

ECYW 4006 Youth Work Practice 1: Preparing the Workforce

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Placement Portfolio Checklist

Portfolio Component	Words (Approx)	☒
A Front Sheet		
A Contents Page		
Placement Arrangement Forms		
Provide an Introduction, what can the reader expect (set the scene).	150-200	

An observation and evaluation of the structure and work of the placement provider, identifying examples of good youth work practice linked to theory and policy.	800-900	
A community profile drawing on wider reading.	1000-1100	
A summary of your own learning and development identifying ways in which your learning can be applied to your future placement practice. Your summary should be linked to your professional development plan and underpinned to examples from your practice and appropriate literature including the National Occupational Standards for Youth Work. • This section can include your PDP (not included in the word count).	700-800	

Introduction (164 of 150-200 words)

This portfolio will focus on my placement which is at Foothold Cymru in Llanelli. It will include an observation and evaluation of the organisation, as well as valuable examples of practice seen in this workplace, and how these link to theory and policy. The portfolio will also include a community profile of the town of Llanelli, and this will be based on broad research and reading. A summary will be provided that focuses on reflecting on my own learning experiences and how I have developed my skills and experiences through doing this placement, with a view to applying these in future placements. The summary will also be linked to my own professional development

plan (PDP) and will reflect on some examples of my learning experiences from my practice. This summary will also include broader reading linking what I have experienced in practice to the appropriate research, and will include references to the National Occupational Standards for Youth Work. Finally, my Professional Development Plan (PDP) will be included at the end.

Observation and evaluation of placement provider: Foothold Cymru (856 of 800-900 words)

Foothold Cymru (2023) has been running for over 30 years, since 1991. They are a not-for-profit organisation that are partly funded by the National Lottery and Children in Need. Based in the Lord Arthur Rank Centre, Trostre Road, Llanelli, SA14 9RA, they are made up of a team of volunteers who help out in a range of things, like a community fridge and delivering food packages to the people who cannot get to Foothold Cymru. They also create a safe space for young people and their parents/carers to go to if they feel they need support with a wide range of issues. The volunteers also create workshops for young people so that their voices can be heard.

The main purpose of Foothold Cymru (2023, np) is to:

Our vision is of a Wales, free from poverty with social, economic and environmental justice for all; where people thrive and not just survive and enjoy a decent standard of living.

(Foothold Cymru, 2023, np)

The main aims of Foothold Cymru are to help address the causes and consequences of poverty, by providing services to help meet the needs of young people and the community. They do this by making sure that they are focussing on multiple aspects of the causes and consequences of poverty. For instance, they provide a community fridge and a food bank and also provide links with other organisations for people to have access to clothing and toys, in order to help families. Additionally, they offer a warm hub, which is a place where the community can come inside to be warm and get some food, for example, soup. This also provides an opportunity to get to know others in the community.

Benefits

The benefits of Foothold Cymru are that they are making sure that young people can build positive relationships and have a safe space to talk. This is really important for them so that they feel that their voices are being heard and that they feel valued. This also links to Youth Work in Wales Principles and Purpose, the Five Pillars of Youth Work which are “educative, expressive, participative, inclusive, and empowering” (Youth Work in Wales Review Group, 2022, p.9). It also links to the National Occupational Standards, specifically “YW01: Initiate, build and maintain relationships with young people” (CLD Standards Council Scotland, 2019, p.1).

Challenges and limitations

It can be challenging, sometimes, not having enough staff and volunteers to lead sessions and ensuring the young people get the right amount of time for any participative activities. Time can be an issue sometimes too, when sessions get cancelled early, at the last minute, which can impact the young people, because if they are really struggling and then sessions are cancelled then they are not getting enough opportunity to voice their views, opinions and concerns. Likewise, transport issues are sometimes a problem, as some young people are unable to access sessions due to

not being able to get there. Occasionally, attendance rates are not as good as they could be, therefore, it might be an idea to send out reminders to the young people about sessions so that attendance rates are improved. Finally, if policies and procedures were printed out and put up on the wall, this could help staff professional development, as well as support volunteers and service users, to be reminded of what these are so that everyone is clear on professional boundaries. Ingram and Harris (2001, p.62) state:

Everything that happens in your territory is your responsibility. This is still the case even if someone you manage paid or voluntary does something without your knowledge or agreement. If you do not accept responsibility, it leaves the way open for others to do so. When this happens, the area in question has moved outside your boundary, inside their boundary and into their territory.

(Ingram and Harris, 2001, p.62)

This means that we should ensure to maintain our professional boundaries as youth workers and only share if you feel comfortable. If we do break our professional boundaries, make sure that we accept responsibility by telling the right person, for example your Learning Mentor or supervisor.

In conclusion, my learning placement has provided me with amazing learning opportunities and experiences, such as being able to lead my own session, as well as learning how to do a risk assessment. Also, being able to build relationships with the young people and creating a safe space for them has enabled me to learn about the problems the young people are facing in today's society. Linking things like the cost of living crisis, poverty, homelessness, mental health, and teaching the young people to cook has helped me understand that lots of young people are going through mental health and feeling like they are not being heard and the negative impact of this on them. Also, by helping them to cook you are teaching them the basic skills to survive, and with the cost of living and the fact it is difficult for young people to get jobs, this means that they could face homelessness, not learning the value of money, but also not being able to survive.

Community profile (1044 of 1000-1100 words)

My community profile will be based on Llanelli. Llanelli is a large town based in Carmarthenshire, southwest Wales. According to the 2021 census record, the population of Llanelli is 25,366 people, with 22,898 people of UK origin, and 2,467 people who are from other different countries outside of the UK. Of that population, the age distribution is 0-17 year olds, recorded as 5,481, and 18-64 year olds, recorded as 14,964. The age distribution of young people can be broken down into three categories as follows: 0-9 year olds 2,961; 10-19 year olds 3,057; and 20-29 year olds 2,996. These statistics show that there are lots of young people who need access to appropriate services so they can get the help and support they need.

In Llanelli, there are two main youth clubs. The first youth club available is the 21st Century Church Youth Club, which offers a number of activities, for example, they had a games night recently, which was a Traitors-themed night, which was very successful. They also hold special events occasionally, such as bible tips, to help young people engage with the Bible and read and understand it better. This church youth club also offers a safe place for young people to talk, and they can also get food deals to help if they are feeling hungry and cannot afford pricey takeaways. For example, as a treat, a young person could get chicken nuggets and chips and a drink for £1.50.

The second youth club available is another church group called the Evangelical Church Youth Club, which offers two different clubs. The first is called Friday Club, which runs from 6-7pm, and is aimed at 4-11 year olds, which specialise in arts and crafts, bible stories, and games. Then later, from 7:30pm onwards the Youth Club offers activities for 11-18 year olds such as fun, games, and fellowship. This is relevant to the statistics because although 12,377 people identify as having no religion, 10,902 people identify as Christian, which is the majority religion in Llanelli town compared with the total of all other religious identities being 2,467 people.

