

Section 1: Acknowledgements

I would like to take this opportunity to thank my lecturer Darrel Williams and Angharad Lewis on their support throughout this fieldwork module, by always being able to answer any questions and supporting and developing my professional standards and knowledge.

Secondly, I would like to personally thank my placement provider at POINT youth centre for having me do my placement. This opportunity has given me a much deeper and clearer understanding on the opportunities that the young people have and the many challenges some may encounter. Special thank you to Jetse Martin for being my supervisor, showing constant support and always being there to help me develop professionally. Likewise, I would like to thank Kate-Marie Mitchell for, again, showing constant support and allowing me to take on the role of planning and implementing the activities for the young people at the organisation.

Lastly, I would like to thank the young people for taking part in the activities that I planned and implemented and making the environment very friendly and welcoming everyday.

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Section 3

Learner Mentor Final Report

Key areas of competence

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

Grade	Description	Equivalent % marks towards HE qualification
A	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.	70%+
B	An effective trainee youth worker who displays a degree of independence and commitment to further professional development.	60-69%
C	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.	50-59%
D	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.	40-49%
E Fail	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.	Below 40%

LEARNING MENTOR'S FINAL REPORT (continued)

Work in accordance with the pillars of Youth Work in Wales: Principles and Purposes				
A Exceptional 70%+	B Effective 60-69%	C Satisfactory 50-59%	D Rather weak 40-49%	E Weak 0-39%
Zoe has been implementing activities using NAOMI forms which have enabled her to work within the Youth Work Wales Principles and Purposes, she has done this absolutely fabulously and to an extremely high standard. Zoe has been making sure that all the activities she has implemented have incorporated Educative, expressive, participative, inclusive and Empowering. Zoe has made sure that all the activities are relevant to the young people and include all young people of all abilities. Zoe has spent time getting to know the young people and speaking with them so she can plan activities which are relevant to them. Zoes youth work practice is outstanding and she is comfortable working and challenging all young people.				
Work with young people and others				
A Exceptional 70%+	B Effective 60-69%	C Satisfactory 50-59%	D Rather weak 40-49%	E Weak 0-39%
Zoe has become a core member of the POINT staff team and with the young people. Her work ethic has been 100% and she has even taken on a role of mentoring another member of staff to give them the confidence to carry on the work she has started during her placement. Zoe has taken part in team meetings and team supervisions. The young people adore Zoe and she is confident and able to challenge them and to sit and chat with them. Zoes confidence has grown exceptionally and she often does not need support from other staff members when dealing with challenging behaviour and the young people respect what Zoe says. Zoe started her placement during a time where the youth centre was having high numbers of young people being tested positive for covid. At no point did this deter Zoe and she was dedicated to providing youth work to the young people				
Facilitate learning and development of young people through planning and implementing learning activities in youth work				
A Exceptional 70%+	B Effective 60-69%	C Satisfactory 50-59%	D Rather weak 40-49%	E Weak 0-39%
If we would give an A+ to Zoe for this we would. Zoe has planned exceptional activities for the young people which develop their team work, problem solving skills, but also providing them with fun, which is something the young people have been without for a long time due to the lockdown. Zoe planned a 10 week POINT Olympics and has planned for 9 months of Saturday activities for the young people, these Saturday activities are all based around a theme i.e India, Thansksgiving, Chinese New year, Welsh Culture – all activities are focused around fun, but also have informal learning and development opportunities for the young people.				

Actively demonstrate commitment to inclusion, equity and young people's interests and health and wellbeing				
A Exceptional 70%+	B Effective 60-69%	C Satisfactory 50-59%	D Rather weak 40-49%	E Weak 0-39%
Over the past few months we have seen an increase in the number of young people attending the youth centre with additional learning needs. Zoe has made sure that all the activities she has planned have been fun, but also inclusive to everyone of different abilities. Zoe also takes the time to talk to the young people who are struggling emotionally and encourages them to take part in activities, which has seen them come out of themselves. Zoe has made sure that all her activities are risk assessed and has also completed a risk assessment for the kitchen so that young people are able to cook again with covid safety measures in place.				
Plan and implement strategy and youth work activities for young people				
A Exceptional 70%+	B Effective 60-69%	C Satisfactory 50-59%	D Rather weak 40-49%	E Weak 0-39%
As mentioned above, Zoe has planned and implemented activities which are inclusive to all and are in line with the youth work strategy. Zoe has been planning her activities on NAOMI forms which have helped her to develop and see the planned outcomes for the activities.				
Develop, lead and manage self and others				
A Exceptional 70%+	B Effective 60-69%	C Satisfactory 50-59%	D Rather weak 40-49%	E Weak 0-39%
Zoe is a fantastic team member and we will miss her incredibly when her placement finishes. She is one of the hardest workers I have ever met and is extremely dedicated to her work. Zoe is able to manage her time effectively and is keen to develop her skills by shadowing staff. Zoe has been enrolled on a substance awareness course so she has more knowledge around this subject and young people. Zoe has solely led her activities with only support from staff who have followed her lead. She has also taken on a unofficial mentor role to another worker, to develop their skills to take on zoes work when she leaves the placement.				
Work with communities				
A Exceptional 70%+	B Effective 60-69%	C Satisfactory 50-59%	D Rather weak 40-49%	E Weak 0-39%

There has not been much community work with the Youth centre during this time, hence the score of B-Effective. However Zoe has taken part in a intergenerational sewing event with the young people and a local group, Trasniton Bro Gwaun. Zoe has also facilitated some partnership work with Pembrokeshire youth and delivered workshops in partnership with POINT and Pembs youth service

Zoe has also arranged activities for the new year with young people with other local people like a graffiti artist and local magician. Had these activities taken part during her placement, and more time been able to oversee her interaction with communities, Zoe no doubt would have got an A- exceptional from us.

LEARNING MENTOR'S FINAL REPORT (continued)

How has the student developed during the placement?	
Zoe has been an asset to the organisation not only in face to face work, but also with the admin side of youth work. Zoe has been able to develop her confidence in reporting, planning and evaluating of projects. We have seen Zoe develop in confidence with the young people and is comfortable with any group of young people that come into the centre – which isn't something we see often. Zoe is extremely competent and we have drawn on these skills by teaming her up with another member of staff who can learn from her.	
What is your feedback on observing the student's planned piece of practice?	
Zoe has gone above and beyond in her planning and implementation of activities. Not only has Zoe planned the POINT Olympics, but has planned 9 months of activities to run from October 2021 – June 2022 on Saturdays. These activities are all within the pillars of youth work and are extremely well planned and are all activities which the young people have said they have an interest in. Zoe is organised, efficient, trustworthy and incredibly capable in planning and running activities, working alone / in a team, working with young people and working with other agencies.	
What are your suggestions for further professional development?	
Honestly the only thing I can think of it to continue with training courses around certain subjects which are relevant to youth work – substance misuse, sexual health, mental health etc. Zoe has become a core member of the staff team and we are so saddened her placement has come to an end. Zoe will continue her 9 hours employment with us, and we are currently trying to find funding to extend her hours	
Has the student passed the placement? Please take into account your view of the student's performance in each of the Key Aspects of Youth Work (Please circle clearly).	

Yes, Pass	No, Fail
<i>Please provide a grade and % mark reflecting your experience of the student</i>	
Grade: A	% Mark: 95%

Signed Learning Mentor

Kate-Marie Mitchell

Signed Student

Zoe Aylward

Date

2/12/21

Fieldwork Supervisor Final Report

Engagement with supervision is crucial to aid reflective practice and analysis; its importance cannot be overestimated. Supervision is integral to fieldwork and as a fieldwork supervisor you are invited to make an assessment of the extent to which the student has engaged with the process of supervision. The table below provides guidance on how to grade students according to how well they have engaged with you. Please use the table for guidance when completing the supervisor final report on the following page.

Key areas of competence

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

Grade	Description	Equivalent % marks towards HE qualification
A	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.	70%+
B	An effective trainee youth worker who displays a degree of independence and commitment to further professional development.	60-69%
C	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.	50-59%
D	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.	40-49%
E Fail	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.	Below 40%

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.

<i>How did the student use supervision and respond to feedback?</i>
<i>Zoe has been a joy to supervise. Our Supervision sessions have been constructive and Zoe has been happy to take on advice and guidance as well as use her own initiative.</i>
<i>To what extent did the student seek challenging situations, and how were these worked with?</i>
<i>Zoe has taken on more than was expected from her, from the start of her placement. She has essentially taken on the role of a full-time youth worker. I.e planning activities from scratch, themed nights, daily report writing, planning of trips, risk assessing. Whilst using critical and analytical thinking as</i>

well as reflection to better her practice. Zoe can be very critical of herself, and we have discussed situation around challenging behaviour from young people. As she has been doing her placement in her local community, she has had to work with young people she is related to making the working relationship tricky. She has dealt with this very well and has crept a good work and personal relationship with these young people.

To what extent did the student show enthusiasm, commitment, creativity and innovation?

I think that through Zoe portfolio you will see the creativity shown by Zoe, she has planned and implemented dozens of activities and themed night, coming up with ideas that the young people have very done before. She has shown so much enthusiasm from the start which has rubbed off on the other staff whom have told me that it has been great to have a boost of new energy and has given them a boost in return. Zoe has gone above and beyond and has committed to far more then she has needed to. She has even covered a large part of a member of staff's paternity leave. Zoe has shown innovation throughout and has spoken to me in supervision about her portfolio and wanting to make it different and use her own style. This has also come across in her practical work through wanting push the young people to try new things.

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

Zoe and I have spoken about the theory in length in almost of supervision session. Zoe wanted to understand the theory behind the ideas and behaviours to make sure she can make the best decisions in that situation and give it her best effort. Zoe also understands youth work and the effort that needs to be put in to be successful, it comes naturally to her which is rare to find.

As I Stated before Zoe is critical of her own work but also is not afraid to point out if she feels others or herself are not upholding what she feels is right both in practice and in theory and will reflect on that and learn from it.

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

As briefly stated above, Zoe has a good knowledge of youth work and has a natural flair for youth work, this is largely due to the fact that she has good values and beliefs that fit in with the ethos of youth work. This has come through in the work that Zoe has done with the young people using a young person-centred approach.

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

Very good. Zoe is not scared to get stuck in and have discussion with young people and to tackle oppressive behaviours getting them to think about there actions and how they not only effect other but themselves as well.

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

Yes

No

Please provide a grade and % mark reflecting your experience of the student

Grade: **A**

% Mark: **80%**

Signed Supervisor Jetse Martin

Signed Student Zoë Aylward

Date 26th January 2022

FIELDWORK PLACEMENT CONTRACT

Placement Contract.

STUDENT INFORMATION		
Student Name	Zoe Aylward	
Student Address	4 The Slade, Fishguard, Pembs, SA65 9PD	
Student University e mail	1800431@student.uwtsd.ac.uk	
Student DBS Status and date	Enhanced Certificate – Child and Adult Workforce: Youth and Community Work Student. 24 th August 2021	
Student and Learning Mentor to sign that a discussion has taken place regarding the student's DBS	Student Signature:	Zoe Aylward
	Learning Mentor's Signature:	<i>Kate-Marie Mitchell</i>
Additional requirements	N/A	
Name of fieldwork supervisor	Jetse Martin	
Fieldwork supervisor Tel.	01348875467	
Fieldwork supervisor e mail	jetsemartin@pointypt.org.uk	

HOST ORGANISATION INFORMATION	
Name of Organisation	Fishguard and Goodwick Young Persons Trust Ltd (POINT)
Tel.	01348875467
Email	
Aims/ Purpose of the Organisation	Point was set up to provide young people aged 11-25 with a drop in centre in Fishguard.

