

Youth Work Practice 3: Leading and Managing (ECYW6002).



This image came about through consultations between the author and young people in 2022, with the thinking of what youth work could look like. Presented, was the possibility to learn from having freedom of expression, participation, inclusivity, and empowerment (Youth Work in Wales Review Group, 2022).

AI Acknowledgement.

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

Acknowledgements.

Primarily, I would like to express my deepest gratitude to my lecturer Alana Enoch, for invaluable guidance, feedback, and constant encouragement throughout.

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Acronyms

ASB= Anti-Social Behaviour.

CLD= CLD Standards Council Scotland.

ETS= Education Training.

EWC= Education Workforce Council.

NPT= Neighbourhood Policing Team.

PDP= Personal Development Plan.

UNCRC= United Nations Convention on the Rights of the Child.

UWTSD= University of Wales Trinity Saint Davids.

W.G= Welsh Government.

W.A.G= Welsh Assembly Government.

YWWRG= Youth work in Wales Review Group.

Introduction.

This portfolio is of a work placement within Pembrokeshire County Council. Taking part in a Police and Crime Commissioner funded pilot scheme, employing Anti-Social Behaviour (ASB) Youth Workers. Using targeted youth work to address young people committing Anti-Social Behaviour in hotspot areas.

This portfolio will be made up of five chapters: One, an information sheet, this will provide information of the vision and aims of the project, the background, risks, the roles and responsibilities of the student and how it works around voluntary participation with young people. Two, will be a Critical Examination of the roles and responsibilities of leading and managing in an area. Three, A Community Profile of a group of young people involved in or at risk of being involved in ASB. Four: An in-depth SWOT Analysis of a project that has been worked on. Five, A Summary of the Learning Development that has taken place within the placement. This will be linked to a Personal Development Plan (PDP), bringing examples from photographic evidence to add value to the learning and development where there will be links to theory, policies, and practice.

Following the ETS Cymru Wales (2024) guidelines, the work placement will be spent over 200 hours, 100 face to face and 100 hours non-face-to-face working. It will include a final

report from the Learning Mentor and Supervisor, along with recordings of six supervision meetings, and at least 12 reflections.

Information Sheet.

Pembrokeshire County Council, ASB Youth Team.

Community Prevention, and Targeted working, to engage and provide support to redirect young people from taking part in ASB (Powles, 2024).



Figure 1: (Sunak Conservative Government, 2024).

The Vision: 2022 to 2024 the Rishi Sunak Conservative government recognised the need to address ASB in hot spot areas, to promote multi agency working to clamp down on ASB related incidents. Therefore developed 'The Anti-Social Behaviour Action Plan': Figure 1, Part of this is to employ youth workers to take part in detached youth work, to provide interventions in known ASB areas, alongside colleagues from NPT's and wider youth services. Developing diversionary activities to target and support those who are at risk of being caught up in ASB (Powles and Davis, 2024: Sunak Conservative Government, 2024).

Background: Pembrokeshire County Council's Youth Service has obtained a Gold Quality Mark twice in recent years, for their excellent practice. The Quality Mark is a framework tool for assessing and identifying ways of improvement to the youth service being provided, on three levels Bronze, Silver, and Gold (Education Workforce Council, N/A). Figure2: (EWC, N/A).



Figure: 3: (Facebook, 2023).

Aims and Objectives: To develop Interventions that will be targeted based on local intelligence data, this will be set around ASB incidents and on a referral basis. Organisations, businesses, and communities can request additional support for enhanced patrols by either Youth Workers or a combination of Youth Worker and NPT staff. To engage young people with voluntary participation and have their say on issues that have an effect on their lives and the communities in which they live. Doing this, while following the National Occupational Standards, in addition to the Youth Work Strategies for Wales, where youth work is to enable young people to develop holistically in order for to reach their full potential (Powles and Davis: CLD Standards Council Scotland, 2019: YWWRG, 2022: UNICEF, 1989).

The Background of ASB within the youth service:

In 1960 there was a pivotal movement in legislation where The Albermarle Report was released. The Albemarle Report revisited the thinking of Youth Work and recognized how important young people are in the shaping of their communities. The Albemarle Report was brought in similarly with the recognition of the importance of Socialization and Social education for young people with the goal of the containment of the deviant minority, this refers to what we now call Anti-Social Behaviour (Batsleer and Davies, 2011: Smith, and Doyle, 2002).

Rishi Sunak Conservative government (2024) states that “80% of adult offenders begun committing crimes as children” (Sunak Conservative Government, 2024). The estimated cost of late intervention attributed to ASB to the economy is £850 million. That ASB is driven by lack of resources available to young people and challenges in education. To target the issue by addressing reasons for absence from school, lack of resources, and safe places for young people to flourish can prevent ASB and make communities safer (Sunak Conservative Government, 2024).

Meet The Team:

The Managers-

Youth Justice Team Manager: Cornel Volocaru. Cornel.volocaru@pembrokeshire.gov.uk	Community Youth Team Manager: Steve Lewis. Steve.lewis@pembrokeshire.gov.uk	Targeted Youth Team Manager: Chris Powles. Chris.powles@pembrokeshire.gov.uk
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The ASB Youth Workers-

Carina Walters, Carina.walters@pembrokeshire.gov.uk Milford Haven- Covering the Marina and Havens Head retail park area in Milford Haven.	Taylor Trueman, Taylor.trueman@pembrokeshire.gov.uk Haverfordwest- Covering Haverfordwest Town Centre, with the focus on the library area.
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Risks and mitigations put into place:

<u>Risks:</u>	<u>Mitigations:</u>
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Inability to engage with community stakeholders in a timely fashion due to brevity of the programme.	To use already strong existing links in the community to help gain stakeholder engagement quickly.
Community stakeholders develop a dependency on this intervention. This in turn could cause issues at the end of the funding.	Stakeholders will be made aware of the funding length and kept up to date on changes.
Lone working.	Youth Workers will be made familiar with the services lone working policies and use their own judgement to avoid danger and harm to others in the community and themselves. To use a check in system when Lone Working.
No recordings of working and the positive effects it has within the community.	Youth Worker to record engagement with young people on an internal system, produce weekly reports to seniors, and pass on intelligence from the community engagement sessions (Powles and Davis, 2024: W.G, 2019).

Student guidance on placement: To follow the UWTSD Student placement Protocall (2024) guidelines on the student's roles and duties on placement. Familiarise and work in line with the Code of Occupational Ethics for the youth service in Wales (ETS, 2012). Youth work in Wales: Principles and Purposes, five pillars: to offer learning opportunities that are expressive, educative, empowering, participative, and inclusive (YWWRG, 2022). The National occupational Standards for youth work underpins the requirement reflected as the values of working standards to provide the best outcomes to their practice and young people. For example, supporting working with others to provide the best support and outcomes (CLD, 2019). Being mindful of the use of social media, by protecting your account and not crossing professional boundaries with adults or young people, such as, initiating contact (Education Workforce Council, N/A).

Working hours: Are flexible. When the young people are available, to be taking part in outreach engagement within the community. When young people are in school, to network and engage in meetings with businesses, community stake holders, and gain local intelligence. This ensures we are working where the young people are and offering access to relevant advice, information, support and guidance (Powles, 2024; YWWRG, 2022).

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A Critical Examination of the Roles and Responsibilities of Managing an Area.

This is a critical examination of the roles and responsibilities of an ASB Youth Worker.

This piece of work will explore a perspective on the role, acknowledging the conflicts between targeted detached youth work and the policy of what youth work is, while demonstrating its links to theory and policy. It will delve into the challenges that the role faces in working within the youth work values, principles and purposes, and responsibilities of using a strong identity to youth work to appreciate the work delivered. Additionally, the importance of being a positive role model to young people within the community (CLD,2019: YWWRG, 2022). Acknowledging that there are many roles and responsibilities of an ASB youth worker, however, due to the word count it has not been possible to explore them all.

