



Prifysgol Cymru

Y Drindod Dewi Sant

University of Wales

Trinity Saint David

BA (Hons) Youth Work and Social Education
(ETS Endorsed, leading to JNC professional
qualification)

Institute of Education and Humanities:
Childhood and Education
Yr Athrofa

Level 6 Placement Handbook
2024-25

(This document is also available in Welsh)

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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. ...	
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INTRODUCTION

The Key purpose of Youth Work is clear and was agreed by the youth work sector during 2008 (LLUK, 2008), and it encompasses the outcomes of delivering youth work (what is achieved). The key purpose of youth work is to...

Enable young people to develop holistically, working with them to facilitate their personal, social and educational development, to enable them to develop their voice, influence and place in society and to reach their full potential.

(CLD Standards Council Scotland, 2019 p.4)

This statement refers to the holistic development of young people, recognising that personal, social and educational development can also include, for example, physical, political and spiritual development (Lifelong Learning UK, 2008; Learning and Skills Improvement Service, 2012, Community Learning and Development Standards Council Scotland, 2019).

Practicum is undertaken as an integral part of the programme, where the achievement of the learning outcomes for the placement is dependent on the arrangements made with the Practicum Placement Provider; where the student is enrolled at the University during this period; and where there is a transfer of direct supervision of the student to the Placement Provider (Academic Quality Handbook). Placement is defined as a planned period of learning, normally outside the University, on a full or part-time basis where the learning outcomes are an intended part of a Programme of Study. Placement modules are an integral part of many of the University's programmes and when credit is earned, because the activity is part of a Programme of Study, the guidelines set out in this section shall normally inform the development and delivery of such module(s) (Student Placement Protocols, Academic Quality Handbook).

It is the intention of the programme team to create thoughtful and reflective youth workers. Practicum Placement will provide a huge range of learning experiences for you. The University will ensure that the work that students undertake in such contexts reflects the precepts of the UK Quality Code. This will be linked to the guidelines and benchmarks set by QAA and the Association of Sandwich Education and Training (ASET) (Academic Quality Handbook). It is the responsibility of the student to utilise these opportunities as learning experiences and to be an active participant in their professional development. There are a tremendous variety of placements open to students, and you are encouraged to experience as many different Youth Work contexts as possible to increase your understanding of how modern organisations and people work. It is expected that students have at least one contrasting placement arrangement throughout the duration of their studies

Where the placement learning leads to professional accreditation on successful completion of the award additional policies and procedures relating to such programmes are available from the relevant Institute offices and in programme handbooks (Academic Quality Handbook).

NATIONAL OCCUPATIONAL STANDARDS FOR YOUTH WORK

Youth and Community Work is a value driven occupation. The sector has agreed a set of values which underpin excellent Youth Work (CLD Standards Council Scotland, 2019).

Participation and active involvement

- Young people choose to be involved, not least because they want to relax, meet friends, make new relationships, to have fun, and to find support,
- The work starts from where young people are in relation to their own values, views and principles, as well as their own personal and social space,
- It seeks to go beyond where young people start, to widen their horizons, promote participation and invite social commitment, in particular by encouraging them to be critical and creative in their responses to their experience and the world around them,

Equality, diversity and inclusion

- It treats young people with respect, valuing each individual and their differences, and promoting the acceptance and understanding of others, whilst challenging oppressive behaviour and ideas,
- It respects and values individual differences by supporting and strengthening young people's belief in themselves, and their capacity to grow and to change through a supportive group environment,
- It is underpinned by the principles of equity, diversity and interdependence,

Partnership with young people and others

- It recognises, respects and is actively responsive to the wider networks of peers, communities, families and cultures which are important to young people, and through these networks seeks to help young people to achieve stronger relationships and collective identities, through the promotion of inclusivity,
- It works in partnership with young people and other agencies which contribute to young people's social, educational and personal development,
- It recognises the young person as a partner in a learning process, complementing formal education, promoting their access to learning opportunities which enable them to fulfil their potential,

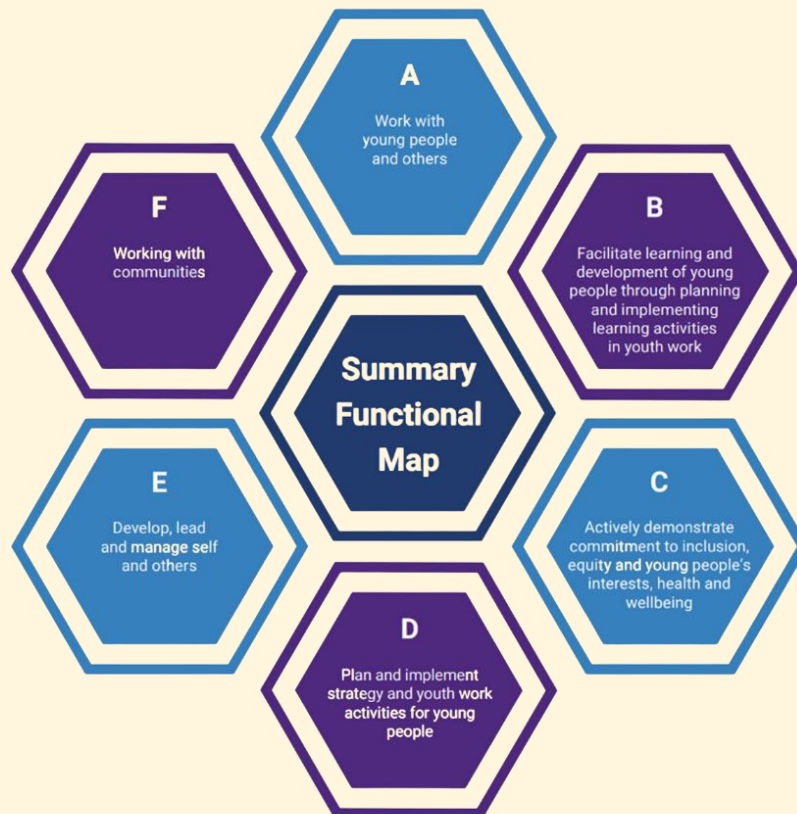
Personal, social and political development

- It is concerned with how young people feel, and not just with what they know or can do,
- It is concerned with facilitating and empowering the voice of young people, encouraging and enabling them to influence the environment in which they live
- It safeguards the welfare of young people, and provides them with a safe environment in which to explore their values, beliefs, ideas and issues
- It's commitment, in particular by encouraging them to be critical and creative in their responses to their experience and the world around them,

These values underpin and are to be reflected within the requirements of the relevant standards (CLD Standards Council Scotland, 2019).

SUMMARY FUNCTIONAL MAP FOR YOUTH WORK

The following summary map identifies the functions and principal areas of activity undertaken in achieving the key purpose. The functional areas are proposed as the full range of those undertaken by youth workers. However, it is unlikely that any individual youth worker will carry out all of the activities; rather the Map expresses the full range of activities that may be undertaken in order to deliver youth work.