	<i>"This project will help young people acquire the self esteem, skills and self confidence to cope with the personal and social problems during the transition from childhood to adulthood, and enable them to play a role in the community where they live"</i>
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)	Zoe will be assisting the youth workers in running the drop in activities for young people. This will include planning and implementing activities, Risk Assessing activities as well as face to face practice. Zoe will be expected to follow all of the organisations policies and procedures and ensure that activities that she plans will be inclusive and diverse so all young people can take part. Zoe will be asked to plan some of the drop in activities and making a drop in activity resource folder which can be utilised by other youth workers. Zoe will also be taking part in team meetings twice a month and any other meetings as required by her supervisor/Learning mentor
Facilities/equipment available to student	All equipment in the centre is available for Zoe to use. If any additional resources are needed, Zoe can ask line manager for permission to purchase
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 – In the policies onedrive folder Also emailed to Zoe at start of employment
b. Safeguarding policy and procedures including a designated child protection officer	Yes – In the policies onedrive folder Also emailed to Zoe at start of employment
c. Disability Policy (please state how you will meet any special requirements noted by the student)	Yes – In the policies onedrive folder Also emailed to Zoe at start of employment
d. Health and Safety Policy and procedures	Yes – In the policies onedrive folder Also emailed to Zoe at start of employment

e. Risk Assessments including significant risks identified? An example to be provided to the University.	Yes – In the risk assessment onedrive folder
f. Appropriate measures, informed by up to date legal requirements and public health guidance to minimise health risks associated with COVID-19.	Yes – In the policies onedrive folder
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	
During the placement, the student will be responsible to: Name of Learning Mentor Kate-Marie Mitchell Position Drop in Manager Telephone No. 01348875467 Email katenewton@pointypt.org.uk	
UNIVERSITY INFORMATION	
Name of visiting tutor	Darrell Williams
Telephone Number	01267 676808

Email address	d.g.williams@uwtsd.ac.uk
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Student, learning mentor, and visiting tutor to sign below:	
I hereby agree to the terms and conditions outlined above	
Signed (student).....Zoe Aylward...	Date: 21/10/21.....
Signed (learning mentor) <i>Kate-Marie Mitchell</i>	 Date 21/10/2021
Signed (visiting tutor).....D Williams.....	Date: ...08.11.21.....

PROFESSIONAL DEVELOPMENT PLAN

For completion by the student after consultation with the Learning Mentor and Fieldwork Supervisor at the outset of the Placement

Student	Zoe Aylward
Learning Mentor	<i>Kate-Marie Mitchell</i>
Placement	Fishguard and Goodwick Young Persons Trust Ltd
Date	21st October 2021

Students will be expected to consider their placement experience to demonstrate competence in the key aspects of youth work outlined in the table below based on the National Occupational Standards for Youth Work (CLD Standards Council Scotland, 2019) and the Youth Work in Wales: Principles and Purposes Document (YWWRG, 2018).

Learning mentor's opening comments about the placement – exactly what type of work will the placement involve?
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Zoe will be assisting the youth workers in running the drop-in activities for young people. This will include planning and implementing activities, Risk Assessing activities as well as face to face practice.

Zoe will be expected to follow all of the organisations policies and procedures and ensure that activities that she plans will be inclusive and diverse so all young people can take part.

Zoe will be asked to plan some of the drop in activities and making a drop in activity resource folder which can be utilised by other youth workers.

Zoe will also be taking part in team meetings twice a month and any other meetings as required by her supervisor/Learning mentor

Student initial comments about the Placement.

I look forward to starting my placement at POINT and will look forward in assisting the other youth workers in the running of activities as well as planning and carrying out activities for the young people. This will be a good opportunity for me to develop professionally as well attending team meetings and by following all the policies and procedures in order to create a diverse and inclusive environment.

FIELDWORK PRACTICE SUPERVISION CONTRACT

Practicalities	
For example - timing, frequency, place, what are reasonable interruptions.	1-2 weeks we will have a supervision meeting face to face. If the covid guidelines change we move to online meeting if necessary.
Boundaries	

What can be discussed, what cannot, confidentiality, how will gossip be dealt with.	Anything to do with the placement, university work can be spoken about, this includes issues with placement providers as well as problem encountered with young people group of young people. We should reframe from discussing personal issues.
Working together	
Sharing expectations, what the focus of the relationship will be, hopes and fears, the ethos of the supervision.	We have discussed that the supervision is there to help guide Zoe through her portfolio and will be conducted outside of working hours. There is not time limit on how long the supervisions will take.
Session Format	
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?	The sessions will be shaped by Zoe, there will be a formal set up and it will be expected for Zoe to have at least one subject to discuss in the sessions that relates to her portfolio of professional work. This is to encourage reflective and critical thinking.
Organisational & Professional context	
Expectations, fitness to practise, responsibilities on supervisor and supervisee, professional and ethical boundary discussions.	We will uphold the Organisational guidelines. All supervision session will be confidential in line with confidentiality guidelines.

Signed (supervisee) Zoe Aylward Date: 21/10/21

Signed (supervisor) Jetse Martin Date: 21/10/21

FIELDWORK PRACTICE SUPERVISION CONTRACT

Practicalities	
For example - timing, frequency, place, what are reasonable interruptions.	1-2 weeks we will have a supervision meeting face to face. If the covid guidelines change we move to online meeting if necessary.
Boundaries	
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Organisational & Professional context	
Expectations, fitness to practise, responsibilities on supervisor and supervisee, professional and ethical boundary discussions.	We will uphold the Organisational guidelines. All supervision session will be confidential inline with confidentiality guidelines.

Signed (supervisee)

Zoe Aylward

Date: 21/10/21

Signed (supervisor)

Jetse Martin

Date: 21/10/21

PROFESSIONAL DEVELOPMENT PLAN

Please complete the form electronically to enable the boxes to expand, ensuring you provide adequate detail.

		Youth Work National Occupational Standards (CLD Standards Council Scotland, 2019)					
	1. Work in accordance with the 5 pillars of Principles and Purposes of Youth Work in Wales (YWWRG, 2018) (Educative, Expressive, Participative, Inclusive, Empowering).	2. Work with young people and others	3. Facilitate learning and development of young people through planning and implementing learning activities in youth work	4. Actively demonstrate commitment to inclusion, equality and young people's interests and health and wellbeing	5. Plan and implement strategy and youth work activities for young people	6. Develop, lead and manage self and others	7. Work with communities
What do you need to learn?	Whether the 5 pillars are met within modern youth centres and can the youth club still fulfil NOS whilst trying to meet funding needs?	Essential to analyse whether young people are engaging in drop-in activities, as well as building stronger and positive relationships.	This follows on from point 2 (working with young people and others) it is also vital to take into account the 5 pillars in order to ensure inclusive, participative, educative, expressive, and empowering. I will ensure to plan activities	It is vital for me to take into consideration the importance of inclusion, equity and diversity in order to attract young people's interest and wellbeing.	Important to know what I'm planning on doing in order to effectively adapt if needed. In order to implement strategy, its vital to take into consideration all sides of an activity, taking into account and	The role of managing and leadership, looking at the NOS and how to develop professionally.	Encouraging the young people to work with the community by taking part in activities. Community profile to find and connect to community the young

			that include all 5 pillars and of the interest of young people to facilitate learning and development		consequences that may arise and having a plan of action if something does not go to plan.		people want to be invld in
Activities you will learn from (how will you learn, what will you learn from)	I will do this by planning the drop-in activities, ensuring they link to the 5 pillars and examining whether NOS is achievable by also taking into account funding needs.	In order to do this, listening to the young people and the activities they enjoy doing is vital in order to work with the young people effectively. This will help build positive relationships.	Again, this follows on from point 2 (listening to the young people and the activities they enjoy doing is vital) I will learn effectively and directly from the young people, ensuring that I am planning effectively using NAOMIE forms and working alongside colleagues.	This will be by making all drop-in activities engaging and inclusive to all needs. I will also take into consideration the importance of ensuring all young people having a say and a turn in every activity even if it means adapting some planning materials/resources.	Due to the youth centre being voluntary, I will learn from the activities set out as some/all young people may not be interested, therefore it is vital to ensure I take young peoples voices into consideration when planning activities. I will learn from the 5 pillars, ensuring they are all incorporated in	To do this it is important for me to work alongside my colleagues in order to develop professionally and to ensure that recourses (NAOMIE) and reports are done correctly.	Young people and work colleagues, Also working with other community members and different projects would be beneficial.

					the activities as well as the general run of the youth centre and the interests of the young people		
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Student Zoe Aylward

Supervisor Jetse Martin

Date 21/10/21

Section 4

Information sheet:

The local youth service originally formed in 2001 and has since been running 20 years of voluntary drop-in services for young people in North Pembrokeshire (Point, 2021). The main vision for the youth centre was originally to prevent anti-social behaviour that was occurring within the community, by providing the young people with a space to go to. Since then, it has proven successful and still continues to be an effective and well-respected community space. The organisation is within the voluntary sector and is funded by the Lottery and Children In Need and without these funders the young people within North Pembrokeshire would miss out on the activities and support services that are currently available to them.

The local youth centre that is open to young people ages 11-25, is open five days a week, 50 weeks a year and provides young people with a welcoming and inclusive space to relax and have fun. The organisation works alongside many community projects, carries out 25p meals for young people, provides advice on general and sexual health, carries out targeted groups and informative workshops as well as providing fun and engaging activities (Point, 2021).

The main aims and objective of the local youth centre is to develop young people's self-esteem, self-worth, confidence and skills to overcome any negative experiences they may face during their transition from childhood to adulthood (Point, 2021). This is by carrying out lots of engaging and fun activities with the young people, as well as providing young people with many other services such as mentoring, employability and well-being sessions.

Critical Examination

This critical examination is going to focus on the roles and responsibilities that I carried out during my time at placement at a local youth centre. In addition, the critical examination will focus on how I applied my knowledge and skills into practice and managed and took on the role of leading and managing myself and others by mentoring staff members.

Throughout my placement, I had the opportunity to take on the role and responsibility of planning fun and engaging drop-in activities for young people, risk assessing all activities as well as having the responsibility to run and deliver the activities. However, despite being able to effectively plan these activities for the young people, Banks (2010) suggests that as an effective youth worker it is vital to ensure that ethical principles are met. For example, the importance of respecting young people, valuing their views, decisions and choices (NOS, 2018). Therefore, when planning the activities for the young people it was essential to gain young people's participation, as Devlin and Gunning (2009) claims that this promotes young people's empowerment and development in working together collectively. Likewise, Sapin (2013, P. 5,) argues that by valuing the young people's perspectives and being aware of the positive impact that young people's contributions can have upon the organisation and themselves, enables young people to feel valued and 'at the centre of youth work practice'. This suggests the significance of having a responsibility of planning activities as it gains young people's views on the type of activities, they would like to take part in and enabling inclusivity, expression and empowerment (NOS 2018).

From gaining an insight to what activities the young people were interested in doing, I went on to plan nine months' worth of Saturday activities and an Indoor Olympics that took place over ten weeks. Having this responsibility meant that it was paramount that all activities met within the five pillars of youth work as well as ensuring young people were thriving by increasing young people's skills, development, autonomy and relationships (Youth Work Strategy for Wales, 2018) for me, this was crucial in order to provide the best outcomes for young people, especially within the work environment I was working at. Therefore, due to many young people being indoors for the past two years, due to COVID-19, I wanted to encourage and implement activities that would be fun, engaging and inclusive, which I feel I successfully did (see appendices 3) Wood, Westwood and Thompson (2015) would argue, from an employer's point of view, that by me taking on this responsibly in working in accordance with youth work policy and the ethos and values of the organisation and ensuring that young people are involved in the planning of activities demonstrates

that I am able to effectively deliver effective youth work to young people and being an asset to the organisation.

An example of the role and responsibility of planning activities is my Saturday Theme Nights that I planned and delivered to the young people (See appendices 2C and 3) I actively listened and took into account the young people's views and the young people requested a variety of activities. Such as, cooking, arts and crafts and quizzes. As a result, this is where my 'Saturday Theme Nights' idea came into plan and I took the responsibility to manage and prepare theme nights that included all of the activities that the young people wanted and which all fit in within the 5 pillars of youth work. For example, one theme night was Indian Theme. During this session young people had the opportunity to participate in cooking an Indian meal, develop their knowledge on India by taking part in a quiz (educative) as well as recognising the importance of inclusivity. When planning the activities, I was aware and took into account that despite the majority of young people requesting activities, not all young people will participate on the day of the activity. Conroy and Williamson (2020, p, 24) suggests that, often, young people "will not participate at the same level" and it is the youth workers responsibility to remember that young People have the ability to participate voluntarily and to encourage anti-oppressive practice. By taking this into account whilst on placement, it was important for me not to get offended if some young people did not want to participate as I ensured to respect all young people's choices and decisions.

Furthermore, in addition to the success of leading and managing Saturday theme nights, increasing and developing many young people's confidence, team work skills and knowledge, it was also clear to me that some of the young people often excluded themselves from certain situations or young people. Roberts (2009) argues that many young people often feel this way due to not having the confidence or courage to make friends or gain support. Similarly, Roberts (2009) also highlights the significance that youth workers have upon young people as they are in a key position to prevent these issues, ensuring that young people have the opportunity to participate and encouraging positive relationships (Aldred et al. 2018). However, due to COVID-19, it was also vital to be mindful that for the past two years many young people may feel this way due to being encouraged and required, by government, to stay connected with friends and family online, increasing anxiety in young people. A recent journal by Cooper (2019) argues that nothing can replace nor be as effective than face to face contact and highlights the importance of in person socialisation that enhances young people's mental health and wellbeing. This suggests that despite the effectiveness of social media, young people having the opportunity to participate and express themselves within their community is vital, especially within youth settings whereby young people

can gain friendships, trust and fun (Jeff, 2010). Furthermore, Jeffs (2010) also comments how providing a safe place for young people, with voluntary and enjoyable activities to participate in, will help encourage the prevention in social exclusion, encouraging engagement from young people.