This is a pilot scheme, with this brought many issues and conflicts, regarding what the role entails and its limitations. Due to it being funded by the Police and Crime Commissioner the terminology was one of the first to be identified as a hurdle. There were conflicts between seniors, their opinions of the role versus what the youth worker managing in the field thinks the role should be. Concerns were raised regarding lone working and the safety in doing this. The youth worker stressed that although there is a risk when lone working, this could be minimised by working in line with the youth services' own lone working policy. Sapin (2013), states that “not much youth work would be carried

out if concerns about workers' safety were allowed to take over" (Sapin, 2013). Therefore, the youth worker has the responsibility to find clarity of what is expected and what the limitations to the role are. To acknowledge the safety of working with young people and others, furthermore, themselves when at hotspot areas. The youth worker holds the responsibility to mitigate these, while keeping up to date and following policies and procedures, to ensure safety to all is at the forefront of all working practices (Tyler et al, 2009: CLD, 2019: W.G, 2019: EWC, 2023: National Youth Agency, N/A).

The responsibility of accurate, up to date record keeping, and information sharing with other services, therefore information or concerns are not missed or misleading, which could then lead to drastic consequences for the person needing the support or intervention. Being vigilant on the need of information and its content, while considering confidentiality, and working in line with the data protection Act (2018), and GDPR guidelines. Failing in these could lead to legal action being taken. Moreover, could lead to severe personal and professional consequences (Data Protection Act, 2018: Local Government Association, 2018: Pembrokeshire County Council, 2024).

A vast amount of the role is leading in advocating for young people, being a good role model by showing young people how to advocate for themselves without applying ASB or crime. Young people are often referred to as youths, 'ASBO's', and as mentioned in the information sheet, in the 1960's, young people were often called delinquents (Bernburg, 2009: Smith and Doyle, 2002: UNICEF, 1989). In some areas of today's society that label is still used. Young people are often labelled unfairly or perhaps by something they did do. However, now stuck with the issues that arise from this such as, negative

stereotypes from others, or portrayed on to others by association. There have been many instances where there has been a responsibility to advocate for young people, such as, with McDonalds setting a blanket ban on young people eating inside. After discussions with management, it has now altered to after 5pm. However, the youth worker still acknowledges there are concerns about unfairness and will continue with this, with the frustration that young people are not being treated as individuals. Furthermore, this can cause a need to mitigate the friction within multi agency working with their views on approaches being conflicting to the youth workers (UNICEF, 1989: YWWRG, 2022: CLD, 2019).

As the community profile suggests, there is a high link to young people living in poverty and ASB, therefore, understanding the importance of educating is just as important to educate own self, being knowledgeable on assessing the needs and to relevant sign posting, referrals, and support for young people and their families to elevate issues that lead to ASB. Furthermore, the responsibility to manage own learning through training, keeping up to date with policy changes, to be knowledgeable and observant to the community's needs and to local services and agencies that are there to support (CLD, 2019).

The youth workers role is to be where the young people are, as young people do not stay in one place there is the responsibility to keep up to date in altering the hotspot areas to the needs of the community, such as in the summer the young people and ASB issues suggests the main area of issues is around the Marina, whereas, in the winter the issues move into the top of the town away from the water. When doing detached youth work it is

still important to recognise when and where is the best place to educate. Therefore, the youth worker utilised the local youth settings and schools to reach the wider young people to provide learning that is informal, educative, expressive, empowering, participative, and inclusive (Jefferies and Smith, 2005: YWWRG, 2022: CLD, 2019). Youth work principles and purposes suggested the youth workers work towards promoting young person led activities. However, with the role being focused on targeted educational needs, there is also a need for the youth work to be adult led and the learning to be facilitated in a Hierarchical mode moving to a co-operative mode, to be targeted on the issues presented (Heron, 1999).

Having strong networking skills to be able to work productively in partnership with the PCSO's and NPT's, added to community stakeholders is key for success in delivery of strong detached youth work with this focus. Additionally with young people, building positive trusting relationships to avoid the barrier associated with being seen working with the Policing Teams, as identified in the SWOT (YWWRG, 2022: Ingram and Harris, 2001: CLD, 2019).

In conclusion, this role brings many responsibilities to its successes along with many barriers to these. It is imperative that the youth worker acknowledges these and mitigates them, to avoid relationship breakdown between all parties. By keeping up to date and working in line with appropriate and up to date guidance and policies, such as, The National Occupational Standards, Safeguarding legislation, and Youth Work in Wales: Principles and Purposes (CLD, 2019: YWWRG, 2022: Local Government Association,

2018: Pembrokeshire County Council, 2024). This can support and improve practice, and delivery, therefore, improving the outcomes achieved.

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Community Profile.

This is a community profile of a group of young people taking part in or at risk of taking part in ASB, within Milford Haven. A community profile is a way of describing, using statistics, research methods, and consulting within the community to build a picture of what the community has to offer therefore, providing any recommendations that could be used to impact the community positively (Hawtin, Hughes and Percy-Smith, 1996). This community profile will focus on a group of young people within this community that have, or at risk of being involved with ASB.



Figure: 6, shows the area of Milford Haven marked in Green.

Demographics and Statistics.

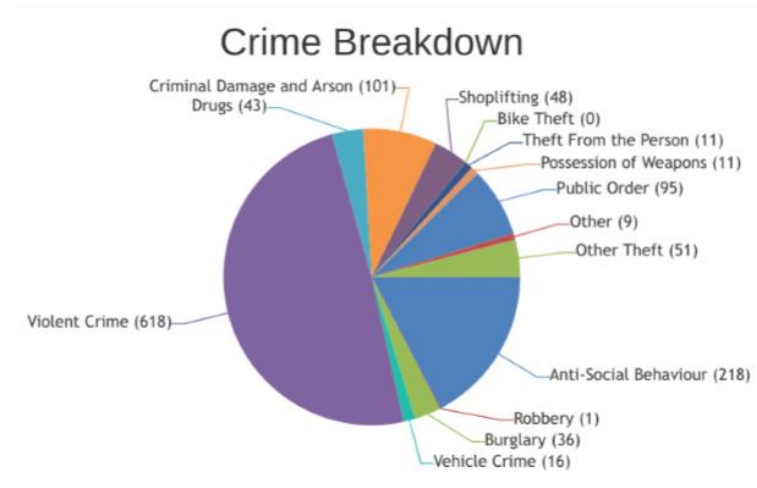


Figure: 7, is a crime breakdown of Milford Haven from April 2023- March 2024. There are no rates of young people however, it is evident that there is a need to address ASB within this area. Revealing the highest reported

being violent crime with 618 reports with the second being ASB with 218 (Uk Crime Stats, 2024).

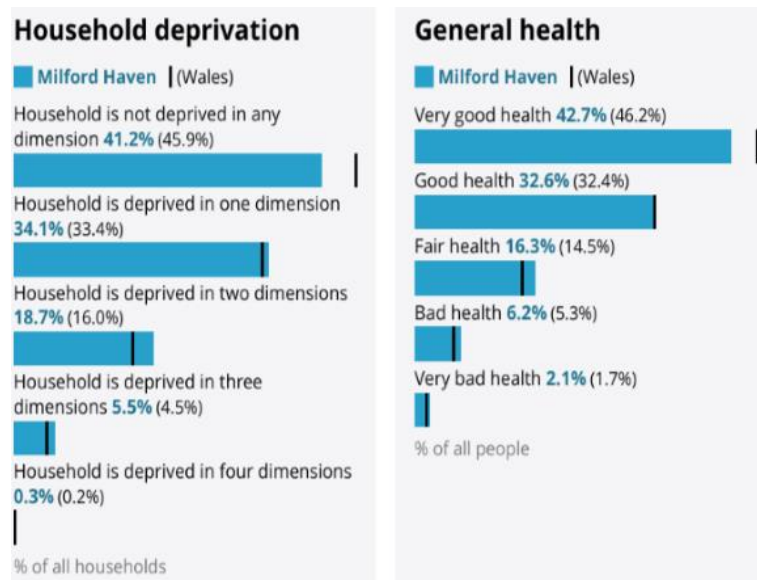


Figure: 8, reveals the deprivation of all households within Milford Haven, with over half, 54.1% living in underprivileged housing (Office for National Statistics, 2021).