(Youth Work in England: Policy, Practice and the National Occupational Standards, 2023: p.8)

The areas suggested are not of equal size/complexity, as they reflect activities and roles undertaken by individuals of varying levels of experience, responsibility and seniority. It is also recognised that many of the functions/activities are inter-related, such that the outcomes of one will impact upon another. Best practice, as set out by the NOS requires youth workers to be aware of the local, social and political context within which youth work activities are undertaken. In addition, youth workers will be required to demonstrate a commitment to the Values and principles which underpin and support all activities across youth work



(NYA Youth, Youth Work in England: Policy, Practice and the National Occupational Standards, 2023: page 9)

SETTING UP AND MANAGING THE PLACEMENT

The purpose of the practicum aspect of the programme is to ensure that students have the opportunity to acquire skills and develop knowledge and understanding appropriate to their prospective role as a professionally qualified youth and community worker. The nature and purpose of Youth Work is defined by the Education and Training Standards Committee (ETS) in the following way:

The Youth Worker's task, therefore, is to plan and provide appropriate experiences, to take advantage of those which arise spontaneously, and to foster learning by employing a range of interpersonal skills such as group work, mentoring and advocacy. Relevant themes and issues such as health, housing and employment are incorporated as appropriate. This task, and the understanding and skills to deliver it, form the bedrock for all education and training programmes for Youth Workers

(ETS, 2020: p.6)

Student placements are a partnership between the student, the University and the Placement Provider in which each has specific responsibilities. During your time of study on the programme you will engage in a minimum of three placements, two of which must be in different locations and adhere to the requirements set out by the University and ETS. Students wishing to undertake their placement in Welsh are able to do so. At level 6, students are expected to act as a functioning member of the placement providers team, observing the work of others and actively contributing to the smooth functioning of the work. At this stage, the student will be expected to be responsible for seeking opportunities to help and assist others and undertake leadership opportunities where appropriate.

Your task at Level 6 is to successfully complete a placement of 200 hours, at least 50% of which must be face to face work with young people.

When setting up and managing your placement there are key people that need to be in place to support your professional development. All students will benefit from the support of **The Placement Coordinator, Learning Mentor and Practicum Supervisor**, who will be confirmed before the commencement of your Practicum Placement hours.

Learning Mentor

This person is based within your placement, having a day-to-day responsibility for the student's standard of practice. The Learning Mentor plays an important role in the students' learning on placement - as in, the student's learning doesn't merely take place in the lecture room. The Learning Mentor is responsible for the following;

- Health and safety, including signing of the risk assessment;
- Safeguarding and Insurance;
- Managerial supervision (crucial and included in the final assessment;
- Clearly outlining the role and responsibilities of the host placement and in supporting the students' learning through the process of shadowing and observation;
- Including the student into the host organisation, ensuring a workplace induction is completed in the first week;
- Drawing up a work agreement with the Fieldwork Coordinator and the student on the basis of their learning needs and the requirements of the programme;
- Signing off the student's collected hours at the end of each session - outlining the hours collected as evidence for the completion of the module requirements;
- This person will attend the two three-way meetings, with the student and Fieldwork Coordinator, and will produce a final report with clear recommendation of the student's grade.

Practicum Supervisor

This person is responsible for ensuring the professional development of the student through a formal process of supervision. This person may be based either within the placement organisation or be an experienced Practicum Supervisor who is not connected to the placement host itself. The Practicum Supervisor will be responsible for the following;

- Maintain a professional, supportive but challenging relationship with the student;
- Meet regularly (a minimum of 6 times) with the student;
- Discuss the student's reflective recordings and use these as a learning tool;
- Contribute to the assessment of the student's practice in conjunction with agreed learning outcomes;
- If necessary, attend and participate in placement meetings with the student and Fieldwork Coordinator to discuss the student's progress.
- This person will produce a detailed final report once the supervision process has been completed (after the minimum number of sessions have been completed).

Placement Coordinator

This person has a linking role between the University and the placement provider. The Fieldwork Coordinator is your first point of contact in relation to placement. The Fieldwork Coordinator will be responsible for the following;

- Supporting the student to source an appropriate placement provider;
- Ensuring students, Learning Mentors and Practicum Supervisors have copies of all relevant documentation;
- Learning agreements are negotiated and recorded on a central online system by the student in a timely manner;
- Take the necessary steps to ensure that all placements meet the requirements of the Health and Safety policy;
- Placement meetings are agreed by the Student and Fieldwork Coordinator;
- Students, Learning Mentor and Practicum Supervisors are briefed on assessment procedures and regulations regarding students' recordings and the final reports;
- Any issues concerning the placement are discussed and resolved at the earliest possible opportunity;
- The Fieldwork Coordinator will support you through at least two three-way meetings with the Learning Mentor and challenge you through discussions to demonstrate the highest standards while on placement. These meetings can take place in person or online. It is the student's responsibility to inform the Placement Coordinator of any challenges or issues in placement, as soon as possible.

THE PLACEMENT PROCESS

The University, in conjunction with local employers has a responsibility to ensure that the student exhibits principles, values and behaviours during the course of their studies that demonstrate that they are 'fit to practice' and is adequately prepared to function at a professional standard upon successful completion of the Programme of Study.

The Programme team will identify a placement for you at Level 6, and wherever possible the team will suggest a placement of interest that is accessible for students. Sometimes, however, it may be necessary for students to travel some distance to placement, using personal or public transport. This commitment to practicum and gaining experience is regarded as a sign of commitment to the programme and to the process of Youth Work in general. Students are encouraged to utilise support provided by Student Services who can, in some circumstances, offer guidance to access emotional and financial support to students during their studies.

Prior to placement: Students cannot commence a placement until they have completed all the necessary preparatory work detailed below, and received authorisation from the Placement Coordinator. It is the student's responsibility to ensure that the following processes are complete before the commencement of placement.

University DBS Disclosure

The DBS (Disclosure and Barring Service) provides background checking for those wishing to work with children and young people. The Registry department will hold a record of your completed DBS. **It is your responsibility to ensure that the University and your placement provider has seen a copy of your DBS before beginning your placement. It is the placement provider's responsibility to ensure the student does not begin placement until a copy of your DBS has been reviewed. Be sure to provide a copy of your DBS details prior to the commencement of placement.**

The student will retain the original and submit a copy to the University. The student must make the Placement Provider aware of any issues arising from the DBS check and discuss any convictions with the Placement Coordinator. Delay in applying for a DBS Disclosure will delay the start of your placement and could jeopardise your place on the programme.

Students will receive an email from Registry to begin this process before/during induction week. If you have not received this, contact; registry@uwtsd.ac.uk

DBS Update Service

Upon receiving your DBS Disclosure Certificate, students are asked to register for the DBS Update Service. This service costs £13 a year and will maintain the validity of your DBS certificate, meaning you will never have to reapply for your



	DBS and it continue with you beyond your studies. You must register for the Update Service within 30 days of the certificate being issued.	Please scan QR code or utilise link below.
DBS Update Service - GOV.UK (www.gov.uk)		
Practicum Placement Contract	Complete the defined placement registration and approval process in full. This contract is typically completed between student, learning mentor and visiting tutor at the initial three-way meeting. The agenda for this meeting could also include: ○ A discussion of your background, your interests and what you can bring to the placement, ○ Dates, days and times you will be working, ○ Induction arrangements, ○ Placement expectations of you while on placement, ○ Discussion of your learning and development needs, ○ Discussing your observation and assessment, ○ Signing the Practicum Placement Contract, ○ Confirming target dates for placement including date for the final meeting and submission of the portfolio. During this initial meeting students are asked to have a dialogue with the Placement Coordinator or Placement Tutor to clarify placement requirements, expected learning outcomes and assessment requirements. Informing the Placement Coordinator and Placement Provider of any personal factors (e.g. health, disability, linguistic or cultural) that may impact the level of risk, may require adjustments or may affect their ability to study or practice. At the three-way meeting or very soon after, the placement contract is completed in a central online location (see link below), confirming acceptance of the arrangements and responsibilities set out within in the Student Placement Agreement.	 Please scan QR code or utilise link below.
https://forms.office.com/e/v5zwxxs49c		

Career Development Bursary	In order, to secure financial support for the required formal supervision process, students are required to apply for this bursary in advance of receiving academic supervision sessions. Students should be aware that if they do not secure this funding, that they may be required to cover the costs of their supervision.	 Please scan QR code or utilise link below.
24-25 Career Development Bursary Form - Initial Application Form (Page 1 of 8) (office.com)		
Financial Support	Students are expected to show commitment to placement that reflects the conduct of a trainee youth worker. It may be required that students travel some distance to attend placement and student services has a range of scholarships and bursaries that can assist with the cost implications of travelling to placement.	 Please scan QR code or utilise link below.
Undergraduate Funding & Support University of Wales Trinity Saint David (uwtsd.ac.uk)		
Students are expected to familiarise themselves with all University and partnership/placement requirements, including health and safety requirements, codes of conduct and, where relevant, employment contracts. This includes the roles and responsibilities of all parties detailed in the PL1j Student Placements Handbook, the PL1h Student Placement Checklist and the PL1i Student Placement Flowchart.		