I recognised this at an early stage and wanted attempt to include these young people. As a result I took on the challenge to create an indoor Olympics, where it consisted of 10 challenges over 10 weeks. Each challenge incorporated at least one or two pillars of youth work (Educative, Expressive, Participate, Inclusive and Empowering) (Appendices 3). These challenges enabled young people to work solely and as part of a team. By planning and carrying out these challenges, the overall aim was for me to build up the relationships with the young people, especially those who was not as confident as others. Ritchie and Ord (2016, p 13.) state that it is the conversations that are developed thorough the activities that are important not the actual activity and that “activities are not ends in themselves but are a means to an end”. By evaluating the indoor Olympics (Appendices 3) it was evident that many young people, especially gained various of skills such as, friendships, teamwork, communication skills and resilience. Similarly, Sapin (2013) would argue that creating fun and engaging activities such as the Indoor Olympics, not only increases voluntary participation but can also help to prevent young people's negative experiences and/or social oppression, brining all young people together.

By having these roles and responsibilities as mentioned above, enabled me to feel reassured that I was able to effectively plan and work effectively with the young people, as members of staff trusted me to plan these activities solely and with just staff members supporting me in the running of the activities. However, alongside these responsibilities, I also took responsibility to mentor another member of staff at the work place to show them how I work effectively in planning the activities. Heatherfield (2020) suggests that this enables the colleague to grow their confidence in their job role and to gain responsibility for what is expected of them to succeed in their job. By doing this, it allowed me to mentor another member or staff on how to fill out Naomie forms, how to upload and share documents with other staff members and ensuring the work is done on time. Having this responsibility also gave me a great boost in confidence as it made me aware of how effective I can be in a team and in leading and managing others effectively in the work place. In addition, by me mentoring the staff member, it proved successful, as the individual's performance is now increased and is able to effectively apply my knowledge and understanding into their own practice and has been given the role to take over what I had started and did during my time on placement.

To conclude, it is evident from this critical examination and the that the roles and responsibilities that I have encountered during my time at placement have enabled me to develop my professional skills and practice further, enabling me to gain an insight of leading and managing self and others (NOS, 2018). In addition, the critical examination highlights positively how I have been able to develop my confidence in taking on the roles and responsibilities above by having a much deeper understanding on the issues and youth work practice.

Community Profile of a Community in Fishguard and Goodwick

By: Zoe Aylward

January 2022.

The aim of this community profile is to gain a clearer understanding of the community of Fishguard and Goodwick and to recognise the strengths and weaknesses the community faces. This is by specifically focusing on the opportunities young people have within Fishguard and Goodwick and the challenges that many young people face. However, to do this successfully, it has been suggested it is important to listen to the young people you work with and allowing their voices to be heard as it will enable improvements and a clearer understanding of the services and opportunities young people have (Barnados 2021 and UNCRC Article 12, 2019). Likewise, Percy-Smith and Burns (2012, p. 324) claims that young people are “actors of change”. This suggests that by giving young people the opportunity to have their voices heard, will allow a more sustainable community for the young people and residents. Therefore, I will be asking local young people and community workers about their community to gain valuable information.

Geography:

Fishguard and Goodwick is located on the North Pembrokeshire Coast (Fishguard & Goodwick Town Council, 2021). Fishguard harbour, located in Goodwick, is the most used area along the coast, with significant community, trade and leisure facilities, such as the Stena Europe (Pembrokeshire Coast National Park, 2013). Fishguard and Goodwick show secure linkage between Britain and Ireland with two sailings every day from Fishguard Harbour to Rosslare in Ireland. In addition, since 2012 Fishguard and Goodwick re-opened the railway station and corresponded with the ferry times in order to provide train services up to Manchester (Pembrokeshire Coast National Park, 2013). However, since COVID-19, there are only 2 trains available throughout the day, running at 12:53pm and 10:16pm (National Rail, 2021) which is not very satisfactory for the residents within the community.

Population:

The population of around 5,407 residents, based on the most recent published 2011 census, with 98.8% of the residents living in households and 1.2% living in residential accommodation (Nomis, 2021). However, it is vital to be mindful that this population will have likely increased since the 2011 census as it is evident that these statistics are ten years old.

Table 1: The population of young people ages 0-24 within Fishguard and Goodwick and as Pembrokeshire as a whole.

	Fishguard and Goodwick Youth Population (based on 2011 census) Male and Female	Pembrokeshire Youth Population. Male and Female
Age 0 to 4	304	6,784
Age 5 to 9	245	6,358
Age 10 to 14	313	7,383
Age 15 to 19	316	7,481
Age 20 to 24	322	6,710
	Total = 1,500	Total = 34,716

(Nomis, 2021)

Above is a table identifying the statistics of young people living within Fishguard and Goodwick and within Pembrokeshire County. It is evident that Fishguard and Goodwick has a high quantity of young people within the area, 1,500 young people reported since the 2011 census (Nomis, 2021). Therefore, from these results, Fishguard and Goodwick is a key community to carry out youth work with the young people.

Other transport in Fishguard and Goodwick:

There is a current bus system within Fishguard and Goodwick. The 410 bus services provide transport to individuals within the community to travel to and from Fishguard and Goodwick, the bus runs regularly however the last service runs at 16:55 (See appendix 1). Due to the last bus service being at 16:55 (Traveline Cymru, 2021) this may prevent many young people and other community members unable to get to Fishguard and Goodwick to access the communities' facilities.

However, despite the last bus being at 16:55, the Fflecsi bus was introduced due to COVID-19 significantly impacting community members using transport, especially key workers (Tfw, 2021). Therefore, the Fflecsi bus allows community members living in Pembrokeshire to be picked up and dropped off in any area of the community, allowing individuals to get to and from work, shopping, and other communities successfully and on time without worrying about the other bus services not running (Tfw, 2021). In addition, this bus service has been proved to be successful as it allows individuals, especially vulnerable individuals, to safely travel as the Fflecsi bus services guarantees individuals seats and maintains social distancing in order to keep community members safe (Fflecsi.Wales, 2021)

Education:

Within Fishguard and Goodwick there are a number of primary schools within the area. However, the only secondary school within the area is Ysgol Bro Gwaun. Many of the young people within the area and within the catchment area often transition up to Ysgol Bro Gwaun.

There are currently only 534 students enrolled at Ysgol Bro Gwaun (Ysgol Bro Gwaun, 2021). According to the latest published Estyn report, the secondary school is reported to be a 'caring community' with many positive relationships between staff and pupils. The school is very inclusive and provides pupils with a "resource base" for pupils with additional learning needs (Estyn, 2019, p. 1.)

Current Youth Work within the Community***POINT***

POINT is a charity funded youth centre which has been open since 2001. It is open to ages 11-25, creating opportunities for young people to develop their confidence, self-esteem and self-worth as well as giving young people the opportunity to overcome any barriers/challenges they may encounter. In addition, POINT also has another building known as the Printworks which is open for young people age 16-25, Monday-Friday, who may need job advice, CV writing or upskilling in a range of different training courses. (POINT, 2021)

Fishguard Youth Club is situated in POINT Youth Centre and they both work alongside each other accordingly. However, Fishguard Youth Club is open Tuesday Fishguard and Thursday evenings 7-9pm. This is run by the Community Youth Team which offer young people ages 11-25 with a range of different opportunities. For example, activities, issue-based workshops, residentials and volunteering and work experience (Pembrokeshire Youth, 2020)

School based Youth Worker

Additionally, Ysgol Bro Gwaun secondary school (in Fishguard) has a school youth worker who provide qualifications such as ASDAN PSD programmes to support young people with their social and personal skills as well as any other challenges young people face (Pembrokeshire Youth, 2020)

National Park

The National Park Ranger works closely with the young people within the community. Upon speaking directly with the Park Ranger, the benefits of working with the young people is that it allows the young people to visit and explore their local community, the history of their community and fun facts (Park

Ranger, 2021). Drop in manager Community Youth Worker (2021) also highlights the benefits of working with the national park

“Gives the young people the opportunity to explore the national park with a knowledgeable person, introducing the young people to new activities.

For example, foraging and bush craft”

Table 2: The extracurricular activities young people from a local youth centre are accessing (based on the young people during drop in 4/11/21) :

Activity	Number of young people
Sea Cadets	4
Rugby	5
Football	3
Production (Panto)	3
Youth Club	20
Horse Riding	2
Point	26
Gardening	1
Dance	2
Boxing	2

This table shows that most of the young people only access the local youth centres, and take part in only a small proportion of other activities, such as rugby and sea cadets.

Table 3: Reasons why the young people are not accessing extracurricular activities:

Reason	Number of young people
Cost	2
Lack of awareness	4
Transport	5
Days/times	2
Lack of interest	13

Evidently, this table shows that the majority of the young people claimed that they have a lack of interest or unsure on the activities available, with some highlighting that transport is an issue.

Other activities available for young people in the area:

Scouts, Army Cadets, Kung FU, Fishguard Musical Theatre Society, Sports clubs (Hockey, Netball).

Recommendations:

It is evident after carrying out a focus group with the young people that 22 young people out of the 26 are accessing other youth-based activities within the community. However, it is also evident that despite the young people accessing these services, the young people also highlighted the barriers to accessing the services, such as transport issues, not being aware and lack of interest.

Recommendation 1: To prevent transport being a barrier, it could be recommended that the local youth centres work in partnership with the Fflecsi Bus service to allow young people to get to and from the youth centres, providing more opportunities and accessibility to the young people.

Recommendation 2: Publicity strategy, to ensure young people are aware of the activities and local groups available it would be beneficial for the local groups to advertise the activities within the local community. For example, on notice boards around the community or through communicating with the local schools/youth clubs. This would provide young people with more knowledge of what is happening within their community as many of the young people are not on social media at a young age (where all the groups are advertised).

Recommendation 3: Working together, by local groups working with youth centres this would encourage young people to take part in new activities. For example, inviting the Kung Fu teacher or the local Netball Coach in to deliver a session with the young people would be an exciting and new opportunity for many of the young people, allowing the young people to gain an insight to the activities they can take part in within the community.

SWOT Analysis

SWOT Analysis' is a strategy used to effectively identify an organisations strengths, weaknesses, opportunities and threats. Phadermrod et al (2019) highlights the benefits of carrying out a SWOT analysis on an organisation, suggesting the simplicity to other readers and due to them being highly visual. Likewise, Sarsby (2016) claims that SWOT analysis' can be adapted differently to different organisations with in-depth information or lightweight information. However, Sarsby (2016) suggests that despite the effectiveness and benefits to SWOT analysis' it is vital to take into consideration that some SWOT analysis can be biased based on individuals' perceptions and beliefs of an organisation. Therefore, it is vital to ensure that a holistic approach is carried out when creating a SWOT analysis, to provide opportunity to improve the organisation and to encourage and support new ideas.

STRENGTHS

The Community Youth Centre working inclusively with young people, ensuring all young people have the ability to participate in activities, as well as the ability to adapt to a range of circumstances is a key strength. For example, COVID-19 and carrying out door step visits. The Youth Work Strategy for Wales (2019) would argue that this is a strength of delivering good youth work, proactively preventing barriers to engagement and participation, encouraging accessibility to all. Likewise, Walsh (2010) highlights the importance of inclusivity within youth services as it shows the young people how the staff value them and take into account their voices and ensuring they are listened to and respected

WEAKNESSES

The current youth workers actively listen and involve the young people. However, for the Community Youth Centre to improve an increase of young people ages 16+ accessing the drop-in centre would be beneficial. Jeffs and Smith (2010) highlights the significance of ensuring that organisations are young people led, as well as youth workers being a positive role model. By doing this, Jeffs and Smith (2010) further suggests that it would enable a 'unique' starting point for engagement, as well as encouraging conversation. Therefore, by doing this, the weakness of 16+ accessing the youth service would be seen as an opportunity.