There is also a range of things for the young people to access in Llanelli town, such as a theatre, cinema, restaurants, shops, nail bars, and a bowling alley, and libraries which are for leisure or entertainment. Also available are a range of healthcare facilities, for instance, dentists, General Practitioner (GP), sexual health clinics, chiropractors, and mental health support available from the NHS, even though the waiting lists are very long. Although young people can access a range of leisure and entertainment, these activities can be expensive; not all young people can afford to participate, which could leave some young people feeling isolated and left out due to the cost-of-living crisis and the unemployment rates.

Research shows that in Llanelli, 71.7% of the population is employed. However, 2,300 people are unemployed, which is very significant to what is going on in the world today, such as homelessness, poverty, cost of living crisis, benefits, choosing whether to pay bills or put food on the table, not having access to a car, not being able to afford insurance, access to certain health care services, such as dentist and optician,

because these have to be paid for privately which can be very expensive. This should not happen, therefore, so we can give young people what they need, even if it is their basic needs as seen in “Maslow's Hierarchy of Needs [which] argues that we all need physiological needs food, water, breathing, and homeostasis as well as security and safety needs, social needs, esteem needs, and self-actualization needs.” (Verywell mind, 2022). This means if young people’s basic needs are not being met they will not be able to achieve all of their goals because we need the basic needs to survive and reach our full potential.

When young people's needs are not met, they can unfortunately fall into crime to sort of survive and escape their problems. In Llanelli sadly the crime rates are the highest in Dyfed with 161 crimes committed per 1,000 people. To break this down the worst crime rates include burglary, criminal damage, arson, violence, and sexual offences, with 2,042 sexual offences being committed or carried out in 2022. This means that young people’s needs are not being met, and they can resort to committing dangerous offenses, which can mean that young people could be in trouble with the police and could end up in prison. Having a safe space to help young people, such as youth clubs to help them with anything they are struggling with, or getting people to come in and tell them about job opportunities coming up, or volunteering options to help them have amazing experiences which they can apply to later on in their life. In Foothold Cymru, we would provide young people with pizza, wraps, and panini, and they would have squash as well, so we ensured that their basic needs were being met in the youth club.

For young people to thrive and not just survive in Llanelli, we need more funding for youth services, so that young people can have more time and opportunities brought into the youth club. This would enable us to provide teaching and learning opportunities for young people, such as the Duke of Edinburgh award, getting people to come in to help them with employment and training for jobs, and helping them to support young people with writing a curriculum vitae (CV). Ensuring that we have enough funding for job and placement opportunities for young people so that they can have the experience of learning through volunteering to work in cafes, community centres, youth clubs, and libraries. When they are applying for jobs, they can then put their volunteering experience down on their CV to show that they have had different learning opportunities. This links to the National Occupational Standards, specifically

“YW04: Develop and maintain productive working relationships in collaboration with colleagues, agencies, and stakeholders for youth work” (CLD Standards Council Scotland, 2019, p.18). Allowing young people to have more free access to health care services, such as dentists, GP appointments, and mental health services, so they can get the help and support they need to prevent poor health, well-being, and illness.

Summary of own learning and development work (947 of 700-800 words)

In my placement at Foothold Cymru, my own learning and development has improved by pushing myself out of my comfort zone, such as attending a drum and bass workshop. This links in with the NOS “YW11 Plan, prepare and facilitate learning activities with young people” (CLD Standards Council Scotland, 2019, p.1). However, as I have autism I was not looking forward to this activity because I struggle with loud noises and new environments, but I went along to support the young people and ended up actually quite enjoying it.

One of the benefits I found during placement was the ability to build and maintain my confidence skills and how this relates to building relationships with young people,

which links in with the NOS “YW01 Building and maintaining relationships with young people” (CLD Standards Council Scotland, 2019, p.1).

For example, at first when I started placement, I was very shy and not very talkative, but gradually through the use of interaction with my colleagues I started to feel comfortable and I was able to open up a bit more and feel less shy. This enabled me to further develop my social skills through the use of discussion and positive interactions with both my colleagues and the young people. To help myself, I would ask relevant questions, such as one young person was non-communicative, so I asked my mentor if they had any learning needs so that I could research on the most appropriate ways of communicating with them. This helped me because by applying what I had learned through research I was able to build and maintain a relationship with this young person.

One thing I have come to notice is that I have a tendency to always put others’ needs before my own. I always like to think about what the young people might need and I try to help them as much as I can. However, I have now realised that it is also important that I consider my own needs sometimes, so that I maintain positive mental health and wellbeing so that I am in the best mindset to be able to continue supporting others. This links to the NOS “YW18 Engage with young people to promote their emotional well-being and mental health” (CLD Standards Council Scotland, 2019, p.1).

Additionally, I do not always notice my own learning and development, but reflecting during this placement has allowed me to focus more on my own learning and development. This has been good for me because, through the use of reflection, I have been able to help me realise that people do not always understand things from my perspective, but that is ok because we all have different attitude, views, and beliefs which should be respected.

The challenges that I have found difficult during placement have been linked to my autism. I find noise, new environments, and meeting new people particularly challenging and stressful, but I wanted to try my best to overcome these obstacles. One of the activities was a drum and bass workshop, so I was really dreading this. I could have opted out of doing this, but I decided to give it a try. When I got called up to make the music and do a track I was really nervous. The person that was leading

the activity really supported me by giving me instructions on when to turn the music up or down, and that was really encouraging! This built my confidence up and helped me to realise that I am capable of doing new challenges, and even though I felt very stressed with all the noise, I still managed to complete this activity successfully. Accomplishing this made me feel very proud! I realised that this concept could apply to working with young people in any group work activity and links to the NOS “YW07 Apply youth work values and principles in group work” (CLD Standards Council Scotland, 2019, p.1).

This placement offered me a really good social learning experience. My social skills improved in that I am now more talkative and bubbly with my colleagues and the young people. This helped me to show that I am capable of different interactions with new people, and that I was able to ask questions if I was stuck on something and helped me discover that in fact people are similar to me in that they are always very willing to help which gave me lots of new-found confidence.

My autism traits were challenged at times, but I found strategies to deal with those challenges. For this I looked to the NOS “YW06 Explore the concept of values and beliefs with young people” (CLD Standards Council Scotland, 2019, p.1). This helped me realise that my colleagues and the young people were very accepting and that just because people have different learning needs, as long as people have positive attitudes, and show kindness and understanding, then building trust and rapport is a lot easier. Also, that if you confide in them it will stay with them in confidence, and not go beyond the boundaries of the placement. This helped me to learn to trust individual people and build relationships and friendships which I really enjoyed and valued. This links to the NOS “YW04 Develop and maintain productive working relationships in collaboration with colleagues, agencies, and stakeholders for youth work” (CLD Standards Council Scotland, 2019, p.1), which is what I always tried to do. For example, I was able to build special relationships with two colleagues. This resulted in them being very positive and encouraging me that I can be a good youth worker, and go on to help young people achieve their hopes and dreams.

Reference list

CLD Standards Council Scotland (2019) *National Occupational Standards*. Available at: <https://www.youth.ie/wp-content/uploads/2020/04/CombinedYouthWorkNOS.pdf> (Accessed: 11 March 2024).

Foothold Cymru (2023) *About us*. Available at: <https://footholdcymru.org.uk/about-us/> (Accessed: 12 February 2024).