DBS PROTOCOL

Before beginning placement activity you must have in place a University DBS disclosure or equivalent – the DBS (Disclosure and Barring Service) provides background checking for those wishing to work with children and young people. The Registry department will hold a record of your completed DBS. **It is your responsibility to ensure that the University and your placement provider has seen a copy of your DBS before beginning your placement.** It is the placement provider's responsibility to ensure the student does not begin placement until a copy of your DBS has been reviewed. **Be sure to provide a copy of your DBS details prior to the commencement of placement.** Additionally, all staff and students involved will work within a value base of anti-discrimination and equal opportunities, in all aspects of their practice and across the programme.

As was the process at Level 4 and Level 5 of study, students must ensure an initial three-way meeting has been held between the student, learning mentor and placement coordinator before the placement can commence or hours can be accrued. With consent from the placement coordinator, students may wish to begin their placement arrangement before the start of the academic term, in these cases students should be aware that they cannot accrue over 50% of their total hours before lectures have resumed.

The purpose of the fieldwork aspect of the programme is to ensure that students have the opportunity to acquire skills and develop knowledge and understanding appropriate to their prospective role as a professionally qualified youth and community worker. The Nature and Purpose of Youth Work is defined by the Education and Training Standards Committee (ETS) in the following way:

The Youth Worker's task, therefore, is to plan and provide appropriate experiences, to take advantage of those which arise spontaneously, and to foster learning by employing a range of interpersonal skills such as group work, mentoring and advocacy. Relevant themes and issues such as health, housing and employment are incorporated as appropriate. This task, and the understanding and skills to deliver it, form the bedrock for all education and training programmes for Youth Workers

(ETS, 2020: p.6)

STUDENT PLACEMENT PROTOCOL

Student placements are a partnership between the student, the University and the Placement Provider in which each has specific responsibilities which are detailed below. This information can also be found in Chapter 11 of the Academic Quality Handbook ([Academic Quality Handbook | University of Wales Trinity Saint David \(uwtsd.ac.uk\)](http://AcademicQualityHandbook|UniversityofWalesTrinitySaintDavid(uwtsd.ac.uk))).

Student Responsibilities

Prior to placement

Students cannot commence a placement until they have completed all the necessary preparatory work detailed below and received authorisation from the Placement Coordinator.

Prior to the commencement of the placement, students are required to:

- a) Take a proactive and positive approach to securing their own suitable placement. Students will be permitted until the end of October to source their own placement arrangements, after which, one will be appointed to them at the discretion of the Placement Coordinator.
- b) Seek advice on sourcing and securing a placement opportunity from appropriate sources. This should include a dialogue with the Placement Coordinator or

Module Lecturer to clarify placement requirements and assessment requirements.

c) Actively engage in preparatory activities associated with all University and Placement Provider requirements, including health and safety requirements, wellbeing, equality and diversity, codes of conduct and, where relevant, employment contracts. This includes the roles and responsibilities of all parties detailed in the PL1c Student Placement Information and Personal Details form, the PL1h Student Placement Checklist and the PL1i Student Placement Flowchart.

d) Attend placement preparation briefings, including those covering health and safety.

e) Familiarise themselves with the PL1j Student Placement Handbook that details placement information, including guidance and support routes for, inter alia, general and specific student services support, e.g. support for mental health and well-being, disability, bursaries available.

f) Complete the PL1c Student Placement Information and Personal Details online form. This form captures the placement details such as the name and address of the Placement Provider, the duties to be undertaken on placement, and the duration of the placement, among other things. It also requires consideration of any personal factors and protected characteristics that may affect the level of risk, may require reasonable adjustments or may affect the students ability to study or practice. Protected characteristics include race, sex, sexual orientation, gender reassignment, religion or belief, pregnancy or maternity, marital status, age and disability. Linguistic and cultural issues should also be considered.

g) Complete a Disclosure and Barring Service (DBS) check, (as required and stated above). The student will retain the original DBS certificate and must submit a copy to the University. The student must make the Placement Provider aware of any issues arising from the DBS check and discuss any criminal convictions with the Placement Coordinator.

h) Complete the ethics approval processes, where relevant.

- i) Liaise with the Learning Mentor and Practicum Supervisor to develop suitable learning objectives for the placement, within the context of the learning outcomes specified within the placement module specification.
- j) Complete the defined placement registration and approval process in full. See Appendix PL1c Student Placement Information and Personal Details.
- k) Confirm acceptance of the arrangements and responsibilities set out in Appendix PL1c Student Placement Information and Personal Details.

During the placement

During the placement, the student is required to:

- a) Comply with all placement organisation policies and procedures.
- b) Report to the University any accidents or incidents in which they are involved or any health and safety concerns, including mental health and wellbeing, they have that are not addressed by the Placement Provider, e.g. an appropriate induction and health and safety training is not provided.
- c) Where changes occur during the placement that might require amendments to the student's Statement of Compensatory Measures (SCM), liaise with Student Services for a review of the SCM/reasonable adjustment.
- d) Carry out the work programme specified by the Placement Provider under the supervision of the Learning Mentor.
- e) Keep a log of hours worked.
- f) Monitor their progress in achieving the identified learning outcomes and arrange to meet regularly with the Practicum Supervisor and Placement Tutor (as appropriate) to discuss workload, challenges and ideas.
- g) Conduct themselves in an appropriate manner that reflects positively on their self and the University, adhere to the Student Code of Conduct, ensure confidentiality and treat others with respect and dignity.
- h) Act in a professional manner, including notifying the Placement Provider in a timely fashion in the event that they are unable to attend their placement due to illness etc.
- i) Respect any other requirements of the workplace such as dress codes.
- j) Participate in regular discussion with the University and report any issues or concerns that arise during the placement promptly to the Placement Provider, Placement Coordinator or Module Lecturer, as appropriate.
- k) Consult with the Placement Coordinator prior to seek any changes in the terms and duration of the placement.

l) Embrace all learning opportunities during the placement with enthusiasm, and capture learning through personal reflection. Complete all relevant academic assessment relating to the placement experience.

m) Should legal or ethical concerns arise during the placement, raise concerns with the Placement Co-ordinator or Tutor, to consult about the use of the University's Placement Whistleblowing (Public Interest Disclosure) Procedure.