Figure: 9, discloses that 21.5% , over one-fifth of general health

within Milford is below fair (ibid).

Bringing together these figures, with the authors' recordings of contacts with young people being involved with ASB and the authors' local knowledge. They identify a link

between the deprived areas of the town and their links with ASB. Jahanshahi et al (2022) acknowledges that one fifth of Police Fixed Penalty Notices issued to young people under the age of 21 years, were 12 times more likely to be from those living in deprived areas. Furthermore, young people living in deprivation was a key predictor of childhood offending (Jahanshahi et al, 2022). Therefore, highlighting a need for youth work interventions, to target young people within this area of need within this community (WG, 2019: YWWRG, 2022: CLD, 2019).

The Youth Work provisions attended.

It has been identified through consultations that there are two main provisions that the young people often attend, however, many have had contact with other youth work provisions, such as the Youth Justice Team. Furthermore, there are cases where young people have been banned from attending these provisions due to behaviour. This can then cause a deeper need for detached youth work to be delivered to reach young people wider (Young People, 2024).

Milford Youth Matters: This is a third sector youth work provision, that has been supported by Milford Haven Port Authority for the last seven years and is highly popular with the young people within the town (Port of Milford Haven, 2023).

Milford Haven Youth Centre: This is a Pembrokeshire County Council, youth service funded provision. The centre provides day and evening sessions, with youth clubs in the

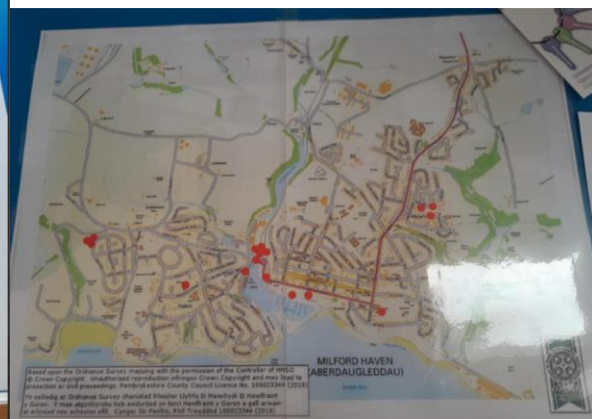
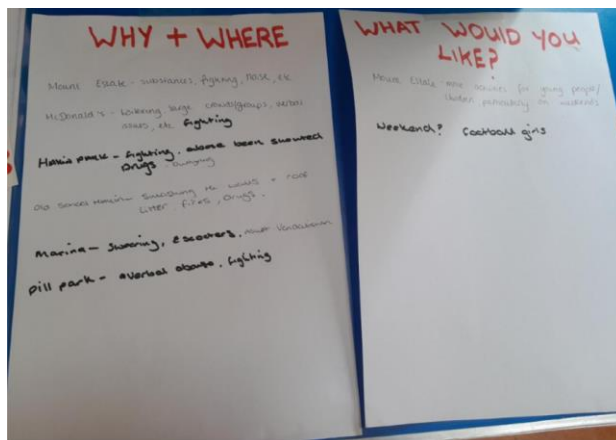
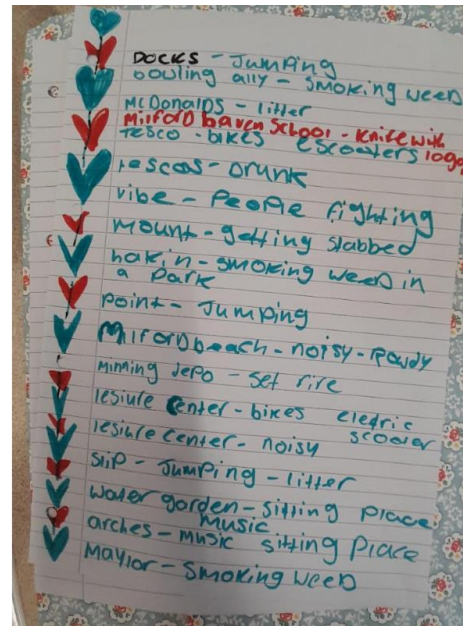
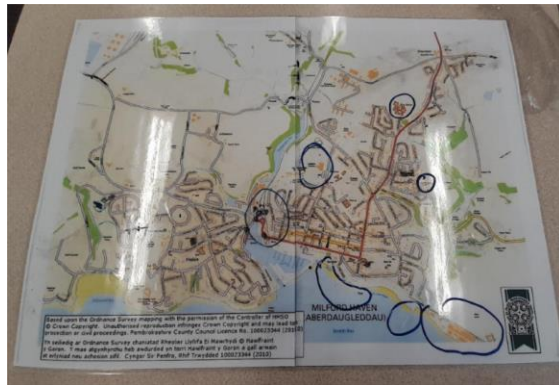
evenings and after school drop-in on a Friday and other youth services have access to utilise the space in the day for 1:1 or targeted youth work (PCC, 2023).

Both provisions offer a warm, safe space, providing young people with support, guidance, activities, informal and non-formal educational opportunities, skills, and experiences to enhance their development. Giving young people the freedom to have a voice in the things that matter to them and affect their lives. To have their voices heard through community engagement; by providing opportunities to be involved in community events and it facilitates training and development (WAG, 2007: CLD, 2019: YWWRG, 2022: UNICEF, 1989).

Although these provisions have had tremendous outcomes in working with young people, they have left a large gap in weekend engagement. The lack of engagement at these times could lead to ASB that has been noted in the community. Therefore, an acknowledgement has been made to mitigate this with the proposed weekend engagement, through detached and outreach working (WAG, 2007: CLD, 2019: YWWRG, 2022).

Types of ASB seen in the areas:

Through consultations within the community, it has been observed that there have been many types of ASB displayed by young people. It is seen in the samples from these consultations where the areas of concern are. Some of these are explored below.



It is evident that the Marina, and Havens Head retail park is one of the concerns. A popular area due to having late shopping hours and McDonalds being one of the areas young people like to reside, the reasons for this become clear when talking to young people as many of the shops have toileting facilities and Wi-Fi, due to it being used to run their tills. McDonalds offers these, additionally, with a warm space, phone charging facilities, food, and drink. This then becomes very inviting for groups to gather. Thus, causing issues with

littering, being loud, swearing, and displaying aggressive or intimidating behaviour especially on weekends and at quieter times, later in the evenings (CLD, 2019: Afzal et al, 1996).

There have been further concerns about vandalism in the area around the shops, specifically with Tesco having their bus shelter repeatedly vandalised in the last 12 months, this has been at cost to the store (Mills, 2024). This in turn will reflect the communities' ascetics and reflect on the community's inflation.

Davies (2024) stated there have been areas such as trespassing in abandoned buildings, where young people have entered and then lit small fires. Although it seems these have been for warmth there is a concern for the safety of the young people and surrounding buildings due to the fires becoming unmanageable and escalating. Bringing further concerns for community safety (Davies, 2024).

Action plan and Recommendations.