OPPERTUNTIIIES

The young people accessing the community youth club have many opportunities in order to develop their self-esteem, confidence and wellbeing. This is by carrying out a range of activities and workshops. For example, young people have the opportunity to develop life skills by participating in Saturday themed nights whereby the young people can cook a meal for others. According to Youth Work for Wales: Principles and Purposes (2018), these opportunities would come under the 5 principles of youth work, such as educative and participative, as it enables young people to gain various skills and understanding of different knowledge as well as encouraging decision making, and sharing responsibilities.

THREATS

The Community Youth Centre is a charity-based youth setting, which can cause many threats to the young people, staff and community, as it can result to the youth centre being closed down if unsuccessful with funding, staff losing their jobs and more importantly no youth centre for the young people within the community.

It is evident that the community youth centre has many strengths and opportunities for young people to develop their confidence, self-worth and well-being. However, key recommendations for the youth centre would be to encourage more elder activities during drop-in sessions in order to gain more 16+ accessing the service, as well as their participation.

Summary of own learning and development

From having the opportunity to carry out my placement at the local youth centre, I have gained a vast amount of professional development. For example, having a much clearer understanding on the National Occupational Standards (2019), Principles and Purposes of Youth Work (2018) and the Youth Work Strategy for Wales (2018) and being able to effectively apply my knowledge and understanding into practice. This is through having worked with the young people and from carrying out supervision. Throughout this summary I will be linking my learning and development to my Professional Development Plan and how I was able to improve my learning and development skills throughout my placement, linking my practice to youth work policies. Such as the National Occupational Standards (2019) and the Principles and Purposes of Youth Work (2018)

Within the professional development plan, it covers seven key areas of youth work that link specifically to the Youth Work National Occupational Standards. From being on placement and being actively engaged with the organisation in planning and implementing activities, I feel although I have been able to successfully meet all seven standards. However, due to limited wordcount, throughout this summary I will focus three areas. How I was able to actively demonstrate my commitment to inclusion, equality and young people's interest and well-being, how I developed, lead and managed myself and others and lastly working with communities.

Firstly, actively demonstrating my commitment to inclusion, equality and young people's interest. Throughout my time on placement and in my role in planning activities I always ensured that all activities were inclusive and reached the interests and well-being of young people. Upon reflection this is crucial within the current climate and within youth work. The Youth Work Strategy For Wales (2018) argues the importance of youth workers rethinking their activities planned, by making sure that the delivery of activities are inclusive and accessible at all times. With this in mind, going into the placement I was aware on how I was able to make a positive effect on the young people and took into consideration the importance of inclusivity and accessibility.

Linking this to my professional Development Plan, I highlighted that I would carry out this key area of my commitment to inclusion and equality by making sure that the activities would involve and consider all young people. In addition, I highlighted that I would make sure the activities/resources so that they can be adjustable if needed to cater for individual needs. However, despite not having to adjust the activities I created, within the National Occupational Standard, my practice would link effectively to section one standard 1.1.2. Within this section, the NOS (2018) would argue that I was able to effectively enable young people to work together and ensure that activities were inclusive, fair and to listen to others. From this, it has enabled me to develop my professional practice as despite

going into the placement with a clear vision of my aims and what I wanted to achieve, I am now also aware how significant it is to understand young people's rights and the positive effects that youth workers can have upon young people in empowering the young people (Youth Work Strategy for Wales, 2019)

Secondly, leading and managing myself and others. Within my professional development plan I set out to work alongside colleagues to develop professionally and with the attempt to ensure that records and activities (NAOMIE forms) and reports were done correctly. However, it is evident that from my time on placement I took a step up from this and went above what I set to achieve. For example, I solely took on the role of leading staff members through the activities I planned and encouraged their recommendations for improvement. In addition, I also mentored another staff member. For me, this was one of the most rewarding achievements I gained during my time on placement as this has enabled me to develop professionally to a high standard as well as being able to work effectively with the young people and staff members. Linking this to the National Occupational Standards (2018) my practice would link effectively with standard 5.1.2 (manage own records and professional development) and standard 5.2.1 (provide leadership to colleagues) as I was able to effectively carry out activities that I set out to do within my development plan, as well as being able to involve members of staff in the process of my planning and encouraging and motivating other staff members to be involved. From this, it is clear that my learning and development increased massively as leading and managing other staff members was not something I was expecting to carry out and has given me the confidence to carry out this role and responsibility again. The Youth Strategy for Wales (2019) would argue that this is part of being within a supportive team and recognises that from my experience I am valued for my work ethic and for my active role in developing and delivering effective youth work practice and policy.

Thirdly, working with communities. Within my Professional Development Plan, I highlighted how I would encourage all young people to work with community members by taking part in planned activities and that I would do this by working with the young people and community members. However, due to COVID-19 there was only a small amount of community work carried out during my time on placement. For example, I took part in an intergenerational sewing workshop with a local group and the young people at my placement. From this it allowed me to see how beneficial working with the older generation is as it allows the young people to generate positive relationships with their local community (NOS, 2019, Standard S3.2.1) In addition to this, I also planned and arranged for a local graffiti artist and a magician to deliver a workshop for the young people, but

this was taking place after my placement. By doing this it has given me the confidence to contact other local community members in the future to work with the young people. Within the National Occupational Standard (2019) standard S3.2.1 would claim that I was able to create opportunities for young people to be involved within their local community in a positive way. However, due to covid-19 this is an area I would like to improve on further and work with more community members to deepen my professional experience. As the Purposes of Youth Work in Wales policy claims that by doing this will allow young people to feel empowered within their community by being involved and playing a key role in working with other community members to have a say about their future (Youth Work in Wales, 2018).

Overall, from my time on placement my learning and development has increased massively and I am able to now recognise the importance of youth work even more so than before. I am now aware on how to professionally implement and develop youth work, by carrying out NAOMIE forms and how to build positive and trusting relationships with the young people and staff. In addition to this, I also feel that since having this placement opportunity, my confidence in working with the young people has increased by being able to actively challenge behaviours and encourage inclusivity, equality and a safe environment for all. Due to my increase in learning and development, I feel although I will be able to take these opportunities in my professional practice in the future.

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APPENDICIES

Appendicies 1 Reflection

Reflection 1: Building positive relationships

Youth workers are in a key position to develop and provide young people with caring, equal relationships in order to help young people develop socially and emotionally (**Curran, 2013**). In addition, Curran (**2013**) further suggests that youth workers are in a key position to be effective role models, which can effectively build relationships that are honest, trustworthy and open. However, despite the importance to build a positive relationship with all young people, **Sapin (2013)** argues that to develop and maintain professional relationships, youth workers must work with all young people rather than just an exclusive group of young people, communicate effectively with all young people and to prevent any preferential treatment to specific young people. Therefore, in order for me to develop professionally throughout my placement it was vital I took this into account in order to carry out good youth work.

Upon reflection, I had the opportunity to build many positive relationships with the young people. This was vital for me to be able to develop effective relationships with the young people in order to gain their trust and gain respect (**Barsleer and Davies, 2010**). This was evident when young people would ask to talk to me for support or for a general chat about how their school day went. In addition, by building these positive relationships with the young people it enabled the activities, that I had the opportunity to plan and implement to run smoothly and successfully by providing them with opportunities to build personal social, and educative skills. **Rodd and Stewart (2009)** would argue that if there is no positive relationship with the young people in the work place then a worker would not be able to achieve much work. Therefore, it is evident that by me building positive relationships with the young people that I was “delivering high quality youth work” to the young people (**Youth Work in Wales: Principles and Purposes, p. 10, 2018**).

Before starting my placement, I felt confident that I would be able to successfully develop positive relationships as I had already previously worked with the young people in the work place. This, for me, gave me more hope and I felt a lot more relaxed as I was aware of most of the young people's interests. However, I have also had the opportunity to work with new members and have ensured that I listened and took into account what their interests are as well as their ideas. By doing this, **Sapin (2013)** would claim that this would give the young people the opportunity to express themselves and feel relaxed within the environment. Furthermore, it was evident that I was able to successfully build positive relationships with the young people when young people would approach me and would be

eager to know what the next 'POINT Olympics' challenge was (see reflection 2). Personally, this, for me, allowed me to develop the positive relationships further as I was able to work effectively with the young people and made me feel relieved and fortunate that I had this opportunity.

To conclude, despite having the opportunity to build the positive relationships with the young people, it is also crucial to be mindful that this is my place of work, where I have had some experience previously with working with some of the young people. Therefore, when carrying out my second placement it would be interesting to reflect on how I build the positive relationships with completely new young people and to be able to compare and contrast whether the positive relationships I gained during this placement, reflects onto my next placement.

Reflection 2: Group Supervision

During my time on placement, I was fortunate to experience a group supervision with my colleagues at the work place. The organisation carries out group supervision every 2/3 months. Alongside this, the staff also carry out line management with the drop in manager and group team meetings. **Gokhan (2019)** suggests that despite the importance individual supervision, group supervisor allows individuals with more opportunities to develop their knowledge and skills with the support from a professional. The group supervision was carried out by a professional counsellor where we all virtually got together and discussed any issues and positives that we were all experiencing within the work place. **Bostock (2019)** would suggest that group supervision is a perfect opportunity for colleagues to reflect on their practices together, in the attempt to have a clearer understanding on each other's experiences with the hope to overcome any challenges and to develop strategies (**Eubanks, Warren and Muran, 2021**)

Due to not having carried out group supervision out before, I was intrigued as to how it would work as, despite us all working together and knowing the young people we work with, it was vital to ensure we still maintained confidentiality as the counsellor who conducted our group supervision was not a member of the organisation. I felt very positive throughout the group supervision as I felt that it was a space for us all to collectively discuss issues faced, which gave me a sense of relief as it was a perfect opportunity to gain support from all colleagues at once and from a professional counsellor. **Valentino, LeBlanc and Sellers (2016)** would argue that a positive experience occurred due to the supervisor planning the session to a high standard, as they argue that if it is poorly managed, then there can be a lack of opportunities in developing professionalism and engagement. Therefore, this would suggest why I felt at ease throughout the session and confident in seeking support.

Upon reflection, the session went very well and was a very positive and calming environment. However, group supervision via teams was challenging due to some internet issues with other staff

members which was difficult to communicate effectively at all times. However, next time it was agreed to be in person (if restrictions with COVID-19 eases) as we all felt that this would give us more opportunities to discuss more without any disruptions. In addition to this, for the next group supervision, it would be beneficial to also have more time (especially if online) as this would allow myself and colleagues to discuss more in detail and also to come up with a plan of action for certain situations that may occur.

Reflection 3: Planning activities

Planning and implementing activities were something that I really enjoyed having the lead role on during my time on placement. I was fortunate to be able to plan a 10-week Olympics which consisted of a range of different and fun challenges for the young people. In addition to this planning, I also planned 9 months' worth of activities for Saturday nights. For example, Indian, American, Chinese and thanksgiving themed nights. These themed nights allowed the young people to participate in activities which enabled them to expand their knowledge and understanding on the countries, as well as developing their life skills as they were able to help prepare and cook the food. **(National Occupational Standards 2018).**

I was really excited to carry these planned activities out with the young people as I worked really hard to ensure the activities were fun, but also participative, educative and inclusive for all young people. Ensuring that activities are inclusive is very important to me and this is something i was most eager about as I wanted to ensure all young people could participate. Therefore, I ensured that activities were inclusive to all young people by creating them easy to read and understand **(CWVYS, 2018)** In addition, I also made sure that the activities planned were adaptable to individuals needs if needed. For example, one young person finds reading difficult. Therefore, I ensured that the writing was clear and were short and easy questions to prevent any confusion so that the activities were still participative, expressive, educative and inclusive to young people **(Youth Work Strategy for Wales, 2019).**

To evaluate, I believe the activities went very well and the young people were all very eager to carry out the planned activities. Because of this, I have recently started to plan more activities for the young people up until February half term, as well as more themed nights and Olympic challenges. However, from reflecting on my experience in planning and implementing activities, to improve these activities and to carry out more, It is important for me to take into consideration the young people's views. **Put in reference here.** By doing this, I have gained very positive feedback from the young people whereby they have come up with very good suggestions on how I could improve

and make some of my activities/ challenges longer. For example, one young person suggested that I continued the themed nights so that more young people could take part in the cooking (as only 2 young people are allowed in kitchen at one time to cook). In addition, young people suggested some other new activities to do and therefore I will ensure to implement these into the programme.

Reflection 4 & 5 : Teamwork and Quick Learner

Throughout my time on placement, I believe I worked effectively as part of a team with the other members of staff in the work place. Despite them being my colleagues as this is also my place of work, I believe I have been able to develop deeper professional relationships with my colleagues that has enabled an increase of teamwork, as well as me gaining new skills such as being a quick a sufficient learner. An example of this would be when I was first assigned to plan the activities, I was shown how to do NIAOMI forms, which I had not done before, from this I was able to quickly adapt my work and ensure that all planned activities were implemented through NIAOMI forms as well as having the role of mentoring other members of staff on how to do this. **Weidmann and Deming (2020)** would highlight that I provided myself and my colleagues with an increase in motivation and encouraged individual colleagues' efforts.