Placement Provider Responsibilities

A Placement Provider is a third party (usually an employer), who, during the placement, has responsibility for the direct supervision of the student. Placement providers are required to:

a) Confirm acceptance of the arrangements and responsibilities set out in Appendix PL1a Placement Provider Agreement.

b) Provide a safe working environment by meeting all relevant obligations under the Health and Safety at Work Act 1974 or other relevant country specific safety legislation. Complete Appendix PL1b Placement Provider Questionnaire.

c) Respect equality and diversity and ensure that the student is treated with dignity. Adhere to the responsibilities set out in the Equality Act 2010, e.g. for protected characteristics such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation, and liaise with the University regarding reasonable adjustments if they find that the reasonable adjustments appear not to be appropriate.

d) Carefully consider student mental health and wellbeing and ensure that the placement setting has a culture that supports disclosure and provides clear routes for support. The provider should raise with the University any serious signs of concern relating to the wellbeing and safeguarding of a student using the [Cause for Concern](#) process so that the University can ensure that the student receives suitable support – see UWTSD Wellbeing Service (uniticms.com).

e) Work within the student-facing policy framework for the University especially in relation to the Non-Academic Misconduct Policy, the Support for Study Policy, the Fitness to Practise Policy and the Safeguarding Policy. Providers need to inform themselves fully of the University's student-facing policy framework in order to adhere to it. If a Provider wishes to terminate or temporarily suspend a placement, they should contact the University as soon as possible to discuss the situation.

f) Provide a designated Learning Mentor who will:

- act as the first point of contact for regular communication and collaboration

with the University, including recruitment and selection of placement students; the organisation of University visits to the Placement Provider (where relevant), any problems or queries during a student's placement, and who will contact the University immediately in cases of serious accidents, incidents or breaches of discipline involving the student;

- conduct or make arrangements for the day-to-day supervision of the student including periodic progress checks and instruction regarding hazards and health and safety precautions;
- provide the University with student attendance data, where required, and in the event of unexplained or unnotified absence, to flag to the University, concerns for a student's welfare as soon as possible.

g) Support staff development for workplace supervisors of students on placement, liaising with the University for its provision, where appropriate.

h) Provide the student with a full and clear induction to the organisation and its working practices, procedures and requirements, including layout of the work environment, different areas of work activity, health and safety, safeguarding issues, introductions to supervisors, and expectations for interactions with clients of the Placement Provider. For example, the need for client confidentiality (where appropriate), intellectual property rights and compliance with regard to data protection. Post-induction, provide the University with the completed PL1f Induction Checklist.

i) Ensure that the student is fully informed about responsibilities, including those contained in any statutory legislation and/or honorary contract.

j) Provide the student with appropriate instruction and training in working practices to enable them to carry out their duties efficiently and safely. Where possible, offer opportunities to assist students with career choices.

k) Liaise with the Student and Placement Coordinator to ensure the placement offers opportunities for learning and development and to develop suitable learning objectives (which must be agreed by the student, the Learning Mentor and the University).

l) Facilitate access to the student for visits by the Visiting Tutor, where appropriate.

m) Maintain clear and accessible records of any issues raised with the student and/or Placement Tutor in line with the Cause for Concern process of the Fitness to Practise Policy.

n) During and on completion of the placement, provide feedback to the University on the student's performance and confirmation of the hours in practice, (where required) with any suggestions/recommendations for future enhancement. Appendix PL1g Post-placement Review and Feedback is available for this purpose.

University Responsibilities

The University has a responsibility to:

a) Recognise that students remain students throughout the placement and commit appropriate levels of staff and other resources to placement governance activity to ensure strategic oversight for the learning to be delivered and managed by the Placement Provider. This will normally include the identification of (i) a Placement Coordinator, whose duties would normally include the authorisation of placements including organising and managing the placement arrangements in liaison with the Placement Provider and student, and (ii) a Placement Co-ordinator/Visiting Tutor, who will act as

the student's first point of contact, and will be responsible for providing training for the Practicum Supervisor, visit the student on placement, (where appropriate) and assess the student.

b) Provide training for University staff (Placement Coordinator and Visiting Tutor) who design and manage placement activity in order to develop their competence in supporting the process and enhancing practice. The Placement Coordinator or Placement Tutor will offer training to the Workplace Supervisors.

c) Provide guidance on sourcing, securing and learning from placement opportunities.

d) Provide students with an appropriate briefing on physical and mental health and well-being, the importance of maintaining a positive work-life balance, self-care, health and safety support, equality, diversity and inclusion prior to commencement of any placement. Students must be advised and supported in the transition from student to working environments and vice versa.

e) Ensure that any placement learning that forms part of a programme of study has associated learning outcomes which:

- are clearly defined;
- contribute appropriately to the overall aims of the programme;
- are appropriately assessed. In cases where it is considered appropriate for the assessment to be jointly conducted by the University and the Placement Provider, the Placement Co-ordinator/Visiting Tutor will provide training for the Workplace Supervisor and will establish and document the procedure by which this shall be achieved.

f) Assess the suitability of a proposed placement through appropriate and proportionate placement due diligence procedures using a risk-based assessment process. The approval process will require the Placement Coordinator or Placement Tutor to undertake a Risk Profile for each placement using the PL1d Placement Risk Assessment Guidance and record the outcomes in Appendix PL1e Placement Risk Assessment Template. This risk assessment activity will include consideration of the information supplied in Appendix PL1a Placement Provider Agreement, Appendix PL1b Placement Provider Questionnaire and Appendix PL1c Student Placement Information and Personal Details (online form).

g) Ensure that Disclosure and Barring Service (DBS) checks are conducted, where relevant.

h) Offer access to wider support services to all students and provide specialist advice

and guidance for those with additional support needs. This includes consideration of students mental health and wellbeing and the provision of clear routes for support. Access to counselling is not available outside the UK.

i) Ensure any students with additional requirements are referred to the appropriate expert colleagues within the University for resolution. Where there are unique learner needs, reasonable adjustments are to be negotiated with the Placement Provider in cases where students are assessed under the terms of the Equality Act, 2010. This relates to a range of 'protected characteristics' including race, sex, sexual orientation, gender reassignment, religion or belief, pregnancy or maternity,

marital status, age and disability.

j) Comply with the requirements of the General Data Protection Regulations, 2016.

Ensure that explicit consent is sought from students to share relevant personal information (such as protected characteristics) with the Placement Provider. This information should only be passed to people to whom it is relevant (e.g. to HR managers or Placement Provider Workplace Supervisors).

k) Provide a PL1j Student Placement Handbook that details placement information, including guidance and support routes for, inter alia, student services support, mental health and well-being, disability, bursaries, etc.

l) Clearly define appropriate points of contact and lines of communication between the University, the Placement Provider and the student. These should include:

- Mechanisms for the Placement Provider to raise concerns or complaints about any aspect of the placement, including an individual student's performance or conduct.
- University emergency contact details.
- a schedule for maintaining contact (check-ins) with students and Placement Providers, including frequency and method.

m) Retain a full and detailed record of each placement.

n) Ensure that any concerns, complaints, incidents or breaches of codes of conduct or discipline are dealt with in line with its student-facing policy framework, Safeguarding Policy and the Placement Whistleblowing (Public Interest Disclosure) Procedure.

o) Monitor all placement activity, ensuring that milestones are established, maintained and recorded, and identifying and addressing promptly any issues of concern and promoting the sharing of good practice.

p) Liaise with PSRBs or external accreditation bodies to ensure that placement opportunities meet their requirements

q) Ensure that all parties are clear about the arrangements that will be made in the event that a placement terminates prematurely.

r) Encourage connections and networks between placement students before they begin their placement to create a supportive environment for individuals in similar circumstances.

s) Arrange appropriate opportunities for gathering feedback from students,

Placement Providers and Placement Tutors, including suggestions for improvement (see Appendix PL1g Post-placement Review and Feedback).

t) Support students in the transition back to the University, e.g., by reviewing reasonable adjustments or offering refresher sessions.

COMPLAINTS PROCEDURE

In the event that a student has a complaint about a placement, they should seek to discuss the matter, in the first instance, informally with the Module Lead, Placement Coordinator or Academic Director. In the event that the student is dissatisfied with the response, they shall follow the formal Student Complaint Policy associated with Chapter 12 of the Academic Quality Handbook.