Youth workers are to build relationships with young people and deliver targeted youth work to educate young people committing ASB, to obtain the reasons why and mitigate these. Furthermore, consultations with young people to obtain feedback on preventative measures to alleviate the need to be involved in ASB. For example, if there is a need for more accessible litter bins in the area, to then follow with reflection, supporting young people to reflect on their actions and the actions of others (Department for Education,

2011: YWWRG, 2022: CLD, 2019: UNICEF, 1989). To unite the community, with community engagement events, to work in partnership within the community with its members for them to take a stand and voicing their concerns (Afzal et al, 1996). According to Williams, (2024) phoning 101 takes time to get to local police therefore, they suggest emailing the report through, this then will be reacted upon quicker and will have a better chance on the reduction in crime being prevented or intervened. The more calls in an area the more it will become a concern for the police (Williams, 2024).

Conclusion.

There are several areas for concern, especially the link made between less deprived areas and ASB. There are many provisions available to young people, however these are not fully utilised, therefore, the need for interventions for education around acceptable behavior and young people having 'fun' is needed. To offer opportunities for the community to unite to tackle ASB in their communities by reporting and talking about their experiences with young people in, for then to reflect on actions (YWWRG, 2022: UNICEF, 1989).

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SWOT Analysis

A SWOT Analysis is a framework used as a way of finding out about an organisation or project. SWOT stands for: Strengths, Weaknesses, Opportunities, and Threats. The summary set out in the matrix below shows the difference between internal and external factors (Sapin, 2013). This underpins the identity of a SWOT however, due to the word count it has not been possible to explore every area identified.

Internal Factors.

<u>Strengths:</u> • It is Detached engagement; therefore, the youth worker goes to where the young people are. • Working at times when the young people are in the community. • Gives young people a voice; consultations can be done in the community or in the schools, or youth clubs. • Targeted youth work. • There is a need for this type of youth work. • Working with young people in their friendship groups. • Ability to link in with other services. • There can be an increase in young people's engagement with community youth work.	<u>Weaknesses:</u> • Young people move around therefore, the identified areas move. • Conflicts between staff on visions of the project, lack of clarity. • Lone working. • Guess working, new project-experimental. • Conflicts with schedules. • Late working hours. • Short term funding. • Conflicts between services, advocating for young people. • Measuring impact, no recordings/data. • Lack of knowledge of the purpose and what youth work is can lead to negative perceptions.
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External Factors.

<u>Opportunities:</u> • To develop the programme/sessions to what the	<u>Threats:</u> • No ASB reporting of young people/ lack of engagement.
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needs of the young people and community are and gets to fully explore the community. • To challenge visions and conflicts of clarity of the role. • Provide feedback for more/continued funding. • Involve the community/stakeholders with young people. • To influence the development of the project. • Networking, sharing young people's ideas and information. • Ongoing opportunities for multi agencies working independently and in partnerships. • Developing stronger relationships between schools, youth groups and local community groups based on trust.	• Short term funding, not being long enough to make a long-term impact. • Weather- lack of young people being out in the cold wet weather, they then turn to alternative ways. For example, abandoned houses. • Monitoring could reflect negatively on face-to-face contact. • Each community must be engaged on an individual basis, not on a 'one size fits all' basis.
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Strengths:

A strength of this project is that the youth workers make young people the centre of everything they do, through consultations, advocating for their rights, and working when they are available, for example, being present when school finishes, sign posting to activities within the community (Rogers, 2020: UNICEF, 1989). The Welsh Government (2019) notes that we need to place young people's voices "at the centre of everything we do" (W.G, 2019 p.12). Another strength is that Detached youth work is beneficial for all young people from targeted to open access services to provide safety education while also building relationships within young people's own community and allowing them to engage in their own friendship groups, in an all-inclusive and diverse matter. Going to

where the young people are and working with them from where they are in their lives on an individual merit. This is supported by the Principles and Purposes (YWWRG, 2022) and The National Occupational standards (CLD, 2019). To support development through opportunities for health, and social ability. To facilitate the holistic development and acting on the needs of the young people to reduce the rates of ASB in the community (*Poston, 2009: W.A.G, 2007*).

Weaknesses:

A weakness to the project is a lack of knowledge of what youth work is, this can lead to negative perceptions, such as 'youth workers just play' (Community Member, 2024). Furthermore, there can be unrealistic expectations of youth workers, for instance, Trueman (2024) states when informing adults within the community of the role it was met with the notion that all the issues were going to be solved within a few weeks. Adults then must be educated on the realistic expectations and processes that we go through before an outcome is seen, for example, youth workers do not police young people they support and educate them informally to alter behaviour (W.G, 2019: Sapin, 2013). Lone working and late working hours, although this can be seen as a benefit to young people this brings more risk to safety, and lack of employee interest for the role, for example, less lighting and not wanting to be working when their own families are at home, this can become an issue for employability and also moral. Having less passionate youth workers can affect the productivity of the work (Ford et al, 2005: Sapin, 2013: CLD, 2019).

Opportunities:

An opportunity to develop trusting partnerships within the community, involve the community and stakeholders to meet the needs of the young people and the community in which they live. Rose (2018) notes that “bringing together all relevant partners to develop a network of support services and opportunities for young people to achieve their entitlements” (Rose, 2018, P.2). This in turn will provide a stronger support system for the community. Agencies and services working together with differing ways to deliver a better outcome to young people, this is supported by the Principles and Purposes (YWWRG, 2022) and The National Occupational standards (CLD, 2019). Another opportunity is to provide more services, due to the lack of expenditure, such as, building costs. Furthermore, The National Youth Agency (2021) advocates that it is vital that opportunities for young people to get the support they need, and from which full benefit is achieved as a society regardless of budgeting restrictions (National Youth Agency, 2021: CLD, 2019). Moreover, detached youth work has little expenditure compared to other provisions therefore, more could be provided. Consequently, the greater the support that could be offered (Sapin, 2013).

Threats:

A threat to the project of young people not wanting to work with a ASB youth worker, as the label suggests they are involved in ASB. This can cause a hard barrier to cross when approaching unknown young people in the community (Blyth and Solomon, 2009). To overcome this would be to build meaningful trusting relationships with the young people. However, with a delay in starting, leading to only eight months in practice, is not long enough to make the impact that would be expected. It takes time to build meaningful

relationships with young people, this is paramount to effectiveness of youth work. The meetings are not scheduled, therefore, unknown when or if you will see individuals regularly, this can impact on the quality of engagement and effectiveness of the youth work that is short-term. Consequently, becoming a long term/permanent barrier (Ingram and Harris, 2001: YWWRG, 2022: CLD, 2019).

In conclusion, this detached youth work project has the potential to deliver a positive impact to young people, their families, and their community, as an effective way to deter ASB. With a strong chance of all weaknesses being overcome by the strengths of good youth work practices in line with the National Occupational Standards and Youth Work in Wales: Principles and Purposes (YWWRG, 2022: CLD, 2019).

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Summary of Own Learning.

My level six placement as an ASB Youth Worker, has provided additional opportunities and experiences that were not familiar to me, this allowed me to learn, grow, and develop as a professional youth worker. Ahead of placement, I completed a personal professional development plan (PDP). Now that I have finalised my placement, I can use this to reflect on and link into my PDP, while underpinning with references from examples of my practice and appropriate literature.

I have developed in confidence through lone working, as this is my main area of work. I took responsibility and managed my own work and led other services to gain a mutual result in tackling the ASB issues. As a result of the length of placement and the project, I had to organise my time and workload productively, to make sure that my calendar was managed well, that I was on time and my meetings with services and community stakeholders were productive in nature. In addition, to relying on support and guidance from colleagues in other teams, for example, when using unfamiliar recording systems such as, Child View and Evolve, as well as reassurance on my practice (Tyler et al, 2009: CLD, 2019). This supports my learning through fulfilling aims from my PDP.

