

YOUTH & COMMUNITY WORK FIELDWORK PLACEMENTS

INFORMATION FOR PROSPECTIVE FIELDWORK SUPERVISORS

Thank you for considering supervising one of our students on a placement with your agency. The purpose of this document is to provide you with some initial information and answer some of the questions you might have regarding the supervision of a student on placement.

Placements are intended to enable students to gain experience in youth and community work, in settings where they will be supported and supervised effectively. This should build on the experience that people bring with them to the course. As placements are assessed, it is important that a placement offers the student opportunities to demonstrate their abilities in the key areas of the National Occupational Standards.

Having a Marjon student on placement should be a positive experience for you and your project; this is supported by the feedback we get from placement supervisors. Having a 'new' set of eyes can be extremely beneficial and can re-energise. It also offers you the opportunity to engage in the development of the profession through supporting the student and through your own professional development.

It is important to note that all placements must be agreed by the student's Placement Tutor prior to a student starting the placement. You will receive a full copy of the Supervisor's Handbook once the placement has been authorised.

Students on the BA course complete a placement in each of the three years and those on the MA course complete two placements over 12 months. Across these placements students are expected to engage in direct contact work with young people and communities. The face-to-face element should constitute no less than 50% of the overall fieldwork practice time. The placement is supported by three-way meetings with student, supervisor and University placement tutor; these take place in the setting.

BA Level 1 Placement	
Length	256 hours overall
Timescale	October - May (generally 12-15 hours a week)
Focus	The focus of this placement is on initiating, building and maintaining relationships with young people or community members and therefore the student will undertake a substantial amount of face to face work as part of this placement. The balance between contact time and other tasks will vary but it is likely that student will carry out 3 - 4 regular direct contact sessions a week (12 – 15 hours) and the rest of time will be used for preparation, meetings and supervision.
Supervision	Students require 1 hour of formal supervision per fortnight
3-way meetings	Three meetings (generally in Nov, Jan & April)

BA Level 2 Placement	
Length	370 hours
Timescale	February - May (generally 37 hours a week over 10 weeks)
Focus:	The focus in this placement is on leading and developing work. Students need the opportunity to design and deliver a 'project' in negotiation with the supervisor. They also need to complete a community profile. The balance between contact time and other tasks will vary but it is likely that student will carry out 3 - 4 regular direct contact sessions a week (12 – 15 hours) and the equivalent amount of time will be used for meetings, research, planning, preparation and supervision.
Supervision	Students require 1 hour of formal supervision per fortnight
3-way meetings	Three meetings (generally in February, March & May)

BA Level 3 Placement	
Length	174 hours
Timescale:	October - January (generally 14 hours a week)
Focus:	The focus of this placement is on developing a strategic view (understanding of the bigger picture). The student would benefit from the opportunity to explore funding opportunities or to engage in an evaluation or consultation project. The balance between contact time and other tasks will vary but it is likely that student will carry out 2 -3 regular direct contact sessions a week (6 – 9 hours) and the equivalent amount of time will be used for preparation, meetings, research & engagement and supervision.
Supervision	Students require 1 hour of formal supervision per fortnight
3-way meetings	Two meetings (at the start and end of the placement)

MA Placement 1	
Length	252 hours
Timescale:	September - February (generally 12 hours a week)
Focus:	The focus of this placement is on planning, implementing and evaluating interventions and developing skills in understanding 'communities' through the process of community profiling. The balance between contact time and other tasks will vary but it is likely that student will carry out 2 -3 regular direct contact sessions a week (6 – 9 hours) and the equivalent amount of time will be used for preparation, meetings, research & engagement and supervision.
Supervision	Students require 1 hour of formal supervision per fortnight
3-way meetings	Two meetings (at the start and end of the placement)

MA Placement 2	
Length	148 hours
Timescale:	March – May (generally 14 hours a week or as a block)
Focus:	In this placement students are expected to build upon the knowledge, understanding and skills developed in the previous placement and in addition, develop activities that contribute to the management and delivery of services e.g. needs assessment, policy development or evaluation of service provision. The balance between contact time and other tasks will vary but it is expected that at least 30% of the placement involves direct contact. The remaining time will be used for meetings, research & engagement activity and supervision.
Supervision	Students require 1 hour of formal supervision per fortnight
3-way meetings	Two meetings (at the start and end of the placement)