The University can only consider student complaints about a placement where the service provided by the placement provider has impacted on the learning experience for which the University is responsible. The University may advise the student to raise their complaint directly with the placement provider in the first instance, e.g. to seek a local remedy or allow a comprehensive investigation. More information about this can be found in Chapter 11 of the Academic Quality Handbook ([Academic Quality Handbook | University of Wales Trinity Saint David \(uwtsd.ac.uk\)](#)).

FITNESS TO PRACTISE POLICY

The University, in conjunction with the placement provider, has a responsibility to ensure that the student exhibits principles, values and behaviours during the course of their studies that demonstrate that they are 'fit to practise' and are adequately prepared to function at a professional standard upon successful completion of the Programme of Study.

The University expects that concerns relating to a student's fitness to practise are raised in the first instance through the Cause for Concern process outlined in the Fitness to Practise Policy. Actions and outcomes of cause for concern should be recorded by the Placement Provider and communicated to the University.

Where there are serious concerns in relation to the fitness to practise of a student, the Fitness to Practise Policy and/or Support for Study Policy will be instigated.

LEAVING A PLACEMENT BEFORE THE AGREED END DATE OF THE PLACEMENT

Should a Placement student need to leave the Placement earlier than the agreed date, they must seek approval from the Placement Coordinator who will evaluate the circumstances in liaison with the student. Approval should usually be sought in advance of the departure but in urgent circumstances may be as soon as possible afterwards. Placement Coordinator approval will be granted only in cases where there are valid or exceptional circumstances and any further Placement opportunities will be undertaken without penalty, which may be subject to the usual Extenuating Circumstances application approval.

Should a Placement student leave the Placement early, either (i) without valid reason and approval by the Placement Coordinator or (ii) as a result of dismissal by the Placement Provider arising from poor performance or inappropriate behaviour, the student will receive a mark of zero for the Placement module or specific component(s) thereof. At the discretion of the Examining Board, the student may be eligible for a resit opportunity, which may be with an alternative Placement Provider, at a time determined by the Examining Board. In such instances, all resit Placement related paperwork must be submitted by the student and approved by the Placement Coordinator before the commencement of the resit Placement

SICKNESS AND ABSENCE POLICY

Students are expected to approach placement in a committed and professional manner, which will reflect their future practice as a qualified youth worker. The dates students are expected to attend placement, in order to fulfil the number of hours required for the module, will be discussed within the initial three-way meeting with the student, Learning Mentor and Visiting Tutor. **Should the student be unable to attend placement unexpectedly due to sickness or personal emergency, it is the student's responsibility to inform the Learning Mentor and Fieldwork Co-Ordinator within a timely and appropriate manner.** This can be in the form of phone call, to be followed by an email as written evidence of notification of absence. Any absence should also be recorded within the Placement Hours Monitoring Sheet (Appendix 3), the Learning Mentor documenting when and how they were contacted regarding the student's absence and the reason given for this.

The University, in conjunction with local employers has a responsibility to ensure that the student exhibits principles, values and behaviours during the course of their studies that demonstrate that they are 'fit to practice' and are adequately prepared to function at a professional standard upon successful completion of the Programme of Study. Should the student display a pattern of inconsistency or lack of commitment to the requirements of the practicum placement, the 'Ensuring Standards of Practice' protocols should then be followed and the student may jeopardise their place on the programme. In cases of serious anxiety, a student may discuss problems confidentially with the Programme Director or the Director of Discipline. Contact numbers for all relevant staff and Student Services are in the Programme of Study Handbook.

NON-FAULT HOURS

Due to nature of youth work today, students may find they have difficulty accruing their hours. All measures will be taken by the University in ensuring that students are in a setting that will minimise this risk, however, there may be circumstances in which the student has been unable to accrue hours due to no fault. Should the student feel this has occurred, they must arrange a meeting with the Placement Coordinator to discuss the possibility of attaining 'non-fault hours'. The matter must be discussed with the Placement Co-ordinator and Learning Mentor and joint decision to be agreed upon how many hours of the student's planned day can be considered as completed. Please note, this will be a small percentage of the days' hours and will only be offered under specific circumstances. These hours will only be considered under the following two circumstances;

- An act of God leading to an unexpected placement setting closure.
- The unpredictability of the placement setting has led to hours being unable to be accrued, through no fault of the student.

Students should be aware the University has measures in place under such circumstances, and should the student feel they are unable to meet the module requirements by the deadline, they should immediately contact the Placement Coordinator and Programme Director for further advice.

SOCIAL MEDIA GUIDANCE

In a society that utilises social media as an integral part of everyday life, students are reminded to use social media responsibly, and to remember they are representing the University whether they are on or off campus. The University recognizes that many organizations may use social media within their work, and that students may wish to use social media within their private lives. However, social media is never truly private.

Young people can intentionally or unintentionally cross professional boundaries with the adults in their lives, such as initiating contact via social media or via personal means of communication. It is important that you think carefully about the implications and potential consequences of this, and remove yourself from this and any inappropriate contact or conversation.

(Education Workforce Council, 2020, p.4).

Students must not post pictures that identify young people or the locations that they frequent on their personal social media accounts. Taking pictures of young people would require permission and written consent from the placement provider, the young person and their parents/guardians.

Youth Workers hold a unique position of trust, care, responsibility and influence with young people, and must be active in protecting young people, and respecting their right to privacy.

FREQUENTLY ASKED QUESTIONS

1. How many hours do I have to complete on Placement?	200 hours at level 6, with at least 100 hours face to face.
2. Can I use residential hours towards my placement?	Residential hours can be utilised at Level 6.
3. Can I use hours I have worked previously towards placement?	No, you may not use any hours that have occurred before the completion of the initial meeting between the student, learning mentor and placement coordinator or visiting tutor.
4. What if I have problems on my placement?	There are a number of sources of support. Speak to your Learning Mentor, Visiting Tutor or Practicum Supervisor initially, failing that contact the Practicum Co-Ordinator. If you encounter a problem impacting on your ability to complete the placement on time, you should consider making an application to the Extenuating Circumstances Panel.
5. What support will I get on my placement?	• Pre-placement lectures • Two visits by a visiting tutor while on placement. • Tutorial support when required during the placement • Regular formative supervision • Placement progression meetings with the placement coordinator
6. How will I be assessed?	Details of assessment will be provided for you early in the placement.
7. How many reflective journals do I need to write for my assessment?	Students are encouraged to keep an ongoing reflective journal, which will not be required to be submitted within their portfolio. However reflective accounts will be required at each supervision session, and to be provided to the Supervisor a minimum of 48 hours in advance.
8. What if I have a positive DBS disclosure?	Depending on the nature of the positive this does not necessarily prevent a student from engaging in a successful placement. However, it is the student's responsibility to notify the prospective placement provider of the situation before the placement commences.
9. How will I keep track of or prove the hours I have completed on placement?	Your placement provider will be required to sign off your time sheet at the end of each session. This will allow both you and your placement provider to monitor your compilation of hours and provide space for your Line Manager to highlight any issues or indicate that you have met the requirements (Appendix 3).

MODULE ASSESSMENT

To further provide students with an understanding of the key approaches and practices linking the theory and practice of Youth and Community Work, with the opportunity to develop students' youth work skills, knowledge and understanding within an appropriate 200 hour placement, 50% of which will be face to face with young people. The module is assessed completely through course work, and the elements of the assessment are clearly stated below.