At the start of my placement, I felt confident that I was going to be able to work effectively as part of a team to ensure that reports, planning and the running of the drop-in sessions ran smoothly. For me, this was a big step up to what I usually do whilst working at the organisation and therefore felt thankful in having the opportunity to experience planning and writing reports to a high and professional standard. This is something I was able to quickly adapt to and work effectively as part of a team when needed as well as taking constructive criticism on suggestions and improvements on the activities that I planned. **Brounstein (2015)** suggests that I was an effective team player as I was able to take criticism as an opportunity of improvement rather than defensively.

By reflecting upon this, it is evident that the experience I encountered was a positive experience as my colleagues allowed me and welcomed me into the team in a professional manner, as well as giving me a role and responsibility to plan the activities that the young people will be taking part in for the next 9 months. This was a big responsibility for me, as I had not done this before prior to my placement. However, it is also significant to note that despite having a very positive experience during placement, working effectively as part of a team and having the skill as a quick learner, there are some areas that I believe I would like to improve on. For example, further training on other specific topics, such as LGBTQ would be beneficial to develop my knowledge and understanding professionally, as **Sherrif et al (2011)** highlights that many young people within the UK have a lack of support and confidence in the support available for them and by implementing

strategies such as training opportunities for youth workers will enable practitioners to actively work as a team to provide the best opportunities for the young people, preventing stigma and discrimination.

Reflection 5: Training opportunities

During my second week of placement, I was offered the opportunity to enrol on a substance awareness course to gain a more in-depth understanding on the subject and young people. From carrying out this three-hour awareness course, it has given me the opportunity to gain an insight to how drugs and alcohol can impact a young person's (or adults) body and the long and short term affects. In addition, it has enabled me to gain the knowledge of recognising signs of individuals under the influence of drugs or alcohol and possible risk factors that could impact an individual's decisions. Throughout the awareness course I was very intrigued and surprised with lots of the information that was given, as it not only informed me on what I should look out for, but also educated me on how the brain works when consuming substances. I found this very interesting and believe that it is a course that young people should consider listening to. From carrying out this training course, I now feel confident in having general conversations, and giving the correct advice and guidance to young people who may question about substances. However, further training would be beneficial as I could only give basic advice, though being aware of support services available who work alongside youth settings (such as choices) is beneficial. Mitchell (2002) would argue that by me having the opportunity to develop my knowledge and understanding around substance misuse and would allow me to provide and develop strategies of thinking how to respond to the needs of young people, especially if working with young people who face challenges around substance misuse.

Implementing youth work policy into practice

By reflecting on my practice, it is evident that I have been able to apply theory into practice by implementing the five pillars of principles and purposes of Youth Work into the activities as well as ensuring that I have kept to a professional standard throughout my placement. For example, taking part in training opportunities.

Appendices 2 – Posters

POINT Olympics that I planned. Point Olympics consisted of 10 challenges over the course of 10 weeks. These challenges included, blindfold pool, aftereight challenge, whats in the box, new food challenge, balloon volleyball, 12 day of christmas relay race, guess the song, egg drop challenge, stave javelin and Pong tournament.



The logo for the Paint Olympics. The word "Paint" is in a stylized, 3D font with a red-to-white gradient and a thick black outline. The word "OLYMPICS" is in a simpler, sans-serif font where each letter is a different color: O (blue), L (black), Y (red), M (yellow), P (green), I (blue), C (black), and S (red).

SCOREBOARD

[illegible]

Appendices 2a:

These are examples of the Themed Saturday Nights that I have planned.

This was a activity I planned when I first started my placement at POINT. This is working with other agencies in the community, bringing in Lloyd the Graffiti where he will carry out a graffiti canvas workshop with the young people at POINT. This is taking part this year (2022)



Appendices 2b:

This is a poster I created for one of our upcoming themed Saturday (Traditional Birthday Theme) I planned and created this back in November (2021) but is taking part this year (2022). This is an evening to celebrate all young people's birthdays, where we will be playing lots of traditional birthday games and bringing in a magician.



Appendices 2c:

This is a poster I created to advertise my themes Saturday Nights that I planned. By carrying out these themed nights it has enabled many young people access point to increase their knowledge and understanding of different countries, this is by helping to cook meals linked to some of the countries, and by taking part in activities such as quizzes that help the young people to develop their knowledge.



Appendices 3- NAOMIES

FISHGUARD AND GOODWICK YOUNG PERSONS TRUST **PLANNING AND EVALUATION FORM**

_Project Leader: Zoe Aylward Date: 20/10/21 Activity: Indoor Olympics

Name(s) of Staff:

NEEDS Why does the work need to be done? Young People identified the need / Consultation with/To fulfil / Local community request /Recent issues/media coverage / PY Curriculum Area / An audit of / Requirement of accreditation / Qualification framework.	As young people have asked for more drop-in activities
AIMS What are you trying to achieve? To produce / To improve / To ensure / To provide / To support / To participate / To foster / To sustain / To promote / To engage / To become involved in.	The activity is to carry out an indoor Olympics with the young people that will take place every Thursday for 10 weeks – one challenge a week. These challenges include, straw javelin, blind fold food taste challenge, blindfold pool, after eight challenge, pop pong, balloon volleyball, new food challenge, chubby bunny, guess the song, egg drop challenge. For every challenge that a young person completes they get a point, over the course of 10 weeks the points will be Talleyd on a chart displayed downstairs. The young person with the most points win.
OBJECTIVES What are the smaller steps that will get you to your aim? To develop skills / To increase skills / To enable young people to / To raise awareness of / To empower young people to / To introduce the concept of / To encourage / To establish / To generate / To ensure.	By charring out these challenges that aims are to encourage team working skills between young people as some of the challenges will require the young people to work together in order to gain points. In addition, the challenges will help improve the young people's confidence and communication skills as well as giving the young people the opportunity to try and develop new things/skills.
METHOD How are you going to do it? Access information on / Provide a range of activities / Facilitate / Identify resources / Identify participants /Access funding.	The challenges will start after half term Any young person can participate, they get a point for each challenge they complete – if it is a team work challenge then they will each get a point (if they have completed the challenge) Recourses needed – straws, a blindfold, pool table, table tennis balls, volleyball net, laptop, eggs, cardboard, rope, tape, a range of weird foods, after eights, balloons, marshmallows,
IMPLEMENTATION What practical things do you need to do? <i>Book / contact / distribute / promote / arrange / request / ask / complete / report to - (media,</i>	Make young people aware of the 10-week challenge, promote the indoor Olympics on the POINT Facebook, Instagram and posters within the building.

town/community council, school, funders, parent) / letters of thanks.	Create a tally chart with all the young people's names on and stick it downstairs so that the young people can see the challenges they have done and they points they have achieved.
EVALUATION What will you do to find out how it went? Feedback / Questionnaires Certification/accreditation /Attendance figures / Completion statistics / media reports / letters received / flip chart / cd/dvd / diaries/photos/collages / graffiti walls / post it notes.	I will ensure to ask the young people in person for their evaluation on the POINT Olympics and for any suggestions on how it could be better. If I ask them verbally, I will gain more reliable and truthful replies.

Indicate under which of the Youth's Curriculum Areas (CASH) the project or activity falls:

Citizenship ☐ Arts ☒ Sport ☐ Health ☐

Indicate under which of the Youth Work Curriculum Statement for Wales learning opportunities (EPEE) the project or activity falls:

Educative ☐ Participative ☒ Expressive ☐ Empowering ☐

Indicate which of WAG Young Peoples' Entitlements the project or activity is designed to contribute to:

- Education, training and work experience tailored to their needs

• **Basic Skills, which open doors to a full life and promote social inclusion**

- A wide range of opportunities to participate in volunteering and active Citizenship
- High quality, responsive and accessible services and facilities
- Independent specialist careers advice and student support and counselling services
- Personal support and advice where and when needed and in accessible and welcoming settings
- Advice on Health, Housing Benefits and other issues provided in accessible and welcoming settings
- Recreational and Social opportunities in a safe and accessible Environment
- **Sporting, artistic, music and outdoor experiences to develop talent, broaden horizons and provide rounded perspectives, including both national and international contacts**
- The right to be consulted, to participate in decision making and to be heard on all matters which concern them and impact on their lives

Indicate which Key Skills the Project or Activity Addresses (if appropriate):

- Communication ☒
- Application of numbers ☐
- Information Technology ☐
- Working with others ☒
- Improving own learning and performance ☒
- Problem solving ☒

Project or activity checklist:

Does the project or activity involve issues which may require parental consent, e.g. drugs, sex education etc.?	Yes ☐	No ☒
Is there evidence that the project or activity has been appropriately proposal form and controls are in place, e.g. venue, materials, instructor CRB check etc.)?	Yes ☐ N/A	No ☒
Is the project or activity a trip or excursion, i.e. does it take place outside the normal meeting place of the group? (If yes, please answer the following question)	Yes ☐	No ☒
Has Risk Assessment paperwork been submitted?	Yes ☐ N/A	No ☒
Has authorisation been received from the project manager?	Yes ☐	No ☒
If the trip involves a residential stay (staying one or more night), has Visit Proposal Form paperwork been submitted and authorisation been received from the manager?	Yes ☐ N/A	No

Section 2 - MONITORING

Actual number of Participants: 11-25 M ☐ F ☐ 13-19 M ☐ F ☐

Number of participants varied each week. Had at least 15 of them participating in each challenge, ages varied from ages 11-16.

No of sessions: Morning Afternoon - 10 sessions Evening

Section 3 - EVALUATION

Were the planned Learning Outcomes achieved? (If not please give reasons):

Yes, young people have been able to develop their communication skills by working with others. Also, the young people have been able to increase their confidence skills in taking part in new activities.

What difficulties did you experience?

Some challenges have been more successful than others, some sessions only 7 participated then others 15 participated

What changes would you make to improve a similar project/activity in future?

In order to improve next time, it would be vital to gain the feedback on the young people and ask them what challenges they would like to do, this would hopefully mean that an increase in numbers would rise and we would have a consistent number of young people participating in all the sessions.

Young People's evaluation form/s used:

Individual

Group

Distance Travelled

Other forms of evaluation used:

☒ ..

Accreditation

☐

Verbal Feedback

Evaluation Questionnaires

☐

Graffiti Walls

☐

Flip Chart

☐

Post-it Notes

☐

CD/DVD

☐

Drawings/Photos/Collages

☐

Diaries

☐

Young People's comments and observations:

All young people that took back reported back to myself and staff members how they enjoyed the activities that were planned for them. Lots of the young people suggested recommendations on how to make some challenges more challenging or suggested some recommendations on other activities that I could include next time.

Young people every Wednesday or on the day (Thursday) would always be eager that its 'POINT Olympics Today/Tomorrow'

OVERALL ASSESSMENT:

Excellent ☒ Very good

☐ Good

☐ Satisfactory

☐ Poor

☐

This document must be completed within two weeks of the completion of the project and retained at base with other relevant planning and evaluation forms.

