

Volunteers' Handbook 2008

Prepared by Mark K. Smith and published by the YMCA George Williams College for the Rank Foundation.

© 2008 YMCA George Williams College/The Rank Foundation (unless stated)

No part of this handbook may be reproduced in any form or by any means, electronic or mechanical, including photocopying, recording or any other information and retrieval system, without prior permission in writing from the College.

The College and Foundation reserves the right to make alterations to the aims and content, learning methods, assessment procedures, requirements, other administrative matters related to programmes, and the Handbook will be revised accordingly.

Learning programmes are run by the YMCA George Williams College in association with Canterbury Christ Church University.

The Rank Foundation and Joseph Rank Trust Youth Work Schemes

England and Wales: 28 Bridgegate, Hebden Bridge, West Yorkshire HX7 8EX. Telephone 01422 845172; fax: 01422 844329. Director of Youth Projects: Charlie Harris (charles.harris@rankfoundation.com); Assistant: Natasha Heny (natasha.heny@rankfoundation.com).

Scotland, Northern Ireland, Cumbria and North East: 9/10 Redhills House, Redhills Lane, Penrith, Cumbria CA11 0DT. Telephone: 01768 210722; fax: 01768 210723. Director of Youth Projects: Chris Dunning (chris.dunning@rankfoundation.com); Assistant: Helen Stockdale (helen.stockdale@rankfoundation.com).

YMCA George Williams College

199 Freemasons Road, Canning Town, London E16 3PY, UK. Telephone: 020 7540 4900; Minicom: 020 7511 4901; Fax: 020 7511 4900

Gurcharn Marwa. Foundation Studies Programme Administrator. (t) 020 7540 4925, (f) 020 7511 4900, (e) g.marwa@ymca.ac.uk

John Peaper. Foundation Studies Programme Organiser. (t) 020 7540 4911, (f) 020 7511 4900, (e) j.peaper@ymca.ac.uk

Jon Tuchband. Introductory Studies Tutor. (t) 020 7540 4915, (f) 020 7511 4900, (e) j.tuchband@ymca.ac.uk

Mark K. Smith. Rank Research Fellow and Tutor, (t) 020 7540 4929, (f) 020 7511 4900, (e) m.smith@ymca.ac.uk

Mary Wolfe. Principal (t) 020 7540 4919, (f) 020 7511 4900, (e) m.wolfe@ymca.ac.uk

Visit the Rank agency support pages: www.rankyouthwork.org

Contents

Part one

Introduction	1
Introducing the Scheme	2
Joining the agency	6
Working with a manager/mentor	11
Thinking about training	13
Working with other volunteers	18
Writing reports and preparing the record of achievement	19
Dealing with problems	22

Part 2 – Becoming a volunteer

Introduction	24
The experience of volunteering	25
What's the point of youth work?	28
Looking at your team	32
Managing your time	34
Keeping a journal	39

Part 3: Preparing your record of achievement

Introduction	43
Summarizing your achievements	45
Preparing a CV	48
Preparing agency details	56
Adding other material	57

The title page and list of contents	58
-------------------------------------	----

Appendices

Appendix 1: Components of the Rank Volunteer Community Gap Award Scheme	59
Appendix 2: Outward Bound bursaries	62
Appendix 3: Jubilee Sailing Trust and Tall Ships Youth Trust Voyages bursaries	64
Appendix 4: Truetube	66
Appendix 5: Rank publications	70
Appendix 6: The Rank Foundation GAP Year Scheme – Joint Gapper's and Manager's Final Assessment Summary	73

Introduction

Welcome.

The Rank Volunteer Award provides a chance for you to explore your values, skills and knowledge and to develop your leadership abilities. When you join the GAP scheme you become part of the Award Scheme.

As well as being a GAP volunteer, you are also a trainee. This means you are able to take part in different developmental activities including special residentials. You can also join a special Foundation Studies programme which leads to qualification for youth support workers, and sessional (part-time) youth work and community education throughout the UK, and is a foundation for entry to higher education. If this isn't for you – but you would still like to reflect on your work and deepen thinking then there is also the chance to join an Introductory studies programme. Talk to one of the tutors if you are interested [details on the inside front cover].

The Rank Volunteer Award involves the completion of a record of achievement. It is concerned with the personal, social and leadership development of volunteers in youth work, community work and informal education agencies.

This Handbook, hopefully, can help in two ways. It should work as:

- An introduction that will give some idea of what can be expected of the schemes; and
- A reference for use throughout your involvement with the programmes.