The PDP recognises that at the start of my placement, I hoped to progress by growing in self-confidence and developing my networking skills. I did this by initiating contact and the building of relationships between the community stakeholders, local businesses,

emergency services and organisations a like, to ensure that there was a strong network of services and organisations working together to provide a mutual outcome. Additionally, doing consultations with young people, within schools, youth clubs and out in the community, finding out their views on issues, the community, and the things within it that effect their lives. I tried to include young people in everything I did. For example, I involved them through consultations, which had significance influence on the areas of my outreach sessions, asking them permission to do a workshop in their youth clubs, asking them for their help in finding a slogan and to develop a poster to use as a tool to tackle ASB, something which the young people could feel a sense of ownership of. I encouraged young people to be a part of my community profile by mapping areas of concern, asking their opinions on the issues that had been raised and the solutions that they suggested.

A further aim in my PDP was that I wished to develop my own learning and confidence building. I did this by issuing targeted contact within known ASB hotspot areas, on what the young people know about ASB and educated them on the issues presented. I have encouraged the use of these contact sessions within my community profile, when asking opinions on their views of their community, where they see the issues and their opinions on practical solutions to ASB. These have had considerable influence on my practice, by listening and acting on these, for example, young people made me aware of the confusion over having banning orders from McDonalds. The staff had no clarity on these which then caused confusion with the young people. Joint consultations with the NPT's and McDonalds Staff, and myself has resulted in an agreement that McDonalds staff are to have a file that they update with incidents and developments. Therefore, all staff are aware

of when the bans run to and who has them and can enforce this adequately. Furthermore, I involved the young people in a code of conduct session and provided them with an opportunity to feedback to the staff on what they expect in return. For example, to be treated with respect, not to be followed around and continually watched. The contact I had with young people within the community had profound influence on my practice and sessions I produced. Along with other sessions within ASB Awareness Week, Well-being session, litter picks stated in the appendix, and an upcoming Dodgeball session. I developed my own practice through listening to what the young people had to say and acting on it. By giving the young people a voice this enabled me to work within the five pillars of youth work and the youth work values to fulfil the youth work outcomes stated in policies (W.G, 2019: YWWRG, 2022: CLD, 2019).

My PDP stated that I wished was to develop through training, I attended an Everyone's invited online seminar, empowering schools, and communities to tackle rape culture and sexual harassment. Additionally, I attended many training events including Mate Crime, Traffic Light Tool, Exploitation and Abuse, Solution Focused Approaches, and Abuse and Truma within Faith. Furthermore, I updated my Safeguarding Training. These all had influence to improve on my knowledge, understanding, and working practice. Therefore, I was persistent in developing my own skills, Knowledge, and professional networks in becoming confident and professional, to support other youth workers and young people in their development (Ross, Buglione and Safford-Farquharson, 2011: CLD, 2019).

Following development from my PDP I have worked on my reflective practices, through further trialling with reflective models and praxis. I have continued to use Gibbs (Sapin,

2013: Gibbs, 1998), Kolb's (Kolb, 2015: Sapin, 2013), and Driscoll's, What? (Driscoll, 2007). Additionally, trying out ERA (Jasper, 2013) in varying ways, for instance, a mixture of Jasper's ERA and Driscoll's What? for the smaller reflections and a blend of Gibb's and Kolb's for the larger, more extensive reflections.

In conclusion, I have encountered many conflicts, and rewards that working within a new undeveloped project has. This in turn has provided me with a deeper insight and appreciation, as well as opportunities to gain and develop my practice in ways in which would not have, had it not been for this role. I followed guidance from the National Occupational Standards and Youth Work in Wales: Principles and Purposes (YWWRG, 2022: CLD, 2019) to be able to work a long side the Values of youth work and meet the five pillars of youth work within my working practice. I used these policies to reflect on my practice, to plan and develop targeted youth work, this guided me in how to assess the effectiveness in doing this.

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• Supervisors Report:

PRACTICUM SUPERVISORS FINAL REPORT

When considering the level of competence of a student in supervision please refer to the marking criteria outlined below:

Percentage marks towards HE qualification	Description
70% <	An exceptional trainee Youth worker who is a reflective practitioner; shows initiative and an ability to work independently for a sustained period; demonstrates thoroughness and commitment to all aspects of professional practice.
60 – 69%	An effective trainee youth worker who displays a degree of independence and commitment to further professional development.
50 – 59%	A satisfactory trainee youth worker who has met the requirements appropriate for a professionally qualified Youth Worker and with further experience should develop into an effective youth worker.
40 – 49%	A rather weak trainee youth worker with a basic level of knowledge or skill. May be very poorly organised with very limited understanding of important concepts
< 40%	A weak trainee youth worker who has been unable or unwilling to meet the required standard, may demonstrate inappropriate values or lack understanding or attention to detail.

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

How did the student use supervision and respond to feedback?
Carina had a good understanding of the process of supervision and used our supervision sessions to critically reflect on her practice. Carina and I identified the appropriate boundaries for supervision and Carina kept appropriate records which she shared with me in a timely manner. Carina was punctual and agreed to all supervision sessions being scheduled in advance. Carina responded very well to feedback – we discussed her placement as well as her own professional development. Carina was receptive to my knowledge and ideas to help her find clarity in her role, the relationship between differing values and service development plans.

To what extent did the student seek challenging situations, and how were these worked with?

Carina Level 6 placement was a placement which provided challenging situations. Carina embarked in a new post in an area of Youth Work she had not experienced beforehand. Carina post was as an ASB Youth Worker undertaking outreach Youth Work to educate young people on anti-social behavior. The placement provided Carina with many ethical dilemmas such as power balances between Youth Worker – Young Person, particularly as Carina was working alongside the Police. We discussed the importance of managing dual relationships with conflicting views. Carina was able to be clear about her role and what her roles entails. I feel Carina was open and transparent with her peers about role conflicts and she understood the importance of maintaining voluntary relationships with young people.

Carina reflected on the importance of networking with colleagues but at the same time ensuring that she allowed time for engagement with young people. Carina used Kate Sapin – Essential Skills for Youth Work Practice, our supervision sessions and the advice of senior colleagues to help her navigate challenging situations.

Carina used her role to promote young people's effective engagement i.e. signposting to local youth provisions, involving young people in ASB awareness sessions and community litter picks.

To what extent did the student show enthusiasm and commitment?

Carina was very committed to her placement and showed enthusiasm throughout. Carina showed professionalism and understood the importance of working to a set of attitudes and practice which is highlighted in the organisations code of ethics. Carina was accountable for her work by completing the relevant reports, recording data and feeding back to her line manager regularly. Carina presented reflective accounts of her practice and was able to critically reflect on her reflective accounts.

How well was the student able to relate theory to practice and reflect on their own practice and that of others?

Carina reflected throughout our supervision sessions and used some theory to support her practice. Carina used several reflective models when reflecting on her practice, I observed Carina using various reflective models i.e. Gibbs (1998) and Kolb (2015.) Carina used theory to help her understand the voluntary nature of her relationship with young people, power balances and the ethical context of youth work. Carina related her work to the Youth Work Principles and Purposes and the National Occupational Standards. In addition, Carina referred to the work of Kate Sapin "Essential Skills for Youth Work Practice." To further increase knowledge Carina would benefit from discussing a wider range of theories and models in her supervision sessions.