Project Leader: Zoe Aylward **Date:** 20th January 2021

Detailed plan, similar to the NAOMIE form, of the POINT Olympics that I created so that staff was aware on how to play certain challenges and how long they would take, if I was not to be there for any reason and what equipment was needed in order to successfully carry the challenges out:

Activity Name: Indoor Olympics	Description of game/activity:
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Estimated time of activity: Week 1 – whole drop in session Week 2 – 30 mins – 1 hour Week 3 – 1hour – 1.5 hours Week 4 - whole drop in session Week 5 - 45 minutes – 1 hour Week 6 - 30 mins – 45 mins Week 7 – 1 hour – 1.5 hours Week 8 - whole session Week 9 - 45 minutes to an hour Week 10 - 30 mins – 45 mins	The activity is to carry out an indoor Olympics with the young people that will take place every Thursday for 10 weeks – one challenge a week. These challenges include the following: For every challenge that a young person completes they will be scored by Gold, Silver or Bronze based on the activity Week 1: Blindfold Pool – in total there will be 2 people playing at one time. One individual will be blindfolded whilst their peer guides them where to pot and where the white ball is. They will have 5 minutes each to try and pot the yellow/red ball.
Resources Equipment needed: Week 1: pool table and a blindfold Week 2: after eights Week 3: laptop/speaker, paper and pens Week 4: cardboard box, 5 random items Week 5: straws, tape, cardboard and paper Week 6: marshmallows Week 7: balloons , string for the 'net' Week 8 – a table, 20 plastic cups, ping-pong balls Week 9: 5 different types of foods. Week 10: eggs, cardboard, paper, news paper, scissors, containers, cotton wool.	Week 2: after eight challenge – this can be done with after eights or any type of chocolate or biscuit. The aim of this challenge is for the young person to place the after eight on their cheek and to try and get it into their mouth without using their hands – this is done individually. Week 3 (18th Nov): guess the song – a playlist of music (10 songs) will be made beforehand with a range of different types of songs. The young people will have to guess the song being played and will get an extra point if they can correctly name the artist too – this can be done individually or as pairs Week 4 (25th Nov): what's in the box– this will be done individually. The young person will have to put their hands inside the box without looking and guess what the 5 items are inside – the young person will then have to write down their answers so that another young person can attempt the challenge without finding out the answers
Amount of people that can play: any amount of young people can participate, some challenges are individual but will be time for all young people to have a turn.	Week 5: (2nd Dec) straw javelin – young people will be given a straw each and will be given tape, cardboard and paper. The young people will have 20 minutes to try and strengthen their straw to try and make it fly further. The young people will then go outside and will all stand in a line, a line will be drawn on the floor so that the young people can then identify whose straws got the furthest. The young people will have 5 attempts Week 6: (9th Dec) Chubby Bunny challenge – see how many marshmallows a young person can fit in their mouth, after each marshmallow the young person places into their mouth they must say chubby bunny. If they cannot say it they lose, young person with most in mouth wins Week 7: (16th Dec) Balloon Volleyball – create a 'net' indoors using some string. young people are split into 2 teams, the young people must stay on their side of the 'net' and not let the balloon hit the ground on their side. Each time the balloon hits the ground (if on their side) the opposite team gets a point. The first team to get to 30 points wins Week 8: 13rd Jan Pong tournament – set up the pong tournament by placing 10 cups in a triangle each end of the table. Each triangle should face inwards towards the opposing team. Each young person will take it in turns to

	attempt to throw a ping-pong ball into an opposing team's cup – one ball is thrown per turn. The ping-pong ball can be thrown either directly into the opposite cup or it can be bounced onto the table. If the ball lands into the cup, the team gets a point and the cup is removed. The team with the least number of cups wins. Week 9: 20th Jan New Food challenge – young people will be challenged to eat 5 different types of foods. Each food that the young person tries is a point. The foods will include, octopus, olives, passion fruit, prawn and a lemon. If complete all 5 they will get a Gold. Week 10: 3rd Feb Egg Drop Challenge - The aim of the challenge is to create a container that will protect an egg from cracking or breaking from a high fall. Young people will have 20 minutes to try and attempt to create a container with the materials provided in order to protect their egg from the fall – in turns, young people will then drop the egg from somewhere high to test if their container worked.
Notes/Variations:	Life Skills learnt: Communication Team work Confidence Emotional intelligence Self-Worth Hand eye Coordination Self-esteem Problem solving Decision making Patience Flexibility (mental) Listening Creative thinking Time management Reflection Strategy Empathy Resilience Leadership Risk Management Others:

Appendices 3a- NAOMI:

FISHGUARD AND GOODWICK YOUNG PERSONS TRUST PLANNING AND EVALUATION FORM

_Project Leader: Zoe Aylward
Saturday nights

Date: Saturday Sessions

Activity: Themed

Name(s) of Staff:

NEEDS Why does the work need to be done? Young People identified the need / Consultation with/To fulfil / Local community request /Recent issues/media coverage / PY Curriculum Area / An audit of / Requirement of accreditation / Qualification framework.	Gives us the opportunity to provide the young people with cultural awareness and equality
AIMS What are you trying to achieve? To produce / To improve / To ensure / To provide / To support / To participate / To foster / To sustain / To promote / To engage / To become involved in.	Every other Saturday will be themed. the aims of the themed Saturdays are to provide young people with the opportunity to develop their cultural knowledge and to develop life skills. E.g cooking.
OBJECTIVES What are the smaller steps that will get you to your aim? To develop skills / To increase skills / To enable young people to / To raise awareness of / To empower young people to / To introduce the concept of / To encourage / To establish / To generate / To ensure.	To help develop young people's cooking skills and to help prepare them for adult hood in the way they can learn how to cook different types of foods. To raise awareness of cultural differences, giving the young people an improved insight of a range of different cultures. To encourage diversity and the importance of it within society.
METHOD How are you going to do it? Access information on / Provide a range of activities / Facilitate / Identify resources / Identify participants /Access funding.	The cooking will be 2 young people per session cooking with a member of staff. Wordsearches can be done individually, Quiz – this will be in groups of 3 or 4. In order to carry out the themed nights, the relevant food is needed to be bought on the day depending on the theme, a wordsearch needs to be printed/made before the session that relates to the theme, as well as questions for the quiz. In order to carry out the activities, pens, paper, coloured pens, pictures, computer, food ingredients and a kitchen is needed. These sessions will run over the following Saturdays: 13th November – Indian – chicken curry, poppadom's, nan bread

	27th November – Thanks giving theme – put Christmas decorations up 18th December – Christmas party- Christmas dinner, wrapping paper show, Christmas bingo, pin nose on reindeer and hat on santa. 8th January - Gwaun valley new year - cawl, Welsh rarebit 15th January – American – Burgers. Memory quiz, dodgeball and song game. 22nd January – Lloyd the Graffiti coming in to deliver a graffiti canvas workshop with 12 young people. 29th January – Chinese New Year - chow mien, spring rolls. young people to make homemade lanterns, colour in squwers and play pick up with them as a traditional Chinese game. 5th February – Birthday Theme Night. Young people will be invited to their own birthday party, where traditional games will be played and a magaican coming in. During the session the young people will be able to cook the themed food. Also, a range of recourses such as, wordsearches, quizzes arts and crafts will be provided for the young people to carry out.
IMPLEMENTATION What practical things do you need to do? <i>Book / contact / distribute / promote / arrange / request / ask / complete / report to - (media, town/community council, school, funders, parent) / letters of thanks.</i>	Promote the themed nights on the POINT Instagram and Facebook, tell the young people during drop-in sessions about the activities we will be doing and about the theme in advance.
EVALUATION What will you do to find out how it went? Feedback / Questionnaires Certification/accreditation /Attendance figures / Completion statistics / media reports / letters received / flip chart / cd/dvd / diaries/photos/collages / graffiti walls / post it notes.	In order to find to how the theme nights went, I will ensure to ask the young people directly how they found the sessions. By doing this I will gain valuable and reliable responses in order to improve next time.

Indicate under which of the Youth's Curriculum Areas (CASH) the project or activity falls:

Citizenship ☒

Arts ☐

Sport ☐

Health ☐

Indicate under which of the Youth Work Curriculum Statement for Wales learning opportunities (EPEE) the project or activity falls:

Educative ☒

Participative ☒

Expressive ☐

Empowering ☐

Indicate which of WAG Young Peoples' Entitlements the project or activity is designed to contribute to:

- Education, training and work experience tailored to their needs

• **Basic Skills, which open doors to a full life and promote social inclusion**

- A wide range of opportunities to participate in volunteering and active Citizenship
- High quality, responsive and accessible services and facilities
- Independent specialist careers advice and student support and counselling services
- Personal support and advice where and when needed and in accessible and welcoming settings
- Advice on Health, Housing Benefits and other issues provided in accessible and welcoming settings
- Recreational and Social opportunities in a safe and accessible Environment
- Sporting, artistic, music and outdoor experiences to develop talent, broaden horizons and provide rounded perspectives, including both national and international contacts
- The right to be consulted, to participate in decision making and to be heard on all matters which concern them and impact on their lives

Indicate which Key Skills the Project or Activity Addresses (if appropriate):

- | | |
|--|-------------------------------------|
| Communication | ☒ |
| Application of numbers | ☐ |
| Information Technology | ☐ |
| Working with others | ☒ |
| Improving own learning and performance | ☒ |
| Problem solving | ☒ |

Project or activity checklist:

Does the project or activity involve issues which may require parental consent, e.g. drugs, sex education etc.?	Yes ☐	No ☒
Is there evidence that the project or activity has been appropriately proposal form and controls are in place, e.g. venue, materials, instructor CRB check etc.)?	Yes ☒ N/A	No ☐
Is the project or activity a trip or excursion, i.e. does it take place outside the normal meeting place of the group? (If yes, please answer the following question)	Yes ☐	No ☒
Has Risk Assessment paperwork been submitted?	Yes ☒ N/A	No ☐
Has authorisation been received from the project manager?	Yes ☒	No ☐
If the trip involves a residential stay (staying one or more night), has Visit Proposal Form paperwork been submitted and authorisation been received from the manager?	Yes ☐	No ☐

Section 2 - MONITORING

Actual number of Participants: 11-25

M ☐ F ☐ 13-19 M ☐ F ☐

The number of participants varied every week - had at least 20 young people ages 11-16 in each session and 2 young people cooking each of the weeks.

No of sessions: Morning Afternoon **Evening - 8 sessions**

Section 3 - EVALUATION

Were the planned Learning Outcomes achieved? (If not please give reasons):

Yes, young people had the opportunity to carry out the themed nights successfully and enjoyed taking part in cooking the meals for the designated theme night. In addition, young people were able to widen their knowledge and understanding on the different countries

What difficulties did you experience?

The only difficult that was encountered was that a lot of the young people wanted to cook but we could only have 2 in the kitchen cooking the food at one time, due to COVID

What changes would you make to improve a similar project/activity in future?

.....
...

In order to improve next time, it would be beneficial to continue with the themed nights, with more planned themed nights so that ALL young people have the opportunity to cook a meal. This would mean that a plan to continue the themed nights should be considered as this is something the young people really enjoy doing.

Young People's evaluation form/s used:

Individual
Group
Distance Travelled

Other forms of evaluation used:	Accreditation	☐
	Verbal Feedback	☒
	Evaluation Questionnaires	☐
	Graffiti Walls	☐
	Flip Chart	☐
	Post-it Notes	☐
	CD/DVD	☐
	Drawings/Photos/Collages	☐
Diaries	☐	

Young People's comments and observations:

Young people have all said that they have enjoyed participating in the themed nights as it has enabled many to develop a range of new skills, such as cooking. In addition, young people have enjoyed carrying out activities as many of the young

people have said that they have learnt new knowledge and understandings on some of the countries that were planned.

OVERALL ASSESSMENT:

Excellent ☒ Very good

☐ Poor

☐

☐ Good

☐ Satisfactory

This document must be completed within two weeks of the completion of the project and retained at base with other relevant planning and evaluation forms.

Project Leader: Zoe Aylward **Date:** January 20th 2021

Detailed plan of the Themed Saturdays that I created for staff to be aware of materials needed, and what activity was on.

Activity Name: Themed Saturday Nights	Description of game/activity:
Estimated time of activity:	13 th November 2021 – Indian – chicken curry, poppadom's, nan bread - colouring pages, giant jacks' game (young people bounce a bouncy ball, and try to pick up as many jacks as they can before the ball bounces back into their hand)
Whole drop-in session	20 th November 2021 – young people feed everyone for under £20 night
Resources Equipment needed:	27 th November 2021 – Thanks giving theme – make Christmas dinner, put Christmas decorations up, word searchers, quiz and colouring pages.
The kitchen, all kitchen utensils, pens, paper, colored pens, glue, scissors, sellotape, giant jacks' game, colored paper, balloons, banners, Christmas decorations, chairs, presents/sweets for pass the parcel, mac.	18 th December - Christmas PARTY! XMAS dinner, wrapping paper fashion show, xmas bingo, pin nose on the reindeer and hat on the santa.
	15 th January 2022 – Gwaun valley new year cawl, Welsh rarebit
Amount of people that can play:	15 th January 2022 – American – burgers, homemade fries, memory quiz- young people will be given 2 minutes to remember what information is on the sheet, and then will have 10 minutes to answer the questions provided. Young person with most correct answers wins. A game of dodgeball and music played.
All young people can participate in the wordsearches, quizzes and arts and crafts.	29 th January 2022 – Chinese New Year - chow mien, spring rolls.
2 young people will be nominated on the evening to help cook.	Young people can make lanterns out of the coloured card in the craft cupboard, colour in squwers and then play pick up.