If you have any questions or queries about the scheme the first person to talk to is your manager/mentor. If there is still a problem after that contact the relevant director at the Foundation or the Foundation Studies tutor at the College (see the inside front cover for details).

Introducing the scheme

The Award has four main elements:

- Working as a volunteer and trainee (this includes an introduction to the work and your host agency).
- Two residentials to help you to think about your work and experiences.
- Support for learning from a manager/mentor.
- The production of a record of achievement.

The Record of Achievement gives details of the work done; any extra courses taken; and gives a summary of achievements.

To qualify for the Award you have to complete 900 hours of service and reflection. You must also:

- Complete your contribution to the Record of Achievement.
- Write monthly reports for the Foundation.

The scheme operates at a level equivalent to Open College Network level 3 (which is equivalent to NVQ level 3).

There are two main advantages for you in all this. First, the Award Scheme helps you to think about your experience as a volunteer and trainee. Second, your Record of Achievement – which you keep - can be a useful support when applying for further and higher education or for jobs.

How the Award works

Within each host agency there is a mentor - an experienced worker who can help you to decide what you want to do; and to explore your learning. This person is also usually your line manager.

On starting your placement you meet with your manager to discuss and confirm your work and training. Before you start they will have:

- Identified the areas of work you can enter and opportunities for development and training.

Introducing the scheme

- Written a job description.
- Appointed a mentor to work with you to help you reflect on experiences and to deepen understanding (if they are not to be your mentor).
- Agreed a budget for your placement/traineeship (which they will be able to show to you). The main headings in this will be your weekly allowance; subsistence – on and off the job (within reason); rent, housing and rates; and training. The Foundation pays for the Volunteer Award and if you take up Introductory or Foundation Studies.

Managers help volunteers to decide what activities and training are right for them.

All volunteers go through an induction programme designed by the agency. To compliment this period of induction we have designed some special learning materials (in this handbook) – becoming a volunteer and preparing your record of achievement.

Becoming a volunteer

Part two of this Handbook explores some of the issues and questions that previous Gap volunteers have talked to us about.

Once the work programme is established, the mentors/managers provide you with regular opportunities to explore your work and experiences. They also provide practical guidance as to how handle the different situations they face in the work. The heart of the scheme lies in you facing challenging situations and in you taking the chance to work on your own initiative - and to learn from this. However, this requires the right sort of support and direction - and here we see the special contribution of your mentor/manager.

From early on you should be encouraged to think and write about the work. Sometimes this will take the form of talking through what happened after a session; it may take the form of keeping notes or a journal about events, experiences and feelings. You also have to write reports on your experiences for the Foundation. These involve skills that take a little time to develop.

Preparing your record of achievement

This part of the handbook examines what is involved in producing a CV; and in assessing yourself.

These materials also feed into building up a **Record of Achievement**. Towards the end of your placement, you put this together. It is a folder containing:

1. The Rank Foundation's assessment form – completed and agreed by both you and your manager. (See appendix).
2. A summary of your achievements, progress and personal development during the GAP experience written by your Manager.
3. A summary and assessment written by you covering your time on the Gap Scheme and including results, achievements and what you are doing next.

Introducing the scheme

4. A single page that gives the name and contact details of the agency; a brief outline of its activities; and the dates and length of time you were with them.
5. A CV.
6. A Certificate of Completion and any further certificates.

To this you may add the regular reports written for the Foundation and other relevant material.

All GAP volunteers go through this programme. In addition you can also use the materials and activities developed for Foundation Studies and Introductory Studies.

Time

The total amount of time involved in the Award is 900 hours. Most of this is taken up with face-to-face work and the preparation work involved. A minimum of 360 hours must be spent in face-to-face work of some kind. The induction into volunteering and the agency and the preparation of the Record of Achievement etc. takes around 60 hours.

The award may be completed in a minimum period of six months and normally a maximum period of a year.

Other requirements

All GAP volunteers are required to attend two GAP residentials (details from The Rank Foundation's Hebden Bridge office)

Assessment and certification

At the end of six months' work, should all the requirements be fulfilled, all Gap volunteers qualify for The Rank Foundation Certificate of Achievement. At the end of your time as a volunteer with the Scheme you can qualify for a financial reward. For the assessment of the level of the award the Foundation requires submission of the Portfolio (please send a photocopy and keep the original).

The level of award will also be estimated from:

- Visits by the Foundation's youth directors.
- Residentials.
- Submission of reports.

There is no appeal and any canvassing will disqualify.