Upon the successful completion of this module, the student should be able to:

- Successfully complete a 200 hour placement in accordance with the principles and values of youth work.
- Demonstrate a critical understanding of the relationship between the theory and philosophy of Youth Work and elements of its practice.
- Critically evaluate their own professional development needs and the approaches required to address these during their practice placement.
- Critically examine the role of the practitioner in the Youth Work practice setting specifically the extent to which the student has demonstrated evidence of leading and managing an area of youth work practice, with a critical analysis of the principles of leadership, management and partnership working with a range of associated organisations.
- Engage in reflection and supervised practice.
- Begin to identify the development needs of young people in communities and responses associated of youth work in the voluntary and maintained sectors.
- Organise their knowledge and learning through use of a range of information resources, and present their work at the appropriate level, and reflect upon sustainable literacy skills developed.
- Be aware of the nature and scope of Youth Work in different sectors and critically analyse, interpret and evaluate relevant information, concepts and ideas.
- Identify the development needs of young people and communities, and through youth work practice provide responses to these needs, and taking responsibility for planning and developing programmes of work with young people.
- Use relevant research or developments in Youth Work to analyse and inform actions.
- To further provide students with an understanding of the key approaches and practices linking the theory and practice of Youth and Community Work.
- To provide students with an opportunity to engage in supervised professional practice of 200 hours duration, 50% of which to be face to face with young people.

Please note: At the discretion of the module lecturer, students may have the opportunity to submit their work via a staggered approach. However, students

should ensure all these components are submitted in your journal and submit all components together by the final submission. This date will be shared with you during your first week of lectures. You should share these dates with your Learning Mentor Visiting Tutor and Practicum Supervisor so that they have the time to write the necessary reports. You will not be able to submit your portfolio without the completed reports.

ORGANISING YOUR PROFESSIONAL JOURNAL

From your first day on placement begin to build up evidence of your work, your notes from your induction, team meetings you may attend, planning notes, to do lists, contacts you make with others, and any form of evidence that demonstrates what you have taken part in while on placement.

The purpose of the professional journal is to enable you to demonstrate learning and development, of yourself and of your practice. The journal allows you to demonstrate a structured approach to showing your increasing understanding of the knowledge, skills and attitudes necessary for effective Youth Work, informed by relevant policy, values, theory and National Occupational Standards (CLD Standards Council Scotland, 2019). The journal should be organized into clearly marked sections before submission. Your professional journal should contain the following:

- An information sheet of the work placement identifying the aims, objectives, vision and background of the organisation, along with roles and responsibilities of the trainee youth worker whilst on placement
- A community profile.
- An example of a needs assessment, for example NAOMIE
- An in-depth analysis of a piece of work planned and developed by the student, demonstrating its links to policy

A summary of your own learning and development, linked to your professional development plan and underpinned with reference to examples from your practice and appropriate literature such as National Occupational Standards for Youth Work.

WORKPLACE RISK ASSESSMENT

In preparing for placement you must read your University Regulations Undergraduate Student Guide, specifically the sections on your responsibilities with regard to health and safety. If you have any concerns about health and safety prior to or during placement then please contact your Learning Mentor or Visiting Tutor. During the first week of your placement, you will be required to complete the relevant sections of your Practicum Health and Safety handbook. It is the students' responsibility to submit the Health and Safety paper work to the Practicum Co-Ordinator on time. Failure to do this will impact upon your ability to continue on your placement.

There will be other risk assessment procedures in place within the host organisation which you will be required to adhere to. Please draw on the support of your Learning Mentor to complete the exercise below.

How to calculate the level of risk

A **hazard** is anything with the potential to cause harm e.g. a fall from height - perhaps a few feet from a stepladder or a considerable distance from a cliff edge. The **risk** is the likelihood that an unplanned event involving the hazard will occur. The likelihood reduces in proportion to the precautions taken - training, safety equipment, planning etc. By carrying out a risk assessment, you can direct attention and resources where they are most needed to prevent injuries or ill-health. The five steps to carry out a risk assessment are:

Step 1. Identify the hazards - find out about where and how you will be working.

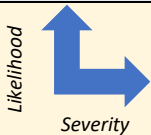
Step 2. Identify who might be harmed and how - think about risks to yourself and others, including young people. People with health problems, disabilities or lacking experience may be at greater risk and need extra protection.

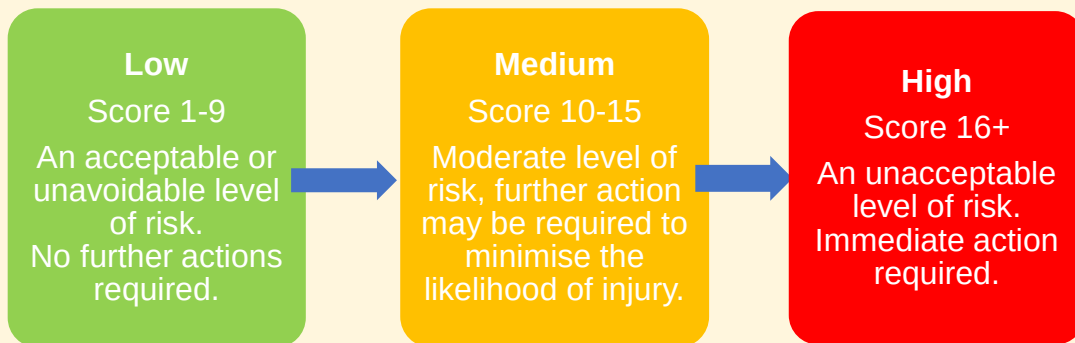
Step 3. Evaluate the risks (likelihood) and risk level (severity) - (likelihood x severity) taking into account the present precautions and consider if and how the risk levels of harm can be reduced (if they need to be) - i.e. what extra arrangements, equipment and training etc. will help to avoid accidents or illness and ensure a 'low' RA scoring using the matrix.

Step 4. Record your findings - on the risk assessment form below. This assessment should be included in your placement portfolio. Don't just fill in the form and forget it - make sure everyone in the team knows about the risks and how to avoid them.

Step 5. Review and revise your assessment where necessary - you should do this when there are significant changes in materials, equipment, work methods, location or people involved or in changing weather conditions. Assessments should also be reviewed if there are accidents, near-misses or complaints associated with the work.

Risk Assessment Matrix

5 – Almost Certain <i>Expected to occur regularly throughout</i>	5	10	15	20	25
4 – Likely <i>Expected to occur at some point</i>	4	8	12	16	20
3 – Possible <i>May occur at some point</i>	3	6	9	12	15
2 – Unlikely <i>Not likely to occur in normal circumstance</i>	2	4	6	8	10
1 – Rare <i>Highly Unlikely to Occur</i>	1	2	3	4	5
	1 - Insignificant <i>Not significant, minor injuries or discomfort. No medical intervention</i>	2 - Minor <i>Temporary injuries or discomfort requiring basic first aid.</i>	3 – Moderate <i>Moderate Injuries requiring medical intervention.</i>	4 - Major <i>Major Injury or illness resulting in serious consequence</i>	5 – Unacceptable <i>Fatality, Injury or illness resulting in death.</i>



Your risk assessment must show evidence of how you plan to reduce or eliminate any risk and how this may be achieved. By doing so, your updated risk assessment score should then calculate to a lower score rating as a consequence.

Risk Assessment Table

Area of Concern (Hazard / Task / Activity)	Person(s) at Risk		Existing Controls	RA Score	Additional Actions / Protective Measures	Actions by Whom	Actions by When	Updated RA Score
	Young People							
	Employees							
	Public/Visitors							
	Other:							
	Young People							
	Employees							
	Public/Visitors							
	Other:							
	Young People							
	Employees							
	Public/Visitors							
	Other:							
	Young People							
	Employees							
	Public/Visitors							
	Other:							

PROFESSIONAL DEVELOPMENT PLAN

Please note that at Level 6 we expect students to be acting in a manner consistent of a professional youth worker, assisting development, delivering youth work activities. Please complete the form electronically to enable the boxes to expand, ensuring you provide adequate detail.