	5th February 2022 – Birthday themed night. Young people will be invited to their own birthday party, we will do a range of traditional birthday party games. For example, sleeping lions, Musical chairs, musical animals (play some music, then when you stop the music, shout out an animal. Everyone has to pretend to be that animal), pin the candle on the birthday cake (similar to pin the donkey), pass the parcel. Between 5-6pm we will have Dave the magician coming in to do a hour session with the young people. During the session the young people will be able to cook the themed food. Also, a range of recourses and games such as, wordsearches, quizzes arts and crafts will be provided for the young people to carry out.
Notes/Variations:	Life Skills learnt: Communication Team work Confidence Emotional intelligence Self-Worth Hand eye Coordination Self-esteem Problem solving Decision making Patience Flexibility (mental) Listening Creative thinking Time management Reflection Strategy Empathy Resilience Leadership Risk Management Others:

Appendices 4 – Risk assessments

Activity/Description	Building Risk Assessment	Location:	POINT
Date of assessment:	25/11/2021	Those at Risk:	General Public, Young People, Staff, Manager Senior Youth Worker, Cleaner. Third Party Trainers
Assessed By:	Zoe Aylward and Jetse Martin		
Identify/describe activity, equipment, area or event you are assessing: Risk Assessment for the building, activities within the building and its procedures			

<i>Item</i>	Step 1: Identify the hazard/s	Step 2: Assess the risks - <i>Note there may be several risks associated with each hazard List the Consequence (how bad would it be?), Likelihood & Risk rating for each risk. Refer to Risk Matrix</i>				Step 3 & 4: List the controls needed to remove or reduce the risks and record the date additional controls are completed or due for completion.	Step 5: How will the risk be monitored and who has the responsibility? Record review. At least one First Aid trained Staff must be on premises at all times.		
<i>Item</i>	What could cause harm?	What could go wrong?	C	L	R	Controls	Date completed	Review method & position/ person responsible	Review Date
Slips, Trips and Falls due to equipment.	Sofas, chairs, tables, pool table, stairs, doors and other equipment e.g. Staff belongings, school bags	Slips, trips and falls, broken bones, cuts and bruises.	3	2	6	Need to take into consideration the layout of the rooms, make sure that all equipment within the building is spaced out to make sure that there is enough room. Keep equipment tidy during sessions. Make sure that all wires and electrical leads are used safely and not training along the floors at any time. – preventing falls, slips and trips.	25/11/2021	All staff are responsible in making sure the environment space is safe before opening to young people and other building users.	25/11/2021
Ground floor use	Sofas, chairs, tables, pool table, cupboards and other equipment	Slips, trips and falls, broken balls, cuts, bruising sprains	3	2	6	Corridors, walkways and fire exits are to be kept free from any obstructions; any spillage is to be mopped up immediately.	25/11/2021	All Staff are responsible.	25/11/2021

	including wires (computers etc)					Periodic checks of wall fitting, shelves and cupboards must be made to ensure their security. All doors and windows to be closed on leaving the building each day. Staff are asked to report to the General Manager any hazards or damage. The General Manager will take any necessary action.		Ensure that staff are aware of the need to check the general state of the building and used space regularly, as well as make sure all young people are aware of procedures	
Kitchen Use	Boiling water, stove and oven, knives and other cooking utensils	Cuts, burns, small pan fires.	3	2	6	Periodic equipment checks done, as well as before use. Knives are to be put away in tool box after use, not left on work top or put away in the draw. Correct food hygiene procedures and certificates are undertaken. No young people to be left unattended in kitchen. Kitchen kept clean at all times. Staff are asked to report to the General Manager any hazards or damage. Correct fire plan is in place.	25/11/2021	All staff responsible for young people's safety in kitchen. Only staff with Food Hygiene certificate to make food for young people and cook with young people. All staff responsible to cleanliness of kitchen.	25/11/2021
Entrance Hall	Wet floors	Slips, trips and falls, sprains.	2	2	4	Walkways to be kept free from obstructions. Periodic checks of wall fittings must be made to ensure their security. If raining or spillages on the floor, it must be mopped and wet floor signed used. Staff are asked to report to the General Manager any hazards or damages.	25/11/2021	All staff is responsible. Ensure that staff are aware of the need to check general state of the entrance hall regularly, as well as make sure all young	25/11/2021

								people are aware of the procedures.	
Stairs	Slips, trips and falls, running up and down, incorrect use of stair lift.	Broken bones, cuts, bruising sprains. Head injuries.	4	2	6	Stairs to be kept free from obstructions. Periodic checks of stair safety as well as correct use of stairs. Stair lift to only be operated by staff when needed by a member of staff of young person. Staff are asked to report to the General Manager any hazards or damage.	25/11/2021	All staff on duty is responsible. Ensure that staff is aware of the need to check general state of the stairs and stair lift regularly, as well as make sure all young people are aware of procedures.	25/11/2021
Kate office	Can be isolated on own with young person but space monitored by camera,	Allegations made against young person or staff. Verbal or physical abuse. Theft of confidential files and staff equipment. But all covered by CCTV – not sound	3	1	4	Office door must be locked when young people are in the building if Kate is not in her office. No young people to be in the office without member of staff at any time.	25/11/2021	All staff responsible. All staff must be aware of the procedures and make sure that the young people are also aware.	25/11/2021
Quite Room Ground Floor	One on one work with young people.	Verbal abuse is difficult to control when used for one on one counselling sessions.	3	1	4	One on one work should only be carried out by those that are qualified to do so. Other member of staff must be in building. Clear visibility into quite room must maintain when one on one work takes in regards to safeguarding procedures.	25/11/2021	All staff responsible. When using room for one on one work with young people, it must be safe to do so. If working with at risk young people it must be adequately risk assessed.	25/11/2021

Office First Floor	Can be isolated on own with young person.	Allegations made against young person or staff. Verbal or physical abuse. Theft of confidential files and staff equipment.	4	1	5	Office door must be locked when young people are in the building. No young people to be in the office without member of staff at any time. All confidential files and information must be securely stored to stop theft or being seen by young people, in accordance with Confidentiality policy.	25/11/2021	All staff responsible. All staff must be aware of the procedures and make sure that the young people are also aware.	25/11/2021
Fire	Electrical equipment failure, arson, accidental fire.	Burns, death, physiological and emotional trauma.	5	2	7	Fire instructions are to be read by all persons employed by the POINT; the instructions are to be fully complied within the event of an emergency. Fire doors form an essential part of any building's fire integrity; self-closing devices are not to be disconnected nor are fire doors to be locked or jammed open. Fire extinguishers and blankets will be regularly maintained, all use and damage of defects should be reported to the General Manager. Fire alarms and drill will be carried in accordance with the requirements of the Offices, Shops and Railway Premises Act. Access to buildings must allow free passage for emergency vehicles at all times.	25/11/2021	Manager responsible. Continue to adhere to the organizations fire risk assessment. Manager to ensure that all staff are aware of the fire risk assessment and their role whilst on duty. Training on this issue to be carried out every 6 months at staff meetings.	25/11/2021
Roll mat use	Incorrect use	Sprains, bruising, head injuries broken bones.	4	2	6	Only to be used with permission from staff, making clear what they can and cannot be used for. No gymnastics To be monitored by staff at all times.	25/11/2021	All staff responsible. Used to be reviewed, if not used safely staff must stop use of the matts.	25/11/2021

Electrical Equipment injury	Electrical failure. No insulated wire.	Shocks, electrical burns.	3	2	5	Only the correct connection leads and devices are to be used. No appliance is to be used for any purpose than that for which it was designed. No leads are to be tailed across walkways or corridors and should be regularly examined by users for signs of obvious damage. Never attempt electrical repairs, all faulty equipment must be isolated until qualified and competent persons can deal with it.	25/11/2021	All staff responsible. Continue to supervise all use of electrical equipment to ensure it is used safely. Staff to report any problems to the manager. Arrange for PAT testing of electrical equipment.	25/11/2021
Obstructed fire exit	Not able to escape in case of fire.	Injury due to quickly moving the obstruction, burns, death.	3	2	6	Ensure no equipment is set up near the fire exits.	25/11/2021	All staff and young people responsible. Remind staff and young people not to obstruct the fire exits.	25/11/2021
Lifting and carrying when setting up and clearing up	Heavy or difficult to move objects obstructions	Back injury, sprains dislocations	3	2	5	2 people to lift if required, correct lifting techniques used.	25/11/2021	Continue practice of 2 people lifting equipment as well correct lifting techniques.	25/11/2021
Used of machinery and equipment	Incorrect use	Burns, electrical burns, shocks, cuts bruising broken bones	4	2	6	Only trained and authorised persons are to use machinery and equipment provided. Faults or failure are to be reported to the General Manager who will take the appropriate action to ensure that only competent persons deal with the irregularity. Equipment not in use is to be off and disconnected where possible. At cessation of work each day, the persons in charge will be nominated to ensure that all equipment is	25/11/2021	All staff trained. Continue to supervise all use of electrical equipment and machinery to ensure it is used safely. Staff to report any problems to manager.	25/11/2021

						switched off and disconnected where appropriate.			
Use of cleaning, adhesive and fixing substances	Incorrect use, ingestion	Loss of sight, impaired vision, internal organ damage, skin irritation	4	2	6	Manufacturers' warnings must be observed and instructions relating to storage, ventilation, protection of hands, eyes etc (of self and others) and disposal of excess/waste substances and empty containers must be observed. Keep all cleaning substances in a locked cupboard away from young people	25/11/2021	All staff and manager Continue to supervise all use of cleaning, adhesive and fixing substances and report any issues to manager. Ensure that COSH information is supplied to cleaner and staff	25/11/2021
Manual handling	Heavy or difficult to move objects	Back injury, sprains, dislocations	4	2	6	No person in the course of their work may be called upon to lift, carry or move any load so heavy as to be likely to cause injury to them. When lifting and handling adopt the correct stance, i.e. feet slightly apart, one in front of the other, knees bent and a good firm grip, back straight and emphasise use of leg muscles.	25/11/2021	All staff and manager Continue to supervise all manual handling and remind staff of correct stance before lifting. All staff to undertake training on manual handling.	25/11/2021
Activities away from the youth centre	General public, road crossings, dangerous objects etc		4	3	7	When planning a trip staff must see the 'Guidelines for Off-Premises Activities' to check the steps that need to be carried out All activities away from the centre are risk assessed to ensure safe activity and continued insurance. Adventure activities are only carried out with qualified instructors who carry accreditation for the activity. A copy of the providers risk assessment will be sought before the activity takes place.	25/11/2021	All staff and manager Continue to adhere to the safe3 working practices which are in place.	25/11/2021

						Parental consent forms will be required for all activities; no young people can attend without consent			
Risk to expectant or new mothers	Movement, postures, mental and physical fatigue, noise	Fatigue from standing/ sitting/ driving for long periods easy access to toilets is essential to protect against risks of infection and kidney disease. Noise may have no specific risks, but prolonged exposure may cause increase/ decrease blood pressure, tiredness or stress.	3	2	5	The organization will carry out a specific risk assessment for the member of staff who is a new or expectant mother. The risks will be taken to include those to the unborn child or child of a mother who is breast-feeding along with the risks to the mother.	25/11/2021	Expectant or new mother are expected to keep the general manager up to date with their pregnancy. Individual risk assessment will need to be carried out with the expecting mother.	25/11/2021
Staff working with No current DBS	Could pose danger to young people and staff	Could pose danger to young people and staff	4	3	7	A DBS will be called for as soon as acceptance of job offer is received Staff or volunteers will not be working with any young people on a one to one basis without any up to date DBS.	25/11/2021	All staff to be made aware of the need to keep DBS current. Manager to record renewal dates in order to plan the updating of DBS certificates. Manager to call for DBS check as soon as a job offer is made and accepted.	25/11/2021
No references for staff	Could pose danger to young people and staff	Could pose danger to young people and staff	2	2	4	All staff have 2 references (professional and associate)	25/11/2021	Manager responsible	25/11/2021