Your registration as a volunteer

When you registered for the Gap Scheme you agreed that whilst attending a project you will work as a volunteer under the supervision, control, employment and

Introducing the scheme

insurance practices of the Host Agency. You also agreed that your acceptance onto a project shall not give rise to a contract of employment.

Resources

There are various support materials on the Rank project pages: www.rankyouthwork.org. One resource you can download from there is the *Agency Handbook*. It gives details of all the various schemes and opportunities as well as guidance around things like report writing.

Joining the agency

Volunteers in the scheme join the agency much as any other trainee or apprentice would. This means that you should:

- Go through an induction process that helps you to understand the agency and its work, and what your contribution can be to these.
- Be given a clear description of what work you are expected to do before you start - and have chances to talk about what your needs are.
- Be made aware of the different training and development opportunities open to you (including the usual opportunities available in the agency).
- Take part in regular meetings with your manager to plan and review your work, and to explore your development.

In addition to this, as part of the scheme, each agency provides a manager/mentor - someone who can help you to reflect and learn from your experiences; use the learning materials; and prepare your reports and record of achievement.

This section looks at the first four of these elements. We look at working with a manager/mentor in the next section.

Induction

Induction is, essentially, an introduction to a new job. One way of viewing it is as a process of negotiation between you as the new volunteer/trainee and the agency you have joined. As a volunteer you need to work within the policies of the agency you have joined and contribute towards its development. The agency needs to look to your personal and professional development.

Agencies will approach this task in different ways. However, from what previous volunteers and managers have told us, certain things should be present.

An introduction to the work of the agency

This will probably take the form of talking to key staff in the agency - and reading through any reports or publications that explains the work. A number of agencies prepare a small pack of useful material. Some of the important questions to think about here when looking at this material (or asking for it) concern the:

1. *Aims* of the work - what is the agency seeking to achieve;

Joining the agency

2. *Needs* of the people using the agency;
3. *Structures and staff* of the agency - who does what, where, when, why and how.
4. *Policies* that govern the work - for example around health and safety and equal opportunities.
5. *Methods* that are used; and the
6. *Resources* and other agencies that are worked with.

This sort of exploration is something that needs to be done in the first couple of weeks of being in the agency. Some material should be available to you before taking up their placement.

An introduction to the area and to living arrangements (for those joining the agency from elsewhere)

Those new to the area will need some help with getting to know the neighbourhood and local amenities such as shops, entertainment, and travel. It is also important that managers attend to the living arrangements of volunteers new to an area - and for you to talk with your manager if you are experiencing problems.

An introduction to the individuals and groups the agency works with

You will make your own contacts and meet people - but it is also important for establishing your role within the agency to be introduced to the people you will be working with.

An introduction to the training and development opportunities available

Here the key figure will be the manager / mentor (see the next section). Early on it is necessary to identify training and development needs and plan how these may be met in the placement. If you want to take part in the Foundation Studies Programme, for example, you should register promptly with the College and go to one of the introductory days run by the College.

An introduction to the role and work of the volunteer/trainee

Here tasks and limits are identified (see below).

An introduction to the Rank Volunteer Award

What the programme involves, how it is to be tackled etc.

Joining the agency

An introduction to administrative arrangements, and allowance and expense payments

This is an area that can cause tensions. You need to know about procedures, time limits etc and who you can go for advice. You also need prompt payment of expenses etc.

Some advice from previous 'Gappers'

A group of Gap volunteers and trainees at a recent residential had the following pieces of advice for new 'Gappers':

Remember that so much of your work is related to the person you are. You need to act with integrity; respect yourself and others; and be a positive role model (both on- and off-duty).

Your work needs organization and preparation. Try to be realistic about what you are seeking to achieve. Manage your time.

You are a volunteer/trainee, know your limitations, and don't overstep your boundaries.

Try to be aware that the people you are working with may well come from very different backgrounds and have different values and ideals to you. Attend to this, listen to what they say and respond sensitively. Judge situations, be flexible, and keep things real.

Attend to the safety of the children and young people you work with. Think about the risks involved in activities and in the situations encountered.

Job description/specification

The agency will produce a job description and/or specification for volunteers/trainees and should have sent it to you before you started. The manager can then sit down with you early on to explore and change the description to fit your needs and the agency's requirements. All agencies should produce an outline of what the work entails within a few weeks of a volunteer beginning.