	1. Work with Young People in accordance with the 5 pillars of Principles and Purposes of Youth Work in Wales (YWWRG, 2018) (Educative, Expressive, Participative, Inclusive, Empowering).	2. Facilitate learning and development of young people through planning and implementing learning activities in youth work	3. Actively demonstrate commitment to inclusion, equity and young people's interests and health and wellbeing.	4. Plan and implement strategy and youth work activities for young people	5. Develop, lead and manage self and others	6. Work with communities. Encouraging Young People to actively engage in their communities and work to promote the voice and needs of young people.
What do you need to learn?						
Activities you will learn from (how will						

you learn, what will you learn from)						
---	--	--	--	--	--	--

Student

Supervisor

Date

PROFESSIONAL DEVELOPMENT PLAN TEMPLATE

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

Student	
Learning Mentor	
Placement	
Date	

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, 2022).

Learning Mentor's opening comments about the placement – exactly what type of work will the placement involve?

Student initial comments about the Placement.

PRACTICUM PLACEMENT SUPERVISION

Supervision is a crucial aspect of the placement and helps the student gain deeper understanding of the profession and its ideals. The purpose of practicum supervision is to enable the student to ultimately deliver the best possible service possible to young people. The supervisor has a key part to play in both ensuring that the student is making progress but also enabling this progress to take place.

These functions of supervision can be achieved by supervisors being clear of their educational role in the development of the student. However, as individuals learn differently it may be necessary for the supervisor to adapt their approach to suit the needs of the student to achieve the desired learning outcomes.

This ability may at times involve adopting a person-centered approach, being mindful of the restorative function of supervision and at other times being more task focused and focusing on the normative function and being concerned with achievement of standards.

However, the overwhelming focus of the supervision must be on the learning and development of the student. This learning may be achieved in a number of ways through supervision but must remain the overall priority of practicum supervision.

When preparing for a Supervision meeting

When preparing for supervision students can ask themselves a number of questions including:

- Have I prepared examples from my reflective journal for discussion?
- Have I set aside adequate time to prepare for supervision and to identify agenda items?
- Am I open to feedback from my supervisor?
- Am I able to acknowledge my own strengths and areas for development?
- How well do I respond to new ideas, challenges or constructive criticism?
- Would I like my supervisor to do anything differently?
- What could I do differently next time?
- What learning have I gained?
- How will I improve my practice as a result of this supervision session?

On the next page is a supervision contract and supervision recording pro forma. Please ensure you are addressing agreed learning outcomes in your supervision discussions. These are an important source of evidence for the student's portfolio of evidence.

PRACTICUM PLACEMENT SUPERVISION CONTRACT

Practicalities	
For example - timing, frequency, place, what are reasonable interruptions.	
Boundaries	
What can be discussed, what cannot, confidentiality, how will gossip be dealt with.	
Working together	
Sharing expectations, what the focus of the relationship will be, hopes and fears, the ethos of the supervision.	
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?	
Organisational & Professional context	
Expectations, fitness to practise, responsibilities on supervisor and supervisee, professional and ethical boundary discussions.	
Career Development Bursary	Students must complete this bursary at the earliest opportunity, either during or immediately following this meeting.  24-25 Career Development Bursary Form - Initial Application Form (Page 1 of 8) (office.com)

Signed (supervisee) _____

Date: _____

Signed (supervisor) _____

Date: _____

SUPERVISION RECORDING FORMAT

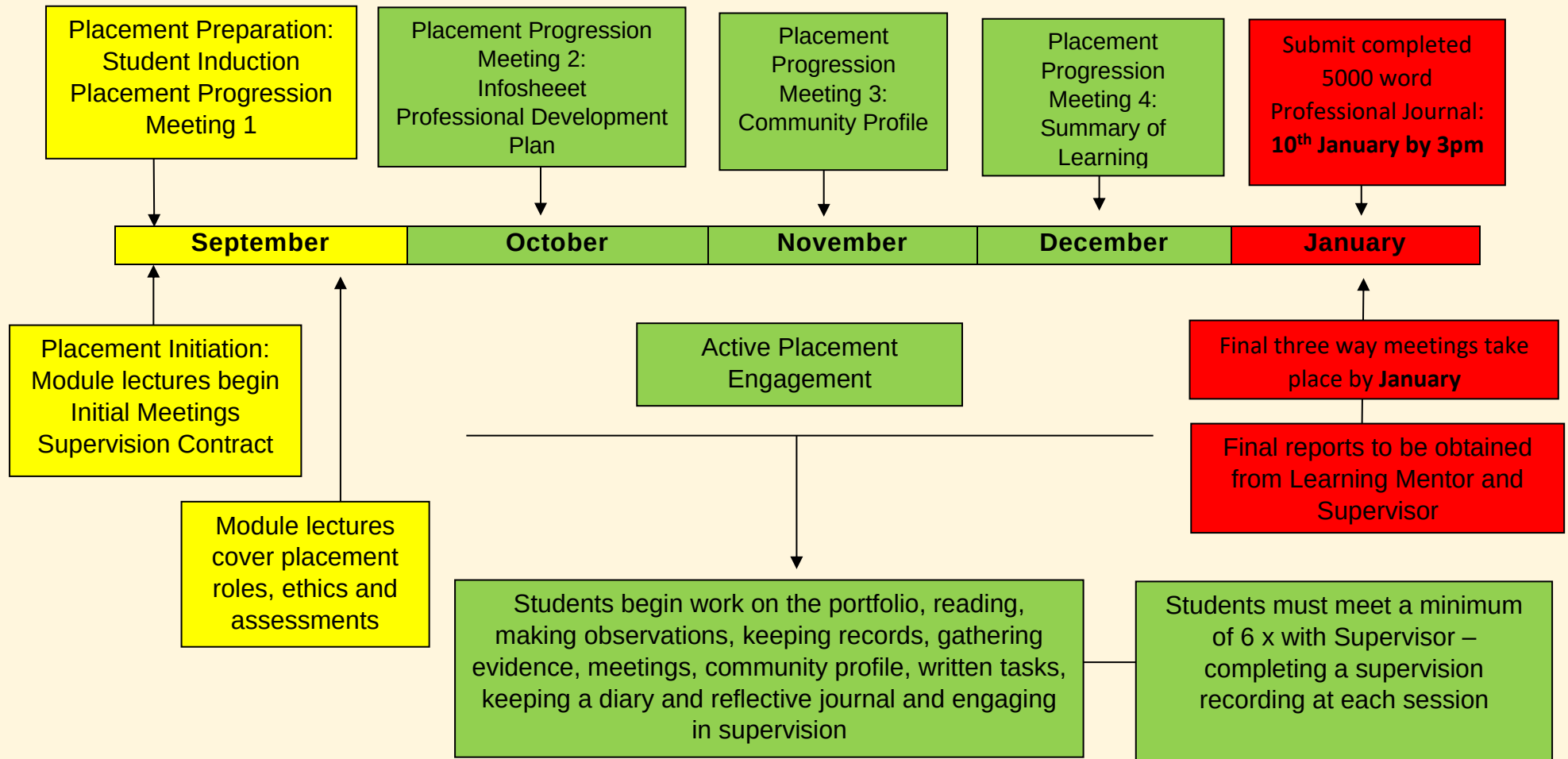
SUPERVISION RECORDING
DATE:
TIME:
PEOPLE PRESENT:
DURATION OF THE MEETING:
AGENDA/ DISCUSSION POINTS
1.
2.
3.
4.
5.
6.
NOTES/ ACTION OF EACH ITEM
1.
2.
3.
4.
5.
6.
PROBLEMS ENCOUNTERED
REFLECTION ANALYSIS AND LEARNING Links between theory and practice can be made here and referenced in the usual way. Also reflection on effectiveness of supervision.
QUESTIONS ARISING
DATE OF NEXT MEETING:
SIGNED:
STUDENT
SUPERVISOR