								Reference has been called for all existing staff. No staff to be employed without two references. References to be kept in Personal File in manager's office.	
Staff are unaware of safeguarding law and guidance	Young person could sustain serious harm if not dealt with correct	Emotional, physiological, self-harm, abuse, death	5	2	7	Safeguarding awareness is carried out every 3 years at staff meeting. Safeguarding issues form part of the agenda for weekly staff meetings. Safeguarding Tier 1 is needed before any staff or volunteer works with young people.	25/11/2021	Carried out by trained staff. Safeguarding awareness training needs to be carried out every 3 years and staff sign that they have received the training. Evidence to be kept in training file in manager's office. There has to be at least 1 member of staff in the organization that holds a Safeguarding Tier 2 certificate.	25/11/2021
Lack of LSCB Tier 1 Safeguarding Training	Young person could sustain serious harm if not dealt with correct	Emotional, physiological, self-harm, abuse, death	5	2	7	Manager has a record of all staff safeguarding training with the dates for renewal All staff receives training	25/11/2021	Manager responsible Training is booked 3 months in advance of the expiry date for existing training	25/11/2021
Staff unable to recognize the signs and symptoms of	Young person could sustain serious harm if not dealt with correct	Emotional, physiological, self-harm, abuse, death	5	2	7	Staff are asked to keep up to date with current procedures and policies. We have Line Management in place for staff to discuss concerns with the Senior Youth	25/11/2021	All staff responsible Staff will be encourage to bring any concerns to Senior Youth Work	25/11/2021

abuse or neglect						Worker or Manger in order to gain clarity. Child protection/ safeguarding concerns are items on team meetings and individual line management agendas.		or Manger either individually or during team meetings depending on severity of concern.	
Staff not responding appropriately to suspected abuse or neglect	Young person could sustain serious harm if not dealt with correct	Emotional, physiological, physical, self-harm, abuse, death	5	2	7	All staff must read PCC Safeguarding Children and Young People. Keep up to date on any new publications	25/11/2021	All Staff responsible Staff updated of appropriate response every 6 months and encouraged to raise any issues with Senior Youth Worker or manager	25/11/2021
Non-adherence to staff ratio's	Neglect of young people's welfare	Emotional, physiological need not able to be met. Injury more likely.	4	2	6	Every shift or activity is staffed by at least 3 members with a ratio of 1:10. If possible 1 male and 1 female on at a time.	25/11/2021	Manager and senior youth worker Staffing rotas reflect the ratio and female staff requirement Manager and Senior Youth Worker to check rotas.	25/11/2021
Risk presented by third parties	The third-party general public	Damage to building attack young people or staff. Loss of young person. Injury due to incorrect procedures being used.	4	2	6	Any activity or session which included a third party would be staffed as per the ratio. Any third party would be asked to provide evidence of a DBS check, if they do not have one then staff will ensure that 3 rd party is supervised at all times and never alone with young people.	25/11/2021	All staff and manager Third parties asked to provide evidence of DBS check. Any activity involving a 3 rd party without DBS certificate will be supervised at all times by the manager or Senior Youth Worker to ensure compliance with safeguarding.	25/11/2021

Risk presented by other young people	The young person	Damage to building, attack young people or staff. Injury to themselves				Staff are made aware of any issues relating to potential risks presented by other young people. Staff will closely supervise any young person who is identified as a risk to other young people. Further action will be taken if the risk is deemed too high. Staff are to be BASIS Trained (Breakaway And Safe Intervention Specialists Training) Positive Holding.	25/11/2021	All staff and manger Any new member of POINT will be closely observed for the first 2 weeks and a decision will be made as to potential risks after a staff discussion. Any referral from other agencies will be checked to ensure that all information regarding possible risk is sought. Staff are to renew BASIS Training yearly.	25/11/2021
Risk relating to lone working	Staff member or young person	Allegations made against young person or staff	4	2	6	No staff will be engaged in lone working	25/11/2021	All staff to adhere to no lone working rule	25/11/2021
Staff awareness of risk associated with allegations against them	Young person, parent, other staff members	Incorrect allegations, correct procedures not followed potential to be taken to court and a criminal record.				Staff made aware of the importance of ensuring that they adhere to the organizations no lone working policy and the need to remain vigilant around issues relating to allegations or potential allegations against them	25/11/2021	All staff Staff need to be reminded that the staff ratios and the no lone working policy are there to protect themselves and their colleagues as well as the young people	25/11/2021
Staff awareness of process to report incidents and allegations of abuse	Not correctly reporting the incident or allegation	Emotional, physiological, physical, self-harm, abuse, death	5	2	7	Staff are aware of the process to report abuse and allegations. The first point of contact for them is the Manager or the Trustee Liaison Officer if they have concerns regarding the manager	25/11/2021	All staff responsible Staff need to remain vigilant and be prepared to report any incidents or allegations	25/11/2021

against children								to the person and to write incidents down	
Staff awareness of the process for reporting of professional abuse against staff	Not correctly reporting the incident or allegation	Emotional, physiological, physical, self-harm, abuse, death	5	2	7	POINT has in place a process whereby any member of staff who feels that there is an issue with professional abuse is expected to report to their line manager or to the Trustee Liaison Officer Staff to be made aware of Whistle Blowing Policy	25/11/2021	All staff responsible Staff will be made aware of process yearly and it will form part of any induction process	25/11/2021
Staff awareness of Whistle Blowing Policy	Incorrect whistleblowing could cause harm to staff or young people	Emotional, physiological, physical, neglect, abuse, self-harm all injuries death etc.	5	2	7	Staff are expected to be familiar with the organization policies and procedures which are updated annually and sent out electronically to staff as they are updated. New/ updated policies are presented in team meetings.	25/11/2021	All staff responsible Staff will be asked to renew their knowledge of all policies once yearly following the annual policy review, staff to sign that they have read and understood the organizations policies and procedures. All new staff to make themselves aware of policies. All new staff to make themselves aware of policies as part of induction procedure.	25/11/2021

Appendices 4a – Cooking Risk assessment

Activity/Description	Young People Cooking	Location:	Popworks Kitchen
Date of assessment:	17/11/21	Those at Risk:	Staff and Young People
Assessed By:	Kate-Marie Mitchell Jetse Martin and Zoe Aylward		
Identify/describe activity, equipment, area or event you are assessing:			

<i>Item</i>	Step 1: Identify the hazard/s	Step 2: Assess the risks - Note there may be several risks associated with each hazard List the Consequence (how bad would it be?), Likelihood & Risk rating for each risk. Refer to Risk Matrix				Step 3 & 4: List the controls needed to remove or reduce the risks and record the date additional controls are completed or due for completion.		Step 5: How will the risk be monitored and who has the responsibility? Record review. At least one First Aid trained Staff must be on premises at all times.	
<i>Item</i>	What could cause harm?	What could go wrong?	C	L	R	Controls	Date completed	Review method & position/ person responsible	Review Date
Spread of covid-19	Young people not washing their hands properly and contracting / spreading COVID-19	Contracting or spreading coronavirus by not washing hands or not washing them adequately	3	3	6	Young people to wash their hands before starting to cook Staff to monitor and supervise young people to make sure they are following good hand hygiene. Put signs up to remind people to wash their hands Identify how you are going to replenish hand washing/sanitising facilities	17/11/21	Staff to supervise young people in the kitchen and ensure proper hand hygiene protocols are being followed Staff to check daily that the hand wash and blue roll is replenished	17/11/21

Spread of Covid 19		Getting or spreading coronavirus in the kitchen area	3	3	6	Ensure that young people are wearing masks at all times (unless exempt) Young People to use their own utensils and put them in the dishwasher after use. Ensure that a maximum of 2 young people are in the kitchen at the same time and use separate surfaces to ensure social distancing Keep the kitchen hatch open to ensure ventilation into the kitchen area. Young people to wear aprons and the aprons to be placed in a bag and washed by the cleaner. Young people and staff to clean down any surfaces / handles which have been touched / used during the session	17/11/21		17/11/21
Spread of covid-19		Getting or spreading coronavirus by not cleaning surfaces, equipment and workstations	3	3	6	Use the kitchen daily cleaning chart and ensure that the kitchen is wiped down after use and before the cooking activity starts. Utensils needed for the cooking activity should be cleaned by staff prior to the activity starting and allocated to the young people. Young people not to share utensils Keep surfaces clear to make it easier to clean and reduce the likelihood of contaminating objects. Ensure that bins are emptied in kitchen after each session	17/11/21		17/11/21

						If someone cooking develops covid 19 symptoms during the activity, the area must be vacated and the young person asked to sit in the quiet room – staff to ring parent guardian to collect young person immediately Food to be discarded in food waste and placed in outside food bin Staff to ensure the kitchen is properly wiped down and cleaned with anti bac and anti viral spray and hot water.			
Spread of covid-19						Staff and Young People do not attend the youth centre if showing symptoms, or been in contact with someone showing symptoms of COVID-19 in accordance with our COVID-19 Health & Hygiene Procedures Staff and young people to have their temperatures checked on entering the building and complete the covid-19 questionnaire	17/11/21		17/11/21
General Principles.	N/A	N/A				Do not carry out work unless you are confident that you can do so safely. If a task requires personal protective equipment, you must use it and have it available for the volunteers, staff and young people.	17/11/21	Experienced member of staff is responsible.	17/11/21
Slips, trips and Falls	Spillages	May be injured if they trip over objects or slip-on spillages.	4	2	6	Good housekeeping – work areas kept tidy, goods stored suitably etc. Kitchen equipment maintained to prevent leaks onto floor. Equipment faults leading to leaks quickly reported to manager. Clean up spillages (including dry spills) immediately using suitable methods and leave the floor dry. Suitable cleaning materials available. Good	17/11/21	Experienced staff member is responsible.	17/11/21

						lighting in all areas including cold storage areas. No trailing cables or obstruction in walkways.			
Burn hazards.	Gas Hob, Hob Burners, Oven, Hot Oven trays or pots and pans, boiling water, Boiling/ hot sauces oils.	Minor/serious burns.	3	2	5	Make sure participants are aware of the dangers and what the burn hazards are. Oven mitts to be worn when handling hot, pot and pans and oven trays. Participants to be made aware of the dangers of scolding through steam and boiling liquids, and how to handle these correctly.	17/11/21	Experienced staff member is responsible.	17/11/21
Kitchen Use	Boiling water, stove and oven, knives and other cooking utensils	Cuts, burns, small pan fires, electrical hazards	3	2	6	Periodic equipment checks done, as well as before use. Knives are to be put away in tool box after use, not left on work top or put away in the draw. Correct food hygiene procedures and certificates are undertaken. No young people to be left unattended in kitchen. Kitchen kept clean at all times. Staff are asked to report to the General Manager any hazards or damage.	17/11/21	All staff responsible for young people's safety in kitchen. Only staff with legal certification to make food for young people and cook with young people. All staff responsible to cleanliness of kitchen.	17/11/21
Electrical Equipment injury	Electrical failure. No insulated wire.	Shocks, electrical burns.	3	2	5	Only the correct connection leads and devices are to be used. No appliance is to be used for any purpose than that for which it was designed. No leads are to be tailed across walkways or corridors and should be regularly examined by users for signs of obvious damage.	17/11/21	All staff responsible. Continue to supervise all use of electrical equipment to ensure it is used safely. Staff to report any problems to the manager.	17/11/21

						Never attempt electrical repairs, al faulty equipment must be isolated until qualified and competent persons can deal with it.		Arrange for PAT testing of electrical equipment.	
Knives	In correct use of knives	Suffer cuts from contact with blades.	3	3	6	Knives suitably stored when not in use. First aid box provided and nominated first aider always on site	17/11/21		17/11/21
Chopping Boardds	Not using the correct chopping boards whist cooking	Can cause cross contamination of foods, allergic reactions.	1	5	6	Ensure that a sign/poster is displayed clearly – identifying which boards need to be used for each foods.	17/11/21	Staff to ensure young people are using correct boards whilst cooking.	17/11/21
Food handling	Contaminatio n of food	Frequent hand washing can cause skin damage. Some foods can cause some staff to develop skin allergies.	3	2	5	Where possible and sensible, staff use tools (cutlery, tongs scoops etc) to handle food rather than hands. Food grade, single- use, non-latex gloves are used for tasks that can cause skin problems, eg salad washing, vegetable peeling and fish filleting. Where handling cannot be avoided, hands are rinsed promptly after finishing the task. (Due to covid 19 please see action one)	17/11/21	Staff responsible for supervising the cooking.	17/11/21
Gas appliances	Incorrect use of gas appliances	Could suffer serious/fatal injuries as a result of explosion/ release of gas.	4	2	6	Daily check of gas appliance controls. Inspection, service and test carried out by Gas Safe registered engineer every 12 months. Staff know where main isolation tap is and how to turn supply off in an emergency.	17/11/21	Manager	17/11/21
Machinery		Risk of serious injury from contact with dangerous or moving parts of machinery.	4	2	6	Staff trained in cleaning, assembly and operating procedures. All dangerous parts to machinery suitably guarded. Staff trained to spot and report any defective machinery. Safety-critical repairs carried out by competent person. Operating instructions easy to locate.	17/11/21	Remind staff to always isolate (switch off from power supply) machinery before carrying out maintenance or cleaning work.	17/11/21

Fire		Suffer serious/fatal injuries from burns/smoke inhalation.				Follow Fire Procedures for the building.	17/11/21	See risk assessment for building.	17/11/21
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