials and experience days such as Pizza Making at Pizza Express and Baby Yoga. All purchases and experiences were identified by the young people so they were the ones spending the money to reflect their ownership of the group. Additionally, my workplace agreed to donate leftover items from a Mr X appeal to the group which includes over £500 of new toys, books and games for all ages

				which was greatly appreciated. Finally, my church helped organised several hampers which were given to the young people rather than the children as a Christmas present (Appendix 13 & 21). These hampers were full of both practical items for the young people but also more expensive items the young people desired but wouldn't necessarily buy (this is discussed more in Reflection 3, page 85 - 89).
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2.2

Professional Development Plan [PDP]

This PDP is to illustrate and elaborate areas of which need further development and improvement in order to enhance my youth work skills and abilities. Through identifying such areas my fieldwork adheres to and complies with the National Occupational Standards for Youth Work (LSIS, 2012), specifically aims; YW29, YW30 and ML A2. In this PDP I have combined the NOS outcomes (LSIS, 2012) into the body of the PDP to fully emphasise their connections rather than just listing them at the end.

Student Name: Kelly-Leanne Tomlinson

Line Manager Name: Gayle Harris

Date: 22/02/2018

Line managers opening comments about the placement in terms of the type of work involved in the placement.

Dr Mz is a user-led, centre-based project that opens 4 days a week. We are a registered charity and company limited by guarantee. We are solely reliant on funding and small elements of social enterprise to operate. We opened in 1997 due to a successful lottery grant application and has grown into the project it is now. Our staff are dedicated and commit to the project fully.

The Placement Student will be expected to fit in to the staff team and participate fully in the running of the youth centre. We expect students to support paid staff and volunteers to provide a safe place for young people to meet and interact. On this placement Kelly will be concentrating on working with staff on the Funky Parents Project, conducting research, consulting with the parents on what they want to do and delivering sessions. Also, there will be an element in developing the project and promoting it to a wider audience. The role will involve:

- Supervising young people,
- Building positive, respectful relationships with young people and staff,
- Integrating as part of the team
- Getting involved in all the duties relating to the project ie. Cleaning, discussions, paperwork, youth work, community activity and fundraising etc.
- Consulting with the young people about what you can deliver by way of activities but at the same time being realistic to what the project can pay for.
- Evaluating your work and also contributing to the evaluation of the project.

This is not an exhaustive list but being committed to the project is essential to its success.

Students initial comments about the placement

Although I have volunteered with this group in the past I am anxious about starting the placement as my previous interactions have only been brief. I personally find this upper young people age bracket to be the most challenging partly because they are closer to my age thus it feels odd to be working with them from a more authoritative stance rather than as a peer. However, on the other hand I am eager to develop my skills and increase my confidence with this age group as well as to help make the group more user-led rather than worker-led. I'm also eager to implement new ideas which will hopefully make the group more structured, more focused on the parents themselves and perhaps more educative but in a youth work context.

What do you need to learn?	Activities you will learn from
Work in accordance with the Five Pillars of Youth Work (Youth Work in Wales Review Group, 2012). - Learn how to make the group more attendee-led rather than worker-led (YW01, YW10, YW11, YW12, YW21, YW27) - Discuss and identify the needs of the young people as stated by the young people. (YW08, YW23) - Identify ways in which young people and their children can express themselves within the group context (YW14) - Learn how to engage more young people more inclusive and less segregated (YW06, YW21, MLB11, MLB5)	- Creating sessions plans with the young people based on events suggested by young people (YW10, YW11, YW12, YW21, YW27). (Appendix 5 & 12). - Securing funding based on the needs identified by young people (YW26) (Appendix 7). - Research into other young parent groups in the area to see what activities they run and whether we could work in partnership (YW03, YW28) - Engage with young people at every stage of the session plan development to ensure it is participative and young person-led (YW01, YW02, YW06, YW08, YW10, YW12, YW22, YW27)

	• Learn how to plan events and activities in a more participative manner (YW11)	• Group discussions regarding things the young people wish to learn and achieve, their ambitions as well as their fears. (YW01, YW02, YW06, YW07, YW08, YW10, YW11, YW12, YW14, YW18, MLB5) • Securing funding for the needs and desires identified by the young people attending the group (YW12, YW26, YW28, MLA2, MLB5) • Inviting guest speakers to attend (YW03, YW04, YW16, YW28, MLA2, MLB5) (Appendix 18). • Cooking activities (Appendix 5 & 16) • Splitting the group to make the sessions more focussed on the parents rather than the children (YW01, YW06, YW12, YW19, YW20, YW22, YW29, YW31, MLA2, MLB5, HSS1) • 1:1 conversations (YW01) • Running CV workshops (YW01, YW02, YW05, YW06, YW07, YW08, YW10, YW11, YW13, YW14, YW15, MLA2) (Appendix 20, 26 – 29, 31 & 34) • Assisting with job applications, benefit applications and signposting to other services (YW03, YW04, YW15, YW22, MLA2, MLB5, HSS1)
Facilitate the personal, social and educational development of young people	• Identify the areas of development the young people wish to improve upon (YW01, YW02, YW05, YW06, YW07, YW08, YW11, YW23, YW27, YW29) • Learn about the young people in attendance and their children (YW01, YW14) • Build trust-based relationships with group attendees (YW01) • Identify and learn about what matters to the young people in the group (YW01, YW08, YW14) • Identify the future ambitions of the young people in attendance (YW01, YW02, YW07, YW14, YW16, YW23) • Learn about the issues facing the young people (YW01, YW07, YW12, YW14, YW15, YW16, YW18, YW19)	

Promote inclusion, equality and young people's interests and well-being	• Identify core interests of the young people in the group (YW01, YW06, YW14) • Learn about different factors of well-being and how they impact the group (YW18) • Identify how different factors such as mental health, family support and peer networks may impact the group (YW01, YW18, YW22, MLA2, MLB5) • Learn what attracted these young people to the group in order to attract new members (YW01, YW06, YW13, YW23) • Learn how to run activities in a safe manner that engages parents but without neglecting children (YW04, YW11, YW19, YW20, YW22, YW29, YW31, MLA2,, MLB5, HSS1) • Identify any barriers the young people may have in accessing services or participating in activities (YW01, YW10, YW21, YW29, YW30, MLB11, MLA2, HSS1)	• Inviting guest speakers to attend the group based on needs identified by young people (YW03, YW04, YW16, YW28, MLA2, MLB5) (Appendix 18). • Exploration of mental health issues (YW01, YW06, YW15, YW16, YW18, YW21, YW23, YW24, YW29) • Signposting for more information (YW03, YW04, YW15, YW16, YW18, YW20, YW21, YW22, YW23, YW24, YW25, YW28, YW30, MLA2, MLB5, HSS1) • 1:1 conversations • Group discussions regarding reasons for attendance and strategies for getting others involved (YW01, YW03, YW06, YW08, YW10, YW11, YW12, YW13, YW15, YW21, YW23, YW27, YW28, YW30, MLB11) • Involving young people in decision making processes (YW06, YW10, YW12, YW13, YW16, YW17, YW19, YW21, YW27, YW29, YW30, MLB11, VMA3, MLA2)
Work with young people and others	• Identify groups the young people would like to work with (YW01, YW03, YW04, YW06, YW08, YW09, YW11, YW15, YW16, YW21, YW23,	• Group discussions YW01, YW03, YW06, YW08, YW10, YW11, YW12, YW13, YW15, YW21, YW23, YW27, YW28, YW30, MLB11)

	YW27, YW28, YW29, SFTMVD2, MLB11, MLA2) - Learn about the individual young people attending the group and what they desire from the group (YW01, YW02, YW08, YW10, YW11, YW13, YW16, YW24, YW27, YW29, MLA2, MLB5) - Learn how to engage community members to become involved in group (YW03, YW04, YW15, YW20, YW21, YW23, YW28, SFTMVD2, MLB11, VMA3, MLA2, MLB5) - Develop and utilise different communication skills (young parents, children, staff, group setting, 1:1 setting, activity type) (YW21, MLA2) - Communicate with outside agencies and businesses to get them involved with the group (YW03, YW04, YW28)	- Guest speakers (YW03, YW04, YW16, YW28, MLA2, MLB5) - Fundraising events (YW26) (Appendix 17) 1:1 conversations and observations of peer conversations - Inviting a local church to participate (YW03, YW04, YW28) (Appendix 13 & 21) - Research different communication techniques (YW21, YW22, YW29, YW30, MLA2, MLB5)
Develop youth work strategy and practise	- Identify what youth work policy in Wales says about young parents (YW22, YW25, YW30, MLA2, MLB5, MLD7) - Work with young parents to identify what matters to them and identify whether these topics are addressed by	- Read Welsh Youth Work Policy (MLA2) - Research youth work strategy in relation to young parents (both locally and globally) (MLA2) - Wider reading on youth work strategy and research concerning young parents and upper young people age brackets (MLA2)

	current policies (YW01, YW06, YW14, MLA2, MLB5) • Learn how to engage this demographic in youth work strategy (YW27, MLA2, MLB5)	
Develop, lead and manage self and others (MLA2, MLB5)	• Learn to be more confident with this age group (MLA2) • Identify aims of the young people in order to create sessions plans with the group (YW01, YW02, YW05, YW06, YW07, YW08, YW10, YW11, YW12, YW14, YW21, YW23, YW27, YW29) • Identify any health and safety issues (HSS1) • Identify any safeguarding issues (YW19, YW20, YW22, YW30, MLA2, MLD5) • Learn about laws and safeguarding policies for children under the age of 5 (MLA2) • Learn how to develop more emotional-based reflective accounts (YW30, MLA2) • Identify youth work theory which applies to this specific demographic (MLA2) • Identify funding resources to increase longevity of project and to increase	• Leading the group rather than just contributing (MLA2, MLB5) • Spending time to get to know group members and their children (YW01) • Reflecting on practise (YW30) (See pages 70 – 108 for reflective accounts). • Regular supervision to discuss any issues (YW30, MLA2, MLD5) (See pages 118 – 135 for agenda and minutes from supervision sessions). • Carrying out an in-depth risk assessment of the placement (HSS1) (see page 11 -17). • Research safeguarding procedures (YW19, YW20, MLA2) • Read Safeguarding Policy for the placement (MLA2) (see Appendix 45). • Write, discuss and adapt reflections within supervision (YW30, MLA2) • Research youth work with young parents (MLA2) • Write and apply for funding (YW26, MLA2, MLB5) (Appendix 7).

	how often it happens (YW26, MLA2, MLB5) • Identify current resources and use them responsibly (YW11, YW12, MLA2) • Make full use of supervision sessions and grow in understanding of how they can be utilised. (YW04, YW30 & MLA2)	• Engage with known networks to gain more resources for the group (YW03, YW04, YW28, MLA2, MLB5) • Work on a budget and be cost-effective with expenditure (YW26, MLA2, MLB5) • Further reading into reflection especially regarding the emotion-based content (MLA2) • Fully engage with supervision sessions (YW30, MLA2) • Regularly attending supervision sessions (YW04, YW30 & MLA2) • Make each supervision session at least one hour long (see Supervision Contract, page 121 - 122).
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To summarise, although there are many aims and sub-aims above the core ten National Occupational Standards which the current placement hopes to achieve are as follows:

YW01 – Initiate, build and maintain purposeful relationships with young people.

YW07 – Encourage young people to broaden their horizons to be effective citizens.

YW10 – Facilitate young people's empowerment through their active involvement in youth work.

YW12 - Work with young people to manage resources for youth work activities

YW14 – Facilitate young people's exploration of their values and beliefs.

YW18 – Explore with young people their wellbeing.

YW27 – Facilitate and engage young people in the strategic development and delivery of youth work

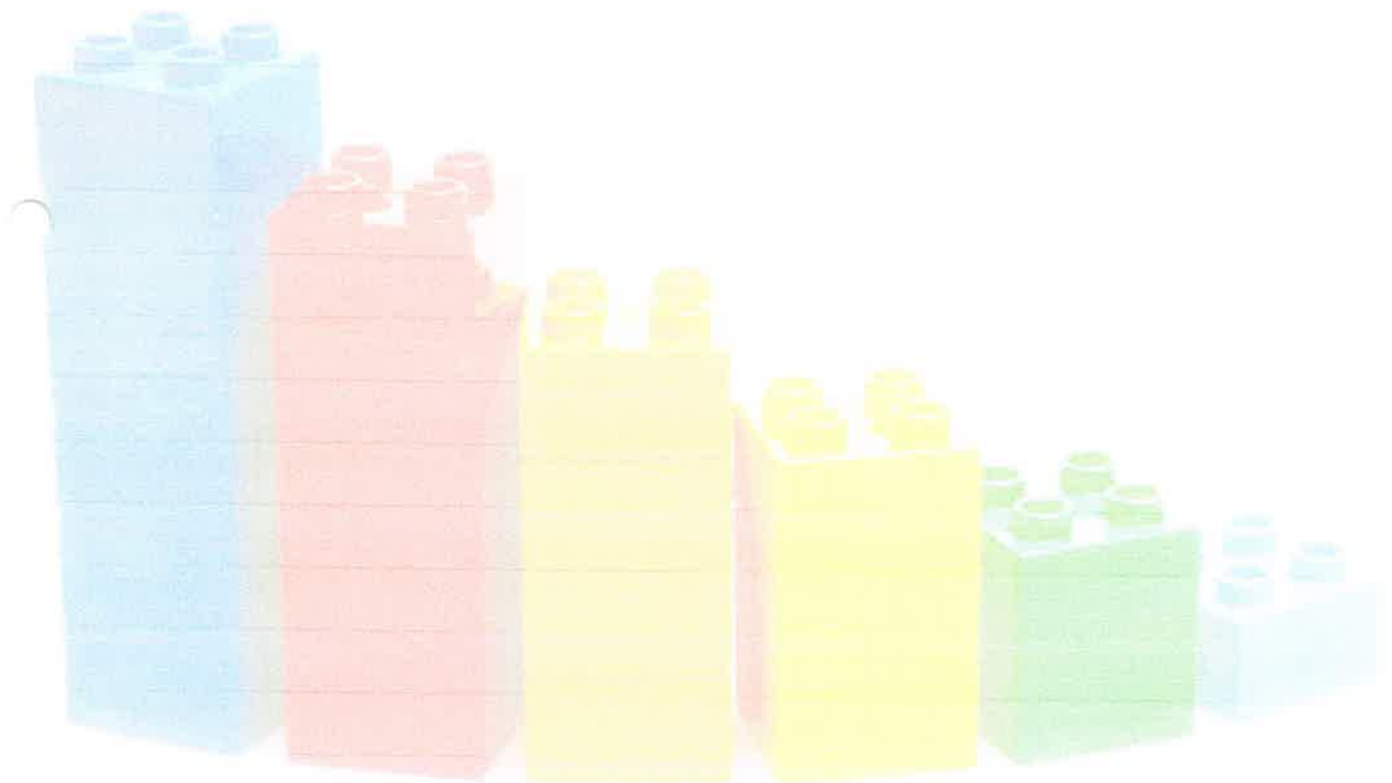
YW30 – Work as an effective and reflective youth work practitioner

ML A2 – Manage your own resources and professional development

ML B5 – Provide leadership for your team

Section Three

3.1 Observation of the Workplace



3.1

Observation of the Workplace

Observations of the workplace are vitally important to assess both the suitability of staff members to the work force but also the ability of the workplace to deliver on their mission statement. As Funky Parents is part of the Dr MZ centre their mission statement is the same (see below for the mission statement). This observation shall assess the Funky Parents group in relation to the mission statement and various other factors to determine its suitability for the young people and how effective it is as a group.

"Carmarthen Youth Project aims to promote the best interests of young people (aged 11 – 25) from Carmarthen and the surrounding rural areas. This is achieved by providing a safe, educational, informative and stimulating leisure environment for young people to meet and interact. We assist young people to develop their physical, mental, emotional and spiritual capacities. We aim to empower young people to become mature and fully integrated members of society"

(Dr MZ, 2018)

Due to the importance of evaluating the workplace there are various tools available to assist in the evaluation process. In my first portfolio I assessed the whole workplace using the McKinley 7-S Framework created by Peters and Waterman (1980, cited in Alshaher, 2013) however this time round I will focus the observation purely on the Funky Parents group and different techniques will be used. This previous observation can be viewed in Appendix 11 where the whole organisation is covered. By completing this observation of the Funky Parents group NOS outcome YW22 can be checked to ensure all legal and ethical requirements are adhered too (LSIS, 2012). Additionally, outcomes YW24, YW29, MLB11 and MLA2 of the National Occupational Standards for Youth Work are also adhered to (LSIS, 2012).

Before starting to evaluate the workplace it is important to have a clear understanding of what the Funky Parents group is. In order to aid with this description I interviewed the group's founder (Appendix 6) and it also utilises the description of the group located in the hall (see Appendix 39).

Funky Parents is a young parents group for those aged 26 years old and under within the Carmarthen area. It is aimed at the young people rather than their children which makes the group different to most parent-child groups in the area. The group was formed in 2013 with the current members and a few older women who have since

left due to exceeding the age boundary. The rationale behind the group was the lack of welcoming parent groups in the area especially for younger parents. The group involves lots of activities for both the young people and their children including activities focused on language and play. Typically there are between 5 – 7 young people in attendance plus their children, however during school holidays the group is much busier with attendance numbers reaching 20 – 25 at times.

Mary Marken (2001) suggested there are six major principles which are vital for high quality youth work services. These principles are aimed at helping worker explore, evaluate and improve the youth work service provided by the organisation (Marken, 2001, p. 1) and the principles are based on and supported by a research study carried out by the Department of Education between 1999 – 2000 with over 20 youth schemes (Marken, 2001, p.2). These principles shall be examined within the context of Funky Parents.

Principle 1: Strategies for Targeting and Recruiting Young People, Initial Assessment and Guidance.

This principle is concerned with there being a clear policy for the target groups to be reached (1), effective strategies to reach and engage young people (2) and an initial assessment for engaging young people (3) (Marken, 2001, p. 9 -12).

- (1) Funky Parents is quite clear in that it is aimed at young people aged under 26 who have children (see Appendix 39). The Fundraising Strategy also states Funky Parents “targets disadvantaged young parents” (Harris, 2018 see Appendix 41). Whilst there isn’t a specific policy on the group as a whole it is clear in the organisations documents that there is a clear target group for Funky Parents.
- (2) Funky Parents have been improving their ability to reach and engage more young parents. This has been accomplished through utilising the group’s Facebook page, creating posters to advertise events (see Appendices 14 & 15) and by encouraging the current attendees to talk about and share the posts on Facebook. As a result, since starting my placement we have seen between 10 – 12 new young people sign-up to the group. Although they haven’t been attending weekly they do attend quite regularly.
- (3) The only form of an initial assessment which is carried out is a membership form which asks the young people their name, date of birth, address and interests. At the moment this is more than sufficient to collect the information needed thus a comprehensive initial assessment is not relevant. Any further information needed from the young people such as their interests are gained from interaction with them during the group sessions.

Principle Two: Programme and Interventions that Motivate, Engage and Encourage Progression.

Principle Two is primarily concerned with the (1) content of programmes and interventions as well as how they are delivered (2) (Marken, 2001, p. 13 - 17). These are split into a variety of factors which shall be further discussed.

(1) Content of programmes and interventions

- a. Funky Parents has a clear rationale for the programme in that it is aimed at supporting young parents to “build positive nurturing relationships with their pre-school children with an emphasis on language and play” (Harris, 2018, see Appendix 41). The group also offers “support, friendship and socialising” as well as opportunities to “gain training and build their skills for employment” (Harris, 2018, see Appendix 41).
- b. In terms of assessing the needs of the group this is done through consulting the members of the group to determine the skills and activities they would like to participate in. This has been reflected in the session plans created (Appendix 5) and also demonstrates adherence to outcome YW10 & YW11 of the National Occupational Standards (NOS) for Youth Work (LSIS, 2012). Additionally, as the number of attendees is quite small it makes it possible to tailor these activities for the individual young people which accomplishes another key element set out by Marken (2001, p.15).
- c. Whilst Funky Parents is based on the group as a whole, there are informal progression routes available for each young person. Through observation and discussions with the young people their different ambitions and hopes are identified and supported as much as possible – this is reflected in the Fundraising Strategy whereby it states the hope of expanding the support to including training for the young people (Harris, 2018, see Appendix 41).

(2) Delivery of programmes and interventions

- a. One of the primary aims of Dr MZ, and thereby Funky Parents, is to “empower young people” and to “promote the best interests of young people” through giving them “a voice and credibility” (Harris, 2018 see Appendix 41). This is also a strength of the centre in that it has a “user-led ethos” which is based on mutual respect for the young people and valuing their input.
- b. Another focal aim of the centre is to be based on what the young people want to do and rewarding them for their input. This is demonstrated in various ways across the centre such as participating in the Millennium

Volunteering Scheme and the Forum group (Harris, 2016 see Appendix 40) however this is not as prevalent in Funky Parents. Whilst the staff are receptive to feedback from the group (see Appendix 30 - 33) there is no formal reward process to motivate the group to continue to contribute.

- c. Finally, Funky Parents does offer individual support as well as group activities. During my time in the group I personally have made referrals for two young people for both mental health support and domestic abuse support. Furthermore, I have supported the young people individually and in a group with developing their CV's (see Appendices 20, 26 – 29, 31 & 34) and on multiple occasions we have had one-to-one conversations with young people about specific issues they have faced including homelessness, lack of finances and children issues.