The main things that should be included are as follows:

- A short summary of the job's aims (basic function);
- Who you as a volunteer/trainee are responsible to (accountability);
- Who you have working relationships with inside and outside the agency (relationships);
- The main tasks or activities you can be expected to be involved in (key tasks);
- The results expected or targets – this is something that will evolve.

Joining the agency

Meetings with the manager / mentor

The manager should meet with you as soon as you start with the agency in order to set up the induction process and to establish tasks and limits. After that they should formally meet with you on a regular basis (initially weekly and later fortnightly or monthly). It is helpful if notes are kept and agreed of the contents of the meeting so that both you and the manager know where you stand.

Dave Coates has produced a helpful outline of what the agenda for such a line management session might look like (see below).

In addition to helping volunteers to plan their work, the manager also contributes to the process of writing the Record of Achievement.

An agenda for a line-management session

1. THE WORKER'S AGENDA
2. ADMINISTRATIVE MATTERS (from contracts to holidays and timesheets)
3. FINANCIAL MATTERS (from petty-cash to long term pending plans and budget updates)
4. INFORMATION (communicating internal and external matters related to the work/worker)
5. REVIEW OF MONTHS WORK
 - face-to-face work
 - case work
 - young people's development
 - update of other work Review ratio of time spent on youth work, administration, and development.
6. PLANNING NEXT MONTHS WORK - setting priorities (related to quarterly development plans)
7. TRAINING AND DEVELOPMENT NEEDS - (update on scheme and other courses etc.)
8. (every quarter) Quarterly review of objectives; evaluate them; plan for next quarter; set realistic, achievable, measurable objectives.

Taken from Mark Smith (ed.) (1994) *Setting Up and Running Projects*, London: YMCA George Williams College.

Working with a mentor / manager

The mentor / manager helps you as a volunteer and trainee to decide what you want to do; and to explore your learning. They work with you to design your experience. One of their first steps will be to introduce you to the Rank Volunteer Award.

The manager / mentor's job

Manager / mentors do six main things. They work with you to:

- Induct you into the Programme and the agency.
- Decide and plan work programmes.
- Identify training and development needs and how these may be met.
- Implement work and training programmes.
- Reflect on experiences and to review the work done.
- Assess development.

From this it can be seen that they are central to learning from the placement.

The term 'mentor', like many familiar words, has its origins in ancient Greek literature. When Odysseus sailed to join the war against the Trojans, he chose a friend, Mentor, to act as a guide and adviser to his son Telemachus whilst he was away. In this sense, then, mentors will sometimes act like supervisors, at others like tutors or teachers. But they also do something more. They advise.

As 'supervisors' they will try to help you to reflect upon your experiences, to develop an understanding of them, and to apply these understandings to new situations. The process involves looking to values and feelings as well as developing skills and building theories about why things happen as they do. The focus of this supervision is your work and your experience of the scheme as a whole. If you take Foundation Studies you will have a separate supervisor.

As 'teachers' or 'tutors', mentors will be able to talk about what is in the learning materials and books linked to the scheme. They may be able to suggest further activities or visits to make, books or magazines to look at, or to talk through how to approach writing a report or an assessment.

Working with a manager/mentor

As 'guides' or advisers, mentors make suggestions about how to tackle situations, or offer practical support for the work. The original Mentor was a wise counsellor.

Preparing for sessions

To be useful, sessions with managers / mentors need some thought and preparation. Three areas are of special importance.

First, you need to be thinking about your work. Here keeping a journal or notes/records of events and experiences is a special help. It is then easy to look back at them and to identify things that could do with some thought and work.

Second, you need to keep up with your reading about the work.

Third, you need to be thinking about the reports and other paperwork you have to complete. Exploring these within sessions with a manager/mentor can be very helpful.

The sorts of practical things that need preparation by you are as follows:

- How you have spent your time since the last meeting;
- The progress on the various tasks that you agreed to do;
- Any new issues and pieces of work that are needed;
- Your progress in training - and issues arising for your work and the agency;
- The tasks you want to achieve over the next period - and what the costs in terms of time and resources may be.

Sessions should take place at least fortnightly in the early stages of placement; and also at the time when the Record of Achievement is being prepared.

Thinking about training

The YMCA George Williams College provides special programmes to run alongside the Rank Volunteer Award - Foundation Studies in youth work, informal education and community learning, and Introductory Studies in Informal and Community Education. However, 'Gappers' also take a variety of short and alternative programmes of training. At one residential a group of volunteers/trainees listed some of the things they had been involved in. It included courses in:

- Health and safety
- Child protection.
- First Aid.
- Food hygiene.
- Sign language (BSL/ASL).
- Equal opportunities.
- Petty cash handling.
- Kayaking, mountain biking and other leading body awards

This group of Gappers also were involved in some training around arts and crafts; career development; basic IT skills; programme design; public speaking; organising trips; time management; managing money/budgeting (own and others); applying for funding; drama; dealing with conflict and aggression; group skills; counselling; drug awareness; and photography/video/script writing.