Ingram, G. and Harris, J. (2001) *Delivering good youth work: working guide to surviving and thriving*. Dorset: Russell House Publishing.

Very Well Mind (2022) *Maslow's Hierarchy of Needs*. Available at:
<https://www.verywellmind.com/what-is-maslows-hierarchy-of-needs-4136760>
(Accessed: 26 March 2024).

Youth Work in Wales Review Group (2022) *Youth work in Wales: principles and purposes*. Available at:
<https://www.cwvys.org.uk/wpcontent/uploads/2022/10/YOUTH-WORK-IN-WALES-2022-ENGLISH.pdf> (Accessed:
11 March 2024).

Appendices*Appendix 1: Placement arrangement forms**Appendix 2: Risk assessment***RISK ASSESSMENT****Objective**

To control, reduce and manage all potential related risks to young participants for Time Together project

Activity: Stained Glass Windows	Date of activity: 22/ 02/2024
Assessment compiled by: Susan Lock	date compiled: 22/02/2024
Position held by above person: Runs The Groups	
Assessment approved by: Kelly Anne Tomlinsion	Date approved: 19/12/2023

Position held by above person: Manager	
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Identified hazard	Level of risk	Impact	What/ who is at risk	Control measures required to control/manage risks
Cuts From scissors and sharp items	Low	High	The Young people	Getting Young People to wear some gloves to avoid cutting and injuring themselves. Helping the young people cut if they are struggling to cut the items. Adapting the activity. Making sure that the sharp objects are facing the correct way and warning the young people of the dangers aware of carrying the scissors the wrong way.
Paper Cuts	Low	Low	The Young People	Getting the young people to wear gloves. Making sure that sharp objects are out of reach from young people. Warn them that they could get a paper cut but making sure that we avoid any injuries. If Paper cuts do happen make sure that we run it under water and make sure that the young person is okay. Recording any injuries in the accident book.

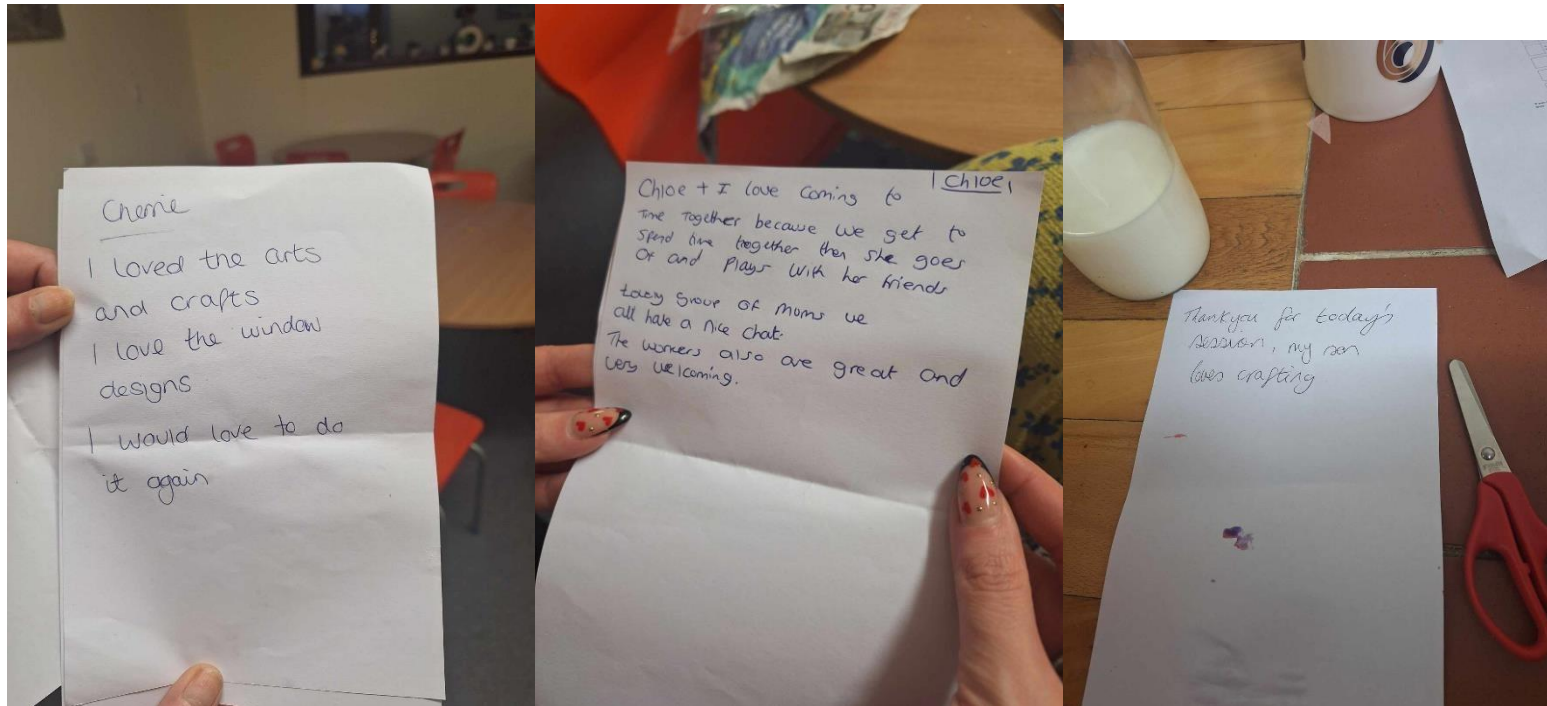
Using Glue	Low	High	The Young People	Pouring the glue out in pots to stop the young people eating or spilling the glue. Using glue spreader to avoid the young people getting sticky or eating the glue. Asking the young people if they are allergic to certain glues if they are getting them to wear gloves and apron to avoid contact with the skin.
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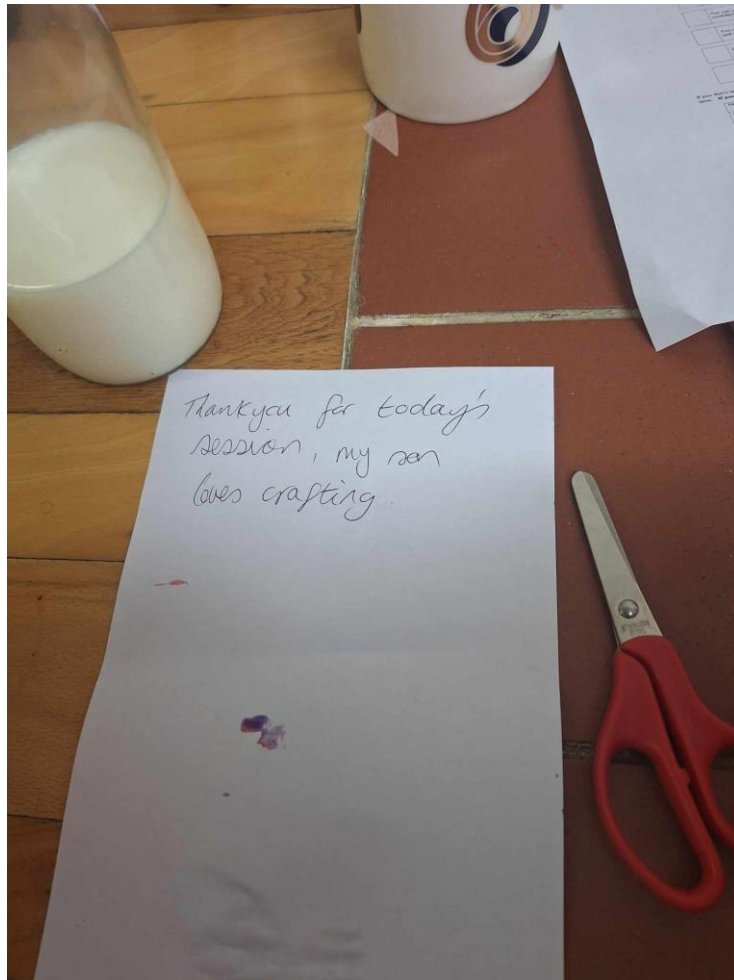
Identified hazard	Level of risk	Impact	What/ who is at risk	Control measures required to control/manage risks
Choking on beads	High	High	The Young people group.	Putting the beads in pots – to reduce the risk of young people choking and telling them not to put them in their mouths. Getting the parents to put the beads on so the young people are not at risk of Hazzard Substitute the beads for something else. Young people may choose not to use beads.
Putting Pens in their mouth	Low	Low	The Young People	Risk of Getting a damaged tooth if biting on the pen – substituting them to pencils Risk of getting ink in your mouth – making sure that when they are finished with the pens, they are putting the lids pack on them. Risk of choking on the lids- so removing the lids from the pen and making sure that the objects are far away from the young person.