Principle Three: Strategies for Monitoring Individual Progress and Assessing Achievement

This principle consists of several distinct elements (Marken, 2001 p. 19 – 20). These can all be summarised as ways of assessing progress made by the young people, rewarding them for their contribution and exploring reasons why they haven't succeeded.

- (1) Funky Parents does reward achievement of young people primarily through taking them on trips they have identified (see Appendix 5 & 12). However, in terms of reviewing individual progress this is not done in any formal manner. Staff do have informal discussion with young people to see how they are and what they are up to but other than that the group does not track or review the progress being made by the young people. Arguably, this is not as important of a section for the young people in comparison to Principles One and Two.

Principle Four: Effective Links, Partnership and Multi-Agency Approaches

The fourth principle suggested by Marken (2001, p. 21 – 22) refers to the organisations ability to liaise with other agencies for the benefit of young people. This section is split into three sections; (1) co-ordinated, inter-agency strategies for intervening with disengaged young people, (2) support from external agencies tailored to young people's needs and (3) effective links with other organisations to provide "safety nets".

- (1) In terms of strategies for dealing with disengaged young people the group only does this to a limited extent. For some of the young people who have

stopped being involved in the group we have been able to speak with third-party organisations to find out why, however this very limited and this area is something which could be strengthened.

- (2) Funky Parents, and Dr MZ as a whole, is well connected with other services in the community, this is reflected in both the Business Plan (Harris, 2016, Appendix 40) and the Fundraising Strategy (Harris, 2018, Appendix 41) and demonstrates NOS outcomes YW03 and YW28 (LSIS, 2012). Instances of this have occurred within my placement including Carmarthen Evangelical Church donating items for hampers (see Reflection 3, pages 85 – 89 and Appendix 21), referrals, guest speakers and contributions from Threshold Domestic Abuse Services (see Appendix 18) and joint work with Carmarthenshire Youth Service.
- (3) In terms of “safety nets” this is very similar to what has been discussed in the about section in that we have systems and policies in place which allow referrals or reports to be made to support individual young people should they need it. This includes safeguarding and child protection policies and procedures (see Appendix 45) as well as strong connections with other support services

Principle Five: Resources Conductive to Good Practise

The penultimate principle is concerned with staff members and their ability to work with young people. This principle looks at several features including (1) staff with appropriate skill and training, (2) staff levels, (3) accessibility and quality of the environment and (4) sufficient funding (Marken, 2001, p. 23 – 24).

- (1) Staff responsible for the Funky Parents group are either qualified or in the process of becoming qualified youth workers and have a range of experience in various sectors making them qualified for the job. Personally, I am undertaking additional trainings in my full-time job to further my skillset. Training is available to staff members when required.
- (2) Staff levels could be improved. At the moment there is one paid staff member, myself and occasionally a volunteer who run the group. The volunteer's attendance is irregular so often the group is only led by myself and the paid staff member.
- (3) The building itself is quite accessible which is good for both the staff and the young people. The hall, which is where the group is based, has disabled access through a fire door at the back and a ramp at the front. The environment is

basic in nature however the amount of toys and other materials is sufficient for the needs of the young people. The funding grant applied for helped increase the amount of Welsh-based materials (see Appendix 7) and my workplace donated over £500 of new toys to the group.

- (4) Funky Parents has no regular funding. At the moment the group is funded by the bid I wrote for language and play (see Appendix 7 & Harris, 2018). Any additional needs for the group are taken out of restrictive funds which is unsustainable long-term.

Principle Six: Good Procedure for Management and Accountability

This final principle suggested by Marken (2001, p.25 -26) refers mainly to management and financial systems in place to support the group. This principle includes; (1) recognition by management of the work, (2) controlled budgets and (3) long-term planning.

- (1) Management staff are supportive of the work being done and have complimented the improvement and changes being made in the group to make sure it is more young person-led rather than staff-led. The only additional improvement which could be made in this area would be to provide additional trainings and hire another staff member to facilitate this group.
- (2) As there is a lack of funding for the group the budget provided is very strict and quite restrictive by the finance manager. However, this is overcome by the fundraising completed by the young people themselves which is then used to pay for any materials or trips which they identify (see Reflection 2, pages 81 - 84 as a demonstration of this).
- (3) The founder of the group would like to see more consistent, long-term funding acquired to maintain the group (see Appendix 6) however the issue is in proving the need for the group to funders. Furthermore, the Fundraising Strategy supports this ambition by reiterating the hopes of the group (Harris, 2018, Appendix 41).

Recommendations

Based on this critique of the Funky Parents group there are several recommendations which would assist in both the future of the group and the current function of the group. The recommendations are as follows:

1. Increased staff members
2. Sustainable, long-term funding
3. Method to monitor and reward progress made by young people
4. More tailored and in-depth initial assessment

Firstly, by increasing staff numbers this would allow the group to participate in more activities as at the moment we are limited in terms of what can be achieved. Furthermore, more staff members would potentially allow the group to occur on more days than currently available which had the potential to recruit more young people to the group. Through identifying long-term funding for the group, Funky Parent's future would be more secure. This additional funding would also help overcome some of the barriers faced by the young people including transport costs, participation costs and personal costs including clothes for interviews or money for printing CV's. Thirdly, it would be beneficial if a method of monitoring progress was developed. Not only would this allow the progress made by the young people to be more evident and easier to reward it would also provide vital evidence for funders demonstrating both the need and work of the group. Finally, by creating and disseminating a more detailed assessment the group would become more tailored and needs-based. This assessment could include a question about what the young people would like support with including job applications, child care arrangements or applying for further education. This again could be used as evidence in funding bids and as a way of attracting new members to the group.

In conclusion, although there are several recommendations which would allow the group to function more efficiently and be more supportive for the young people it also has several strengths. Funky Parents incorporates aspects from every principle proposed by Marken without having a detrimental effect on the young people. This is evident both by this observation, the previous observation (Appendix 11) and comments made by the young people who have stated Funky Parents is the only place they have attended whereby they haven't felt judged. Finally, Funky Parents not only adopts the suggestions of Marken but it also adheres to the six cornerstones of youth work suggested by In Defence of Youth Work including a voluntary relationship, creating informal learning opportunities and tipping the balance of

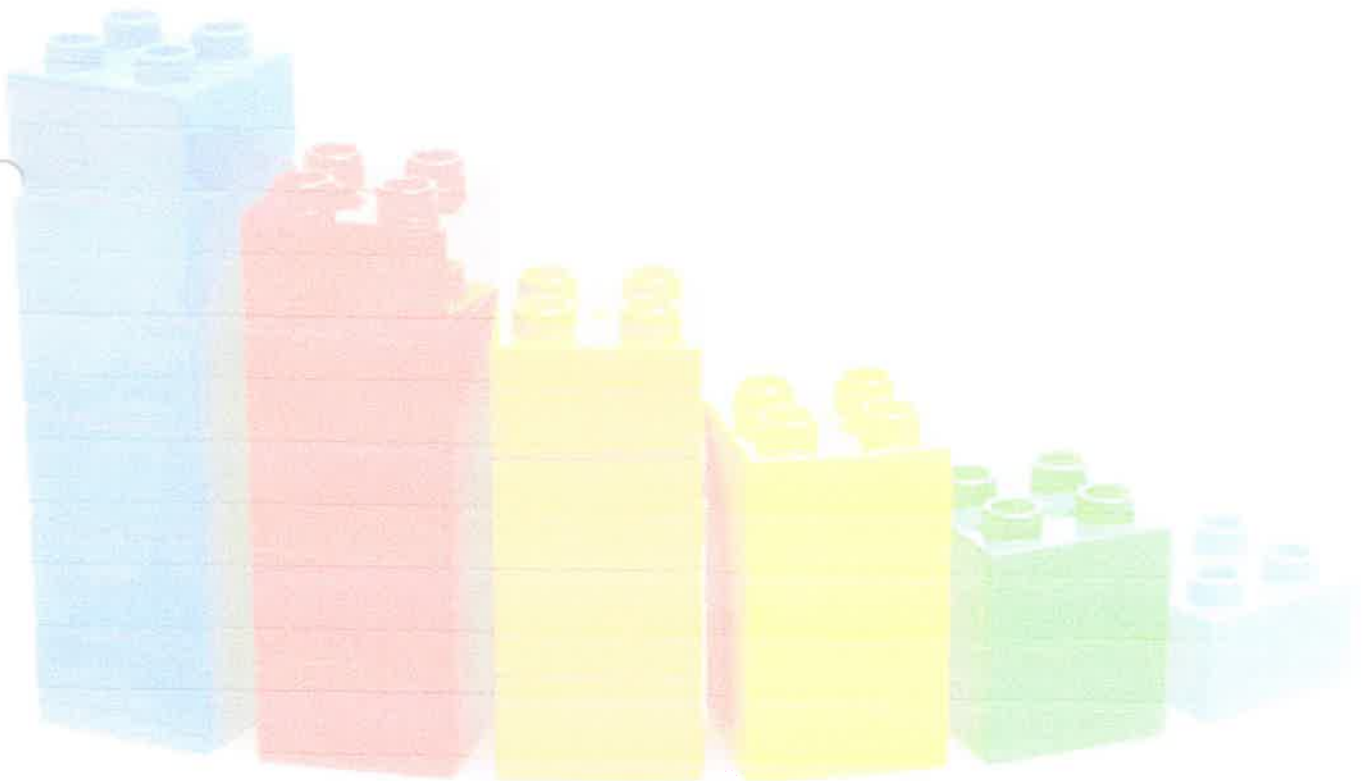
power in the favour of young people. Thus, in conclusion Funky Parents does have some room for improvement, but overall it is a very strong source of support for young people and fully adheres to its mission statement which it is qualified to achieve.

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Section Four

4.1 Community Profile including Map of the Community



4.1 Community Profile

The map below illustrates the areas from which our regular attendees come from (Google, 2018b). As the map demonstrates, the young people are from across the Carmarthenshire area. As this is too broad of an area to cover, this community profile shall focus on the Funky Parents group as the base of their community. Therefore, the community profile shall focus specifically on the area surrounding the Dr MZ building in Carmarthen. The aim of a community profile is to identify the strengths and weaknesses of the community (Hawtin, Hughes and Percy-Smith, 1995, p.10). This profile is carried out from the perspective of young people who are also parents as such the categories examined at those which have been identified by the young people as important (utilising NOS outcomes YW01, YW10 & YW11, LSIS 2012). This profile is based on the following proposed definition:

*"A **comprehensive description** of the **needs of a population** that is defined, or defines itself, as a community, and the **resources that exist** within that community, carried out with the **active involvement of the community** itself, for the purpose of developing an action plan or other **means of improving the quality of life of the community**" (Hawtin et al, 1995, p.5)*



On the following page is a map of Carmarthen in more detail which illustrates some of the facilities available to the parents who attend the Funky Parents group (adhering to NOS outcome YW03 & YW23, LSIS 2012). This map is based on the Funky Parents location as the heart of the community (Google Maps, 2018). In the next few pages we will discuss in more detail the community in which these parents associate themselves as well as what is available, what is lacking and what the parents have identified as being needed (see appendices 23 -25, reflecting NOS outcomes YW11, YW18 & YW23). Through making this community profile more participatory by engaging the young parents in drawing communities the profile adheres to National Occupational Standards, particularly: YW03, YW10 and YW23 (LSIS, 2012) (see Appendix 23). Additionally, this work aligns with the Five Pillars of Youth Work particularly the participative pillar (Youth Work Review Group, 2013) and the participation element of the Welsh Assembly Guidelines for 2014 – 2018 (Welsh Assembly Government, 2014).

Population

Carmarthen is a relatively small town in the county of Carmarthenshire and is home to 15,000 residents including an ever-increasing student population (Carmarthen Town Council, 2018). The county is situated in South Wales with the River Towy flowing through it. The town has strong transport links with the rest of the country with direct trains to larger cities such as Swansea and Cardiff and a by-pass located just on the outskirts of the town.

Details specifically focused on the town are a rarity so much of the data comes from the county as a whole. In Carmarthenshire there are 20,033 families with dependent children (this refers to children aged 0 -15) (Office of National Statistics [ONS], 2011). Of these, a staggering 5970 are lone-parent families (ONS, 2011) which means there are more single-parent families in the county than there are traditional families with two parents. This highlights the importance of having support for parents and children. This is further highlighted by the fact there are over 52,000 young people living in the county which further reinstates the need to have things within the community for children and young people to do (ONS, 2011). This high population of children and young people is reflected by the myriad of primary, secondary and specialist schools covering this small area. These are discussed in the next section.

Education

The town of Carmarthen is home to a number of nurseries, primary schools, secondary schools and specialist schools. Thus, parents in the area have various options when deciding where to send their children when they reach the appropriate age. As aforementioned, there are a high number of children and young people in this area so excellent teaching centres are vital for their education. This is also an area highlighted by the Funky Parents group as being important (utilising NOS outcome YW14 & YW23, LSIS 2012). The table below depicts some of the key schools in the area.

School Name (number of students)	Ratio of students to staff	% receiving free school meals	Rating across Wales	Additional Information
Model Primary School (454)	22.4 :1	16.6%	1040/1173	• 30% have additional learning needs • 10% from an ethnic minority • 86.4% reach expected outcomes

Richmond Park Primary School (211)	18.5:1	30.4%	665/1173	• 50% have additional learning needs • 8 pupils are cared for by the local authority • 15% are from an ethnic minority with 11% not speaking Welsh or English as a first language. • 80% reach expected outcomes
Llangunnor Primary School	19.6:1	3.9%	599/1173	• Dual stream language school • 86.8% reach expected outcomes
Queen Elizabeth High School (1403)	15.7:1	17.4%	52/207	• Secondary School • 87.1% reach expected outcomes
Bro Myrddin Comprehensive School (883)	17.4:1	4.1%	29/207	• Welsh medium school • 14.7% have additional learning needs • 96.4% reach expected outcomes.

Information from: Gov.uk, 2018

In addition to the schools listed Carmarthen is also home to Myrddin Specialist School where 41% of students have additional learning needs (Gov.uk, 2018), Ysgol Y Dderwen, a Welsh-medium school and Rhyd Y Gors which is another specialist school which also includes boarders (Gov.uk, 2018). As a result, it is evident there is a wide school selection available. Based on observations of the young people in Funky Parents, they enjoy the flexibility of local schools especially with the younger children as they can opt to taken the children in for full or part days depending on their age and the requirements of the parents (demonstrating NOS outcome YW14, LSIS 2012).

Crime

From the period of February 2017 to January 2018 Dyfed-Powys Police reported 1355 acts of anti-social behaviour, 978 acts of violent or sexual offences, 413 incidents of shoplifting and 356 incidents of criminal damage or arson (Dyfed-Powys Police, 2018). Crime rates appeared to peak in this period during the summer months, especially June and July, with number of incidents increasing to 397 and 404 respectively (Dyfed-Powys Police, 2018). Crime in Carmarthen has and does affect some members of the group particularly incidents of domestic abuse with at least three members of the group being effected.

Other Support Services

Carmarthen is home to various other support services which could be vitally important for parents. Firstly, two areas of Carmarthen, Richmond Park and Myddrim, are in receipt of Flying Start Health Visitors (Family Information Services, 2018). These Health Visitors visit new parents and ensure they and their children are getting the support they need. Furthermore, Carmarthen also has domestic abuse services in the form of Carmarthen Domestic Abuse Services (CDAS) who provide support to men, women and children experiencing domestic abuse. In their annual report dated 2014 - 2015 they supported 31 women and 21 children in their refuge and an additional 515 individuals through their other support schemes (CDAS, 2015). In addition to this there are DASH (Domestic Abuse Stops Here) workers who go work in schools across the county (Tomlinson, 2018). This provides another arm of support to parents and their children, which as aforementioned, is relevant to the current Funky Parents attendees. Finally, Carmarthen is home to Glangwili General Hospital which has a children's ward and specialist speech and hearing facilities in order to assist children with any speech or hearing issues (University Health Board, 2018). All these services serve to support parents in the local area.

Young People's Work

As aforementioned, the young people in Funky Parents participated in the collection of community profiles and related information (see appendices 22 -25). This fulfilled the following NOS outcomes: YW03, YW06, YW09, YW10, YW16, YW18 & YW23 (LSIS, 2012). In all the profiles drawn, the young people identified both the Funky Parents group and their family members as being the most important part of their community. This may be a reflection on the limited resources available for these young parents in the local area as demonstrated with their response to three questions (appendix 23 -25). In these questions all parents identified Funky Parents as being the only group they were involved in within the community and they all stated the community lacks affordable options for their children, especially during the holiday periods. Again the positives identified by the community were again

linked to the group, which whilst positive for the group itself, it also highlights a serious issue within the community in terms of supporting parents, particularly those of a younger age.

Recommendations

Based on both the research and the work of the young people I would like to pose several recommendations for the local community:

1. More activities and groups, which are affordable, for children need providing
2. More activities or groups which enable social interaction are required – such as youth clubs, seated public spaces and groups with a similar make-up as Funky Parents
3. Increased support services for young parents, particularly those who are single-parents.
4. Increased police presence during summer months and more interaction with local community groups
5. Increased publicity for the support services in the local area

These recommendations are based on both the suggestions put forward by the young people but they are also informed by the research carried out in the writing of this community profile (NOS outcome YW27, LSIS 2012). They reflect a joint desire, by myself and the young people, to make the community more young people and child-friendly through the provision of affordable activities which could include discounted prices at the local leisure centre, free outdoor activities or community events and additional events during school holidays. The recommendations also reflect hopes to make the community safer and more informed about the varied services offered across the community which again enables young people and young parents to be informed about services and enables them to access them.

The first three recommendations could be tackled jointly as the provision of an affordable activity for children would enable social interaction for the young people which could also provide a support network for the individuals. Furthermore, if these affordable activities were provided by another support service this would increase their publicity as well which would then tackle recommendation five. In Llanelli, a nearby town, the local domestic abuse services (Threshold DAS) already provides a similar service to this whereby they provide a free community event which can be attended by parents and their children each month (Threshold DAS, 2018). This allows the children to enjoy a fun-day whilst the parents can access peer support or more professional support, depending on preferences. This is something which could be beneficial to the local community in Carmarthen.

In conclusion, although there are flaws in the current community there are also great strengths. The young people clearly feel supported and value the work of Funky Parents which is reflected in how far they travel to attend and their consistency in attendance. Furthermore, the area is served by a fantastic school network offering English, Welsh or dual-stream schools including specialist services for children with learning difficulties or disability needs. The plethora of doctor surgeries, crèches and the proximity of the hospital add to the health provision in the community which is tailored to some extent to children and young people (see the map on page 46 for the location of these services). Thus overall, whilst the community would benefit from the suggested recommendations it currently has many strengths which should not be ignored.

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1&p=2&q=1&r=0&s=1494419156483&enc=1&tab=7&inWales=true&nsjs=true&nsck=false&nssvg=false&nswid=670 (accessed on April 19, 2018).

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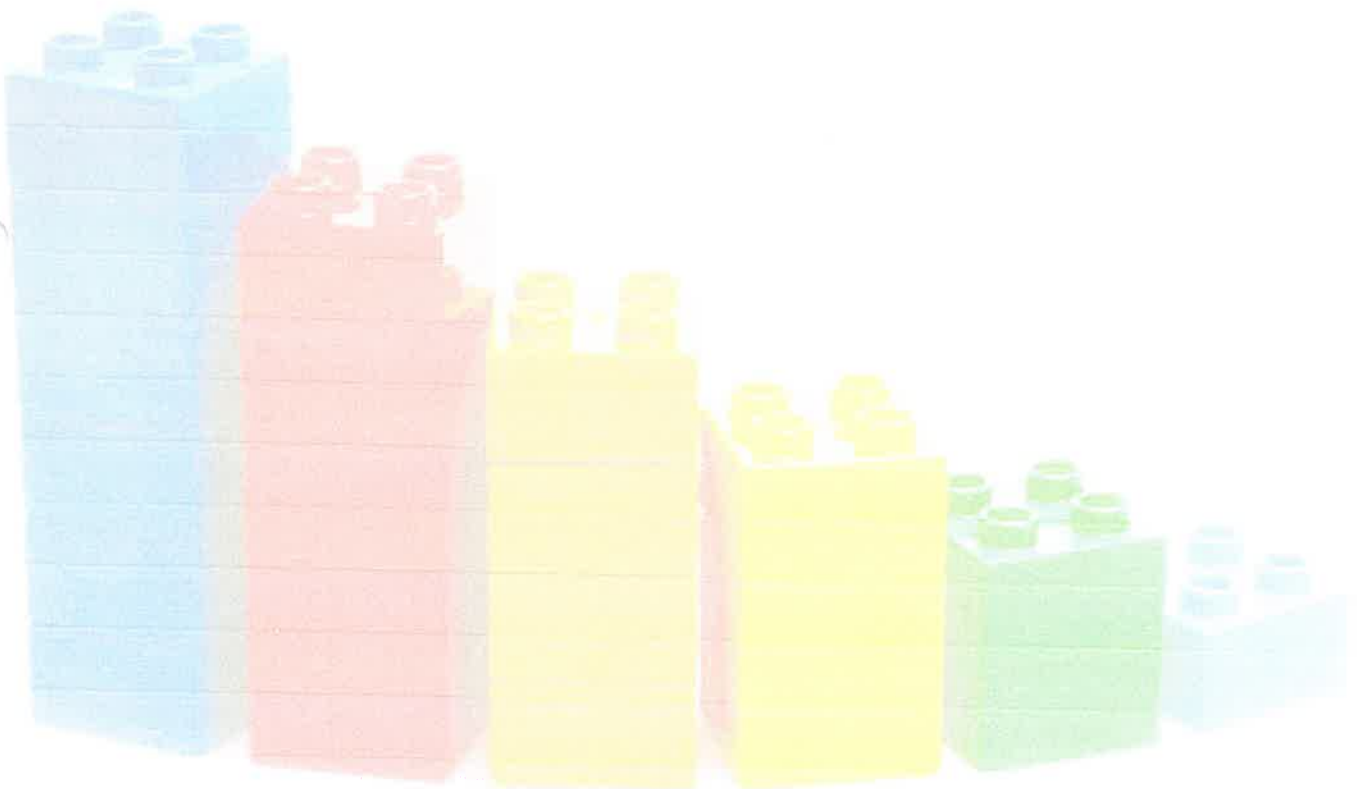
Section Five

5.1 Case Study of “Faith”

5.2 “Faith’s” Community Profile

5.3 “Faith’s” Blob Trees

5.4 “Faith’s” One Page Profile



5.1

Case Study of an Individual

Over the course of my placement with Funky Parents I have developed purposeful and trust-based relationships with all the young people who attend the group (YW01, LSIS, 2012). One of these individuals is a young person named Faith. Over the past few months I have gathered various information about Faith to help inform this Case Study (Faith consented to the Case Study). This Case Study aims to document the work both the group and myself have done with Faith in order to: improve her outlook and broaden horizons (YW07, LSIS 2012), explore and improve her wellbeing (YW18, LSIS, 2012) and to enable her to represent herself to others (YW15, LSIS 2012) and to achieve the aims she has set herself (YW08, LSIS 2012).