Some 'Gappers' also took part in the Duke of Edinburgh Award Scheme, Outward Bound and Tall Ships' voyages.

Foundation Studies

Foundation Studies provides a chance for people to explore their values, skills and knowledge and to develop as informal and community educators.

The basic programme meets qualification requirements for youth support work in England, Wales and Northern Ireland and is equivalent to one 'A' level (endorsed by NYA/ABC and the Wales Youth Agency – the LSC qualification code is 10051880). You can also extend the basic programme to include a qualification for part-time work

Thinking about training

in community education (Scotland) and add in the equivalent of ½ an 'A' level (endorsed by CeVe Scotland).

The academic status of the programme comes through the YMCA George Williams College and its connection with Canterbury Christ Church University. It is also endorsed by the Open College Network.

Many of the people taking Foundation Studies go on to degree level studies. As well as being a foundation qualification for youth work and community education, the programme also provides a good basis for training in other fields such as housing, social work and teaching.

About the programme

Normally, the basic programme may be completed in a minimum period of six months. The maximum period normally allowed for completion is 24 months. It means doing extra studying on top of that involved with the Rank Award and an extra assessment.

You work with your manager in much the same way, but you also have a personal supervisor to help you to think in more detail about your experiences and the way you work.

Content

At the moment, the basic programme comprises five study units:

Introducing youth work and informal education. What is youth work? The nature of informal education. Aims, support and practice issues.

Reflecting on practice. An introduction to recording and reflection; using your manager/mentor; assessing practice.

Informal and community education. An introduction to basic concepts and practices.

Developing programmes and activities. Looking at the needs of volunteers; designing programmes; running activities; evaluation.

Approaching community. Exploring the area; the agency and the role; building community.

For Scottish qualification you add in a further unit:

Community learning. An exploration of community development and participation, team work, administration and basic management.

You can also add in a further unit (You can see a plan of the Scheme on the next page):

Mentoring, guidance and peer education.

Foundation Studies and the Rank Award Scheme

Foundation Studies can run in parallel with the Rank Award Scheme. This means that:

- The sessions that volunteers have with supervisors and managers under Foundation Studies count towards the Award.
- Any additional courses that you undertake as part of the Award can be accredited as additional points for Foundation Studies.

Registration

If you want to do Foundation Studies you must apply early on in your Gap placement. To start the Programme:

1. Talk with your manager / mentor about what is involved.
2. Complete the registration form. To do this you will need to work out when you will complete the various pieces of work involved. You can download the form from the Gap support pages: www.rankyouthwork.org/gap.
3. Send the registration form to the College and phone up to book a briefing and interview day.
4. Attend the briefing and interview day at the College.

You will receive your learning materials etc. within a week or so.

Study options available

	Number of credits awarded at levels	Course Title/contents
Pathway 1	48	Diploma in Youth Work & Informal Education (English and Welsh qualification)
Pathway 2	54	Diploma in Youth Work & Informal Education with Community Learning (English, Welsh and Scottish qualification)
Pathway 3	60	Diploma in Youth Work & Informal Education with Community Learning, Mentoring,

Certificate in Introductory Studies

Introductory Studies is a programme for senior members, volunteers and young workers who are involved in informal education, youth work, peer education and community education.

On successful completion of this programme you will have acquired a range of skills in working with people. This includes skills in observation, reflection on practice, working collaboratively, planning and organisation, communication and in understanding of professional practice, covering issues, such as confidentiality. You will also have demonstrated an ability to engage others in the learning process.

The certificate is an Open College Network level two qualification with 18 credits. It is also endorsed by the Awarding Body Consortium (ABC) as a Level 2 Certificate in Youth Work (LSC qualification code: 100518790). This qualification will be recognised by further education colleges and can lead into other programmes.

There are three modules for the programme:

Module 1 explores your life story; attitudes and beliefs; communication skills; and roles and relationships.

Module 2 examines communication; team work; confidentiality; team evaluation; and working with conflict.

Module 3 involves looking at profiling a neighbourhood; human development; working with people; observation and recording; and planning and budgeting.