Appendix 2: Standards in the Level 6 Practicum Placement

Level 6 Module ECYW6002	Standard	Notes
200 Placement hours	At least 100 hours face-to-face, remaining 100 hours non face-to-face	For example 10 hours per week x 10 weeks
Student CV & current DBS made available to host	Prior to the establishment of the Placement	Student to lead on this
An original Risk Assessment of placement carried out	Risk Assessment of the placement setting, during the first week of the Placement.	See exemplar
Supervision	Students are expected to engage in supervision on a monthly basis, with at least 6 sessions of supervision being completed throughout placement.	Training will be provided to supervisors
Learning Mentor meetings	At least two recorded meetings with student and Visiting Tutor.	See exemplar, initial three way meeting and closing meeting.
Reflective recordings	Ten or more authentic, reflective recordings	See guidance notes (Page 30)
Observations and Satisfactory Progress	You must maintain the highest standards when conducting yourself on placement. Your progress will be discussed formally during two Interim Review Boards during the academic year, where judgments will be made about your progress. At level 6, the visiting tutor will conduct an observational visit at placement if appropriate.	See Appendix
Communication	It is crucial that we communicate effectively. It is good practice to	Please refer to the policies that refer to

	keep in regular contact with tutors, and the student email is an effective way to contact tutors. When contacting tutors avoid using informal language including using text speak, and please remember to identify yourself in the email. Also it is good practice to make regular use of Moodle as a way of keeping up to date with developments and announcements.	the required processed when absent from placement.
Final Reports provided by the Learning Mentor and Practicum Supervisor	Learning Mentor and Practicum Supervisors are asked to consider the level of competence of a student shown within placement and supervision sessions. Following the completion of hours and the closing three-way meeting, both parties must provide a final report providing a grade of the students' progress in line with the marking criteria. It is the student's responsibility to ensure enough notice is given to Learning Mentor and Practicum Supervisor, to ensure an appropriate amount of time is allowed for the completion and return of these reports, to meet the deadline.	The outline and marking criteria for these reports can be provided by the Visiting Tutor upon completion of the final meeting.

Appendix 2: ECYW6002 Practicum, A timeline through the module



Stage	Month	Module Task	Whom
Stage 1: Placement Preparation	September	Student must ensure that their DBS certificate is registered for the Update Service and proof of this is shown to the placement provider before the start of placement activity.	Student
		Student Induction Week	Student
		<i>Placement Progression Meeting 1: Student to meet with Fieldwork Co-ordinator - during induction week.</i>	Student & Co-Ordinator
		Module Lectures to begin	Student and Module Tutor
		Initial meetings to have been completed (QR code) by mid-November & student to receive placement induction	Student, Visiting Tutor & Learning Mentor
		Supervisor Contract (QR code) to be completed at first meeting with Supervisor – student must meet a minimum of 10 times for formal supervision.	Student and Supervisor
		Professional Development Plan to be completed at the start of placement with the Learning Mentor's support.	Student & Learning Mentor
Stage 2: Active Placement	October	<i>Placement Progression Meeting 2: Student to meet with Fieldwork co-ordinator to review Infosheet & Professional Development Plan</i>	Student & Coordinator
	November	Student to be immersed in practice and actively seeking opportunities for development and learning.	Student
		<i>Placement Progression Meeting 3: Student to meet Coordinator to review Community Profile & Student Risk Assessment</i>	Student & Coordinator
	December	<i>Placement Progression Meeting 4: Student to meet Coordinator and submit Summary of learning and share Supervision recordings/reflections - before the beginning of March.</i>	Student & Coordinator

Stage 3: Placement Closure	January	Closing meetings to take place.	Student, Visiting Tutor & Learning Mentor
		Final Reports to be obtained	Fieldwork Supervisor & Learning Mentor
		Portfolio Submission	Student
		Extended Deadlines/Extenuating Circumstances	To be discussed with Programme Director.

Should a student feel they are unable to meet assignment deadlines or experience circumstances that make it impossible to meet assignment deadlines, they must complete an Extenuating Circumstances form to request an extension. Students are asked to contact their module lecturer to discuss issues relating to assignment deadlines and are personally responsible for submitting their request.

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:		Level:	
Learning Mentor:		Placement Provider:	
Date	Time/Hours Completed	Learning Mentors Signature	Brief outline of Session/Experiences/Outcomes

Appendix 4: Final Reports

PRACTICUM SUPERVISORS FINAL REPORT

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

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

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

How did the student use supervision and respond to feedback?
To what extent did the student seek challenging situations, and how were these worked with?
To what extent did the student show enthusiasm and commitment?
How well was the student able to relate theory to practice and reflect on their own practice and that of others?
How did the student articulate their own beliefs and values and relate them to the work?

How pro-active was the student in demonstrating anti oppressive beliefs, language, and behaviour?	
In your professional opinion has the student achieved the necessary standards required at level 6 of their study?	
Student's Provisional Grade (Please refer to the grading criteria above)	
Signed Supervisor	
Date	

LEARNING MENTORS FINAL REPORT

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

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

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

Key areas of competence

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

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

60 – 69%	An effective trainee youth worker who displays a degree of independence and commitment to further professional development.	
50 – 59%	A satisfactory trainee youth worker who has met the requirements appropriate for a professionally qualified Youth Worker and with further experience should develop into an effective youth worker.	
40 – 49%	A rather weak trainee youth worker with a basic level of knowledge or skill. May be very poorly organised with very limited understanding of important concepts	
< 40%	A weak trainee youth worker who has been unable or unwilling to meet the required standard, may demonstrate inappropriate values or lack understanding or attention to detail.	

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

	Please tick the appropriate box.				
Work with Young People in accordance with the pillars of Youth Work in Wales: Principles and Purposes	Exceptional	Effective	Satisfactory	Rather Weak	Weak
	Comments:				

Facilitate the personal, social and educational development of young people	Exceptional	Effective	Satisfactory	Rather Weak	Weak
	Comments:				
Facilitate learning and development of young people through planning and implementing learning activities in youth work	Exceptional	Effective	Satisfactory	Rather Weak	Weak
	Comments:				
Actively demonstrate commitment to inclusion, equity and young people's interests and health and wellbeing	Exceptional	Effective	Satisfactory	Rather Weak	Weak
	Comments:				
Plan and implement strategy and youth work activities for young people	Exceptional	Effective	Satisfactory	Rather Weak	Weak
	Comments:				
Develop, lead and manage self and others	Exceptional	Effective	Satisfactory	Rather Weak	Weak
	Comments:				
Work with communities. Encouraging Young People to actively engage in their communities and work to promote the voice and needs of young people	Exceptional	Effective	Satisfactory	Rather Weak	Weak
	Comments:				

How has the student developed during the placement?	
What are your suggestions for further development? What would be your recommendations for the student's future professional development?	
What is your feedback on observing the student's practice?	
Has the student passed the placement? Please take into account your view of the student's performance in each of the Key Aspects of Youth Work (Please highlight/mark clearly).	
Yes, Pass (< 41 %)	Provisional Grade:
No, Fail (< 40%)	
Final Comments:	
Signed Learning Mentor	
Date	