In terms of the information gathered, I have used multiple sources including; a questionnaire (Appendix 8), a One Page Profile (page 68), information from her CV which I helped her write, completion of "Blob Trees" (page 66 - 67, Wilson & Long, 2005), encouraging her to draw a community profile (page 65) and finally through conversations and observations. Most of these documents are able to view in their completed form, however I have excluded some from the portfolio of evidence in order to adhere to safeguarding (YW19 & YW20, LSIS, 2012) and to follow the British Education Research Association's ethical guidelines on confidentiality and data protection (BERA, 2011). These multiple data sources ensure triangulation of data has occurred allowing for more accurate insights into Faith (Leech & Onwuegbuzie, 2007). Finally, the name of the individual in question has been changed to Faith in order to further conceal and protect her real identity.

Before getting into the Case Study I think it is important to remember that this Case Study does not serve to pass judgement or criticism on the individual in question. This Case Study is simply to highlight both positives and negatives the individual has experienced as well as potential ways in which the group, and external services, can support the individual to ensure she has any help she needs. In order to uphold these values of non-judgement and transparency the individual this Case Study is based on has received a copy that she can keep and I have welcomed feedback on the accuracy of the statements enclosed.

Background Information

Faith is a 23-year old young person, originally from Leicester but who grew up and now lives in Pontyberem. Faith has three small children, all under 7-years old, and rents an accommodation suitable for her and her family. The children's father occasionally resides in the family home however this is a fractious relationship and there has been at least one incident whereby police have been called out to the property due to domestic abuse. Faith's family, including mother and two brothers, live nearby. Faith is incredibly family-centred and considers her close friends as family

too. Finally, Faith has disclosed she has been recently diagnosed with depression, she has suffered domestic abuse and she currently has a tenancy issue. These disclosures shall be discussed during the next few sections of the Case Study. Overall, based on my observations, Faith is a warm and friendly individual who cares deeply about her children and will do anything to help her friends in times of need.

Family

As aforementioned, family seems to be the strongest trend in everything Faith does. Faith grew up in a turbulent home with an abusive and alcoholic father. Nevertheless, when asked whether she had a "happy" childhood Faith reports "Kind of". She further supports this with statements about her mother and two brothers whom have been her role models and are there for her when she needs them. When she was still quite young the family moved to Pontyberem from Leicester and here Faith attended primary school. Another critical incident in Faith's early life also included the death of a family member.

Now Faith's family looks a little bit different. Her and her on-off partner have three children aged 6, 3 and 1 whom she practically raises single-handed. They live together in Pontyberem which is where she also takes the children to swimming, football and dance lessons. Although there has been a domestic abuse incident in the home, Faith stated she has stayed with her current partner as she wanted to ensure all her children have the same father – this seems to be a very strong belief held by Faith. The importance of family for Faith is resonated in her answer to the question about positive and negative experiences she has had. For positive, Faith answered having her children and for negative she answered "not having the greatest partner and relationship". This reaffirms Faith's belief on the importance of family.

The re-occurrence of domestic abuse in childhood and then later in Faith's life is not an unusual one. Recent research suggested that over half of the individuals who experienced domestic abuse in childhood are likely to experience it again in adulthood (ONS, 2017). This suggests more work needs to be done in working with child victims of domestic abuse and in educating them about abuse, the warning signs and how to access help. Furthermore, Faith's beliefs about having different fathers for her children are backed-up to some extent by the literature which finds those with children from multiple partners are more likely to experience negative impacts on their well-being. This is often the result of social and economic deprivation (Bronte-Tinkew et al, 2009). Thus, it is understandable that Faith has this viewpoint however it is important that she considers the dangers of maintaining a domestic abuse relationship in the light of the effects it can have on her and her children.

Community and Housing

As aforementioned, Faith and her family live in a rented, private accommodation in Pontyberem. This demonstrates Faith's independence as well as her skills in budgeting, home-keeping and parenting. In terms of her community, Faith drew a Community Profile (see page 65) whereby she located several amenities which were important to her and her family. These include; a school, dance hall, football pitch, park and shop. This again ties into her focus on family as many of these amenities are for her children or things that they do together.

In the last two weeks Faith disclosed to me that she has been served an eviction notice for her property which has left her feeling quite worried and distressed. When I asked what reason the landlord had given she stated her landlord had split with his partner meaning he needed to property to live in. Faith asked me for advice due to my career so I provided some helpful suggestions which Faith is going to do. I also updated to secondary group facilitator and told Faith to update the support worker she has for the domestic abuse experienced. Other than this occasion, Faith has always maintained and kept her tenancy.

As aforementioned, Faith has depression and this housing eviction will be increasing the level of stress experienced. Shelter, a homelessness charity, reported housing evictions and issues significantly impact the mental health of those involved (BBC, 2017). They also stated the effects can include anxiety, depression and panic attacks (BBC 2017). Thus it is essential Faith gets support in securing a new tenancy especially considering the reasons why this is occurring in the first place.

Academics and Aspirations

Faith attended Primary School in Pontyberem before attending Secondary School in Carmarthen. Following the end of compulsory education, Faith attended Coleg Sir Gar and gained qualifications in Child Care. This continuation in education reinforces statements Faith has made during causal conversation with other young people about the importance of schooling and education. Furthermore, when directly asked this question on the questionnaire Faith replied "yes" and stated it is important for learning and getting a job. This belief has also been passed onto her eldest child who currently attends school full-time and her middle child attends nursery a few times a week. Faith actively helps her children with their school work and was very enthusiastic when we began the Welsh sessions as she felt it was important that they learnt Welsh.

The fact that Faith encourages her children in school rather than just praising them can have a massive effect on their lives later on. Research found non-judgemental encouragement led to stronger self-motivation and pride in children which meant they were more likely to continue the behaviour as they were doing it for themselves rather than to please parents (Extension, 2015). This means that as Faith's children

age they value and gain more from their education simply due to this difference in acknowledging their work.

When it came to planning the sessions for Funky Parents, Faith was one of the young people who asked for workshops on CV's as she wanted to go back into employment. During the CV workshop itself (see page 98 - 101 for a reflection on this), Faith was very vocal and contributed to the discussions (see Appendix 26 - 29, 31 & 34 for the work completed by the young people). However, when it came to writing the CV up Faith was nervous and asked if she could do this at home and bring it in for me to read. This fits into observations I have made regarding Faith's confidence. Whilst she acts confidence and can be quite assertive I believe she does suffer with her confidence and self-belief; this is discussed further in another reflective account (see page 90 - 93).

In terms of her future aspirations, Faith would like to become employed again now that her youngest child is one. Ideally, she would like to go into a nursery setting and work with children there. This is demonstrated both by her qualifications, but also by her finished CV. During CV Workshop 2, Faith and I sat down together and typed up her CV as she doesn't have much confidence with laptops. I also supported Faith in writing a covering letter for a couple of jobs too which she is currently waiting to hear back from. Finally, Faith stated she hopes her children will be able to find someone nice to settle down with and to have a happy life. This links back to her strong connections with family.

Health

The penultimate section in this Case Study is Health; this is due to the numerous health-related topics we have discussed during Funky Parents as well as the disclosures made by the young people.

One of the biggest health issues facing Faith is her mental health. In the past six months Faith has been diagnosed with depression and has had her medication changed twice. Faith feels she has been suffering from the disorder for a long time however it's only been in these past few months where she has felt able to access support. Her depression is likely impacted by various issues including; the relationship with her partner and the domestic abuse experienced, the stress of raising three small children, the distance between her home and her friends, the recent tenancy issue and the tough transition she faced from school to parenthood. It is likely these have all linked to impact Faith's mental health, however despite all these pressures Faith is still raising her children to be responsible and caring adults and since the diagnosis she has felt things are more manageable.

Asmussen and Weizel (2010, cited in Wilson, 2012) stated young parents are the most vulnerable members of society including being at higher risk of poor mental

health, higher number of domestic abuse incidences and increased social exclusion. Thus, it is imperative Faith gets the support she needs for herself. In addition to this it is also important to support Faith with her mental health in order to support her children too. Cuikpers et al (2014) suggested maternal depression can lead to increased internalising by children as well as difficulties in parental relationships. Thus, through supporting Faith with her mental health, it is possible the outcomes for both her and her children will be improved.

In addition to the mental health issues Faith faces, she has recently undergone an operation to remove a cyst which required a few days in hospital, several check-up appointments and plenty of rest. Again Faith seems to be coping with this admirably as she continues to engage in the group, support her friends and raise her children. Since being part of the group I have observed Faith's confidence grow and this is reflected in her self-evaluation on the "Blob Tree" (see page 66 - 67). Since attending the group Faith's confidence and sociability have vastly improved. Although her emotions are on the same level, they appear to have become more manageable and stable (reflected by the stance of the blob chosen in the "Now" Tree). There is room for improvement as Faith has not rated any of the three categories as being at the top yet which suggests she could benefit from additional support which shall be discussed in the next section.

Support and Goals

After examining Faith's life from various areas, I have identified several areas which Faith needs additional support in. These goals have either been explicitly stated by Faith herself, or informed from conversation and discussions with Faith. The goals are listed in the table below and have been matched with both risk and protective factors which may alter the completion of the goal. Finally, the end column refers to steps which have already been taken or could be taken to ensure Faith receives all the support she requires.

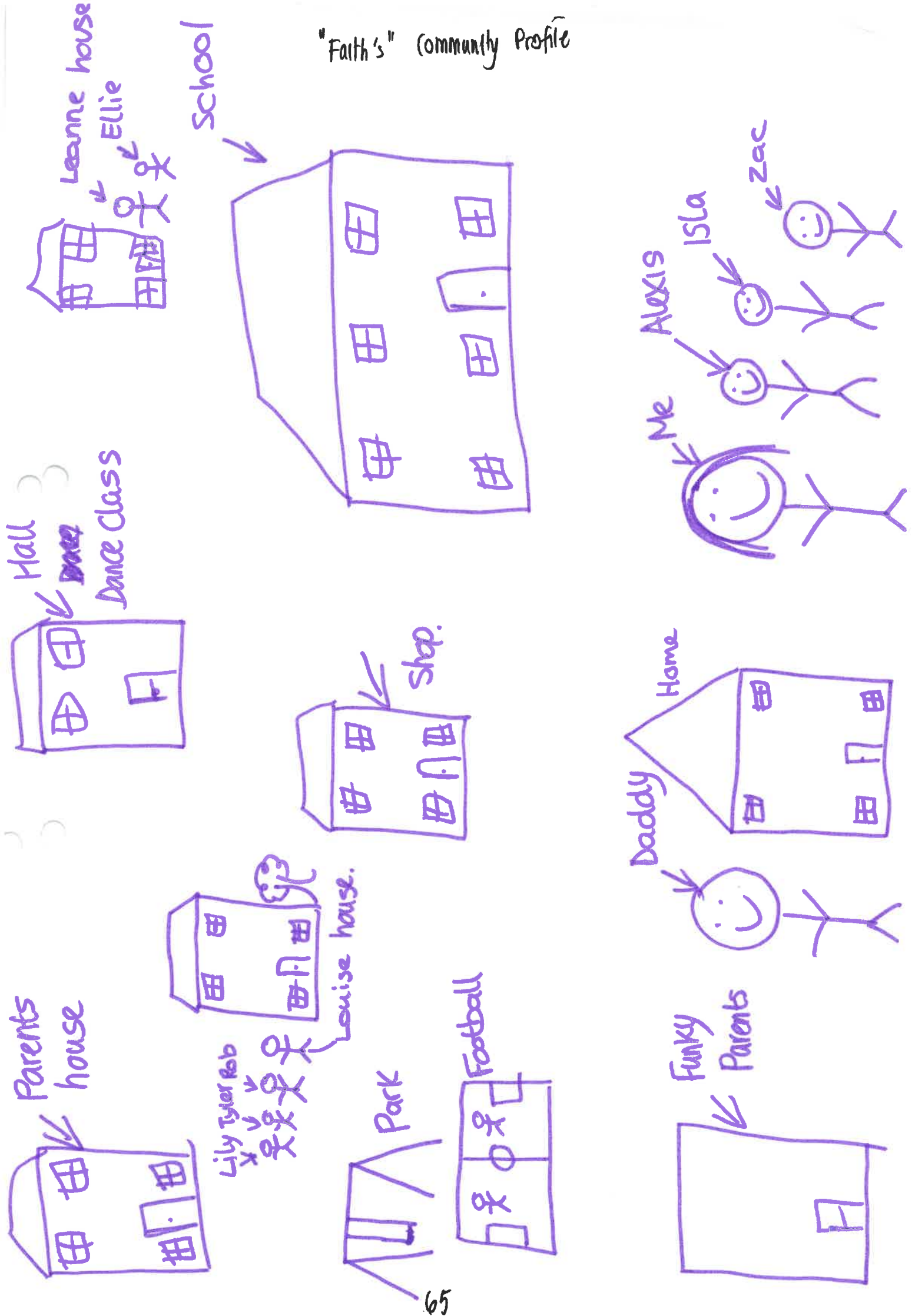
Support needed	Risk Factors	Protective Factors	Action Taken/Action to be Taken
(1) Secure alternative, long-term accommodation for her and the children	- Family Conflict - Low Income	- Good parenting skills - Willingness to get and receive support - Strong family support networks	I provided advice for Faith to assist with making a homelessness application – this advice is informed by my role as a Support Worker and tenancy issues/homelessness is something I deal with often with the women I support.

		• Has a support worker who can help	I also told Faith to contact her other support worker to update her on the situation so additionally support can be provided. I explored with Faith about the possibility of staying with friends in the meantime as well as her legal rights with the eviction notice.
(2) Support with mental health	• Family conflict • Lots of pressures/stressors • Uncertain tenancy	• Been diagnosed • Support network of friends and family	We have supported Faith with her mental health through open discussions about mental health in general, booking a guest speaker to discuss mental health (see Appendix 18) and through a wellbeing check each morning the session is ran. This allows all young people, Faith included, to discuss any issues they are facing
(3) Support with the Domestic Abuse experienced	• Still in the relationship • Family conflict • Faith's understanding of what domestic abuse is	• Having support from domestic abuse workers • Open discussions • Strong family support network • Good parental skills to keep children safe	Due to my role in Threshold-DAS, Faith and I have had numerous discussions about the incident and she updates me about the work the support worker is doing with her. She is also doing the Freedom Program with the support worker and the guest speaker I arranged also discussed domestic abuse and defined what it actually covers.
(4) Gaining employment	• Effectively a single-parent	• Has a car so she can travel • Has qualifications	Faith and I wrote her CV which she has submitted for several job applications. We also

	Limited financial resources for childcare	from further education - Supportive family and friend network - Has support from external organisations	wrote a cover letter together for another position. Faith is actively looking for employment and we encourage her during the Funky Parents sessions with regards to this. Faith is also looking at Welsh lessons and we can support her with this.
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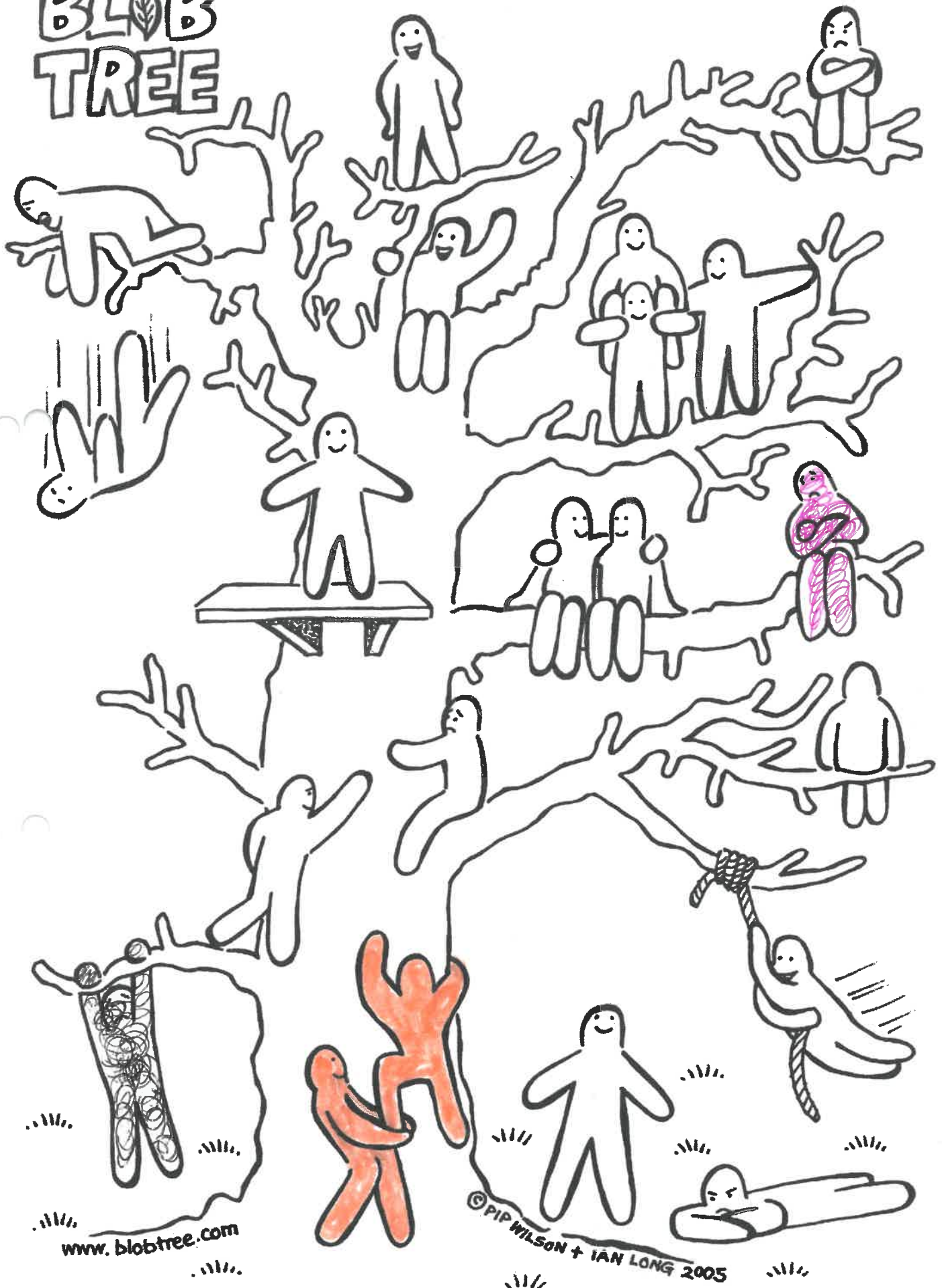
In conclusion, Faith is a well-rounded, determined and passionate young person. Although she had a problematic childhood and her current relationship is not ideal she is resilient and open to support if it will benefit her children. It is clear she loves her family dearly and that she would do anything to help them. Although Faith does need some extra support from time to time, overall she is an independent and capable young woman with three polite and friendly children.