Setting up a Placement

The student guided by the University is responsible for setting up their placement. The University provides students with information about local placement providers (those who have completed the Placement Trawl form). In the first instance the student will contact an agency / organisation to enquire about the potential of a placement. Supervisors are advised to use an interview process to ascertain whether the student is 'right' for the organisation and the organisation is 'right' for the student. If the outcome of the interview is positive, the student completes an Authorisation form which is then submitted to the University for approval. At this point the University will contact the supervisor, providing confirmation of the Student's DBS, and requesting confirmation of Public Liability Insurance cover and Supervisor's qualification status. A Supervisor's Handbook is provided at this point. The student, in consultation with the Supervisor will then arrange the first 3-way meeting; this should take place within the first two weeks of placement. The student will prepare their placement learning contract, again in consultation with the Supervisor, in readiness for the meeting.

Supervision

Supervision has different meanings in different contexts. For our purposes, placement supervision provides a regular and structured opportunity for the student to discuss his/her work, analyse issues that arise from it, and identify what they are learning. The supervisor has a crucial role in enabling the student to learn from their experience, and the help they give can take several forms. There is no single style of supervision, and in fact, experiencing different styles can be a positive contribution to the development of professional practice. However, there is a quality of supervision that is necessary, and the University has some expectations of the supervision process. Over the course of the placement good supervision would normally include:

- identified time available for the student and supervisor to meet to discuss the student's work on a regular basis. It should not be the sole responsibility of the student to ask for supervision when *they* feel they need it: The supervisor should ensure that supervision times are set and adhered to.
- the supervisor working alongside or observing the student's practice.
- assessing evidence of a student's progress in achieving the National Occupational Standards. Supervisors should encourage students to consider a range of ways of showing their progress.

Great emphasis is placed on supervision as a central part of a student's professional development and as a key aspect of their learning. Supervision provides an opportunity for students to critically evaluate their knowledge, skills and abilities and to identify and explore their strengths and weaknesses in a supportive environment. It is also the setting in which students can explore difficulties and fears relating to their work, as well as develop an understanding of how to improve their practice in the future. The importance of supervision as part of professional practice can not be emphasised enough.

All students draw up a Placement Learning Contract in which they set out their learning aims and objectives. Supervisors support students in setting targets/tasks related to their contract aims and National Occupational Standards. They also have a role in the student to stay 'on track' as the placement develops. Students produce a 'Placement File' containing a reflective diary and relevant evidence. Essentially the file should provide a clear picture of what they did on placement with an examination of how learning has been achieved. Students are encouraged to share elements of their file with their supervisor as it can be a useful tool in supervision. This can be daunting for the student as it will require them to be open and honest. It also requires them to acknowledge any mistakes, in order that through supportive supervision they are enabled to recognise how and why they happened. Remember nobody is perfect and reflective practice is not easy to achieve.

Supervision should be part of the student's learning experience, and students should be encouraged to reflect on their learning through the placement, as well as identify the skills they have learnt and relate theory to practice. Supervisors may feel they need to know more about the overall course content in order to facilitate this process, and this is provided in the Supervisor's Handbook.