How did the student articulate their own beliefs and values and relate them to the work?	
Carina is very reflective and therefore will critically think about her own values and beliefs and how these can sometimes conflict with others – colleagues, young people and partners. Carina has good self-awareness and can quickly identify her own beliefs and values. For example, Carina believes that ‘respect’ for young people should be at the heart of Youth Work practice. Carina identified that there were times in her placement her values were conflicted when going into young people's spaces without prior consent and with partners who may exert a power balance i.e. Police.	
How pro-active was the student in demonstrating anti oppressive beliefs, language, and behaviour?	
During her outreach sessions Carina engaged with some of the ‘harder’ to reach/excluded young people. To promote anti-oppressive practice Carina would ensure that they had information on youth services in their area and would support them to access them. Carina advocated for young people to ensure that young people’s presence wasn’t always perceived as anti-social behavior and helped build bridges between different groups. Carina was able to recognise her responsibilities to young people even though this was at times in conflict with others. Carina is an exemplary role model to her colleagues and young people. Carina uses supervision effectively and seeks support from colleagues and other professionals. Carina is aware of the importance of adhering to the code of ethics and portraying youth work as an accountable and professional occupation.	
In your professional opinion has the student achieved the necessary standards required at level 6 of their study?	
Yes, Carina has excelled in her level 6 placement. Carina positioned herself into a role which enabled her to develop and gain important experience and skills.	
Student's Provisional Grade (Please refer to the grading criteria above)	69%
Signed Supervisor	
Date	10/01/2025

• Learning Mentors Report:

LEARNING MENTORS FINAL REPORT

The University would like to remind the Learning Mentor of the importance of their role in the assessment of the student. This role is fundamental in ensuring standards of practice of those working with young people in communities, and cannot be taken lightly.

To ensure the desired results are achieved, all those involved in the placement are required to understand and remain committed to the process of supervised practice. Issues of competence which might jeopardise a student's ability to complete workplace/work based practice successfully should be identified and communicated to the visiting tutor or fieldwork coordinator as soon as possible.

After the student's induction to the placement, the student will have drawn up a professional development plan balancing the needs of the student and the requirements of the programme. As Learning Mentor you will have carried out managerial supervision and an interim review of the placement. This document is the final report, and will include your final assessment of the standards achieved by the student on placement and an assessment of an observed piece of youth work practice.

Key areas of competence

When considering the level of competence of a student please refer to the marking criteria outlined below:

Percentage marks towards qualification	Description	Requirements
70% <	An exceptional trainee Youth worker who is a reflective practitioner; shows initiative and an ability to work independently for a sustained period; demonstrates thoroughness and commitment to all aspects of professional practice.	
60 – 69%	An effective trainee youth worker who displays a degree of independence and	

	commitment to further professional development.	
50 – 59%	A satisfactory trainee youth worker who has met the requirements appropriate for a professionally qualified Youth Worker and with further experience should develop into an effective youth worker.	
40 – 49%	A rather weak trainee youth worker with a basic level of knowledge or skill. May be very poorly organised with very limited understanding of important concepts	
< 40%	A weak trainee youth worker who has been unable or unwilling to meet the required standard, may demonstrate inappropriate values or lack understanding or attention to detail.	

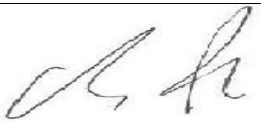
This section of the report should be completed by the fieldwork supervisor. To complete the report we would like you to use the headings below giving specific examples to support your observations, the boxes will expand to allow you ample room to provide detailed feedback to the student.

	Please tick the appropriate box.				
Work with Young People in accordance with the pillars of Youth Work in Wales: Principles and Purposes	Exceptional	Effective	Satisfactory	Rather Weak	Weak
	✓				
	Comments: Carina has evidenced that her work consistently utilises the 5 pillars of youth work when it allows. The nature of her placement meant that there were clear focusses that required sensitive delivery of public safety messages based on legislation which meant that some elements had				

	to be unambiguous and in line with Police messages. Carina still managed to deliver these in a young person friendly way that was anti oppressive, inclusive and enabled young people to express their voice and concerns effectively.				
Facilitate the personal, social and educational development of young people	Exceptional	Effective	Satisfactory	Rather Weak	Weak
	✓				
	Comments: The aim of placement was for Carina to engage with young people in public places where Anti-Social Behaviour takes place and educate them on the need for pro-social behaviour. Through the engagement Carina has made a difference to how young people consider their behaviours and the impact on others and this is a clear sign of positive personal and social development.				
Facilitate learning and development of young people through planning and implementing learning activities in youth work	Exceptional	Effective	Satisfactory	Rather Weak	Weak
		✓			
	Comments: Carina on occasions still doubts herself and this has at times limited her in her planning and implementation of what would be good ideas had she trusted herself more. When supported and encouraged Carina facilitates and develops good programmes for young people autonomously.				
Actively demonstrate commitment to inclusion, equity and young people's interests and health and wellbeing	Exceptional	Effective	Satisfactory	Rather Weak	Weak
	✓				
	Comments: Carina has ensured that her practice is inclusive of all and is respectful of young people's individual circumstances, cultures and beliefs.				

	Positive promotion of wellbeing activities has been a recurring theme through Carina's placement.				
Plan and implement strategy and youth work activities for young people	Exceptional	Effective	Satisfactory	Rather Weak	Weak
		✓			
	Comments: This has been a new project working on a strategy that was new to Carina and straddled multiple work streams and styles of youth work. This took some time for carina to learn and understand but through the project carina has been exposed to how projects are launched, developed and monitored to meet strategic aims. This has been good learning for Carina.				
Develop, lead and manage self and others	Exceptional	Effective	Satisfactory	Rather Weak	Weak
		✓			
	Comments: Carina has managed herself very well but again due to her confidence she at times allows herself to be led when she in fact is capable of leading. This is an area that self identifies and is reflective of and once she has built effective working relationships she is more confident to do so. Carina is committed to self-development and it is her self-reflections that drive this but sometimes self-deprecation or doubt can hinder her own progress.				
Work with communities. Encouraging Young People to actively engage in their communities and work to promote the voice and needs of young people	Exceptional	Effective	Satisfactory	Rather Weak	Weak
	✓				
	Comments: Carina has developed this skill really well during this placement by engaging with young people in the communities on a detached youth work				

	basis and capturing the voice of the young people she is engaging with and ensuring that they have the opportunities to feedback as to what they would like to see in their communities as well as feeding this back to stakeholders to help them understand the needs of young people.
How has the student developed during the placement?	
Carina's confidence has grown in her ability to work autonomously whilst seeking advice and support from experienced youth workers. Carina has gained a much better understanding of reporting and recording needs and the need for multi-agency approaches to addressing societal issues both concerning & affecting young people. Carina has built on her strengths and added new skills around lone working and risk management.	
What are your suggestions for further development? What would be your recommendations for the student's future professional development?	
Carina would benefit from carrying out a project from idea, to planning, delivery, monitoring and evaluation to give her the confidence that she is able to carry out all stages including funding applications. This can be small scale at first but the professional skills required to do this are key to becoming a successful youth worker and whilst carina has these skills it is about having the confidence to apply them.	
What is your feedback on observing the student's practice?	
Carina's style of youth work is relaxed and approachable which makes it much easier for young people to feel safe and not threatened by approaches in detached situations. This means that young people are more likely to engage appropriately and has been a real strength when working with uniformed services such as PCSO's. The calmness is an immediate 'de-escalator' which aids engagement of young people and gives them confidence to express themselves openly.	
Has the student passed the placement? Please take into account your view of the student's performance in each of the Key Aspects of Youth Work (Please highlight/mark clearly).	
Yes, Pass (> 41 %)	Provisional Grade: 75%
No, Fail (< 40%)	

Final Comments: Carina has shown performance beyond her level of experience in this placement and has had opportunities to develop skills and knowledge that not all professional youth workers possess due to the unique opportunity to develop a style of work that has not been delivered by the service for some time.		
Signed Learning Mentor		
Date	9/1/2025	

• Placement Hours Sheet:

Placement hours monitoring sheet.