"Faith's" Community Profile



Before Funky Parents

BLOB TREE



Emotionally

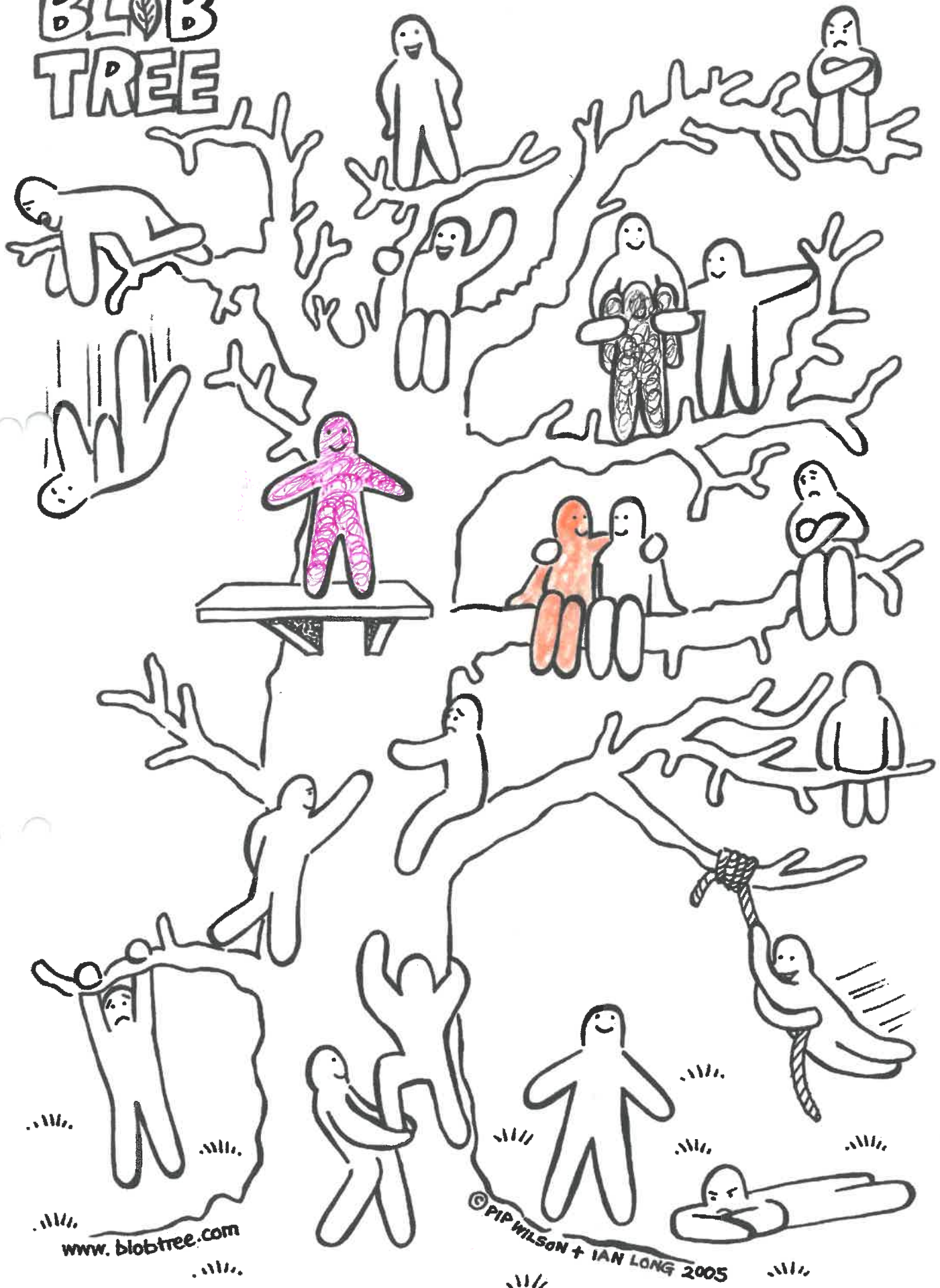
Socially

66

Confidence

NOW

BLOB TREE



Emotionally

Socially 67

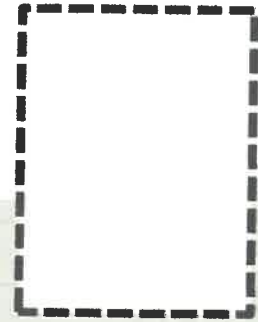
Confidence.

My One Page profile

Your
Name

FAITH

Age: 23
Occupation:



What people appreciate about me

My personalities
My humor
Independent
caring

Nice

What is important to me

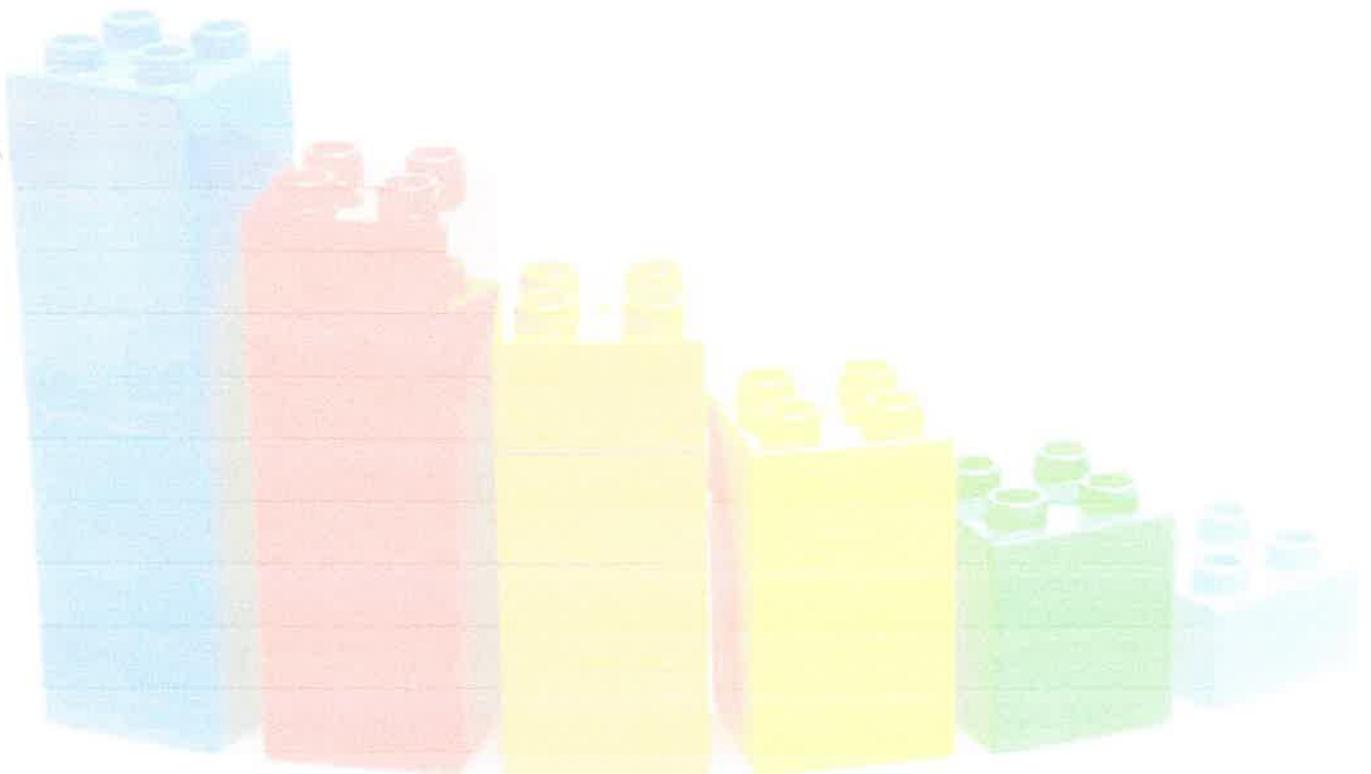
My children
My family
My friends

How to support me

one to one
leave me calm down abit

Section Six

- 6.1 Introduction to Reflective Writing
- 6.2 Practise Reflection: Camping Trip
- 6.3 Reflection 1: Baby Sitter or Youth Worker?
- 6.4 Reflection 2: Winter Wonderland – Ice Skating
- 6.5 Reflection 3: Christmas Hampers
- 6.6 Reflection 4: Faith's Disappointment
- 6.7 Reflection 5: Herb Mason Jar Gardens
- 6.8 Reflection 6: CV Workshop
- 6.9 Reflection 7: Disclosure
- 6.10 Reflection 8: Confidence



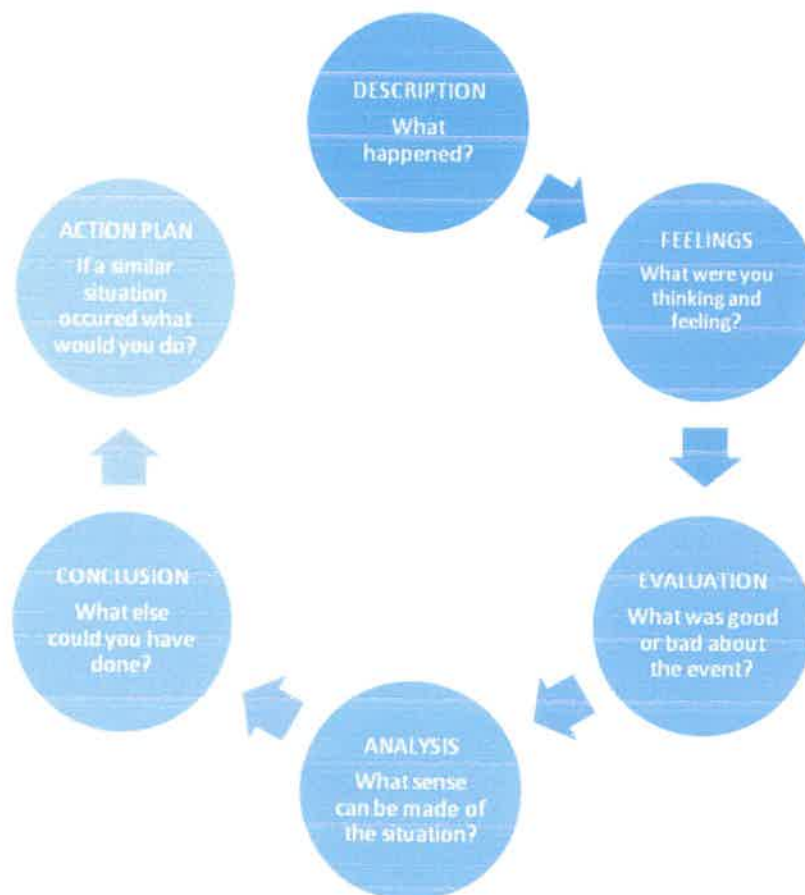
6.1

Introduction to Reflective Writing

Reflective accounts enable further examination of events which have already occurred. They allow us to think about what actually happened, how we responded, why we responded in a certain way, how others responded and what we would do should a similar situation arise again. Furthermore, through reflecting on events we can further develop and improve our youth work practice and explore associated feelings we experienced to the situation (thus adhering to YW30 (NOS, LSIS, 2012).

The following reflective accounts concern various events which occurred during sessions in Funky Parents. The Gibbs Reflective Cycle (1988) has been used as a template on which the reflective accounts are based. Through using Gibbs' Cycle a simple structure was followed which allowed thorough analysis of the specific events mentioned. Each event is further analysed with reference to theory, practice and the National Occupational Standards (NOS, LSIS, 2012).

Gibbs Reflective Cycle has six sections as illustrated here:



References

Gibbs G (1988). *Learning by Doing: A Guide to Teaching and Learning Methods*. Further Education Unit. Oxford Polytechnic: Oxford.

National Occupational Standards for Youth Work (2012). *Learning and Skills Improvement Service*. Coventry, LSIS.

6.2

Practise Reflection: Camping Trip

Introduction:

This reflection was written in order to practise improvements suggested by my supervisor. As such it is not part of the required reflections for this piece of fieldwork but serves to demonstrate my desire to continually improve my youth work practise (fulfilling NOS requirements YW30 and MLA2, LSIS, 2012).

Reflective Account:

We took a group of young people on a camping trip to Brecfa. During the day everything was fine as they made charcoal, put the tents up and cooked dinner. However, after dinner the males in the group started behaving badly. This led to the whole group being kept awake all night as the boys were loud, disrespectful and crude all night through to the early hours of the morning. The boys were also incredibly rude to some of the volunteers who had come down to teach them different skills and they portrayed Dr MZ as a whole negatively.

During the course of the event I was very angry and frustrated with the boys. I felt the boys had no respect for anyone and they ruined the whole trip for everyone involved as no-one was able to sleep due to their behaviour and language. I was frustrated especially by the fact they seemed to have no remorse even when confronted on their behaviour by several different adults. Furthermore, they didn't seem bothered by the effect their behaviour had on the other young people attending or on the staff and volunteers present. They also had little concern on how they reflected Dr MZ as a youth project. Their disrespectful behaviour could have been due to the amount of sweets and fizzy drinks they consumed in the evening as it could have led to them being hyperactive. However, as their attitude and bad behaviour spilled into the next day's activities it is likely to be more representative of a persisting character trait rather than a one-off, sugar-driven episode. This is further supported by behaviour previously exhibited by the boys in the youth centre.

In addition to this, I also felt quite exhausted and disappointed. I was exhausted physically, mentally and emotionally from the sleepless night and from trying to speak with the boys about their behaviour. I was also disappointed by both the boys' behaviour but also with my response. During the course of the event I felt quite inadequate with how I challenged the boys and was disappointed by my inability to be authoritative enough to get them to stop their behaviour. At times I felt I had failed at the job I was meant to be doing as nothing I said or did had any impact on the behaviour of the boys. Although I realised the boys were ignoring anything everyone said, I still felt I should have handled the situation better.

Overall, the camping experience was pretty bad. The way in which the boys acted ruined the whole trip for everyone involved. Their hyperactivity, bad attitude and vulgar language kept everyone awake so that when it came to the next day's activities all the other young people were exhausted and grumpy, as to be expected. Some of the other volunteers were also very unimpressed which led to them having a shorter fuse with the boys the subsequent day too. This was all compounded by the fact the boys showed no remorse the next day and one of them even tried to deny and minimise his involvement. The combination of the behaviour of the boys as well as the lack of sleep left everyone exhausted and less patient with each other the following day.

On the other hand, the behaviour of the other young people on the trip was outstanding considering everything that went on. When it came to packing up the other young people fully engaged and helped with everything which meant we all pulled together as a team more. Thus, despite the boys putting everyone in a bad mood, we were still able to come together as a team to ensure the work was done and that everything was tidied away which enabled us to return to the centre on time.

Upon reflecting on the situation, I think the dynamics of the group had a lot to do with the situation and how it escalated. One of the boys from Dr MZ had been trying over the course of the day to impress an older boy who had come from elsewhere. This boy's behaviour could have been explained by Face Theory (Chen, 2013). Face Theory suggests people want to save "face" and remain part of a group, thus retaining their positive image. Therefore the boy from Dr MZ might have wanted to retain his "cool" or "joker" status, as perceived by the newcomer, so his behaviour continued to escalate in order to "save face" in front of the newcomer.

As aforementioned, prior to the boys going to bed they had consumed lots of sugary snacks and drinks. Although we had asked parents beforehand to ensure they only had a small amount of these items it was clear either the boys or their parents ignored this advice. Research has consistently found sugary items can lead to increased hyperactivity (recently shown by Schwartz et al, 2016). As a result the consumption of sugary drinks before bedtime could have led to increased hyperactivity amongst the group. Furthermore, all the young people were playing games in the evening to stay warm, which included a "Camp Court" and lots of running around. This could have all combined to lead to their resultant behaviour.

Furthermore, it is likely that the two boys who started behaving badly encouraged the two additional boys in their tent to act up too. These two additional boys had been diagnosed with ADHD and sleeping problems, which we were aware of prior to the trip, however although this likely played into their behaviour to some extent, I

think the other two boys probably encouraged their disruptive behaviour more. This is supported by Contagion Theory (Kramer, Guillroy & Hancock, 2014). They suggest feelings and behaviours can spread amongst a group and affect other group members. This would also help explain why on the four boys in the tent were badly behaved when the whole group had been hyperactive.

In terms of the aftermath of the event the next day, the boys were further marginalised for their behaviour as they were given cleaning tasks to do as a way of apologising for their behaviour. The older boy, who was not part of the centre, blatantly refused and made it into a joke and the other boys took this opportunity to play up further. This could have been their way of preserving face in front of the new, older boy. This idea plays into Tajfel's Social Identity Theory (1978, cited in Islam 2014). Tajfel suggests during group activity individuals split into "in-groups" and "out-groups" and that they do everything possible to remain part of their respective group. Therefore, when the first boy refused the other boys disobeyed too in order to remain part of this group. This would have fed into their sense of belonging too, which according to Stead, McDermott, Mackintosh and Adamson (2011) is something young people strive for. Additionally, the other volunteer who gave them this punishment made quite a big deal out of it in front of the other young people so the boys may have seen this as an opportunity to impress the others with their disobedience.

Upon reflection, although I felt inadequate at the time, in reality there wasn't much more I could have done. I supported the other Dr MZ staff member and in the morning I directed the boys in what they needed to do and made sure they completed their tasks as the other staff and volunteers were too angry to even speak with the boys (this fulfilled NOS outcomes YW04, YW31 and MLB5, LSIS, 2012). The only thing which I could have done is tried to prevent their intake of sugary items beforehand and to have tried to calm the group down before they went to bed. I could have also asked for the older boy to have left sooner as well due to the effect he was having on the rest of the group. I think I could have been more confident in my abilities to handle the situation and in the way I spoke with the boys.

If this situation arose again I would try and nip it in the bud sooner by preventing the consumption of any sugary snacks and drinks, especially before bedtime. I would also try and do a game or activity which would calm the group down before they left for their tents too. In terms of the behaviour of the boys, next time I would take them to the side as soon as any disrespectful behaviour started to occur and speak with them about the consequences of their actions. I think by taking them to one side, it would help them realise the severity of their actions but it would also prevent them from playing up and encouraging the rest of the group. Furthermore, if I could identify a single person who was impacting the group I would try and speak with and

reason with them alone too. This might then prevent the bad behaviour spreading to the rest of the group as suggested by the aforementioned Contagion Theory (Kramer et al, 2014). I also think additional and more severe sanctions should be given to those who acted up in order to discourage the repeat of this kind of behaviour.

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6.3

Reflection 1: Youth Worker or Baby Sitter?

During one of the sessions in Funky Parents the co-facilitator of the group took the young people into the kitchen to do a cooking-based activity which was a task identified by the young people themselves. However, due to the unique nature of this group of young people it meant I was left to engage with the children. The young people were occupied with the cooking for over an hour meaning I was left with the children in the hall for almost all of the session. Although I felt relieved as I was more at ease with the children than the young people, I was also left feeling confused about what my role in the group was and disappointed by not being involved in the youth work activity.

Although I understood the reason for being left with the children, I did feel quite frustrated by the situation. As there is only enough funding to pay for one staff member for this particular group it meant either myself, or the staff member, would be left with the children should an activity be occurring elsewhere. However, as this is my placement and I am here as a "youth worker" rather than a "volunteer" I was quite frustrated by the fact I had to entertain children under the age of 7 rather than working alongside the young parents in their cooking activity.

Furthermore, I felt conflicted in the role. Although I knew by baby-sitting the children I was allowing the young people to have a break and be engaged in a different activity I was also aware of the fact this was not my role. Whilst I did want to be helpful I also wanted to be directly involved in the youth work activity. Finally, I was confused as to what my role and purpose was within the group setting. This was not the first time that I had been left with the children and so I was beginning to question my purpose in the group in terms of whether I was primarily there as a youth worker or as a baby-sitter.

Kulkarni (2007) argues the focus of work with young mothers should be on "improving parenting outcomes and increasing economic self-sufficiency through education and employment". Thus, by watching the children I was indirectly contributing to these aims. Thus, despite my feelings about the situation there were positives, as well as negatives, about the session.

Firstly, by watching the children I enabled the young people to take part in a meaningful activity where they were able to budget and learn to cook a meal which they had never attempted before. This was a goal identified by the young people and as such I was able to indirectly support them in reaching this goal (thus enabling outcome YW06 & YW08, LSIS, 2012). Additionally, research suggests the ability to

cook in young people is linked with better mental health, increased family connections and decreased likelihood of depression (Utter, Denny, Lucassen and Dyson, 2016). Thus, by enabling the young mums to do this cooking activity I was indirectly enabling both their cooking skills and allowing them a chance to improve their mental health outcomes.

By watching the children I was able to provide temporary relief for the young people as all but one of them are single parents and they have each mentioned the difficulty of having any time to themselves. Research suggests supporting young parents is vital (Parington, Steber, Blair & Cisler, 2009) by watching the children I was supporting the young mums indirectly. Additionally, I was providing social support to the young people. Research has identified social support is very important for physical, mental and emotional health (Feeney & Collins, 2014) and is even more important when received from other mothers (Niven & Dow, 2016); by looking after the children the mothers were able to support and socialise with each other which would have further benefited their health. Finally, as identified in my SMART plan, I feel better equipped to work with the children rather than the older young people in the group (page 19 – 25). This meant I did feel relieved at baby-sitting rather than leading the activity however it was not conducive to improving my youth work skills or confidence with this group.

On the other hand, as aforementioned through baby-sitting I was forced to remain in the hall away from the young people. This is problematic for several reasons including lack of engagement with the young people, lack of ability to continue to build upon our relationship (as outlined by NOS outcome YW01, LSIS, 2012). Continuity in building relationships with young people is vital, with research suggesting that consistency in this relationship is vital in order to develop “trusting relationships” (McMullin, 2017, p.66). By being in the hall rather than working with the young people continuity was broken which could be detrimental to the relationship I have with these young people. Finally, as I was baby-sitting I was unable to improve my confidence with these young people and I was unable to participate in any meaningful youth work activity.