If you want to know more go to the Introductory Studies website (www.ymca.ac.uk/introductorystudies/) or talk to the Introductory Studies tutor at the College.

YMCA George Williams College

Introductory and Foundation Studies are run by the YMCA George Williams College. The College is unique. It is part of one of the world's largest voluntary organizations and it is able to draw upon a deep reservoir of expertise in:

- Youth Work
- Community learning and development
- Lifelong learning
- Children's work

Thinking about training

- Housing and hostel provision
- Health and fitness
- Economic regeneration

As a result the College has developed innovative programmes and resources to support the needs of workers and managers in a range of settings. Through its association with Canterbury Christ Church University College it offers people the chance to study at a variety of levels and in different ways.

There are a number of resources that you can use:

People: As a Gap volunteer/trainee you can discuss issues around your studies with the Introductory and Foundation Studies tutors; and questions around reporting and writing-up your experiences with the Rank Research Fellow (see the inside cover for details)

The National Library of Youth Work. The College has the best collection of specialist youth work books in Britain.

Publications. The College is a small, specialist publisher. In recent years they have produced a range of books and materials in association with the Rank Foundation. You can find out more about these at: <http://www.rankyouthwork.org/publications> or look in Appendix 5.

Internet resources. We have a number of web pages that support Gap volunteers/trainees. Visit www.rankyouthwork.org/gap.

Working with other volunteers

As part of an involvement with the GAP Programme you have the chance to work with other volunteers. This likely to take two main forms:

- **Residentials.** The Foundation organizes three residentials per year - so that each GAP volunteer has the chance to take part in at least two. These residentials are designed so that you can share your experiences and make a contribution into the scheme and into wider issues.
- **Special events and projects.** GAP volunteers often become involved in special events and conferences. Some of these are organized by the Foundation and involve many of the agencies connected to Rank. Examples here include the annual business conferences. Here a number of the sessions are sometimes run by GAP volunteers. You may also get involved in work with other agencies. Often volunteers have taken responsibility for running sessions or, indeed, organizing whole events.

There may also be the opportunity to work with people on placement in other agencies. A number of projects involved with Rank Initiatives undertake joint work or projects.

Residentials are organized through the Foundation's Hebden Bridge Office; and the large conferences and events are usually organized through the Penrith Office. (Contact details are on the inside front cover).

Writing reports and preparing the record of achievement

This section looks at the reports that volunteers have to prepare - and how the record of achievement is put together.

Reports

As part of the scheme, you must submit a written monthly report to the Foundation. These reports have a number of important functions. They:

- Help you to think about your experiences. In order to tell other people about what we have been up to it is necessary to get our thoughts in order. Writing reports like this help with this process.
- Keep the Foundation informed of what is going on. Rank staff make regular visits to projects and to see scheme volunteers. The reports help to give a shape to those sessions.
- Record work and progress. This is of special importance when putting together the Record of Achievement (see below).

Preparing reports is an area that you will probably need to spend some time talking through and working on with your manager/mentors.

Reports must be seen by the manager/mentor before being sent to your youth director at the Foundation.

We also recommend that you keep a journal of some sort so that you can keep tabs on what you have done and give yourself some space to reflect on things.

The basic structure of a report might look something like the following:

- *Introduction.* This sets the scene. You could introduce the agency/place you are working in, and the main highlights in your report. (It is often easiest to leave writing this to the end. You then know what is in your report!)
- *A summary of your activities.* Here you can talk about what you have been up to as a volunteer over the last month – the groups you have been working with, the activities you have been involved in etc.

Writing reports and preparing the record of achievement

- *Reflection on the activities.* What do you think worked well? Why do you think it worked? What didn't work so well?
- *Reflection on what has been happening for you.* What have been your feelings and thoughts about your experiences as a volunteer over the last month? The highs and lows, the main things you think you have learnt.
- *Conclusion – where do we go from here?* Here you might summarize the main points and then go on to talk about any changes that you want to make to the way you are working, to the activities etc. What do you want to do? How will you do it? Do you have any targets or aims for the next month?

This structure is only a suggestion – there are plenty of other ways of writing or presenting a report. Reports don't have to follow the normal format. You could, for example, make a short video/DVD or an audio tape.

Monitoring

During your time on the Gap Scheme there will be one or two monitoring visits by the Foundation's Youth Directors. Your progress may also be reviewed in sessions at the Gap residential events.