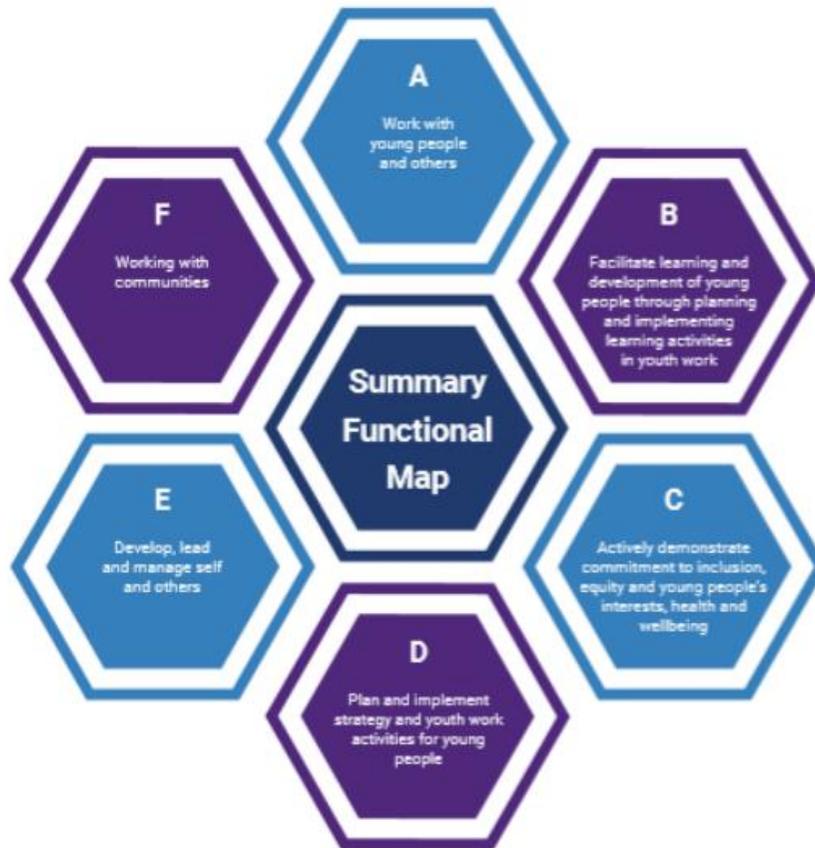
National Occupational Standards

A full version of the National Occupational Standards for Youth Work can be accessed at <https://nya.org.uk/resource/national-occupational-standards/>

Youth Work in England: Policy, Practice and the National Occupational Standards

Youth Work in England: Policy, Practice and the National Occupational Standards

Summary Functional Map



A1: Build professional relationships and engage with young people.
A2: Build productive working relationships and multi-agency networks

D1: Establish and prioritise requirements for youth work through planning and implementing learning activities in youth work
D2: Influence, plan and implement youth work strategy
D3: Monitor and evaluate the effectiveness of youth work strategy and plans

B1: Facilitate the personal, social, spiritual and educational development of young people
B2: Promote young people's self-awareness, confidence and participation
B3: Plan and implement learning activities in youth work
B4: Provide access to information, support and guidance

E1: Manage and develop yourself
E2: Lead and manage others
E3: Develop colleagues
E4: Maintain health and safety in the workplace

C1: Promote the rights of young people
C2: Safeguard the health and welfare of young people and youth workers
C3: Promote inclusion, equity and the valuing of diversity

F1: Encourage engagement of young people in their community
F2: Engage with communities to promote their voice and needs of young people

Function Ref/ Title	NOS	Relevant NOS title
A1: Build relationships & engage with young people	YW 01	Initiate, build and maintain purposeful relationships with young people
	YW02	Assist young people to learn and engage with the youth work process
	YW 03	Comply with legal, regulatory and ethical requirements when carrying out youth work
A2: Build productive working relationships & multi-agency networks	YW04	Develop and maintain productive working relationships in collaboration with colleagues, agencies and stakeholders for youth work
B1: Facilitate the personal, social, spiritual and educational development of young people	YW05	Enable young people to identify, reflect and use their learning to enhance their future development
	YW06	Explore the concepts of values and beliefs with young people
	YW07	Apply youth work values and principles in youth work
	YW08	Engage with and empower young people to make use of digital media in their daily lives
B2: Promote young people's self-awareness, confidence and participation	YW09	Support young people to become responsible citizens through active involvement with youth work
	YW10	Advocate with and on behalf of young people so their interests are represented
B3: Plan and implement learning activities in youth work	YW11	Plan, prepare and facilitate activities with young people
	YW12	Manage resources with young people for youth work activities
B4: Promote access to information, support and guidance	YW13	Access information with and for young people to inform decision making
C1: Promote the rights of young people	YW14	Assist young people to recognise, realise and defend their rights
C2 Safeguard the health and welfare of young people and youth workers	YW15	Assist young people to assess risk and make informed choices in the management of their health and well-being
	YW16	Equip young people with safeguarding techniques
	YW17	Monitor and review your organisation's policy and practices for the protection and safeguarding of young people and self
	YW18	Engage with young people to promote their emotional wellbeing and mental health
C3 Promote inclusion, equity and the valuing of diversity	YW19	Develop a culture and ethos that promotes inclusion and values diversity
	Signpost No. 23	Promote equality of opportunity, diversity and inclusion (Management and leadership NOS CFAM&LBA7)
D1: Establish and prioritise requirements for youth work through planning and implementing learning activities in youth work	YW20	Determine, evaluate and prioritise your organisation's objectives for youth work in the community
	YW21	Secure funding and resources for youth work