As already mentioned, I could understand how the situation arose. Funky Parents has no funding of its own and as such there are only enough residual funds from other projects to pay one staff member. This means the group relies heavily on volunteers to further support the young people and staff member. At the moment it is only myself and the staff member who run the group which means whatever activity occurs, one of us has to remain with the children if the day's activity occurs outside the boundaries of the hall. Therefore, each session is a balance of engaging with and supporting the development of skills in the young people whilst not neglecting the children. Although this was not the first occasion in which I was more of a baby-sitter

than a youth worker, most of the time the facilitator and I plan activities that allow both of us to engage with the young people without either of us having to become a dedicated child-minder.

During this situation I could have tried to find another staff member in the building to watch the children which I engaged in the youth work activity however this would have been problematic as this would have been unfair on the children. Some of the children are very shy and become quite anxious when their parents leave the room unless they are with someone they know. As a result, had I recruited another staff member to stay with the children it is likely they would have become distressed which would have then disrupted the youth work activity as the parents would have needed to return to soothe the children. Alternatively, I could have moved the children from the hall to the main area of the centre which is directly next to the kitchen. This would have enabled me to still watch the children but also enabled me to speak with the young people. However this would have been both difficult and dangerous (this conflicting with outcome HSS1, LSIS, 2012). There are more locations that I would have needed to be mindful of had I moved the children into a different room which would make it difficult to ensure I could see all the children. Also, due to the proximity of the entrance to both the centre and the kitchen it would have been dangerous for the children who could have become injured. It would also be impractical to move both the children, prams and toys from the hall to another location for the duration of the session.

Following this session I spoke with the other staff member about my concerns and as such we decided to be more thoughtful in planning future sessions and in taking it in turns in minding the children when there is no alternative. Therefore, if a similar situation occurs the other staff member and I will try to identify a way we can both be involved in youth work whilst ensuring the safety of the children and the engagement of the young people.

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6.4

Reflection 2: Winter Wonderland – Ice Skating

During the planning process for Funky Parents the young people identified a trip to Winter Wonderland and ice skating was something they would like to do together (incorporating NOS outcomes YW10, YW11 & YW27 LSIS 2012). The young people identified the fact we didn't have sufficient funding to run the trip so they also arranged a fundraising trip to help pay for the trip (demonstrating YW12 & YW26, LSIS 2012). Due to the hard work of the young people enough money was secured and we went to the Winter Wonderland in Swansea. Whilst there we were able to purchase some time on the ice rink for the young people and their children which they really enjoyed and was the highlight of the trip.

When the young people and children became aware we were going ice skating and not just visiting the Winter Wonderland they were very excited and I was really happy and proud of the young people. I was happy as they were able to enjoy an activity together as a family without having the worry about the cost and I was also proud as the young people were the ones who made the trip and ice skating possible through their planning and fundraising efforts (demonstrating NOS outcomes YW02, YW08, YW10 & YW11 LSIS 2012). It was really encouraging to see all their hard work pay off and it made me feel like I had made a difference through facilitating their aims and goals. Furthermore, a couple of the young people mentioned they hadn't been ice skating before and, as I hadn't either, we skated together with their children which made both myself and the young people feel like we had achieved something. By the end of the ice skating session I was exhausted as I was also helping hold the children up whilst they skated with wooden penguins but overall the ice skating component enjoyed by all.

Ice skating was enjoyed by all the young people. Some of them were anxious at first as they had not experienced ice skating before so they were slightly apprehensive about the activity. These fears disappeared once they were on the ice with their children though and as they selected training skates which prevented them from falling over. One of the young people was also worried that her son wouldn't be able to take part as he has club foot however the attendants at the skating centre were very helpful and explained her could still take part. The fact that all the young people could take part together was one of the best aspects of the event as normally we have to split the group or we work with the young people and children separately however this time it was a pure group experience (accomplishing NOS outcome YW06 LSIS 2012).

Furthermore, one of the children was only 10 months old at the time so he had to stay in his pram. Instead of his mum having to stay off the ice both myself and the

other young people took it in turns staying with him so that everyone could take part which was a great example of the friendships which have been created during the course of the group.

I think the main reasons why the young people enjoyed the ice skating as much as they did was threefold: (1) they were able to enjoy the experience as a group, (2) it was a new experience for some of the young people and (3) they didn't have to worry about the financial side of the trip.

Firstly, the young people were able to enjoy the event as a group rather than worrying about where the children were and what they were doing. I think this relieved some of the pressure they usually felt and they were able to spend quality time with their friends ice skating. Research suggests enjoyment of experiences is improved when it is shared with friends who offer positive views of the experience (Raghunathan & Corfman, 2006). This was echoed during the ice skating whereby all the young people verbalised how much they enjoyed the activity which, based on the aforementioned research, would have increased their enjoyment of the activity.

Secondly, ice skating was a new experience both for myself and some of the young people which might have added to both their initial anxiety but also to their subsequent enjoyment. Furthermore, participation in novelty experiences can act as a way of defining an individual's identity (Dworkin, Larsen & Hanson, 2003). Dworkin et al (2003) suggest when young people try new things it provides an opportunity for them to re-evaluate their identity in light of the experience and those who are also taking part. Thus, it is possible during this shared new experience the young people may have altered their identity and become stronger as a friendship group rather than just a group for young parents.

Finally, as the fundraising covered the costs of the ice skating the young people were able to enjoy the experience without having to worry about covering the costs. Through observations made in previous sessions, the young people have discussed the financial pressures of parenthood on numerous occasions especially when their partner was either not involved or not contributing financially. These worries of the young people are emphasised in the research in this area which have found some of the major stressors parents face including time pressures, expectations others place on their parenting ability and financial pressures (Sidebotham, 2008). Thus, by relieving the financial pressures of a day trip with the young people they were able to enjoy the day more fully.

In terms of the ice skating component of the trip I don't think anything could be done differently as the activity was well-organised, all young people took part and all the children participated as well. However, when considering the reasons for their enjoyment and reflecting upon the trip as a whole we, as staff, could have tried to

identify additional funding which would have covered the costs of the young people's lunch as this would have further relieved the financial burden discussed earlier. Although the young people raised a substantial amount of money it was not enough to cover the trip, bus costs and food so we had to ask the young people to purchase their own food. Furthermore, if another trip is arranged in the future I think it would be important to consider the financial side of the trip in more detail to try and support the young people as much as possible. It may also be worth doing some work with the young people in relation to how they earn and spend money as well as examining the benefits they are claiming to see if they can access any additional financial assistance which would support them in the long-term.

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6.5

Reflection 3: Christmas Hampers

During the Funky Parents sessions I observed all the young people discussing their financial situation at various times as well as mentioning the expenses they had to pay for their children particularly around the Christmas period. As a group we were already creating Christmas Eve Boxes and planning a Christmas meal for the last session before Christmas (applying NOS outcome YW06 & YW11, LSIS 201) however I felt we needed to do something for the young people themselves as this was the purpose of the group (see Appendix 39 for the purpose of the group). As a result I met with my pastor at church and we discussed how the church might be able to help (demonstrating NOS outcome YW03, YW28, MLA2 & MLB5. We mutually agreed Christmas hampers might be a good way of doing something for the young people and so over a period of three months members of the congregation bought and started putting together items for the young people. These items were then given to me and I arranged them into hampers which the pastor and his wife presented to the young people at the start of the Christmas meal (see Appendix 21).

Overall I was quite excited about the presentation of the hampers to the young people as they had no idea that this had been arranged. I was also excited for them to realise the hampers were for them rather than their children as they just expected gifts for the children instead of themselves. When the hampers were presented I felt quite happy and that I had achieved something and made a difference for the young people. From their facial expressions it was obvious they had not expected this and they were very grateful that the hampers had been created which was a definite highlight of the entire placement.

The only factor I was concerned with was how the young people may perceive the hamper and the fact they were provided by a church. Although the young people know I'm a Christian and we have discussed related topics before, the young people have always presented a negative perception of the church and so I was worried they might think there was a catch to the hampers. However, in the end I think the surprise of the hampers was quite a shock to some of the young people. Ordinarily they wouldn't engage with members of the church however on this occasion, perhaps motivated by gratitude, the young people happily chatted with the pastor and they all ate a meal together. Not only did eating a meal together benefit the integration of the church members and young people, but research also suggests eating meals together can have positive effects on the health and wellbeing on young people including lowering depression symptoms and substance misuse numbers (Eisenberg, Olson, Neumark-Sztainer, Story & Bearinger, 2004).

The event was entirely positive in my opinion. The young people were very grateful for having something for themselves and they were overwhelmed by the generosity of strangers in purchasing them items which they could use. I was also very happy as I had been worried about the logistics of gathering items for the hampers and presenting them to the young people however this all came together very well. The young people also engaged well with the members of the church who attended through having conversations with them, introducing them to their children and eating a meal together afterwards. This proved by earlier concerns of their perception of the church false as they were very positive about the event and realised there were no conditions on the hampers and that they were just a gift. In addition to the reaction of the young people, the event allowed community members to participate and support the group (NOS outcomes YW03 & YW28, LSIS 2012) and the children enjoyed the day as they had new people to play with and chat too.

In terms of the planning of the hampers, the process I followed was very similar to the process suggested by Rossman, 1964 (cited in Williams, 2015). Rossman (1964) suggests there are a series of steps taken during the inventive or creative process (see the image on page 88). Step One is the observation of a problem which in this case was the young people's inability to purchase items for themselves due to putting their children first. This leads to Step Two which is the analysis of the need. Here, I reflected on the fact that whilst the young people were right in putting their children first, it shouldn't mean they missed out. This led me to Step Three where I surveyed the information available. This included the position of the young people financially and the resources available to me to make the hampers possible. The solutions I identified (Step Four) were the creation of hampers for the young people which would be funded by the church and its members.

Step Five included analysing the solutions I created to determine their feasibility, this also included discussions with my pastor and his wife to determine the willingness of the church to help as well as conversations with the secondary staff member to identify whether the young people would appreciate the gesture or not. This led to Step Six which was the full conception of the idea which I decided was Christmas Hampers specifically aimed at the young people. Step Seven occurred when the items for the hampers were collected and they presented to the young people. Not only did this step-by-step process ensure the suitability of the gifts for the young people it also helped intertwine the creativity process that is needed within youth work (Williams, 2015).

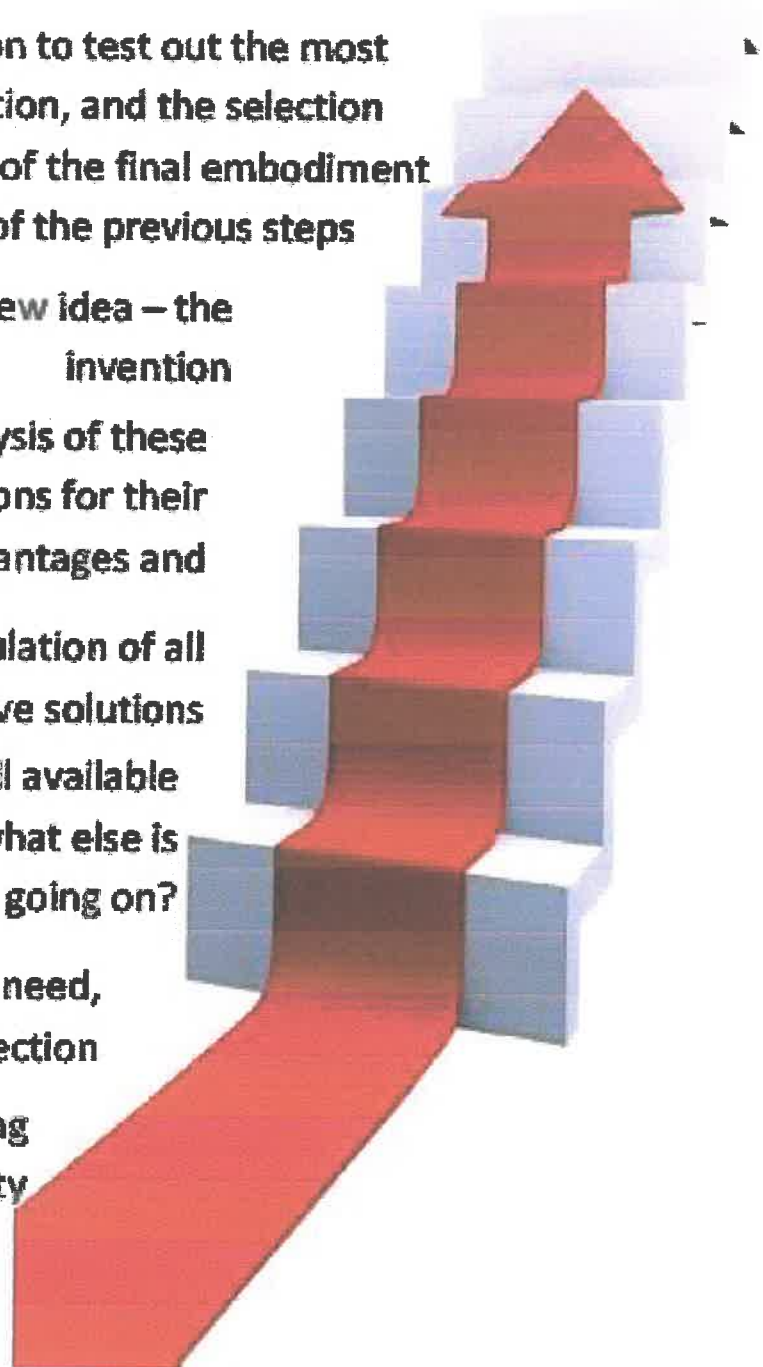
In this instance the only thing which could have been improved or altered would have been the moment we presented the hampers to the young people. As I was quite anxious about their reaction and because I was speaking to a larger group than

normal I rushed through the explanation of what the hampers were and why they were collected. Research frequently shows that when individuals are anxious the most prominent markers are found in their ability to speak publically (Stein & Stein, 2008) which was quite evident in my presentation of the hampers. This meant many of the young people didn't hear my explanation so were slightly confused at first. Therefore one of the things I could have done was to either calm myself down so I could articulate what I was trying to say properly or to have asked the second staff member to explain the hampers on my behalf.

If we were to do something similar again I would go about it in the same way. I think it was important that the hampers contained only things for the young people and nothing for the children as it mirrored the purpose of the group. The gifts were selected based on observations of the group when they discussed things they hoped to receive at Christmas from family members and partners and I think this would be a good approach to take next time around too as it allows the event to be a surprise. The only difference I think would be to plan the presentation of the gifts better in order to make it clear the hampers are for the young people and not the children and through using calming techniques to help prevent any anxiety which arises. Much research has been completed in terms of treating anxiety and some common recommendations include correcting negative thinking patterns, gradually increasing social involvement to normalise the situation and by using relaxation exercises such as positive self-talk and breathing exercises (Powell, 2009, p.32). Therefore, using some of these techniques in the future may help reduce the effect anxiety has on me during social situations.

Diagram depicting the creativity process suggested by Rossman (1964, cited in Williams, 2015).

7. Experimentation to test out the most promising solution, and the selection and perfection of the final embodiment by some or all of the previous steps
6. The birth of the new idea – the invention
5. A critical analysis of these solutions for their advantages and
4. A formulation of all objective solutions
3. A survey of all available information, what else is going on?
2. Analysis of the need, process of reflection
1. Observation, identifying a need or difficulty



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6.6

Reflection 4: Faith's Disappointment

In the run-up to Christmas the young people had decided that they wanted to create Christmas Eve boxes for each of their children. As part of the initiative to make the group user-led, myself and my co-worker agreed to make this part of the sessions (fulfilling NOS outcomes YW10 and YW11 [LSIS, 2012] and adhering to the participative and empowering pillars of youth work [Youth Work Review Group, 2013]). For the final sessions the parents were making Christmas Mugs with the aim of putting hot chocolate sachets and marshmallows in for the children. However one mother, Faith, became very frustrated during the session as they were each drawing on the mug to personalise them. Faith became frustrated and upset about her mug as she felt it was inferior to everyone else's. However, other parents in the group became very supportive of Faith and encouraged her to continue with the mug resulting in a personalised mug for her eldest daughter. Although I was pleased to see the group become supportive so quickly I was also frustrated that Faith couldn't see her own ability.

When Faith first became upset about her ability to draw on the mug I felt empathetic as I could see how talented some of the other parents were in terms of their artistic ability and I could see Faith looking at their creations and comparing them with her own. Part of this empathy came from the fact I could relate to Faith as I had felt the same inadequacy in other circumstances. However, this empathy soon became frustration as although Faith's wasn't the best it certainly wasn't awful. I was frustrated by the fact Faith was unable to see the talent she did possess. However once the other parents saw Faith's reaction to her mug they became very supportive and encouraged her by complementing her work. At this moment I felt happy at the situation as not only were the parents supporting Faith, they were also supporting each other by complementing each other's designs too. It was encouraging to see this change as it highlighted how close the group had become (fulfilling NOS outcomes YW01 and YW06, LSIS, 2012).

On one hand it was a bad experience in that Faith felt inadequate in her creativity and that she expressed this through sadness and frustration but overall the experience was arguably positive. Faith and the other parents supported one another, provided a safe space for each other to be vulnerable about their shortcomings and encouraged each other through genuine compliments and advice. Furthermore, through sharing this experience with the parents it helped me realise that we had started to make significant changes in the group as previously this would not have happened, thus the experience increased my confidence regarding

the role and impact of youth work in this setting. Finally, through supporting each other in this situation the parents began discussing other issues they were facing and they were all able to offer more informal advice which seemed to have developed each of their friendships.

As aforementioned, I could understand why Faith reacted as she did as some of the parents were very creative and artistic, thus I could see why Faith felt inadequate. This could likely be explained by Social Comparison Theory in which Festinger (1954, p.117) argues we define ourselves through comparing ourselves on a range of different levels to those around us. Thus, if we compare and determine others are succeeding where we are not then we view ourselves more negatively and vice versa. Therefore, Faith may have compared her abilities to those around her leading to a negative judgement of herself which could have led to her frustration.

Furthermore, Social Identity Theory (Tajfel, 1979 cited in Islam, 2014) may have also played a role in the incident. In his theory, Tajfel argues that people make comparisons about themselves based upon the group they are in. This comparison in turn helps create their identity. On the whole this comparison and identity is usually favourable resulting in better group work, however sometimes this is not the case. In the current incident Faith may have compared herself to her group – Funky Parents – and when she determined their artistic ability was greater than her own she may have created an identity for herself as a “bad artistic”. This negative comparison and identity could have been the driving force leading to her frustration at the mug. This theory would also contribute to explaining why the group’s encouragement worked. When the other young people supported Faith and complimented her work this could have re-affirmed her group membership resulting in a more positive social identity being formed.

As the situation began and ended in a very short period of time it is difficult to identify others things would could have been done, however one suggestion would be my reaction to the situation. When Faith first started exhibiting signs of frustration I didn’t respond as I was involved in a conversation with another young person. As Faith’s frustration escalated I was again slow to respond and I looked to the other young people to see what their response was. My reaction could be explained by the by-stander effect in which during situations where other people are available to assist someone in need, individuals are slower at responding due to the belief someone else will act first (Darley & Latane, 1968). Therefore, as I knew the other young people were sat at the table I may have been reluctant to respond due to the belief someone else would act first. Although in this instance I was right and another young person began speaking to Faith first, in the future I should aim to be proactive in supporting the young people in a group situation such as this.

Consequently, should this situation arise again I will try to ensure I respond to the young person in question straight away rather than leaving it up to other's to take action. Through being more proactive about the situation my ability as a youth worker should be improved allowing me to further develop my confidence and skills with young people. Furthermore, if this or a similar activity is completed again then I would ensure alternatives were available to suit everyone's needs. In this case this would take the form of providing stencils and stickers in addition to the pens so those who felt less able to draw on the mugs could colour in a stencil pattern or just put stickers on the mug instead. This may lessen the likelihood of a similar incident reoccurring.

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6.7

Reflection 5: Herb Mason Jar Gardens

Ordinarily I co-run the group with a second staff member, however this staff member informed me she was attending some training when the group would normally be on and as such I needed to run the session alone. Whilst I had run the group before, I had always ran it with the secondary staff member present so this would be the first time running the group completely alone. I decided to run a session on making herb gardens in mason jars as the young people had expressed an interest in gardening as well as cooking from fresh so I felt this activity combined these two interests well.

When I found out about leading the group alone I was initially very nervous and anxious about the situation for a number of reasons. Firstly, I was anxious about the session as a whole in terms of engaging with the young people alone, without back-up. I was unsure how they would respond to me alone as although we have a good rapport, the secondary staff member is considered the leader of the group. Secondly I was concerned about the task I had selected. Whilst it did fit within the specification of the young people it was the first time I had ran the session so there were many unknown variables I needed to attend to including whether or not the session would work with the children present, whether the young people would want to be involved and whether I had both enough items but also the correct items for the job. Despite these anxieties and concerns I also felt optimistic about the session and saw it as an opportunity to improve my leadership ability and as a way of boosting my confidence (addressing NOS outcome MLA2 & MLB5, LSIS, 2012). Research suggests the more confident a person is the better their leadership abilities and the better their ability to influence people (Greenacre, Tung & Chapman, 2014). Therefore, this was an opportunity to boost my confidence which would have a positive knock-on effect on my leadership.

The situation as a whole was mostly positive. The session went really well and the young people enjoyed the session (see Appendix 33 for the evaluation sheets. This also incorporates NOS outcome YW13, LSIS 2012). Furthermore, although I was self-conscious at the start of the session the young people were very enthusiastic about the session and shared the resources equally demonstrating an understanding of the limited resources available (reflecting NOS outcome YW12, LSIS 2012). The worries I had concerning the children and the engagement of the young people were extinguished within the first five minutes of the session as the young people instinctively got their children involved and both parties enjoyed selecting the herbs, filling the jars with compost and stones and then labelling (reflecting NOS outcome YW06 & YW10, LSIS 2012). When the children did get bored they were able to play

with the toys provided as I ensured the activity took place within the hall to allow the young people to supervise the children.