Paint Brushes and using paints	Low	Low	The Young People	Risk of Young People chewing on the brushes. Risk of Young People getting messy and dirty so making sure that if they want an apron, we have aprons in the room. Risk of children allergic to paints – getting them to wear gloves and aprons so we prevent the risk of the young people having an allergic reaction. Ordering special paints which are okay for the young people to use. Substing paints for coloured felt pens.
Ribbons, cable, wire and crystal cord.	High	High	The Young People	Already cutting the wire and cable up to prevent the young people from chocking, hurting themselves.
Identified hazard	Level of risk	Impact	What/ who is at risk	Control measures required to control/manage risks
				Choking Hazzard – Making sure that the sharp objects are out of reach from Young People and get them ready when they need it. Making sure that we have the appropriate cutting tools. Getting the practioners to supervise or helping the young people to cut the cable and wire.

ECYW 4006

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Appendix 3: Feedback from led-session



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*Appendix 4: Supervision reports***Supervision Recording Format**

SUPERVISION RECORDING
DATE: 3/1/24
TIME: 10.30-11.30am
PEOPLE PRESENT: AG/LR
DURATION OF THE MEETING: 1hr
AGENDA/ DISCUSSION POINTS
1. Well-Being Check-in 2. Explore submitted reflection and reflect 3. Discuss lay-out for reflective recordings moving forward 4. Look at headings of final report and explore next reflection 5. AOB 6. Next date
NOTES/ ACTION OF EACH ITEM
1. Louise said that she has had a good Christmas but had been unwell but was generally feeling ok 2. We explored the first reflection and Louise described to me what had gone on and the thinking behind it. Louise was able to give me lots more detail about the session than she had already included so I encouraged her to add the additional information in to the re-do section as what she was discussing with me was how this session is impacting her thinking about her planned session in February 3. In line with exploring what Louise has experienced and ensuring we are utilising our time together well we looked at the headings for the final report and what reflection Louise can next use to demonstrate these - there was a lot of conversation here which I felt was really beneficial for Louise and Louise was able to demonstrate to me where her knowledge and understanding is at
PROBLEMS ENCOUNTERED

No an issue but we inserted the following into the reflection to break it up and identify the different sections in it for the reader - Plan
Do
Review
Re-Do

Louise was able to then see how we are able to fit Kolb's Learning Cycle into her work and how we are beginning to look at what theory to practice looks like

We also explored how a Mum being present in this session impacted upon the YP's engagement in the session so we explored how Louise could tackle that and what that may look like.

Also we discussed how YP using bad language with a Bright Sparks session impacted upon Louise's A/V/B's (Attitudes, Values and Beliefs) and how we had to also take into consideration YP's engagement, us being on YP's territory, our own religious beliefs and how this situation impacts those and whether the Bright Sparks session was the right session moving forward due to the impact upon Louise.

REFLECTION ANALYSIS AND LEARNING Links between theory and practice can be made here and referenced in the usual way. Also reflection on effectiveness of supervision.

We have started to use Kolb to base our reflections on and used this as a most basic example of theory to practice. I also briefly touched upon Tuckman's Group Work theory as well as the 5 Pillars as this is what Louise was familiar with

QUESTIONS ARISING

No Qs just next steps -

We felt that it would be useful if Louise had the headings for the supervisor's report so she can see where her reflections need to fit and what she is experiencing is in line with the requirements she needs to fulfil

Challenging Situations

Theory to Practice

Identifying your own values and beliefs and relating them to the work

How pro-active are you in demonstrating Attitudes, Values and Beliefs

DATE OF NEXT MEETING: Sat 20th January 10.30am

SIGNED: Louise Rumsey

STUDENT: Louise Rumsey
SUPERVISOR: Anna Griffiths

Supervision Recording Format

SUPERVISION RECORDING
DATE: 25/1/24
TIME: 6.30-7.30pm
PEOPLE PRESENT: AG & CLR
DURATION OF THE MEETING: 1hr
AGENDA/ DISCUSSION POINTS
1. Well-Being Check-in 2. Explore submitted reflection and reflect 3. Discuss lay-out for reflective recordings moving forward 4. Discuss next reflection 5. AOB 6. Next date
NOTES/ ACTION OF EACH ITEM

1. Louise has touched upon her Well-Being during the course of this session as we had explored a situation that happened to her in placement and how that affected her. She explained that the situation made her EWB feel poor and low and that as a result she didn't want to attend placement for a few days but then after reflection was able to go back and engage with it
2. We discussed the reflection and explored the different parts where I felt additional information could be added to give us depth, feeling and learning. What I explained to Louise was that without these additional elements we simply have a story and what we need to see is that Louise has reflected upon the situation and there is learning for her which is demonstrated in the re-do section of the recording. We also discussed how we could think about applying the Five pillars of Youth Work to this recording and that this is called theory to practice
3. Louise felt that by applying the Kolb Learning Cycle headings to the reflection it was easier to write to and keeps her in check with what information we need to see and read.
4. We had a long discussion about a specific incident and how Louise would like to use this her next journal. We talked through each section and what we needed to see in each - Plan
 - What Louise is going to reflect upon
 - Do - What happened
 - Review - Reflect upon the situation but balancing that against process (what did Louise do to deal with this) personal (how Louise managed this personally) taking into consideration how this has

impacted upon her attitudes, values and beliefs and any experiential learning that took place here for her in this situation
 Re-Do -What would Louise do differently next time she was in a situation like this? Would she share this specific bit of personal info at her next placement or not?