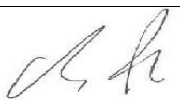
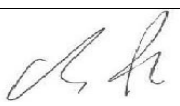
Student Name: Carina Walters

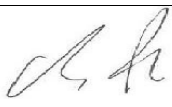
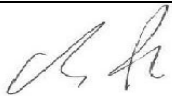
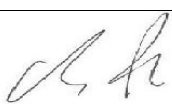
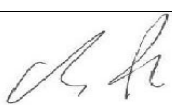
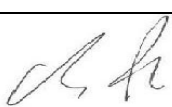
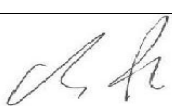
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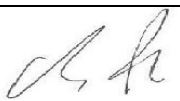
Learning Mentor: Chris Powles

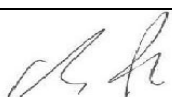
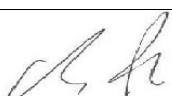
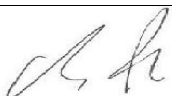
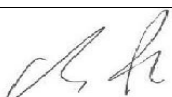
Placement Provider: Pembrokeshire County Council Youth Service, ASB Youth Worker.

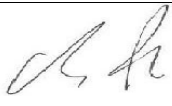
Face to Face Hours.

<u>DATE</u>	<u>HOURS</u>	<u>BREIF OUTLINE</u>	<u>SIGNED</u>
11/09/24	1 =1	Patrolling the Hotspot area talking to young people and drop in. Positive engagement with young people in the community.	
12/09/24	2 =3	Patrolling the Hotspot area talking to young people and drop in. Positive engagement with young people in the community.	
17/09/24	2 =5	Patrolling the Hotspot area talking to young people and drop in. Positive engagement with young people in the community.	
19/09/24	2.5 =7.5	Safer Communities Awareness week- organised session, with drinks and activities on the Marina with the NPT's. To promote engagement within the community and offering conversations the subjects of safety.	

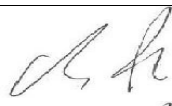
25/09/24	1.5 =9	Visit to the school to do introductions and offer non-formal information session to young young people on ASB awareness.	
26/09/24	1 =10	Patrolling the Hotspot area talking to young people and drop in. Positive engagement with young people in the community however this was limited due top extremely poor weather conditions.	
27/09/24	4 =14	I covered for a drop-in session after school and then moved on to OUtreach engagement in the community. I gained positive engagement from both settings.	
30/09/24	2 =16	Patrolling the Hotspot area talking to young people and drop in. Positive engagement with young people in the community	
02/10/24	1.5 =17.5	Session back in the school, further discussions on ASB, with activities including Causes and effects ASB has on the community, perpetrator, and the victim. Community Mapping was used to provide feedback to carina on areas of interest. These activities were well received.	
03/10/24	1.5 =19	Patrolling the Hotspot area talking to young people and drop in. Positive engagement with young people in the community.	
04/10/24	2 =21	Patrolling the Hotspot area talking to young people and drop in. Positive engagement with young people in the community.	
07/10/24	2 =23	Patrolling the Hotspot area talking to young people and drop in. Positive engagement with young people in the community.	
14/10/24	2.5 =25.5	Patrolling the Hotspot area with PCSO talking to young people and drop in. Followed by a drop-in at youth club as it was Hate crime week. There were large groups of young people outside i used this opportunity to positively engage with the young people and build on rapore.	
16/10/24	4 =29.5	While on outreach supporting young people at the scene of an accident and following up after witnessing the accident involving a pedestrian, I	

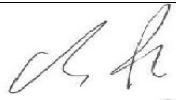
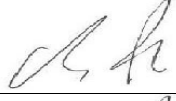
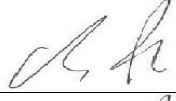
		supported the young people further holding a wellbeing session, in the local youth centre.	
18/10/24	1 =30.5	Patrolling the Hotspot area talking to young people and drop in. Positive engagement with young people in the community	
21/10/24	2 =32.5	Outreach session, engagement within four areas of Milford Haven.	
23/10/24	1 =33.5	Short After school outreach session, young people engaged on their way home from school.	
24/10/24	3 =36.5	Targeted ASB activity before, during and after the youth club session.	
25/10/24	2 =38.5	Back of school outreach and a drop-in at McDonalds, conversations with young people re catching the train to another area.	
29/10/24	6 =44.5	3= Mc Donalds Litter Pick. 3= Joint outreach in Haverfordwest.	
30/10/24	3 =47.5	Joint outreach engagement in Milford Haven with Haverfordwest ASB youth Worker.	
31/10/24	3.5 =51	Halloween, daytime outreach session. Delivering safety advice on trick or treating, for example, not knocking on elderly people's doors, egging, etc... Retrieved a Halloween decoration from a young/ person and returned it to McDonalds. Issues with drinking, swearing and rowdy behaviour.	
31/10/24	2.5 =53.5	Supporting the youth centre Halloween with a large turn out expected. A PC and I kept the area safe and educated on keeping safe.	
04/11/24	2 =55.5	Three areas of Outreach. discussions around Halloween, Slogans for ASB, and a planned fight. Issues with three females in MD's toilets.	
06/11/24	1.5 =57	Joint outreach in Milford, Havens Head and small Train tracks. Messing about on top of the containers.	

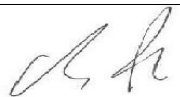
07/11/24	2 =59	Joint outreach in Haverfordwest.	
08/11/24	2 =61	Outreach, small train tracks, McDonalds drop-in. issues with young people on Havens Head area in the drive-thru.	
11/11/24	2 =63	Outreach, discussions with young people in McDonalds, and engagement behind the leisure centre. Bullying issues.	
13/11/24	2 65	Joint outreach engagement in Milford Haven. Issues regarding an adult male.	
14/11/24	1.5 =66.5	Outreach engagement, Intell from the police of a fight in the leisure centre areas.	
15/11/24	2.5 =69	Joint outreach in Haverfordwest. Observations of the train between Haverfordwest and Milford Haven.	
18/11/24	4.5 =73.5	ASB Awareness Week, activities and outreach in the areas around the youth centre. Educating young people on ASB. Young person was stranded after youth club therefore, PC and I stayed with him until he could get home.	
20/11/24	1.5 =75	Outreach McDonalds, and shelter outside the leisure centre.	
21/11/24	7 =82	2x Futureworks session, educating young people on the issues surrounding ASB. 2x Meet the Street event, a constant flow of young people, interacting with then and building 1x young people helping to pack away the meet the street and set up for the ASB event. 2x ASB Multi-Agency event with young people at the young centre, using hook a duck to educate on ASB.	

25/11/24	2.5 =84.5	Inset day. Outreach, It was hailing therefore PC Rachel and I grabbed some games and set up in McDonalds. We played pass the pig and ASB Jenga.	
27/11/24	1 =85.5	Joint outreach in Hakin Park. Few young people however, good engagement.	
28/11/24	2 87.5	Joint outreach in Haverfordwest, good engagement with young people on the square and around Morrisons.	
02/12/24	2 =89.5	Joint Outreach in Haverfordwest.	
06/12/24	7 =96.5	Supporting young people to deliver Christmas celebration, including a making and serving a full Christmas dinner and activities to the pensioners within the community,	
20/12/24	5 =101.5	2x Joint outreach with Taylor in Haverfordwest. 2xJoint Outreach in Milford haven. Young people were active and excited within the communities, however, were not displaying any ASB. 1x Drop-in with McDonalds, supporting young people with the development of a code of conduct and a sheet on what the young people expect from the staff.	

Non-Face to Face Hours.