The Record of Achievement

Towards the end of your placement, you put together your record of achievement. It is a folder containing:

- A title page
- A list of contents
- A certificate of completion (awarded by the Rank Foundation).
- The Rank Foundation's assessment form – completed and agreed by both you and your manager. (See appendix).
- A single page about your host agency that gives the name and contact details of the agency; a brief outline of its activities; and the dates and length of time you were with them.
- A two page summary of your achievements and personal development during the GAP experience. This is prepared by you.
- A one page summary of achievements prepared by your manager / mentor.
- A CV.

To this you may add further certificates achieved, the regular reports written for the Foundation and other relevant material.

Writing reports and preparing the record of achievement

Full details about how to prepare this can be found later in part three of this handbook.

Procedure

The process of preparing the Record begins with the placement. Recordings, reports and sessions with managers / mentors all contribute.

The main work should begin a couple of months before the end of the placement (usually at the beginning of month 5). At this point:

- You should update or start to prepare your CV.
- You and your manager / mentor should begin work on the summary of your achievements and personal development during the placement.
- Managers prepare or update the single page sheet concerning the agency.

In the last month the summary statement of the volunteer's achievements will be agreed by both you and the manager. The final version must be typed/word-processed. It should be signed by both the manager/mentor and you and dated. Your manager will also need to complete the Foundation's assessment form (see appendix).

The sheet concerning the agency should also be transferred onto the headed paper. The completed CV should be inserted at the rear of these; and any reports or further certificates added in.

Finally, you should add in a table of contents. You should then give the complete record to your manager.

The manager will forward a copy of the Record to the Hebden Bridge office along with a note confirming that you have completed your placement.

Resources

Check out the Agency Handbook on: www.rankyouthwork.org/agency_support/

Dealing with problems

The first point of reference if you are experiencing problems is your manager/mentor. Where there are serious issues concerning the scheme or a placement these can be taken up as part of the regular monitoring arrangements and visits undertaken by Rank Foundation staff, at residential or you can ring the Foundation's Youth Directors.

If there are issues or suggestions concerning the content of materials should go to the Foundation Studies tutor at the College.

Where there are issues around assessment or scheme requirements these should also be referred to the Foundation Studies tutor.

Contact details are on the inside front cover.

Becoming a volunteer

Introduction

This part of the handbook deals with some of the issues that face new long-term volunteers. It has been written to be read alongside *On the GAP, Turning Points and Coming of Age*.

Short sections deal with:

1. The experience of volunteering.
2. The purpose of youth work
3. Looking at your team
4. Managing your time.
5. Keeping a journal

1. The experience of volunteering

The experience of volunteering through the Gap Scheme can be life changing. The challenges involved can open your eyes to the situations of others; engage in the process of making change; and encourage you to reflect on who you are and what you want to do in life. For many it is a turning point.

Turning points

To help you think about what might be involved you can watch a short video – *Turning Points* - in which a number of former Rank Gappers talk about their experiences. This can be viewed or downloaded from rankyouthwork.org (www.rankyouthwork.org/turningpoints/). You can also read their stories. For example, here are the experiences of two former gappers

During my gap the realisation of where I wanted to go with my future dawned on me - I wanted to work with young people and the environment, I had identified a passion for helping young people to engage and re-connect with the environment. This passion was on a personal level through my own love of being outdoors, but it shone through and shaped the way for my future journey. *Becky Dunning*

This year has been wonderful and I have had amazing chances to develop myself and other young people. This year has given me the space and time that I needed to decide where I want to take my life next. In a funny way I have gone full circle. Even though I love working in the outdoors and working with young people, I have realised that this is not where I want to go as a career. I have realised that I want to go and study law, which I had planned to do after school. This year has given me the certainty that I do want to do that and that has been the biggest turning point in some ways. *Eddy Conroy*

You can read about the feelings and experiences of other volunteers in two short publications: *On the Gap* and *Coming of Age*.

Believing in what you are doing

One of the first things that struck us when reading the accounts in *On the Gap* and *Coming of Age* was the commitment and enthusiasm of the volunteers. These were people who believed (or had come to believe) in what they were doing. They could see

the benefits of the work both for themselves, and for others. For example, Debbie Byrne brings out her belief in working so that people can do things for themselves and Samantha Dutton talks about the development in her skills and deepening sense of direction (both in *On the Gap*).