Furthermore, the activity proved to be a learning curve for many of the young people who were surprised at some of the herbs they could grow as well as learning about what herbs were and what they could be used in. This provided a valuable opportunity for a discussion of their home life including the meals they cook for their family as well as a conversation about other things they would like to learn (linked to NOS outcome YW02, YW08 & YW18, LSIS 2012). These identified learning outcomes were included in the subsequent session plans for the group (see Appendix 5). As a result this activity engaged the Five Pillars of Youth Work (Youth Work in Wales Review Group, 2013). Firstly it was educative as the young people learnt both about where their food comes from but also how it's grown and what it can be used in. Secondly, it was participative as the young people did all the work themselves and they provided ideas to create future session plans. The activity was expressive as the herb planting provided a valuable opportunity for the young people to discuss their knowledge and talk about issues which mattered to them. The activity was also inclusive as the herb planting allowed all young people to become involved. Finally, the activity was empowering as they did the work without any assistance, they were able to grow food for themselves and they were able to openly discuss a range of topics throughout the activity which affected their lives such as cooking, purchasing food and raising their children.

The only negative of the activity was the arrival of two young people about an hour into the group. They arrived just as the rest of the group finished the task and, as we weren't expecting them, we had used all the materials. The young people appeared disappointed by the lack of resources as they stated that was their reason for attending. This left me feeling incompetent in my leading ability but also frustrated as the two young people in question were regular attendees to the group so they were well aware of the start time for group as well as the time in which activities begin during the group sessions. Although this did knock my confidence I was able to regain control of the situation by quickly purchasing additional materials for these two young people to participate. This was enabled through a staff member volunteering to remain with the group whilst I quickly left to buy more materials. Although this was not ideal it did mean all members of the group were able to fully participate in the activity.

Reflecting on the task, I think my anxieties and concerns about leading the group stem from my confidence in myself rather than my view of the young people or my relationship with them. This is supported by research which identified low self-confidence was a predictor of higher anxiety levels (Sowislo & Orth, 2013). This is also reflected in Terror Management Theory which suggests higher confidence levels

act as a buffer to the uncertainty of the surrounding environment (Greenberg et al, 1990). Thus, as my confidence is low I have less of a buffer to the uncertainty of the task. My confidence is something which has affected me throughout my time at Dr MZ, not just in this particular setting and although I feel it has significantly improved since I started it is clear there is still much room for development (showing an application of NOS outcome YW30 & MLA2, LSIS 2012). This is supported by the fact that although the young people enjoyed the task, rated it highly and were understanding throughout the session it only took one issue towards the end of the session to bring back the initial anxiety felt at the task.

In terms of leading this task I think one of the things I could have done differently is through stating on the group chat that the activity would begin at a certain time and that once the materials ran out the session would end. This may have encouraged the two late joiners to have come along earlier. Additionally, I could have bought more materials which would have allowed for more people attending however as we are on a tight budget for the group this may not have been a viable solution. Alternatively, instead of giving all the materials out I could have kept some of the resources back in case anyone came late. Again, this could have been problematic as the resources used by the other young people were already quite limited in view of our restrictive budget so by holding back some of the material this may have made the task less enjoyable by the other young people.

If this situation occurred again whereby I am expected to lead the group alone I would go about the situation in the same manner, however next time around I hope I would be more confident. Whilst the task itself could have been improved, my ability to lead the group was demonstrated through creating the session, purchasing the materials and adhering to a budget before the session and then adapting the session to fit the desires of the young people and their children as well as accommodating later comers. Thus, should I be put in a similar situation again I would approach the task in the same manner through consulting with the young people what they would want to achieve and then facilitating the task.

Addendum: Since planting the Herb Gardens the young people have been sending photos of the herbs growing over the last few weeks (see Appendix 19 for photographs).

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6.8

Reflection 6: CV Workshop

Over the course of the group sessions the young people had discussed their desire to regain employment now that their children were old enough to attend nursery. Although they were anxious about starting in a new place they expressed that they felt it was important to work. One of the barriers we identified to the young people accessing employment was in terms of their representation of themselves, thus we mutually agreed to run a CV workshop in order to overcome this issue (demonstrating NOS outcome YW02, YW07 & YW15, LSIS, 2012). A few weeks later I ran the first CV workshop with the young people where we examined the basics of CV writing, what's good and bad about CV's and what purpose they serve (see Appendices 26 -29 & 34 for their work). The young people also evaluated the work (see Appendix 31).

At first this session filled me with anxiety as I was worried about both leading the session alone and also misinforming the young people. Once the session got started however my anxieties calmed down and I felt a little bit more confident as the work I was doing was similar to my paid employment. By the end of the session I felt like I had achieved something and that I'd been able to help the young people. I also felt that by running the session in the format that I did, I had become more creative as I encouraged the young people to do most of the work themselves rather than just talking at them.

Overall I think the event was positive. Initially I think the young people were just as anxious as I was about the session as they didn't know what would be included. At the start of the session I engaged the young people in an open discussion about the definition, purpose and requirements of a CV. Initially the young people were reluctant to answer, perhaps for fear of getting it wrong and being embarrassed. Eventually these nerves passed away and all the young people became actively involved in the workshop through completing activities and asking questions.

.This fear of embarrassment is a well-researched area with studies suggesting the main cause of embarrassment is the fear of failing to uphold a public image (Leary & Kowalski, 1995). Thus, the young people may have been fearful that by answering a question incorrectly they may negatively impact other people's view of them. Whilst embarrassment is a common emotion to all, it can have severe consequences if it becomes extreme. Schneier (1992) suggested those who continually fear embarrassment may be more likely to suffer social withdrawal and depression. This is vitally important to consider due to the mental health disclosures made by the young people. Thus, through encouraging them to answer a question in a small group setting, the fear of embarrassment may be reduced.

Another positive from the event was the ability to speak with the young people away from any distractions including being away from their children running around. Although this did mean a staff member had to stay with the children, this did allow

the opportunity for the young people to participate in something just for themselves. This also enabled the young people to chat openly and the size of the group enabled more time for question and answers which allowed the young people to learn long-term skills rather than just memorising information. The ability to complete focussed work can play a significant role in the retention of memory (Lang, 2000). As our cognitive stores are limited, the more distractions we have around us the lower we perform on tasks (Lang, 2000). Thus, as the young people were able to exert focussed attention their task performance stayed stable throughout the workshop enabling them to learn more.

On the other hand, the only negative, again, was my initial anxiety and lack of confidence in being able to deliver this workshop. Although I had prepared the workshop well in advance and checked all the information I was providing I was still very worried about misinforming the young people. I think there was added pressure in the fact the young people would be presenting these CV's to members of the community to gain employment. This was because I wanted to ensure the young people were enabled to represent themselves accurately. Lack of confidence, or lower self-efficacy, can have significant effects in the workplace. Yu et al (2014) suggested lower self-efficacy, including in teaching ability, can increase the likelihood of burnout. Thus it is important to consider and attempt to develop my confidence in this area in order to decrease the likelihood of burnout.

Overall the young people seemed to grow more and more comfortable over the course of the session and I think this reflects both the close bonds they have with each other but also the strength of my relationship with them too (accomplishing NOS outcome YW01, LSIS, 2012). Over the past few months my relationship with the young people has developed and become stronger from the various activities we have prepared and completed together. I think this stronger relationship enabled the young people to feel confident enough to talk about their fears and their achievements with me.

In terms of this session, the only things which could have been done differently are allowing for a longer time to accomplish the task and speaking with each young person one-to-one prior to the workshop. Firstly, through allowing more time in the session for the CV workshops we would have been able to cover more aspects of the job application process including cover letters and personal statements. Secondly, through talking to each young person separately I could have identified how they felt about writing the CV's up together. When I proposed this in the group setting two of the mums became quite anxious about the prospect of writing it up in a group setting. This was mainly based on their perception of their IT skills rather than the content of the CVs. Had I spoken with young people individually beforehand I could have identified this issue which would have lessened the anxiety felt by the young people.

For the next CV Workshop I will speak with the group to determine what discussions would be the most beneficial to them rather than just assuming what skills they want to learn. Furthermore, I will also find out whether they would prefer shorted 1:1 sessions or a longer group session. This will allow the young people to voice their opinions regarding the workshop. Finally, for those who felt uncomfortable typing their CV up in a group session I will speak with them individually to discuss their CV and to determine whether they would be willing to bring in their finished version in the next session.

Addendum: Since this session I ran another CV workshop during which the young people successfully completed their CVs including typing them up. I also did some 1:1 work with "Faith" as this was what she preferred. Furthermore, the young people have informed me they have each applied for a job with their new CV and awaiting feedback. "Faith" also asked in a third session if I could help her write a cover letter for a second job role which I supported her in.

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6.9

Reflection 7: Disclosure

On one of the Funky Parents sessions I scheduled a guest speaker to come and give a presentation to the young people on mental health and domestic abuse. The young people agreed to this guest speaker after being given a couple of options (adhering to YW11 of the NOS outcomes, LSIS 2012). One of the young people arrived late and in tears and explained that she had just found out her long-term partner of six years had cheated on her and that he is pursuing the relationship with the other woman. They have a young daughter together, recently bought a property and she had been involved in a road collision recently too which all added to her feeling of upset and betrayal. Myself and the guest speaker spoke with the young person and offered support from the organisation where we work, Threshold-DAS.

When she first disclosed what had happened the rest of the group members already knew as they are friends so they comforted her. At first I was shocked about what had happened, however I quickly transitioned into my "support worker" role and began engaging with her (see Appendix 9 for an exploration of these roles). She explained what had happened, how she found out and what had happened since to the group and I listened to her. I was sympathetic towards her as I knew she had been through a lot recently and I was concerned about how this might impact their daughter. Research suggests children who have experienced distress, including as a result of a break-up, have a higher potential to have behavioural problems, emotional health problems and suffer financially (Coleman & Glenn, 2010). Thus I was afraid this relationship breakdown could negatively affect both the young person and her daughter.

As the young person continued to explain what had happened I realised my workplace would be able to help which provided some relief and after a brief discussion with the individual and the guest speaker we agreed I would make a referral on behalf of the young person (this is in accordance to NOS outcome YW28, LSIS 2012). After having come up with a plan of action I felt much calmer and able to help the young person as I felt we could move forward in a productive manner.

Whilst the events leading up to the situation were negative, the actual event itself was mainly positive. The young person felt she was in a safe environment enabling her to openly discuss what had happened and to express how she felt; this reflects the fact the group and myself had built a trust-based relationship between one another thus fulfilling NOS outcome YW01 (LSIS, 2012). The group all supported the young person and encouraged her. They offered advice which was mostly positive and provided options for her moving forward including staying with them temporarily. Each of the young people shared about similar things which had

happened to them which helped the young person in question feel less alone or isolated about the situation.

Furthermore, the presence of the guest speaker was well-timed as the young person mentioned how it had already affected her mental health in terms of depression and thoughts of self-harm. The guest speaker and I were able to speak with the young person away from the group so we could talk more about these feelings to gauge whether there was intention behind these feelings. We were also able to offer more formal support through our organisation which the young person accepted. The effect on the young person's mental health was quite serious and research suggests recent romantic breakups can have a negative effect on individual's emotional health due to decreased feelings of self-worth (Simon & Barrett, 2010). Additionally, relationship deterioration is also strongly linked with increased distress and decreased life satisfaction, especially if the couple were living together (Rhoades, Kamp Dush, Atkins, Stanley & Markman, 2011). Thus offering the young person structured support in the form of our organisation was vital to try and combat some of the more serious outcomes of relationship breakdowns. This also tied in with NOS outcomes regarding safeguarding young people (YW19) and exploring their wellbeing (YW18) (LSIS, 2012).

On the other hand, some of the conversation between the young person and the rest of the group was not helpful or healthy. When the young person talked about getting revenge on the partner the group supported her and offered suggestions as to how she could accomplish this. They also offered advice to harm the unfaithful partner in some way including cutting his phone contract, preventing him from seeing their daughter, destroying his property and transferring the contents of their joint bank account into her name. When the young people suggested these things I stepped in to explain why these things would not be wise and how they could affect her and her daughter in the long run (thus adhering to NOS outcome YW09). Additionally, the discussion of the situation did mean the presentation was put on hold temporarily whilst they discussed the event and the young person was given an opportunity to calm down. This meant the guest speaker was unable to deliver her full presentation, however she was still able to present the majority of it.

When considering the length of the young person's relationship, the fact they have a child together and that they recently bought a house together makes the situation more understandable. Furthermore, this is compounded by the fact the young person was involved in a serious road collision a few months ago which has left her with mobility issues necessitating physiotherapy it was also understandable why she felt upset and blamed herself. Although I and the group successfully challenged the idea it was her fault, the young person still felt incredibly angry and hurt by the fact he was leaving her in her current state to pursue a relationship with a woman he

barely knew. These feelings become even more understandable when considering Investment Theory (Rusbult, 1980). This theory postulates the longer the amount of time the relationship has occurred for the greater amount of investment has been made in the form of self-disclosure, mutual friends and shared possessions. The more investment which has occurred leads to a larger amount of distress when the relationship dissolves (Rusbult, 1980). Therefore, when considering the amount of investment made by the young person her response to the breakup was reasonable.

Something I could have done differently in this situation would have been to remove the children from the room when the young person came in upset at first. The children did look worried about the young person and went to see if she was okay, however it might have been better if the children had been relocated elsewhere whilst the situation was handled. The reason this did not occur this time around was because I was the only staff member available. The other staff member who normally runs the sessions was at a conference and neither of the two volunteers attended this week's sessions meaning it was just myself and the guest speaker available. As a result, the children remained in the presence of the upset young person, however the other parents did manage to distract the children which prevented them from becoming upset.

If something similar to this was to occur again there are several steps I could take to ensure the situation is dealt with better. First of all, I could contact the other staff member and the volunteers to ensure there are at least two of us present during the groups so that if another situation occurred which required the group to be split this could be achieved which would ensure the children would not be upset by the situation. Secondly, in future session I could make sure I have a back-up activity if the first one is unable to occur or not suitable for the group. This would mean there would be a second option to engage the group. Finally, I could have ended the group earlier enabling an opportunity to speak with the young person again before she left and I went to work. This would have allowed another opportunity to provide advice and signpost for further support.

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6.10

Reflection 8: Confidence

Over the course of the placement, one of the focal reoccurring themes has been my confidence and self-efficacy in relation to the placement. Personally, I think this has been the biggest difficulty I have faced throughout the placement. Whilst I believe my confidence levels have increased over the placement I'm aware that there is still room for improvement. On one particular incident I addressed the young people regarding a conversation they were having. The young people didn't hear me over their chatting but before I could address them again a secondary staff member came over and settled them and mentioned that they needed to listen to me as well as her.

This situation made me feel inadequate as I felt the secondary staff member felt I was unable to handle the situation, due to my confidence, and so she stepped in. This also left me feeling frustrated as before I had the chance to try again the opportunity was taken from me. Furthermore, I was confused by the staff member's actions as I felt it was obvious the young people simply hadn't heard me rather than them purposely ignoring me so I was unsure why she felt the need to speak to the young people and condone them. Finally the situation left me feeling disappointed. This was because I felt like I had been making progress with my confidence, especially in engaging the young people, but through the staff member taking control I immediately felt inadequate and that I was back to square one.

The situation was completely negative from my perspective. Whilst the secondary staff member may have felt like she was assisting me, the whole incident left me feeling downhearted and unqualified to do my job. Firstly, due to the staff member stepping in to control the group I felt my position was undermined in front of the young people. Research suggests that public undermining in the workplace has negative effects on staff including leaving the workplace (Duffy, Ganster & Pagon, 2017). Furthermore, some literature suggests social undermining is equal to workplace bullying (Salin, 2003), thus this is a serious issue which needs addressing.

Additionally, I felt the staff members comment regarding listening to me suggested the young people were in the wrong too. This presented a false view to the young people as I felt they simply hadn't heard me whereas the secondary staff member assumed they had ignored me. Thus, the young people were being criticised for something they had not done. Liebling and Maruna (2005, pp. 34 – 35) researched individuals who had been falsely imprisoned and found they had increased moodiness, estrangement and became withdrawn. Whilst false conviction is clearly more severe than this incident the underlining principles are the same – individuals in both situations were punished for something they had not done. Again, it is important we have the full facts before accusing young people or making

assumptions. I understand that the staff member was trying to support me, however her approach to the young people and myself had the opposite effect leaving me disheartened. However, I feel had the staff member spoken to me first or allowed me a second chance at dealing with the situation before stepping in then the whole incident could have ended differently.

Furthermore, as this happened at the start of the session it affected my youth work performance throughout the session as I became afraid of staff members stepping in again when they perceived I was unable to cope. Confidence is described as a situationally-specific characteristic meaning it changes depending on the situation (Norman & Hyland, 2003). Thus, as a result of this incident my confidence was knocked resulting in poorer performance. Much research has been carried out regarding the effects of lack of confidence and has found increased self-criticism, increased doubt in abilities and feelings of insecurity and discomfort (Norman & Hyland, 2003). A contributing factor to lowering confidence included the judgement by others (Norman & Hyland, 2003) which is what occurred in this situation. Thus, it is important that if a situation like this happens again it is dealt with differently.

One thing I could have done differently would of been speaking with the staff member individually when I saw her heading over to us. This would have allowed an opportunity to explain the young people simply hadn't heard me rather than ignoring me (this demonstrated NOS outcome YW15, LSIS, 2012). Alternatively, I could have spoken with the staff member afterwards and explained the situation allowing both of us to be more mindful in future. Finally, I could have spoken with the young people and staff member to explain the fact they hadn't heard me to prevent them from being told off for something they hadn't done. Additionally, should this happen again I will ensure I speak louder to compensate for the fact they were chatting. This would increase the chance of them hearing me. Furthermore, if the young people didn't listen and did purposefully ignore me I would try again to address them and if this didn't work then I would seek support from other staff members. Through taking these steps the young people aren't accused of anything and I have an opportunity to exert control over the group and boost my confidence without being undermined.

Although I realise me confidence isn't where it should be at, I personally feel I have made great steps in this area over the course of this placement. Over the course of all future youth work practise I hope to build upon and develop my confidence further along with the rest of my skillset.

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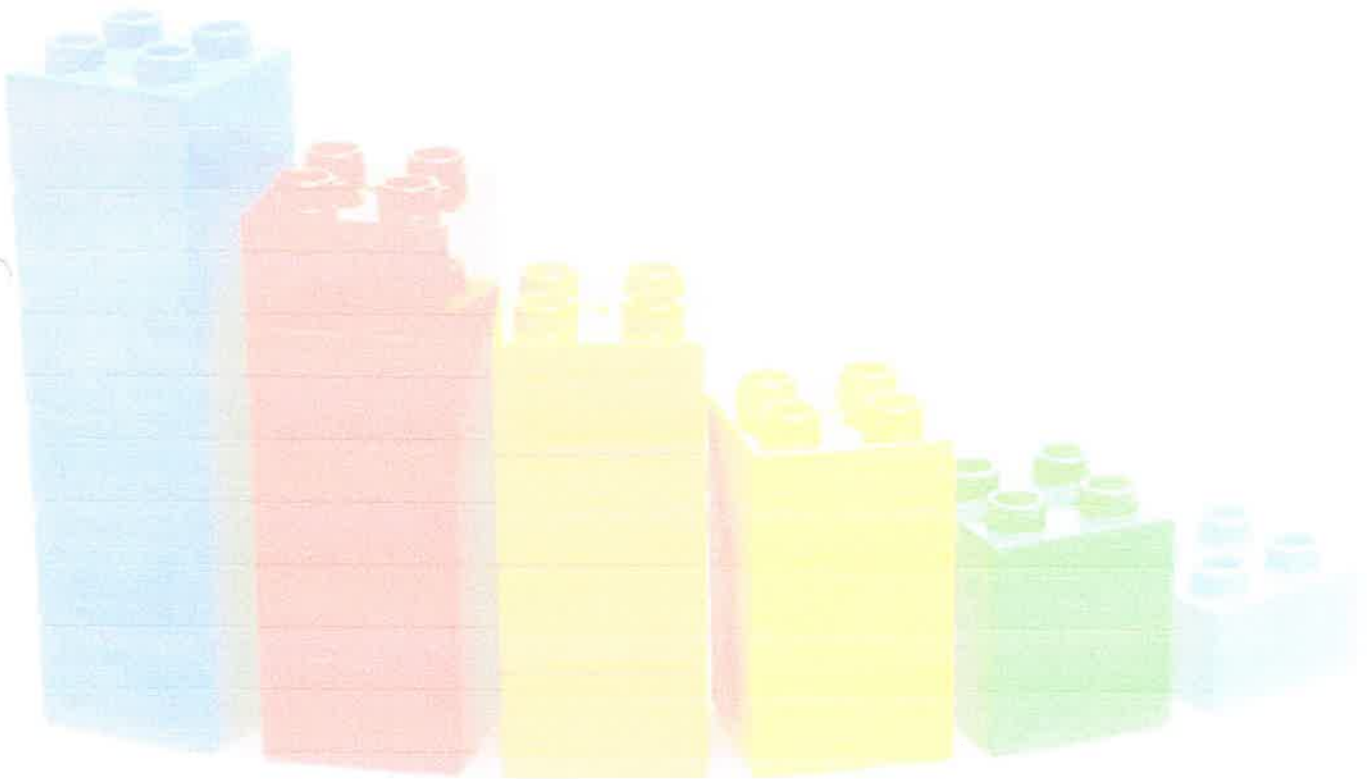
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Section Seven

7.1 Critical Reflective Account of Learning



7.1

Critical Reflective Account of Learning

The current placement at Funky Parents has occurred over an extended period of time and has, on the whole, been a very positive and educative process. During my time in this placement I have achieved many things including; running sessions by myself, running sessions without any support, engaging with young people about difficult and challenging topics, working in parallel with both 23 – 25 year olds and under 7's, working closely with other workers and writing funding bids. As aforementioned, there were a few difficulties during the placement however these were addressed professionally by management and I was supported throughout by my supervisor.