<u>DATE</u>	<u>HOURS</u>	<u>BREIF OUTLINE</u>	<u>SIGNED</u>
11/09/24	2 =2	Youth Justice team meeting.	
12/09/24	1 =3	Teams Meeting with Sarah from Milford Haven Port Authority, with concerns that had been raised regarding young people entering an abandoned building.	

16/09/24	1 =4	Outreach planning with Sarah from Choices- possible activities in Hakin Park and Choices to join in on the ASB awareness week session on the 21 st Nov.	
17/09/24	3 =7	Training- Exploitation and abuse.. Teams PSG Meeting- This is where the police share with other services, their information on issues they have identified in the community, in many cases these are of individuals.	
18/09/24	4.5 =11.5	Training- Mate Crime. Training- Traffic Light Tool.	
20/09/24	1.5 =13	ASB meeting in the police station as Milford Haven Port Authority requested a discussion on ASB with young people on the Marina Area.	
23/09/24	4 =17	Admin- catch up on QES (our session recording tool) and research on ASB.	
25/09/24	5 =23	Training Solution Focused Approaches.	
27/09/24	3 =26	Work based supervision, phone calls and research.	
30/10/24	4 =30	Session planning for the school based-session drop-in. Meeting with Dayle Gibby from Milford Youth Matters on future working.	
07/10/24	1 =31	Meeting with Substance youth workers on the young people that I may come across.	
08/10/24	1 =32	LGA- Resolve ASB Survey. Taking part in an ASB survey	
09/10/24	2.5 =34.5	Youth Justice Team Meeting.	
11/10/24	3.5 =37.5	^{1st} Supervision Meeting. PSG Meeting along with a catch up with the PCSO's in the Police HUB.	
14/10/24	2 =39.5	Admin, catch up on QES. Haverfordwest MAWG Meeting.	
16/10/24	3 =42.5	Meeting with Catherine for CCAT (Children Care Assessment Team) regarding a young person taking part in ASB and at risk of offending, I advised her to send in a prevention referral in to be assessed and discussed.	

		Following a Meeting with Sharron from MHPA regarding further intervention to be put in place before the summer comes.	
18/10/24	3 =45.5	2 nd Supervision, Reflections, and write ups. Planning for futureworks sessions.	
23/10/24	3.5 =49	Training Abuse and Trauma Within Faith. This may be helpful in my role as there is a mosque and a church in Milford haven.	
25/10/24	2 =51	3 rd Supervision, Reflections, and write up. Catch up Teams Meeting with Sinead	
06/11/24	1 =52	On Site meeting of Plas Peregrine with ATEB.	
13/11/24	5.5 = 57.5	2.5-Youth Justice Team Meeting 2-Planning for ASB week, with PCSO, Choices, MAWWfire, and youth workers. 1- Teams meeting with CYPRO and Community Youth Worker.	
15/11/24	1.5 59	4 th supervision with Steve Lewis	
18/11/24	5.5 =64.5	Making Hook a Duck and ASB Jenga. For ASB Awareness Week.	
20/11/24	4.5 =69	3- Going through session plan with another ASB Youth Worker. 1.5-Everyones invited webinar, empowering schools and communities to tackle rape culture and sexual harassment.	
22/11/24	3 =72	Admin, QES write ups of the activities done this week.	
27/11/24	5.5 =77.5	4.5= White Ribbon Walk, in support of domestic violence against women, walking alongside the NPT's to raise awareness within the community. And discussions in the police hub. 1= Meeting with Sarah from the port Authority on issue prevention.	 
28/11/24	3 =80.5	Updated Safeguarding Training, with Chris Powles	
29/11/24	2.5 =83	1=Meeting with seniors regarding taking on the role of supporting the development of a virtual learning module for ASB rehabilitation. 1.5= McDonalds drop-in	

02/12/24	2 =85	1=Internal work supervision. 1= Further discussions with ASB Youth Worker regarding the VLE training module.	 
04/12/24	1.5 =86.5	ASB Training meeting for the VLE module.	
05/12/24	1.5 =88	Discussions on prep and organisation of the day for the pensioners Xmas Dinner.	
13/12/24	6.5 =94.5	1.5= 5 th Supervision with Supervisor, Steve Lewis. 3= Outreach around havens Head and the marina area, with a drop-in on McDonalds. 2= researching methods for the VLE module.	 
20/12/24	3 =97.5	Admin, discussions over the VLE, and the sharing of ideas.	
02/01/24	4 =101.5	Admin. Organising the development of the poster campaign, emailed Rhiannon Art for a consultation. Ideas and organisation of the dodge ball session at the end of January.	

PROFESSIONAL DEVELOPMENT PLAN.

	1. Work in accordance with the 5 pillars of Principles and Purposes of Youth Work in Wales (Educative, Expressive, Participative, Inclusive, Empowering).	2. Facilitate the personal, social and educational development of young people	3. Promote inclusion, equality and young people's interests and wellbeing	4. Work with young people and others	5. Develop youth work strategy and practice	6. Develop, lead and manage self and others
What do you need to learn?	To help support the experiences of cultures and languages, if any activities are arranged.	How can I access information regarding the personal, social and educational	To understand how to best involve young people whilst supporting their	To develop a respectful and productive working relationship with my	To understand what will be expected	To take responsibility for my work own learning. To use good communication

	To understand how to adapt to working with young people in the community while conforming to the five pillars of youth work. To encourage young people to gain a knowledge and understanding with reference to other languages cultures, religions and beliefs.	development of young people? To support and enable young people to access provisions that support their social needs as well as learning and development. To support and identify young people that would benefit from interventions to achieve their potential.	needs and wellbeing? Working with young people in groups to help overcome barriers to wellbeing and support their needs. To make sure that I am working within the correct policies and procedures and Codes of Ethics for practice.	colleagues, wider services, businesses, and the young people. To be an active member within the community. To understand my new role and responsibilities, learning from my colleagues, young people, and my own reflective practices.	of me in this role. To reflect on my own work practice and learn from these reflections. To develop and deliver a sessions as and when needed.	n with my team and the young people and provide support when needed. To be able to work well on my own and manage myself and others when needed. To work, organise, and deliver activities within youth work guidelines to insure my practice is young person lead.
Activities you will learn from (how will you learn, what will you learn)	Asking questions within the service and being observant in my own practice as well as the practice of colleagues. Reflect on and in practice while with working in the community. Working along side other teams such as The Community	Be in the community, talk to community stakeholders, youth workers and other professionals, along with Young people. Reading, learning about social skills, and researching	Consultations involving the young people in decisions that affect them. Research local organisations, therefore I can understand better what is available for young people. Observe young people, and use social media to better	Observe and communicate with my colleagues, ask them questions, learn from their reflections and share experiences. Be available to training when given the	Reflect on and review my practice and understand the why's. Ask questions and make notes, pay attention in meetings	Be punctual and know when I am expected. Respond to emails and phone calls To be available for to my colleagues when asking for support. To be thorough when planning, and carrying

	Team, Youth Justice and OutReach. Researching what is already out there for young people, and does this fulfill their needs.	local community centers, clubs and developing a community profile. Discussions and consultations with young people as a way of gathering information.	understand what young people are interested in, and the issues they face. What is the fashionable place for the young people to 'hang out' and why? Are there safer areas that could be developed for them?	opportunity . Work in partnership with other agencies and services: Police (NPT's and PCSO's), Youth Justice, school, community youth worker, Milford Youth Matters, the Port Authority, and businesses .	and be present. Read and follow Guidelines , code of practice and the policies and procedures for my work.	out risk assessments for an activity or when in the community. To ask questions, and seek help and support when doubtful.
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Student	<i>C.Walters</i>
Supervisor	
Date	11/10/2024

Thank you for reading this portfolio!

Although it has had its challenges, I thoroughly enjoyed taking part within this placement and it

**has provided the opportunity to improve the
delivery of my future practices.**