PROBLEMS ENCOUNTERED

No problem at all as Lousie is very keen to engage, listen and reflect alongside me. Tonight's session was upsetting for Louise as she has experienced what we both feel is a very unfair situation but for Lousie to share this she has had to share very private details about her life with me and that for me is a very brave move

REFLECTION ANALYSIS AND LEARNING Links between theory and practice can be made here and referenced in the usual way. Also reflection on effectiveness of supervision.
No connection to theory to practice here however we have explored this for our next supervision
QUESTIONS ARISING
None
DATE OF NEXT MEETING: 28/1/24 1pm
SIGNED: <i>Louise Rumsey</i>
STUDENT: Courtney Louise Rumsey
SUPERVISOR: Anna Griffiths

Supervision Recording Format

SUPERVISION RECORDING
DATE: 31 st Jan 2024
TIME: 6-7pm
PEOPLE PRESENT: AG and CLR
DURATION OF THE MEETING: 1hr
AGENDA/ DISCUSSION POINTS
1. Well-Being Check-in 2. Explore submitted reflection and reflect 3. Explore next reflection 4. AOB 5. Next date
NOTES/ ACTION OF EACH ITEM
1. Louise touched upon how her EWB has been impacted by the situation that we are discussing in this reflection and how she has had a few down days as a result. I think that's more to do with the shock of the situation and for a little while felt really

overwhelmed by it all. However after support from people around her she has been able to pull it back and get on with things

2. The reflection itself was a baseline for what she wanted to discuss but we have had to play around a little with the Plan, Do, Review and Re-Do headings as there was an additional heading there which isn't in Kolb' Cycle so gave us repeated information which wasn't necessary

Also as this reflection is so emotive none of that emotion came across and it just read like a story giving us no emotion and in turn no feeling or reflection that was needed here

The great thing was that Courtney was happy to take on board what had been said and add the additional information in and it reads much better now. I can hear her feelings as she has reflected upon them, she has added in elements about experiential learning that was essential here for her

She has also started to link Theory to Practice as we have been talking about the last few sessions so that is great to see that Louise is able to make those links within her practice

3. Courtney felt that she didn't have anything in particular that she wanted write a reflection on so we agreed that she would run her next session with the YP on 21st February and then she would write her reflection and when we meet on the 24th we can use that to reflect upon
4. No AOB
5. Next date Sat 24th February - Time TBC

PROBLEMS ENCOUNTERED

No problems at all, just some movement around the Kolb Headings to ensure we have the correct information that we need for our learning. Also one of the things that I noticed with Courtney which we discussed was whether she was reading aloud to herself her final pieces of work before submitting them for our session? I asked Courtney that next time she reads her work aloud to herself as she can then hear how it sounds as it reads differently once it spoken.

We also discussed how grammar, punctuation etc needs to be as good as it can be as this is a professional qualification, with our final pieces needing to match that level also.

REFLECTION ANALYSIS AND LEARNING Links between theory and practice can be made here and referenced in the usual way. Also reflection on effectiveness of supervision.

Courtney is beginning to be able to see the links within her practice and make reference to that in her work. We have started off slowly by
linking the Five Pillars to her work and I feel that she has done this well and also referenced this at the end of the reflection
QUESTIONS ARISING
No questions from either of us
DATE OF NEXT MEETING: Sat 24 th Feb - Time TBC
SIGNED: <i>Louise Rumsey</i>
STUDENT: Louise Rumsey
SUPERVISOR: Anna Griffiths

Supervision Recording Format

SUPERVISION RECORDING
DATE: 28/2/24
TIME: 18:00-19:00
PEOPLE PRESENT: AG & CLR
DURATION OF THE MEETING: 1hr
AGENDA/ DISCUSSION POINTS
1. Well-Being Check-in 2. Explore submitted reflection and reflect 3. Discuss lay-out for reflective recordings moving forward 4. Explore what we felt was useful to reflect upon as we are approaching our final supervision 5. AOB 6. Next date

NOTES/ ACTION OF EACH ITEM

1. All was well in terms of EWB and no issues were reported
2. The reflection submitted was of Courtney's planned session with YP - it was felt that the YP and Courtney really loved this session and Courtney was very positive about this
3. Courtney feels that using Kolb's reflective cycle is still working for her and helps to break down thoughts and feelings for supervision reflections
4. We talked about Courtney exploring Tuckman's Group Work theory for her next reflection as this will support a current Uni module and also help Courtney understand a relationship forming with a YP in placement

PROBLEMS ENCOUNTERED

What Courtney is having difficulty with is getting her reflective thoughts down on paper

When we start our session I always ask the student to explain their reflection to me and always Courtney will give me far more than what she does on paper.

So we then go back and I pick out the elements that she has mentioned to me and we discuss these gaps in the reflection.

I asked Courtney if she wished to make this reflective process easier and I could give her some pointers for when writing each part of the reflective cycle but she preferred for this process to happen verbally in our supervision.

Courtney has all the answers for me when we are reflection verbally together so she has clearly reflected upon the event but struggles to transfer this to paper

REFLECTION ANALYSIS AND LEARNING Links between theory and practice can be made here and referenced in the usual way. Also reflection on effectiveness of supervision.

Courtney finds relating theory to practice quite easy which is why I have asked her to think about Tuckman's Group Work Theory and use that to help her understand a relationship with a YP in placement that is just starting. This will also enhance her Uni module about relationships too and strengthen the theory to practice element for her learning

QUESTIONS ARISING

No Questions
DATE OF NEXT MEETING: Wednesday 6th March
SIGNED: <i>Louise Rumsey</i>
STUDENT: Louise Rumsey
SUPERVISOR: Anna Griffiths

FIELDWORK SUPERVISOR'S FINAL REPORT

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

How did the student use supervision and respond to feedback?

Courtney responded well to supervision and was always prepared and ready to meet.

We did have a few cancellations due to some health appointments, but we managed to meet up for the required amount of sessions.

Courtney always emailed me her reflection prior to our session as we agreed in our supervision contract.

Courtney took my thinking on board around situations that we were reflecting on and at times brought her own questions to the session and was ready to expand her thinking around situations

Courtney was happy to listen to my experiences to help her understand her experiences aswell.

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

I guess with all students the challenging situations find them as they travel through their placement and Courtney has had a particularly challenging time with one specific situation which has seen her EWB impacted aswell as challenging herself to move forward.

Courtney was able to identify that this situation impacted her EWB and used her own tools, support people and resilience to move forward from what has been very difficult for her and her family.

It is fair to say that this incident has been very powerful for Courtney and has helped her learn a lot about people and how to put her own personal boundaries in place.

To what extent did the student show enthusiasm and commitment?

I feel at times Courtney engaged in supervision as it was a part of the package of support around her and whilst she engaged well I'm not sure the enthusiasm was

there. Yes I feel that Courtney was committed to her learning and wanting to move forward but not overly enthusiastic with the supervisor/supervisee process and function.

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

This was something that Courtney got to grips with quickly as most students take some time to understand this however she appeared to be an early adopter here and was also able to add references to reflections also.

We used a lot of Kolb's Learning Cycle, The 5 Pillars of Youth Work and Tuckman's Group Work Theory and Courtney managed these theories very well in relation to her practice.