D2 Influence, plan and implement youth work strategy	YW22	Influence and develop youth work strategy
	YW23	Engage young people in the strategic development of youth work
	Signpost No. 27	Develop structures, systems and procedures to support volunteering (Managing Volunteers NOS SFTA3)
D3: Monitor and evaluate the effectiveness of youth work strategy and plans	YW24	Monitor and evaluate the impact of youth work strategy and delivery
E1: Manage and develop yourself	YW25	Work as an effective and critically reflective youth work practitioner
	Signpost No. 28	Develop your knowledge, skills and competence (Management and leadership NOS CFAM&LAA2)
E2: Lead and manage others	Signpost No. 29	Lead your team (Management and leadership NOS CFAM&LBA3)
	Signpost No. 30	Allocate work to team members (Management and leadership NOS CFAM&LDB2)
	Signpost No. 31	Quality assure work in your team (Management and leadership NOS CFAM&LDB3)
	Signpost No. 32	Recruit, select and retain people (Management and leadership NOS CFAM&LDA2)
E3: Develop colleagues	YW26	Provide leadership to other youth workers and volunteers
	Signpost No. 33	Support individuals' learning and development (Management and leadership NOS CFAM&LDC2)
E4: Maintain health and safety in the workplace	Signpost No. 34	Make sure your own actions reduce risks to health and safety (Health and Safety NOS PROHSS1)
	Signpost No. 35	Provide healthy, safe, secure and productive working environments and practices (Management and leadership NOS CFAM & LEB1)
F1: Encourage engagement of young people in their community	Signpost No. 36	Work with the tensions inherent in community development practice (JETSCD02)
	Signpost No. 37	Support inclusive and collective working (JETSCD06)
	Signpost No. 38	Relate to different communities (JETSCD03)
F2: Engage with communities to promote their voice and needs of young people	Signpost No. 39	Promote the needs rights and interests of individuals and groups in the community (SFJBA6)

Support

The University holds meetings for all supervisors involved in placements prior to the placement to brief supervisors on assessment procedures and to provide an opportunity for supervisors to come together and discuss common issues. When supervisors are distant from the University, the Placement Module Leader will contact the Supervisor to discuss these issues by phone and the Placement Tutor will ensure the Supervisor is fully aware of the placement requirements and their role within it.

Insurance cover

Plymouth Marjon University is insured against its legal liability for accidental death, injury, illness or property damage arising out of a student's placement. Placement agencies must be able to provide Employers' Liability Cover for students on placement and the University requires written confirmation of this, see attachment. This covers the student should they injure themselves while on placement due to lack of care by the employer. Marjon advises agencies to notify their own insurers that they are providing Student Placement facilities to ensure that their legal liability arising therefrom is adequately protected.

DBS

Plymouth Marjon University undertakes safeguarding checks on all placement students in line with DFS, TA, DBS and OFSTED guidelines. Any student put into a placement by this institution will have undergone a risk assessment and legally required checks and will have been cleared to work with children. DBS confirmation for all individual students will be received by all placement providers before a student starts their placement.

Contact us

We hope this document answers any questions you have about youth & community work fieldwork placements but do feel free to contact us if you have any further questions. We look forward to working with you in the future.