Reflecting upon my time with Funky Parents I feel I have successfully achieved the goals and aims I set out with in both my Professional Development Plan (PDP, page 26 - 33) and my SMART Plan (page 19 - 25). Whilst some of these targets were easier to reach than others, they all assisted and improved my placement. If I had to identify the biggest accomplishment I think I have achieved on this placement it would be making the group more young person led. I have selected this particular achievement as it has had a massive knock-on effect for the rest of the group. The young people have indicated they feel more confident and empowered through being able to control what goes on during group time, they have learnt skills and developed their communication through participating and leading the sessions and it has had a wider impact outside of the context of the weekly groups. The young people have become more confident in themselves, demonstrated by the fact all of them have applied for various jobs in the past six months, they have all openly discussed their mental health and three of them have sought professional help including a diagnosis and are now receiving treatment.

Finally, one young person – Faith – disclosed her housing situation and rather than panicking and worrying about the eviction she is taking practical steps to ensure her and her children will have a roof over their head. The achievements and developments made by these young people make me feel proud that I have been able to assist in some small way and they make me feel happy and encouraged to see the effect youth work can have on the everyday lives of young people, their children and their wider relationships.

Likewise, if I had to pick one negative experience from the placement it would be the relationship breakdown between myself and staff members. Although I acted professionally in every way I have only been able to directly confront one staff member about her conduct. This confrontation did restore the relationship somewhat and enabled me to finish my practise, however during the moment it was quite a difficult and challenging experience. In future, should something similar

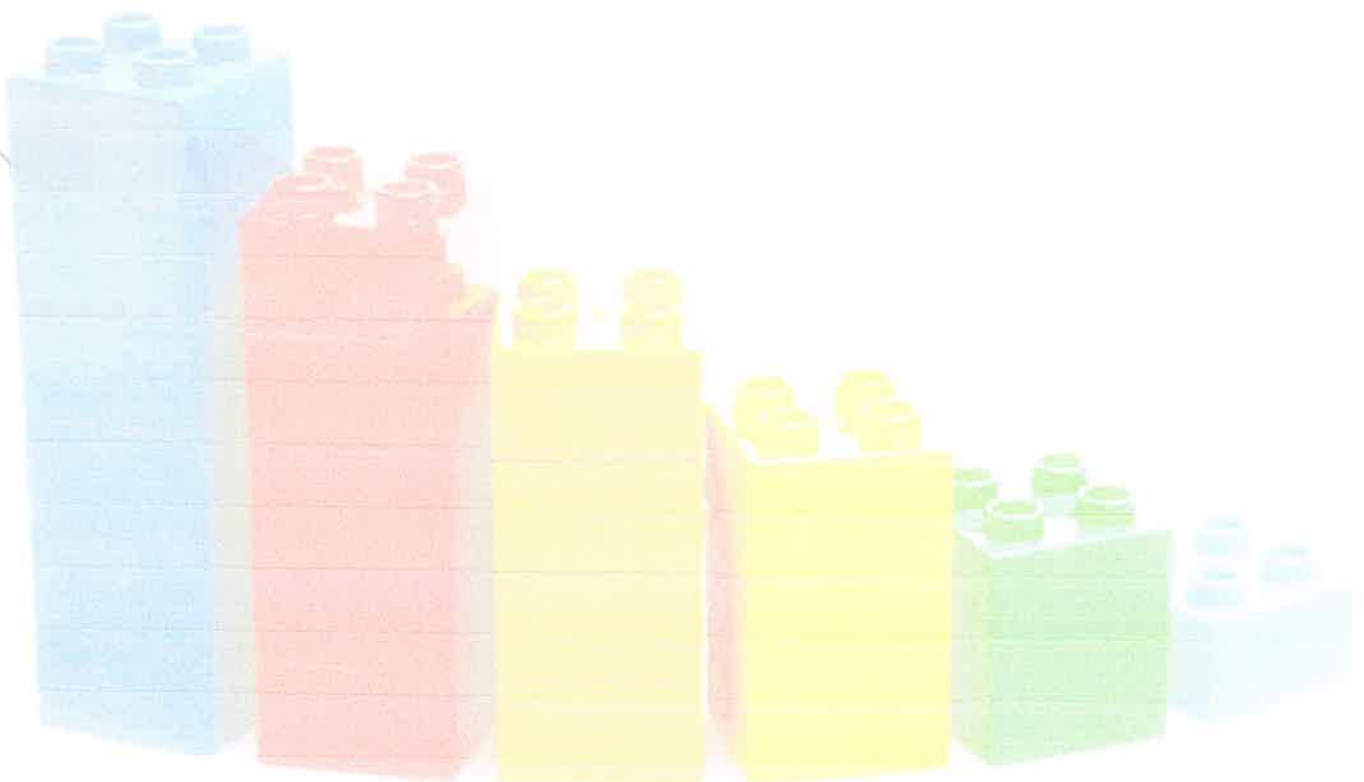
happen I will ensure I speak with my manager as soon as possible to try and alleviate the situation.

Both the negative and positive situations have greatly improved my youth work practise. Although challenging and unpleasant at the time, the relationship breakdown enabled me to develop my professionalism, reach out for help and to increase my confidence through how I dealt with the situation. The positive aspects have also greatly encouraged me and have allowed me to see that I can do youth work even with this age group. Whilst there is obviously space for improvement in both my confidence and skillset I feel this placement has been of great benefit to me and my long-term practise.

In conclusion, although there were some difficulties, overall working with Funk Parents has been a delight. I have been able to utilise, develop and learn skills and knowledge which has benefitted my youth work practise, my paid work and my personal development. The support I have received during the whole placement has also been a constant source of encouragement and has given me new perspective into various situations with young people. Finally, as a result of this placement I feel more confident in carrying out my role as a youth worker and I look forward to the future youth work I may be able to do.

Section Eight

8.1 Summary of Learning



8.1

Summary of Learning

This current placement has been twice as long as my previous placement and was aided by numerous circumstances including; my previous experience with this group, my working relationships, my first year on the degree and my new employment as a support worker. All of these factors combined to help assist me with the placement however I have still gained much from working with Funky Parents. Below I have briefly outlined three of the key areas where I think I have developed the most for each subsection. These developments have been split into Insights, Skills and Knowledge and they tie into the Professional Development Plan (page 26 - 33) and SMART goals (page 19 - 25) I set myself at the start of the placement.

Insights

The first major insight I have gained from this placement is how much my confidence has grown but also the impact it has only my practise (SMART Goal 3). When I initially started work in Funky Parents I was very anxious and fearful of engaging with this older group (see Reflection 1, page 77 - 80). However, seven months on I enjoy my time with the young people, we talk openly and freely about any issues they are facing (demonstrating NOS outcome YW01, LSIS, 2012). The young people aren't afraid to ask for help outside of the context of the group either. Furthermore, whilst my confidence does still impact my work (see Reflection 8, page 106 - 108), now that I am more aware of this I am able to take steps to limit the damage and to explore ways in which I can improve my confidence (reflecting NOS outcome YW30, MLA2 & MLB5, LSIS, 2012).

Secondly, another insight I have been fortunate to gain during this placement is a more in-depth understanding and stronger relationship with each of the members of the group (SMART Goal 4, illustrating NOS Outcome YW01, LSIS, 2012). This was made possible by the size of the group and the consistency with which they attend. Although my Case Study (page 56 - 64) is on Faith, I could have easily written it on any individual within the group due to the discussions and conversation we have. Not only has this improved my youth work practise in this group, it has also allowed me to provide more tailored advice and signposting rather than just general, blanket information (adhering to NOS Outcome YW15, YW16, YW19 & YW28, LSIS, 2012).

Finally, in terms of insights I have also been able to gain a better understanding of what supervision is, why it is important and the purpose it serves especially within youth work. Through engaging in frequent, high-quality supervision I have gained insight into the educative, managerial and supportive functions it provides (Kadushin, 1976). My supervision sessions this year have been very different to those of last year

in that they are far longer and more detailed. This has assisted and supported my youth work practise tremendously.

Skills

Moving on from insights, I have also gained numerous skills during my placement with Funky Parents, starting with the ability of making youth work more young person led (PDP, page 26 - 33, SMART Goal 1, adhering to NOS Outcome YW10, YW11, YW12, YW27 & VMA3, LSIS 2012). The very first thing I did with the young people in this group was to get them discussing the things they wanted to do and get from the sessions (see Appendix 12). From this, I worked with the young people to plan the sessions, to plan trips and to purchase items for the group with the funding gained. Throughout the whole process the young people have been leading the way and I have just been a facilitator and even an observer at times. This is also reflected in the Session Plans (Appendix 5) and Observation of Placement (page 35 - 43).

Furthermore, working with Funky Parents has helped me learn skills which enable me to work with both 23 – 25 year olds and children under 6-years old at the same time (achieving SMART Goal 4). I doubt there are many experiences which would allow this type of skillset to be learnt, but with Funky Parents it is made possible thanks to the nature of the group in that it is for the young people, rather than being for the children (see Appendix 39). Again, hopefully the Session Plans (see Appendix 5) mirror this skill in that usually there is a task for the young people, a task for the children and then a final combined task to get them working together. This demonstrates the ability to cater for all age ranges, fulfilling NOS outcome YW21 & MLB11 (LSIS, 2012).

The final skill I have been able to continue to build upon is my ability to write funding bids (completing SMART Goal 7). In my previous placement at Dr MZ I wrote and was successful in two funding bids. In this placement I managed to secure another set of funding of £5000 (see Appendix 7). The knowledge I gained in my first placement has been improved during this second placement where I have been able to hone in my skills and continue to secure funding for the young people. This exhibits NOS Outcomes YW12, YW26 & MLA2 (LSIS, 2012).

Knowledge

Although I already gained a fair amount of knowledge in my previous placement and during my taught lectures, I was enabled to further my knowledge in this placement as well. Firstly, I learnt far more about the pressures, stressors and positives facing many young parents today (SMART Goal 2). This was accomplished through both the group setting but also through independent study, particularly through reading a

paper by Cath Wilson (2012). This knowledge has enabled me to build stronger ties with the young people (YW01, LSIS, 2012) as well as having a better understanding of their life which informed the Case Study (page 56 - 64) and Session Plans (Appendix 5).

Furthermore, this placement gave me the knowledge of how to plan, prepare, execute and evaluate sessions from scratch with the young people (demonstrating NOS outcome YW01, YW11, YW13, YW29 & YW30, LSIS, 2012). Although I had previously ran sessions, during my time with Funky Parents this occurred on multiple occasions and wherever possible I collected useful and insightful feedback from the young people about the day which is something I had failed to do beforehand (accomplishing SMART Goal 6 and sections of my PDP, page 19 - 25). This knowledge has provided a firm foundation to continue to build my knowledge and skills ready for future practise.

The final focal knowledge gain I had during this placement was with regards to supervision. Although I have previously mentioned this during the "Insights" component of this summary I feel it is necessary to readdress it here as well. Along with the supervision sessions I have had, I have also completed a Supervision module and supervised another student over the course of the placement which has greatly enhanced my knowledge of this area. I believe that now I have a greater knowledge and understanding of supervision I am better able to utilise it but also more able to use it as a skill in the future as well.

In conclusion, over the course of the placement with Funky Parents I have been able to further develop and utilise a range of skills and knowledge which has led to greater insight into supervision, young people and youth work in general. Although this placement has had a few issues, overall the experience has been positive and informative and will greatly impact all future youth work I participate in.

References

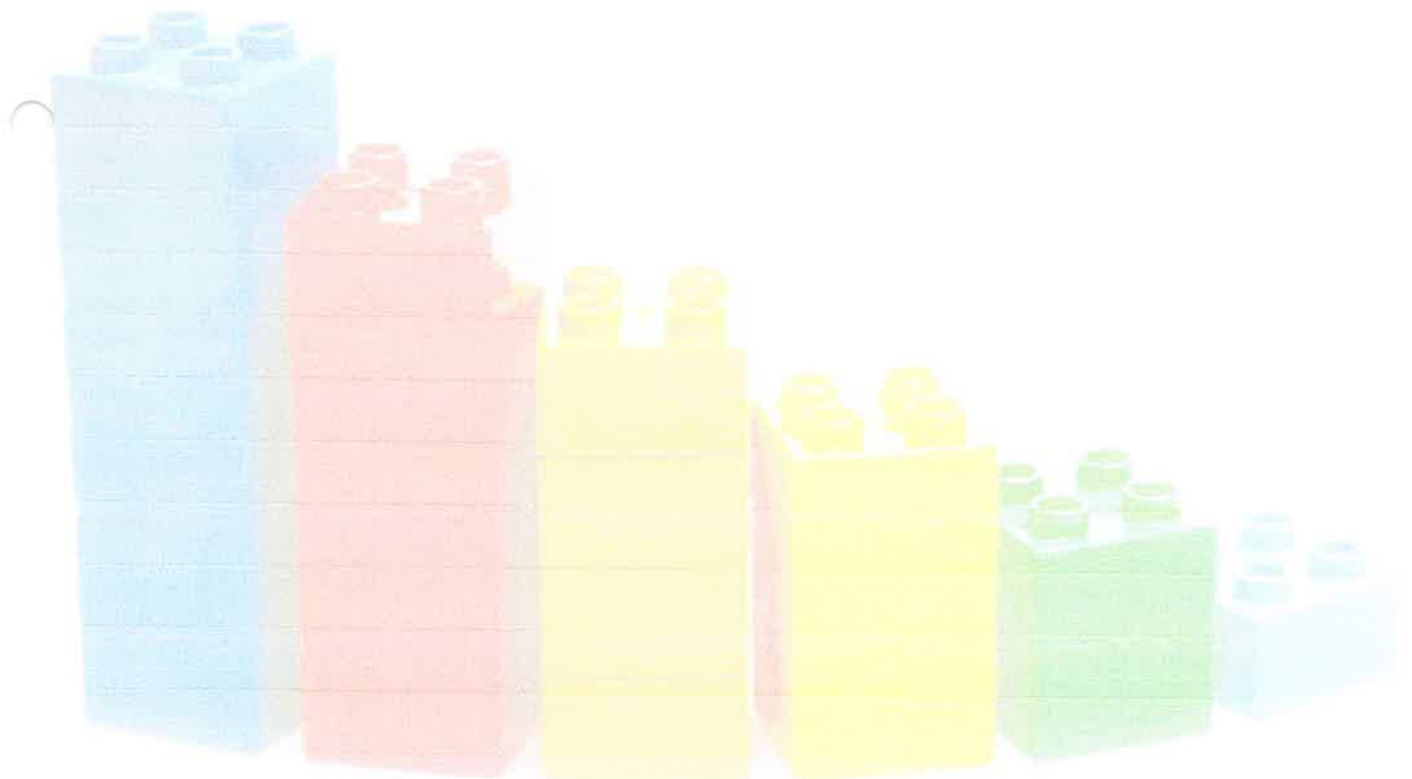
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Section Nine

- 9.1 Three-Way Agenda and Minutes
- 9.2 Placement Contract
- 9.3 Supervision 1 Agenda and Minutes
- 9.4 Supervision 2 Agenda and Minutes
- 9.5 Supervision 3 Agenda and Minutes
- 9.6 Supervision 4 Agenda and Minutes
- 9.7 Supervision 5 and 6 Agenda and Minutes
- 9.8 Observation of Practise: Session Plan and Risk Assessment
- 9.9 Observation of Practise: Lecturer's Report
- 9.10: Manager's Report
- 9.11: Supervisor's Report



9.1

Three-Way Meeting – Agenda

Date: November 8th, 2017

Time: 12.00 – 12.30

Attending:

Gayle Harris (Manager of Dr MZ), Darrell Williams (UWTSD Lecturer) and Kelly Tomlinson (Student).

Commitment:

Wednesday 9.30am – 12.30pm, Thursday 5.30pm – 8pm and Saturday 12pm – 6pm (or 9.30am – 6pm if Transitionz is on).

Current Hours:

Contact Hours: 13.5

Non-Contact Hours: 5

Progress so far:

- Had a session with Ruth (supervisor) regarding feedback from Fieldwork One. Discussed how I could improve my reflective accounts and started work on a practise reflection.
- Spoke with the pastor of my church to arrange to make hampers for Funky Parents for Christmas. The congregation fully support the idea and they are in the middle of buying items for the hampers now.
- Engaged with the attendees of Funky Parents and asked what they wanted to get out of the sessions (see Appendix 12). Started to make an overall plan for the upcoming weeks as well as a fundraising event to help pay for an outing to the Christmas Market in Swansea in December (see Reflection 2, pages 81 - 84).
- Discussed with attendees about supporting them with writing CV's, cover letters, completing job application forms, completing college/university application forms and benefit forms. Seemed eager to do something like this.
- Discussed with Kelly J about the possibility of doing something for just the mothers without the young children being there.

Aims of the Placement:

- To understand the attendees of the group better, improving my relationship with them.
- To understand the priorities of the attendees and how they differ to the usual group of attendees at Dr MZ.
- To get more experience with an older group of young people.
- To adapt the group to be more user-led rather than worker-led.
- Identify and support attendees in the development of skills and knowledge they deem as essential.
- Improve understanding regarding the application of NOS and other youth work policies to an older group of young people and identifying any gaps in the current policies.
- Potentially run a mini-research project within the placement setting to aid with future funding applications and to aid with understanding the group.
- To improve reflective accounts by including more emotional material.

Three-Way Meeting Minutes

Date: 08-11-17

Time: 12:00 – 12:30

During the meeting we discussed my aims of the placement this time round and how it would be different to my previous placement at Dr MZ. We discussed the progress I had made so far and the aims of the placement. Darrell mentioned should I wish to pursue a research project within the placement I would need to get ethical approval from the university.

Furthermore, Darrell suggested I research and explore the following topics:

- Theories surrounding the transition to adulthood (finances, parenting, employment and education).
- Examining the international perspective on young parenthood – where does it work well, where is it supported and where does it not work well.
- Look at "Outcomes Framework", "Patrick's Hierarchy" and "Demonstrating Success (.org)".

Gayle also requested, if possible, to examine ways in which the centre could evaluate and demonstrate the effectiveness of the youth work carried out in the centre. She suggested looking at the following in order to get some ideas:

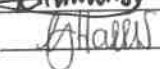
- Outcome-based tools
- Star outcomes
- Results-based accountability
- Young Foundation Outcomes Framework

It was also suggested the Five Ways to Wellbeing (Framework) could also be useful for the Funky Parents group as well as a book by Kevin Ford and an examination of self-efficacy.

Actions:

1. Email Darrell regarding previous reflective accounts, Moodle access and the book by Kevin Ford
2. Email Gayle the article on neo-liberalism by George Mumbo
3. Research and explore the topics suggested by Gayle and Darrell
4. Start to develop a way to demonstrate the effectiveness of Transitionz/Funky Parents/Dr MZ.

Signed (Student): 

Signed (Manager): 

Signed (Lecturer): _____

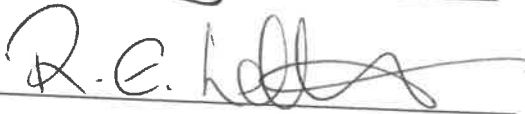
9.2

Fieldwork Practice Supervision Contract

Practicalities	Monthly supervision session lasting at least 30 minutes. Ideally Tuesday mornings in Trinity Reasonable interruptions include on-call phone calls for Kelly and Athan for Ruth.
For example - timing, frequency, place, what are reasonable interruptions.	
Boundaries	Focus to remain on the placement work. Organisational confidentiality in place. RL not to swear/blaspheme when possible.
What can be discussed, what cannot, confidentiality, how will gossip be dealt with.	
Working together	Want to explore more emotional-based reflections and review one reflection each session. KT hopes to grow more confident over the course of the placement and to know more about how policy relates to this age group. KT's fears include finding it difficult to relate to the young mothers and that this placement is more out of her comfort zone which may present challenges at times.
Sharing expectations, what the focus of the relationship will be hopes and fears, the ethos of the supervision.	
Session Format	Each session will include talking through a reflection piece to understand it more. Also include examining other aspects of the portfolio not just reflections. Have time at the end of the placement for RL to see the complete portfolio before it is submitted.
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?	

Organisational & Professional context	KT asked for the placement to again be professional and both parties to be honest about the work.
Expectations, fitness to practise, responsibilities on supervisor and supervisee, professional and ethical boundary discussions.	