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

This I feel was demonstrated through the personal situation that arose from placement whereby a comment was made to Courtney regarding her being adopted. We had a number of conversations about her adoption, her thoughts about why she shouldn't tell the YP in placement, what her placement managers thinking was around the comment etc.

Through this situation Courtney was able to help me understand her own set of values and beliefs and relate them to the work and her practice really well.

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

Courtney was able to use language and behaviours that reflected her knowledge of AOB/L and B and this was both in placement conversations and supervision sessions with myself.

I feel that through Courtney's work with YP and peers she understands and converses with others whilst demonstrating that she understands what this means to her and her practice.

In your professional opinion has the student achieved the necessary standards to progress to Level 6?

I feel that Courtney has achieved a specific standard to move forward to her next year. I feel that of learning to be undertaken as with a L4 students at this stage however I am confident that Courtney can achieve that and progress forward.

Student's Provisional Grade % (Please refer to the grading criteria above)

Grade C

55%

Signed Supervisor Anna Griffiths

Signed Student Louise Rumsey

Date 03/3/24

Appendix 5: Reflections from supervision

Number of placement hours completed: 22 and a half hours.

Plan

The plan for the session was a Bright Sparks workshop where young people would use e-waste skills to repair broken phones and laptops, and after they fixed the laptops or phones, they would send them out back into the community to people who needed them.

Do

The Young people were repairing and inventorying the items that were coming into the Bright Sparks workshop in this workshop, they were fixing basketball hoops and some game consoles and phones they were putting in the inventory, but also, the young people were allowed to go out to the skip and pick bits out of the skip to repair.

Review

The young people were really interacting with the session and engaging with the session, but during the session, I noticed some of the young people were swearing. It made me feel uncomfortable that they were swearing, and the adults were not saying anything about the swearing. But what I did not consider was the young people's homelife or what was happening in the young people's school or community, and if we were to say oh, could you stop swearing they may lose interest or disengage with the session or not come back to bright sparks.

Redo

If the people were to redo the Bright Sparks workshop, I would engage and interact more with the young people and see what they were repairing and the process of repairing and inventorying the items they were repairing, but also

take into consideration why the young people were swearing and why the adults were not saying anything and not letting the swearing making me uncomfortable.

Plan - Stained Glass Windows

Do - Set up the activity before the young people come in. This involved me laying out newspapers on the table, the stained-glass window shapes, and putting paints and glue out on the table. When the young people arrived, I explained and showed them an example of stained-glass windows I had created earlier in the day. The young people enjoyed and engaged in the activity. In this activity, the young people were able to engage, explore, and express themselves through the different colours they used on the stained-glass windows.

Review - The activity went well; the young people were really engaging and enjoying the activity. There was one young person I was really worried about because sometimes they have difficult focusing and engaging with the activity and usually goes off and does their own thing, but this young person engaged and really enjoyed the activity. I was having a conversation with this young person at the end of the session and asked if they would want to do it again sometime, and they said maybe.

Redo - Redo- I learned that the young people really interacted and enjoyed the activities we did, and the feedback they gave was positive. As I was observing the young people, I noticed that the " five pillars of youth work were fitting into this activity as the young people were exploring their "Educative, Expressive, Participative, Inclusive and Empowering". (Youth Work Wales review group, 2022) Through the use of paints. If I were to do it differently next time, I would just make sure that I was more prepared and write out instructions to help the young people to understand the activity better.

References

Reference - Youth Work in Wales Review Group (2022) Youth Work in Wales: Principles and Purposes. Available at:

<https://www.cwvys.org.uk/wpcontent/uploads/2022/10/YOUTH-WORK-IN-WALES-2022-ENGLISH.pdf>

(Accessed: 26 February 2024).

Plan - Learning mentor meeting

Do - On the 10th of January 2024 at 3 pm, I had a learning mentor meeting with Kelly where we discussed how I was finding placement and my answer to the question that I was really enjoying placement and I was enjoying working with the young people and forming relationships with them. During the meeting, Kelly asked if I had any questions about placement and how they could support me, and I answered the question about whether this young person who had nonverbal communication was if he had any learning difficulties so I could research ways to communicate with the non-verbal young person. At the end of the meeting, Kelly said it was just a criticism I know that you are very open about telling me and Sue that you adopted, but I do not want you telling the young people that you are adopted because I do not want the young people to go home and ask their mum and dad want adoption is. This made me feel angry because she was basically saying that adoption was a bad thing, but now it is uncomfortable and awkward because I feel like I cannot go to her to answer questions. But this has made me think about my boundaries in youth work. As I said, I would not share that I was adopted because that is my personal boundaries. This has challenged my personal attitudes and beliefs.

Review - This made me feel angry because she was basically saying that adoption was a bad thing, but now it is uncomfortable and awkward because I feel like I cannot go to her to answer questions. But this has made me think about my boundaries in youth work. As I said, I would not share that I was adopted because that is my personal boundaries. I talked to Angharad about what happened at placement, and she was baffled about why Kelly would say this and that she would pass a message on to Fran. A few days later, I got an email from Fran to arrange a meeting to discuss and talk about placement, so I disclosed this to Fran. She was shocked as well and asked me how I felt about this I said

that I was feeling angry and uncomfortable and that sometimes I would say that I did not want to go to the placement and asked if I had anyone to talk to about this I said my parents and that she is going to get in contact with Kelly to find out why she said this and then we would arrange another meeting so we could discuss this. I told Sue, who oversees our placement, and she was shocked and said that the young people should know about adoption this can fit into the five pillars of youth work, which are "Educative, Expressive, Participative, Inclusive, and Empowering, which is important to the young people". (Youth Work in Wales Review Group, 2022)

Redo- If I were to redo this, I would probably not disclose that I was adopted, as Kelly has discriminated against adoption in the workplace. A definition of experiential learning "can be defined as a learning process where knowledge results from the combination of grasping and transforming an experience".(Growth Engineering 2004) However, this has also been an experiential learning that has made me stronger as a couple of years ago; I would have dealt with it differently. I cannot comprehend that in 2024 that there is still ignorance towards adoption. Has made me reflect that not all people understand or get the concept of adoption. This has made me reflect that in my next placement, I will not disclose that I am adopted so that this does not happen again. I would ask Kelly why she said that so I could understand her reasoning behind this, but it has also made me think about my professional boundaries as a youth worker.

Reference - Youth Work in Wales Review Group (2022) Youth Work in Wales: Principles and Purposes. Available at:

<https://www.cwvys.org.uk/wpcontent/uploads/2022/10/YOUTH-WORK-IN-WALES-2022-ENGLISH.pdf> (Accessed: 31 January 2024). Growth

Engineering (2004) Available at

<https://www.growthengineering.co.uk/kolb-experiential-learning-theory/#:~:text=As%20the%20name%20reveals%2C%20Experiential,grasping%20and%20transforming%20an%20>

(Accessed 31 January 2024)

Appendix 6: Learning Mentor report

LEARNING MENTORS FINAL REPORT

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

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

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

Key areas of competence

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

Grade	Description	Equivalent % marks towards qualification	HE
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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	50-59%
	met the requirements appropriate for a professionally qualified Youth Worker and with further experience should develop into an effective youth worker.	
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%
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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 49% 0-39%	E-Weak 40-
Louise worked effectively in many of the five pillars but in a few areas I think further engagement could happen. Please see more detail below: - Educative: Louise enabled young people to learn new skills through her stain glass window session. Here young people learnt new skills and abilities through this engaging art session. In other sessions, I have seen Louise engage with young people and explain how to take part in sessions in a supportive manner. - Expressive: Again, Louise allowed young people to express themselves well. She supported young people in a range of expressive forms to highlight their own preferences and skills. She engaged in conversations				

with them around their own interests and asked thoughtful questions to further understand the discussion. - Participative: Although I have no doubt Louise values young people and really has a 'heart' for youth work, I feel she could do more to enable participation from young people. A few times Louise has needed prompting and reminding to interact with the young people in the session. - Inclusive: Louise tried to ensure all young people could participate and over the course of her time with us, she broke out of her comfort zone to help others engage in sessions and activity that she herself struggled with. A key example of this was a DJ and Mixing session which was completely out of Louise's comfort zone, however she attended and engaged with young people through this session as she knew it was something they wanted to do. - Empowering: This is the second area I think Louise could develop more. Although she has increased in confidence during her time with us, I think as her confidence continues to grow the better abled she will be to help young people and empower them.				
Facilitate the personal, social and educational development of young people				
A-Exceptional 70%+	B-Effective 60-69%	C-Satisfactory 50-59%	D-Rather weak 40-49%	E-Weak 0-39%
Louise supported young people to interact with each other in a positive and appropriate manner. She encouraged their engagement in activities, learning new skills, and also supported them to go beyond their comfort zone by role modelling this herself. Louise supported young people to learn, socialise and express themselves in a safe space.				
Promote inclusion, equality and young people's interests and wellbeing				
A-Exceptional 70%+	B-Effective 60-69%	C-Satisfactory 50-59%	D-Rather weak 40-49%	E-Weak 0-39%
Louise encouraged young people from diverse backgrounds to interact with each other. Many of our sessions included young people who were neurodiverse, who had learning or physical difficulties, mental health problems or complex, family backgrounds. Despite this diverse range of needs, Louise managed to work alongside each of them and encourage them to take				

part together. She also encouraged young people to respect each others differences.

Louise listened to the young people's interests and built activities that fitted around these. She helped them have a voice and actioned their wishes in an appropriate manner.

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%

I genuinely believe Louise has young people at heart and that she embodies the ethos of 'youth work'. She genuinely cares about the young people she's working with, she wants the best for them and she takes into account what they have to say. However, there are some areas and skills that Louise needs to continue developing. These are skills which can be learnt but Louise already has the most important part - a heart for young people.

Louise has worked well with young people but as previously mentioned I think she could do more to engage with them and encourage their participation. Louise didn't engage as much with the parents of attendees and again this is an area I feel she could work more on. Louise did engage well with coworkers and other students and she was open and honest about a few struggles she has within this area. Despite these issues she still tried her best to work positively alongside these individuals in a professional and productive manner.

LEARNING MENTOR'S FINAL REPORT (continued)

How has the student developed during the placement?

Louise has developed her confidence and she has come far beyond her comfort zone. At the start of placement Louise was very open and honest about aspects of the work she finds challenging and difficult. Initially Louise would opt out of these, for instance we ran a party and due to the expected level of noise Louise decided not to attend which was absolutely fine. However, by the end of the placement Louise attended a DJ and Mixing workshop which was very loud, very interactive and very much beyond her comfort zone.

This is when her heart for young people was really displayed – she knew that young people would enjoy this session and she wanted to support them in this so she not only attended the session but she fully participated too including dancing, taking part in the mixing and encouraging others to take part.

Louise also showed her increased confidence through delivering her own session despite this not being an essential aspect of her work. This session went well, the young people enjoyed and the created items looks very impressive!

What are your suggestions for further development? What would be your recommendations for the Student's development during the Level 5 placement?

I would recommend Louise does some more targeted youth work, particularly with the older age bracket. Most of the youth work completed here has been with under 14s, although some over 14s were involved too. Our work is also very generic and wideranging so more targeted or focussed work would help Louise develop more key skills.

As already mentioned, Louise has the most important thing needed for working with young people and that is a 'heart' for youth work. Whilst there are areas she can improve, these are things which can be learnt and developed over time. This 'heart' I keep mentioning is something you either have or you don't and Louise most definitely does!

What is your feedback on observing the student's planned piece of practice?

I was unable to observe Louise's delivered session however I did attend many other sessions where she supported and helped those in the session. Louise was always willing to help with setting up, taking part or clearing away during sessions. Louise has always been open to feedback and has appeared as feeling comfortable to share about any issues she has in a positive manner. We have enjoyed having Louise with us on placement and we really hope she continues in this line of work and continues to develop her skillset as she moves forward in her career.

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
Provisional Grade: 65% B	
Further Comments Thank you Louise for all your work and support, we've appreciated having you here and having your perspective on things. Please do stay in touch and please definitely continue with your work in this sector!	

Signed Learning Mentor

K L Tomlinson

Signed Student

Louise Rumsey

Date

15/03/2024

Appendix 7: Placement hours sheet

Appendix 3: Placement Hours Monitoring Sheet

It is the student's responsibility to ensure their placement hours are logged and signed off by their Learning Mentor, throughout their placement experience. It is vital that students keep a physical record of their accrued hours, and for this evidence to be submitted alongside their portfolio. Below is an example template that students may utilise for this purpose.

Student Name: COURTNEY		Level: 4	
Learning Mentor: Kelly Anne Tomlinson		Placement Provider: Foothold cymru	
Date	Time/Hours Completed	Learning Mentors Signature	Brief outline of Session/Experiences/Outcomes
23/11/23	4-6 PM	<i>K Tomlinson</i>	Kite making
30/11/23	4-6 PM	<i>K Tomlinson</i>	Cake Making
4/12/23	1-3 pm	<i>K Tomlinson</i>	Support E-waste workshop
5/12/23	3:30-6 PM	<i>K Tomlinson</i>	Spa day - Build on Red.
12/12/23	4:00-6:00	<i>K Tomlinson</i>	Taco Tuesday
14/12/23	2:30-3:30	<i>K Tomlinson</i>	Non-contact planning meeting
09/1/24	3:30-6:30	<i>K Tomlinson</i>	Build on Red
10/1/24	3:00-3:30	<i>K Tomlinson</i>	Supervision Session
11/1/24	3:30-6:30	<i>K Tomlinson</i>	Time Together - Fruit Pies
16/1/24	3:30-5:00	<i>K Tomlinson</i>	Build on Red
18/1/24	3:40-6:30	<i>K Tomlinson</i>	Build on Red Time together
22/1/24	9:30-12:00	<i>K Tomlinson</i>	
23/1/24	3:30-5:00	<i>K Tomlinson</i>	Build on Red
25/1/24	3:30-6:30	<i>K Tomlinson</i>	Time Together