Signed (Student): 

Signed (Supervisor): 

Supervision Session One: Agenda30/11/17**Current Progress:**

1. Organised Christmas hampers for Funky Parents based around their needs.
2. Created session plan until Christmas based on Funky Parents desires.
3. Completed a three-way meeting with Darrell and Gayle
4. Spoke with Funky Parents regarding some employment-based activities we could do.
5. Completed a fundraising exercise with Funky Parents.
6. Created some posters for the group

Agenda for today:

1. Complete Supervision Contract
2. Discuss Practise Reflection
3. Discuss the appropriateness of using a SWOT analysis in combination with other tools for the analysis of the work place.
4. Arrange next supervision session.

Ruth and I discussed the progress I had made so far as highlighted on the agenda. Ruth asked why I had decided to do Christmas hampers and I explained how I had observed the young mothers consistently talking about their lack of money over each session. The mothers spent their money ensuring they kept their current tenancies but also on their children which meant there was very little left for anything else. This prompted me as I thought the hampers might be a nice thing to put together for the parents as all the items are for them and not for the children so it means they could enjoy the hampers.

We also discussed the employment help I had offered as well as the fundraising activity and how that went. Furthermore, Ruth raised concerns over the young parents group being used by two students as initially she thought both myself and the other student were doing research with them. Although this was initially my plan I had decided against it when I realised the other student was completing research with the group as I felt it would be unfair and not beneficial to the parents should there be two pieces of research occurring in the same time period. Ruth agreed with this and also highlighted ethical issues which might have arose should I have decided to continue with my planned research activity.

The majority of the supervision session was spent discussing my practise reflection about a previous camping trip I had gone on with the other Dr MZ group (this can be seen on page 72 - 76). Through our discussion we highlighted other things which could have happened over the course of the event which might have played a bigger role in the day's events than I had originally considered. After discussing the reflection at length, Ruth and I decided it might be good if we did this on each reflection as I found it greatly beneficial to talk about the reflection as it helped me understand different perspectives more clearly.

In relation to this discussion, we made reflections a key aim of the placement contract which we completed together. This contract can be seen on page . Finally Ruth and I discussed our availability and decided it would be easier to identify monthly dates to complete supervision. Ruth asked me to send her an email with my work hours on so we could identify the date of the next meeting.

The date of the next meeting has yet to be decided as we need to identify a time which would suit us both.

Action Points:

1. Email Ruth my work hours
2. Type up minutes from the supervision meeting and get them signed.
3. Write another reflection ahead of the next session.
4. Contact Darrell about my previous portfolio and the mark achieved as well as my access to Moodle.
5. Read through the file Ruth gave to identify good evaluation techniques.

Signed (supervisee)



Date:

11/5/18

Signed (supervisor)



Date:

11/5/18

Current Hours: 42 contact hours and 39.5 non-contact hours.

Current Progress:

- Written a funding bid for Funky Parents to acquire more equipment for the group as well as additional sessions. Awaiting result.
- Threshold DAS donated items for Funky Parents and potentially have more coming.
- Started Case Study.
- Identified a few guest speakers we could invite as identified by group members.
- Discussed a change in the sessions including; new message board, story time sessions and progress wall.
- Considering which evaluation tool to use for each session.

Agenda for today:

1. Sign contract and minutes from last meeting
2. Risk Assessment
3. Reflection 2

If possible, also cover

4. SMART Plan
5. Session Plans for Funky Parents

Arrange time and date for next supervision session: _____

Ruth and I discussed how Funky Parents had been going in general and discussed topics the mothers attending group had mentioned. As part of this we discussed the concerns the mothers had about the previous facilitator returning and the fears the members had about this. We also discussed ways in which I and the other current facilitator would try to work to ensure the transition back would be smooth and wouldn't cause the group to take a step backwards in their progress.

As a result of this Ruth suggested speaking with the manager about the concerns raised in order to discuss the dynamics of the group and what the changes could mean for those attending the group.

Ruth and I discussed how the group had become a safe place for the attendees to discuss their personal lives, their mental health and to share and seek advice from each other about a range of topic. Furthermore we discussed what will happen to the group when the current attendees reach 26-years-old and become too old for the group. This was also discussed in relation to getting new members to come along to the group sessions to ensure Funky Parents keeps going as a permanent group.

Ruth and I discussed the changes myself and the other group facilitator had made in order to make the group more young person-led. This included a new member's wall, evaluation of each session to ensure it matched with what the women wanted and the implementation of more educative components such as Welsh lessons for the children, story-time at the end of each session and guest speakers coming along to speak with the women.

Ruth signed the last meeting minutes and the supervision contract which we jointly completed last time. Ruth read through my reflection and provided feedback on what I had written as well as presenting a range of discussion points for further reflection. Ruth also looked at the risk assessment I had created based on my observations and suggested a couple of improvements.

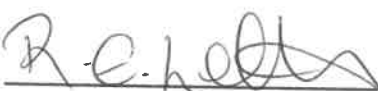
We agreed on the date for the next meeting to be February 27th at 9.30am in Trinity Saint David.

Action Points:

- Create a table of the different roles and 'hats' I have for the different things I do including what is required of me as a youth worker in Funky Parents (see Appendix 9)
- Read a paper by Cath Wilson on Youth Work Wales
- Write another reflection for next session
- Make edits to the risk assessment
-

Signed (supervisee) 

Date: 11/5/18

Signed (supervisor) 

Date: 11/5/18

Current Hours: 55.25 contact hours and 62 non-contact hours.

Current Progress:

- Funding bid was successful – secured £5000 allowing for Friday sessions and experience days (see Appendix 7)
- Interviewed Jodie regarding Funky Parents and the vision behind it
- Booked a guest speaker to attend the session
- Running the next session alone – Mason Jar Gardens
- Contacted Darrell again regarding observation date
- Did different 'hats' activity as suggested last session.

Agenda for today:

1. Sign contract and minutes from last meeting
2. Reflection 3: Faith's Disappointment
3. SMART Plan
4. PDP

Arrange time and date for next supervision session: _____

Ruth and I discussed the funding bid in terms of when the money needs spending by and what items we are purchasing. I explained the items being purchased are those chosen by the parents and they also include activity days such as pizza making at Pizza Express. The funding has to be spent by March 31st.

Ruth and I discussed the interview I did with Jodie and what its purpose was. I explained it is to be used for the introduction to the portfolio but also for the observation of the workplace. Ruth and I also discussed how I could tackle the situation with Jodie returning to the group in a positive way without singling her out.

We also discussed the guest speaker - Becca - and how she may be helpful for the group.

We discussed how I felt about running the next session as well as my relationships with other staff members. We discussed the possibility of doing a reflection on my confidence as well as doing some reflection on my confidence and feelings about different situations in Funky Parents. Ruth also suggested it might be good to ask my co-workers to informally evaluate my youth work practice to see how much it matches with where I think I am and where I think I should be. We also discussed the different 'hats' I wear and how they relate.

We discussed the several attempts I had made at getting an observation date and Ruth suggested emailing again with the head of year included in the email.

Ruth read the minutes from the previous meeting and signed them. We discussed my latest reflection as well as my SMART plan and Professional Development Plan.

We finished by discussing the date for the next session: March 27th at 9.30am (location yet to be determined).

Action Points:

1. Consider how to broach the topic about Jodie with the rest of the group in a positive, constructive manner
2. Write a reflection on confidence and consider my work relationship with other staff
3. Ask co-workers to informally evaluate my youth work practise
4. Email Darrell again about observation, including Angharad in the email
5. Send Ruth a copy of my SMART Plan.

Signed (supervisee) 

Date: 11-5-18

Signed (supervisor) 

Date: 11/5/18

9.6

Supervision Session Four: Agenda

23/03/18

Current Hours: 66.75 contact hours and 75 non-contact hours.

Current Progress:

- Contacted other staff members to review my youth work practise
- Emailed Darrell and agreed observation date of April 18th
- Led two sessions with no other staff members
- Started implementing evaluation techniques
- Community Profile almost completed and engaged with individual for Case Study

Agenda for today:

- 1 Sign contract and minutes from last meeting
- 2 Reflection; Disclosure
- 3 Staff relationships/feedback on practise
- 4 Potential Confidence Reflection

Arrange time and date for next supervision session: _____

We discussed what other staff had stated about my youth work practise. Of the three staff members contacted; one replied in length via email (see Appendix 38), one provided brief verbal feedback and the final staff member did not reply. We discussed how their perception of my practice mirrored my view and how I would go about improving my practise, specifically my confidence. We also discussed my strength of working 1:1 with young people and my connections in the community and Ruth suggested I may be better placed in a community setting rather than in a specific youth centre.

Updated Ruth regarding the observation date and the plan for the session of cooking macaroni and cheese as discussed with the Funky Parents group.

Discussed briefly how I felt about leading two sessions by myself and how this has impacted my confidence.

Briefly discussed other elements of the portfolio including the evaluation aspects I have incorporated into the sessions.

Discussed the Disclosure reflection (see page 102 - 105). We discussed how this young person felt after leaving the session and the follow-up which has happened since. Ruth suggested adding more emotive aspects to this reflective account.

The main part of the supervision was a discussion of two major incidents which occurred within the centre and a few additional, smaller incidents which had occurred between myself and other staff resulting in the breakdown of our working relationship. We discussed the potential of me leaving placement early due to the nature of the situation as well as meeting with both the manager of the centre and someone at the university to discuss the situation further. Ruth also suggested some creative techniques to help process through things which had happened.

Action Points:

1. Arrange a meeting with Gayle
2. Arrange a meeting with someone at the university
3. Use the magazine technique suggested by Ruth to examine feelings
4. Add more emotive content to the reflective account
5. Consider and decide what to do in terms of finishing the placement

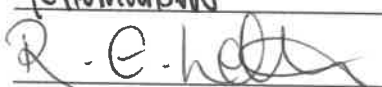
Signed (supervisee)



Date:

11-5-18

Signed (supervisor)



Date:

11/5/18

Current Hours:**Current Progress:**

- Had my observation of practise and received feedback. Achieved a First.
- Emailed Darrell and Gayle regarding end of placement meeting. Gayle responded Darrell has not – I have contacted Nichola about this as I don't have another Funky Parents session between now and the deadline.
- Completed the portfolio in whole
- Asked "Faith" if she would like a copy of her Case Study – awaiting response.

Today's Agenda:

- Sign minutes from last meeting
- Sign all required places throughout portfolio
- Discuss outcome of conversation with Angharad/Kelly J/Gayle
- Examine the whole portfolio to determine if any changes need making and where.

In this final supervision session Ruth and I discussed how the placement had gone overall.

I updated Ruth on the situation with other staff members

Ruth examined my portfolio in whole and offered a range of suggestions for different areas. She read in full my reflective account on confidence and we spoke about that.

Ruth went through the portfolio and signed all the relevant pages.

Gayle also went through and signed all the relevant pages as well. I also discussed with Gayle about the final three-way meeting.

I thanked Ruth for being my supervisor for this placement and for all the support and advice she had given to me over the course of the year.

9.8 Observation of Practise

Session Plan Macaroni and Cheese

Aim

This cooking activity is situated within a wider cooking framework based on skills and meals identified by the young people (NOS Outcomes YW02, YW08, YW10 and YW11, NOS 2012). The focal aim of this particular task is to encourage the young people to learn how to cook, from scratch, a simple and relatively cheap dish for the whole family. The young people will work together as a team to make the dish (adhering to NOS Outcome YW06, LSIS 2012).

The dish the young people will be cooking is Macaroni and Cheese which is a quick and affordable meal which would feed the whole family (see pages 142 – 144). The young people will be measuring, cooking and baking the final product themselves following a method which is provided by the facilitator. As the group is aimed at the parents, rather than their children, only the young people will be involved in the cooking. The children will remain in the hall with the other group facilitator which will also assist in the health and safety aspects of the activity. Finally, the whole session should take approximately 45 minutes including preparation and cooking. The dish will then be shared between the young people and their children for lunch.

At the end of the session the young people will be asked to evaluate the activity answering four questions:

1. What was something they learnt?
2. What was something good about the activity?
3. What is something to be improved for next time?
4. Score out of 10 (this was something the young people wanted to do)

This evaluation helps discover whether the activity was useful for the young people and also adheres to NOS outcomes YW13 & YW29 (LSIS, 2012). (See Appendix 30 for evaluation).

Objectives

- The young people will learn how to cook a dish for the family from scratch following a method
- The young people will learn how to cook on a budget (part of the larger framework)
- The young people will work together as a group on a task identified by them

- The young people will follow health and safety guidelines to cook safely and to cook food safe to eat

Rationale

There are several reasons why this activity has been chosen:

1. The young people identified cooking as something which they wanted to learn and improve, thus this activity is informed by them (YW02, 08, 10 and 11).
2. The activity enables all young people to work together as a coherent group rather than forming smaller groups (YW06)
3. The activity adheres to the Five Pillars of Youth Work (Youth Work Review Group, 2013). The activity can be enjoyed by all group members ensuring it is participative and inclusive. The activity is empowering as the young people are learning skills which can be transferred to other meals, this also makes the task educative too as they are learning about different meals. Finally, the activity is expressive in that it allows the young people to express their aspirations (learning to cook) and provides an opportunity to allow them to learn the required skills.
4. This activity fits into the wider session plans for this time period which are all focussed on various cooking events thus allowing the young people to learn about a wide range of food types.
5. This activity also includes the three broad outcomes for young people as highlighted by the Welsh Government (2014, p. 6 – 7)
 - a. Active Participation; the young people's voice has been heard in the planning of the activities and each task is aimed to allow them to achieve their goals
 - b. Wider Skills; the young people are developing skills such as team building and communication through this cooking activity as well as learning more about the foods they buy
 - c. Enhanced Emotional Competence: the young people's confidence, particularly in their cooking ability, should be strengthened as a result of the cooking activities.

Observation of Practise: Risk Assessment

This cooking activity shall be carried out in the kitchen of Dr MZ. The kitchen is a fairly small space located at the rear of the building with an exit to the back of the building. This risk assessment only covers the cooking activity within the boundaries of the kitchen as these are the only relevant sections for the task. This assessment fulfils NOS Outcome HSS1 (LSIS, 2012).

Hazard	Level Of Risk	People At Risk	Risk Management	Level of Risk Reviewed
Uncooked food	Low	Consumers of the food	Group facilitator shall supervise the cooking process to ensure food is cooked properly. All ingredients have low risk of causing any health issues.	Low
Kitchen-related injury including cuts and burns	Medium	Young People, Facilitator, Observer	Number of young people in the kitchen will be kept low when possible. No cutting involved so knives will not be used Only one young person will be responsible for cooking the pasta First Aid Kit available	Low
Overcrowding	High	Young People, Facilitator, Observer	The number of young people in the kitchen will be kept low (3 – 4). Roles will be rotated in	Medium

			order to allow equal involvement and adherence to health and safety.	
Trips and Falls	Low	Young People, Facilitator, Observer	The kitchen will be checked before young people enter to ensure nothing is on the floor. Young people will be reminded and encouraged to clean up as the go and to pick up anything which falls. First Aid Kit available	Low
Behaviour Problems	Low	Young People, Facilitator, Observer	Chance of young people becoming anxious/stressed in the kitchen. Situation shall be monitored to ensure young people are behaving well and roles will be rotated to ensure stress levels are kept at a minimum. Secondary staff member shall supervise the children to minimise	Low

Drug and Alcohol Use	Low		Young People, Facilitator, Observer	any related stress/anxiety Chance of the young people being under the influence of drugs/alcohol during the task. This is highly unlikely however behaviour of young people shall be monitored throughout and anyone under the influence will be asked to leave immediately.	Low
Fire	Medium		Young People, Facilitator, Observer, Children and any staff members in the building	Risk of fire during the cooking process. Risk lowered through one young person cooking pasta on the hob, back door shall remain open for emergency as will the fire shutter. Fire extinguishers available if needed.	Low
Food Allergies	Low		Anyone consuming the food	Facilitator informed the young people what was being cooked in advance so they could	Low

Electric Shocks	Low			identify any allergy issues. Young people responsible for their children and any allergies they may have. The ingredients have all been eaten before by the young people and their children.	
		Young People, Facilitator		No electrical appliances will be used for the task. All electrical appliances in the centre have been checked for faults	Low

Observation of Practise: Additional Items

Method and Ingredients: Macaroni and Cheese (6 – 8 portions)

Ingredients: Macaroni (500g), Cheese Spread (Philadelphia Chilli, 170g), Semi-Skimmed Milk (200ml), grated cheese (100g), tin of sweetcorn.

Additional options: ham, bacon, walnuts, peas.

Method

1. Pre-heat the oven (190° or Gas Mark 5)
2. Empty the pasta into a saucepan containing hot water and cook for required time (as shown on pasta bag).
3. Whilst the pasta is cooking measure out the milk and grated cheese.
4. Combine the milk, cheese spread and half of the grated cheese and mix together
5. Drain the tin of sweetcorn
6. Once pasta is cooked, drain the water and wash with cold water.
7. Empty the cooked pasta into a tray and pour the milk and cheese mixture over the pasta to combine.
8. Empty the sweetcorn into the tray and mix the whole contents together
9. Finally cover the top of the dish with the remaining grated cheese and top with walnuts for an added crunch
10. Bake in the oven for 15 – 20 minutes, or until the top is a golden brown colour.

Budget

	Item	Price (Tesco)
Main	Macaroni (500g)	£0.56
	Chilli Philadelphia Cheese (170g)	£1.86
	<i>(Can be substituted for Tesco Soft Cheese [250g])</i>	£1.10
	Grated Cheese (250G)	£2.00
	<i>(Can be substituted for Sliced Cheese or a block of Cheese)</i>	£1.50
	Semi-Skimmed Milk (568ml)	£1.55
		£0.50
	Sweetcorn (325g)	£0.35
Optional	Ham	£2.00
	Bacon	£1.50
	Walnuts	£1.30
	Peas	£0.21
		Total: £5.27
		(65p/portion)

References

- National Occupational Standards for Youth Work (2012). *Learning and Skills Improvement Services*. Coventry, LSIS.
- Welsh Government (2014). *The National Youth Work Strategy for Wales 2014 – 2018*. Llandudno, Wales.
- Youth Work in Wales Review Group. (2013). *Youth Work In Wales: Principles and Purposes* [Online]. Available at <http://www.wlga.gov.uk/publications-lifelong-learning-leisure-and-information/youth-work-in-wales-principles-and-purposes-january-2013/> (Accessed: 16 April 2018).

9.9

Lecturer's Report on Observation of Practise

University of Wales Trinity Saint David

MA Youth and Community Programme

Fieldwork Placement Observation Report Level 7

Student Name: Kelly-Leanne Tomlinson

Visiting tutor: Huw Williams

Placement Manager: Gayle Harris

Supervisor: Ruth Letten

Setting: 'Funky Parents Group', Dr Mz, Carmarthen Town

Observation Date: 18th April 2018 **Time:** 10:00am

Participants: 7 Young People (All female mothers with child)) **Age:** under 26 years of age

Dr Mz's is a full-time youth facility located in the centre of Carmarthen town. The facility is a self-funding 'drop-in' youth provision which also provides facilities and resources for various targeted youth activities. Partnership work with local and national agencies is sought and encouraged. Dr Mz's provides a comfortable, safe and stimulating environment for young people to meet and engage with friends, youth workers and project leaders. The building is appropriately furnished, well equipped and accessible to all. Meeting rooms, IT facilities, a kitchen/coffee bar area and a hall for music and theatre work are available for use.

The student provided a comprehensive session plan which outlined her aims and objectives. A comprehensive Kitchen/cooking risk assessment was also provided. The observed session was viewed in the context of an ongoing twice weekly programme of activities offered to a group of young parents and toddlers. The group consisted of seven mothers who were provided with on-site childcare to enable participation in the planned activities. A father had previously attended and all parents were welcomed. The focal aim of this particular task was to encourage the young people to improve their cooking skills and to produce a wholesome family meal on a small budget (NOS outcomes YW02, YW08, YW10, and YW11, NOS2012)

The children remained in the main hall with a second group facilitator. Four mothers were fully engaged throughout the cooking process and another three remained with the second facilitator and children. The young people were fully engaged and it

was evident the student had previously developed a good relationship with the participants. Free from childcare concerns the young mums responded positively and enthusiastically. The student had prepared well and provided ingredients, kitchen utensils and a method/ingredient list. It was good to observe the student verbally highlight the importance of hand washing, providing clean aprons and explaining the possible hazards associated with the kitchen environment. Kelly also made participants aware of risks associated with allergies.

The activity was conducted in a competent and organised manner. Kelly's instructions were clear and it was obvious she has inherent cooking skills. The student prompted, encouraged and explained. The participants responded positively. The incidental conversation was relaxed, meaningful and well managed. There was mutual respect between all involved. The student's aim and objectives were met and evidenced by the production of a large macaroni and cheese 'bake' with additional ingredients of choice for consumption by both parents and children during the lunch break.

Kelly-Leanne's demeanour, planned session content and organisational skills are good. She is committed to the group's success having personally sourced funding through grant aid and various fund- raising events. When challenged the student could relate theory to practice and numerous references to NOS guidelines and the Youth curriculum were included in her session plan.

The student is a very good Youth worker who is a reflective practitioner, shows initiative and an ability to work independently for a sustained period, demonstrates thoroughness and commitment to all aspects of professional practice.

Provisional Observation Grade 70(A)

This grade is provisional subject to further scrutiny and approval by the relevant examination board.

9.10
Manager's Report

The manager shall submit a grade alongside this portfolio with the view to submitting a full report before the send-off date.

Signed: _____ 

9.11

Supervisor's Report

The supervisor shall submit a grade alongside this portfolio with the view to submitting a full report before the send-off date.