Appendix 3: Placement Hours Monitoring Sheet

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Student Name: Courtney Rumsey		Level: 4	
Learning Mentor: Kelly Anne Tomlinson		Placement Provider: Foothold Cymru	
Date	Time/Hours Completed	Learning Mentors Signature	Brief outline of Session/Experiences/Outcomes
30/1/24	3:30 - 6:00	[Signature]	Build on Red
31/2/24	3:15 - 5:30	[Signature]	Time together
5/2/24	9:30 -	[Signature]	cooking
04/12/23	4 hours	[Signature]	Food safety training
22/11/23	4 hours	[Signature]	Safeguarding training
6/2/24	3:30 - 6:00	[Signature]	Build on Red
13/2/24	3:30 - 6:00	[Signature]	Build on Red
16/1/24	3:00 - 6:00	[Signature]	
17/1/24	3:00 - 6:00	[Signature]	
24/1/24	3:00 - 6:00	[Signature]	
31/1/24	3:00 - 6:00	[Signature]	
14/2/24	9:30 - 2:30	[Signature]	
15/2/24	9:30 - 2:30	[Signature]	
20/2/24	3:00 - 6:00	[Signature]	

Appendix 3: Placement Hours Monitoring Sheet

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Student Name: Courtney Rumsey		Level: 4	
Learning Mentor: Kelly		Placement Provider: FOOTHOLD CYMRU	
Date	Time/Hours Completed	Learning Mentors Signature	Brief outline of Session/Experiences/Outcomes
21/2/2024	2:00 - 6:00	K. Hombins	
22/2/2024	3:00 - 6:00	K. Hombins	
27/2/2024	1:00 - 6:00	K. Hombins	
28/2/2024	2:00 - 5:30	K. Hombins	
29/2/2024	3:00 - 6:00	K. Hombins	
3/3/2024	10:00 - 12:30	K. Hombins	
5/3/2024	3:00 - 6:00	K. Hombins	
7/3/2024	3:00 - 6:00	K. Hombins	
9/3/2024	9am - 2:30	K. Hombins	
08/03/24	10:00 - 10:40	K. Hombins	Learning mentor meeting
19/3/24	2:30 - 6:30	K. Hombins	

18.5 hours

Appendix 3: Placement Hours Monitoring Sheet

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Student Name: COURTNEY RUMSEY		Level: 4	
Learning Mentor: KELLY ANNE TOMLINSON		Placement Provider: FOOTHOLD CYMRU	
Date	Time/Hours Completed	Learning Mentors Signature	Brief outline of Session/Experiences/Outcomes
14/11/23	10:00 - 1:30	K Tomlinson	Initial meeting for Placement
16/11/23	11:15 - 12:15	K Tomlinson	visiting Placement
21/11/23	12:30 - 1:30	K Tomlinson	Induction for Placement
18/12/23	13:54 - 2:54	K Tomlinson	supervision contract
1/12/23	16:29 - 5:30	K Tomlinson	supervision
16/12/23	10:30 - 11:30	K Tomlinson	supervision
31/12/23	10:30 - 11:30	K Tomlinson	supervision
25/1/24	6:30 - 7:30	K Tomlinson	supervision
31/1/24	6:30 - 7:30	K Tomlinson	supervision
27/2/24	6:30 - 7:30	K Tomlinson	supervision
6/3/24	6:30 - 7:30	K Tomlinson	End of supervision
3/3/24			Fieldwork supervisor report
20/2/24	10:00 - 12:00	K Tomlinson	Risk assessment
23/11/23	11:37 - 2:37	K Tomlinson	polices and procedures for Placement

50-3 hours

Appendix 3: Placement Hours Monitoring Sheet

It is the student's responsibility to ensure their placement hours are logged and signed off by their Learning Mentor, throughout their placement experience. It is vital that students keep a physical record of their accrued hours, and for this evidence to be submitted alongside their portfolio. Below is an example template that students may utilise for this purpose.

Student Name: Courtney Rumsey Level: 4			
Learning Mentor: Kelly Anne Tomlinson Placement Provider: Foot Hold Cymru			
Date	Time/Hours Completed	Learning Mentors Signature	Brief outline of Session/Experiences/Outcomes
04/10/23	8 hours	K Tomlinson	Lecture for Field work over 2 days
11/10/23	8 hours	K Tomlinson	Second lecture for field work over 2 days
18/10/23	8 hours	K Tomlinson	Lecture 3 for field work over 2 days
25/10/23	8 hours	K Tomlinson	Final lecture for field work over 2 days
14/11/23	1:00-2:00	K Tomlinson	Catch up session and question for Fwork
07/12/23	18:33-7:53	K Tomlinson	placement contract
21/12/24	10:00-12:00	K Tomlinson	Planning my activity for stained glass window
22/12/24	12:00-2:00	K Tomlinson	
21/12/24	3:00-3:30	K Tomlinson	Setting up the room for the activity
22/12/24	3:00-4:00	K Tomlinson	
31/12/2023	08:33-9:03	K Tomlinson	Reflections
29/11/2024	09:29-11:29	K Tomlinson	Reflections
19/11/2024	08:03-9:03	K Tomlinson	Reflections
26/12/24	1:53-3:53	K Tomlinson	Reflections

Appendix 3: Placement Hours Monitoring Sheet

It is the student's responsibility to ensure their placement hours are logged and signed off by their Learning Mentor, throughout their placement experience. It is vital that students keep a physical record of their accrued hours, and for this evidence to be submitted alongside their portfolio. Below is an example template that students may utilise for this purpose.

Student Name: <u>Courtney Rumsey</u> Level: <u>Y</u>		Learning Mentor: <u>Kelly Anne Tomlinson</u> Placement Provider: <u>FootHOLD cymru</u>	
Date	Time/Hours Completed	Learning Mentors Signature	Brief outline of Session/Experiences/Outcomes
15/1/24	11:00-12:00	<i>[Signature]</i>	Catch up with Daniel
25/2/24	16:00-16:30	<i>[Signature]</i>	Tutorial
21/2/24	10:00-10:20	<i>[Signature]</i>	Placement Progression meeting
23/1/24	2:00-2:30	<i>[Signature]</i>	Placement check in
10/1/24	4:00-5:00	<i>[Signature]</i>	Research for placement
7/2/24	3:00-4:00	<i>[Signature]</i>	Reading for the counselling presentation
11/3/24	10:00-12:00	<i>[Signature]</i>	Introduction/observation/Prejudices
18/3/24	10:00-12:00	<i>[Signature]</i>	Community profile
26/2/24	16:30-16:30	<i>[Signature]</i>	Reading the No 5
9/2/24	10:00-12:00	<i>[Signature]</i>	Researching about FootHOLD cymru for fieldwork
10/2/24	10:00-12:00	<i>[Signature]</i>	Answering questions about placement
14/3/24	15:00-15:30	<i>[Signature]</i>	Closing meeting for end of placement
5/2/24	10:00-12:00	<i>[Signature]</i>	Buying materials for activity
9/1/24	7 hours	<i>[Signature]</i>	Setting up the room and tidying up over the whole month
6/2/24	7 hours		
5/3/24	7 hours		

83.2

63.4
66.470.4
76.9
80.9

ECYW 4006

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