Dealing with challenges

Some of the accounts are written by 'School Gappers' who were working in situations and with cultures and experiences relatively new to them. An idea of the sorts of challenges and issues around this come out in Peter Hibbs account of working in Kirkby and in Kirsty Phipps reflections on working with people with some form of learning difficulty. The title of Kirsty's piece, 'A different side of life', nicely sums up this experience (both in *On the Gap*). Similarly, Nick Gardner talks about Gap as a life-changing experience, and Dan Ray on the way that Gap opened his eyes and allowed him to learn and appreciate the values of other people and cultures (both in *Coming of Age*).

The challenges and possibilities of working in your own community also come through in a number of the contributions – especially in *Turning Points*. Kim McGovern (in *Coming of Age*) explains how working in the community that she was from was difficult at first. This was because people saw her as 'Kim the young person' rather than a worker. But it also had its benefits – the young people seemed to be able to relate her because she was local.

Responding to what people bring

With the successes come failures or wrong turnings. Things rarely turn out as planned when working with people in the sorts of situations you are involved with. We can't predict who has had an argument with whom; or that a scene in *East Enders* would spark a discussion. Part of the satisfaction of the work lies in our ability to respond to what people are bringing.

Note we say 'respond' rather than 'deal' - for we will make mistakes. The key is whether we are able to learn from them, and to recover situations. As Kirree Seddon says in her piece, we often learn mainly through our mistakes. And doubts remain:

I wonder if I am achieving what I should be, whether I handled situations correctly, or if I should be doing more to encourage members to develop as young people. I wonder how effective my sessions are as pieces of youth work, and how I could improve them. (Kirree Seddon)

When we stop making mistakes, when we no longer have these sorts of doubts - the time has come to think about whether we should be doing the work. Doubts and mistakes are part of the work.

Resources

To watch the *Turning Points* DVD and to read the volunteers and workers accounts just go to: www.rankyouthwork.org/turningpoints/.

The experience of volunteering

You should have received copies of *On the Gap* and *Coming of Age* in the mailing from the College. If you haven't please contact the Foundation Studies administrators at the College (see the inside front cover for contact details).

You can also try the *Coming of Age* website for further materials: www.rankyouthwork.org/comingofage/



2. What's the point of youth work?

It is important to ask questions about the youth work we are involved in. There is a lot of confusion about what the purpose of it is, and around the forms it can take. Here we look at the origins of the work; ask what youth work is (and is not); and finish by looking at youth work within the *Youth or Adult?* Initiative.

The origins of youth work

What we now know as 'youth work' has its roots in the first half of the nineteenth century. Work 'amongst' young children and young people became a common feature of many chapels and churches. The most common form it took was Sunday Schools - by the middle of the nineteenth century, for example, around 75 per cent of working class children were going to one. However, other work also appeared including ragged schools and various young men's groups. Out of the latter the first major youth organization was set up in 1844 - the YMCA; and from the former there emerged a range of social and welfare opportunities for young people. Ragged schools were run by volunteers and aimed at the many children and young people who, by virtue of poverty, could not access other forms of education. They frequently met in far from ideal settings like stables, under railway arches, church halls and run-down houses. They were a lot more informal than other schools and were the base for the development of things like social clubs and activities, hostel provision, health care and various employment schemes. They also involved workers going out onto the streets to talk to children and young people and to invite them to join in activities. Many of the people who were to become significant pioneers in early work with young people began their work in ragged schools.

The first clubs and youth's institutes appeared in the 1850s and had many features we know now. This is a description of one such Institute in 1881:

Every evening between 100 and 200 young fellows quietly interest themselves with books, draughts, carpentry tools and games of various sorts... The boys, in fact, make the place a kind of club and are sadly distressed when they are unable to obtain entrance, which sometimes happens on the occasion of a public meeting. There is a weekly service on Wednesdays at 7.30pm and the boys, by their quiet demeanour, show that they appreciate the service and the kindness which prompts it. (*RSU Quarterly Record*, April 1881)

What's the point of youth work?



Nottingdale Youth's Institute

There were evening classes twice a week, the three 'R's were taught to those who needed it (and wanted it), and one of the main features of the shelter were fortnightly cocoa concerts. The *Quarterly Record* reported that 'admission is one penny, which is returned in the shape of hot cocoa and a price of a cake'.

Around this time there was a major growth in club provision for young people. This included the pioneering of lads' clubs by many Catholic and Anglican priests and a parallel growth in girls' clubs and groups. Uniformed work began to appear in the 1880s. The most significant innovation began in Glasgow in the early 1880s. William Smith started to experiment with the idea of uniformed youth groups as a means of evangelism. His work developed into the Boys' Brigade. Thus, by the end of the nineteenth century the forms of work familiar to us as youth work had been established: clubs, uniformed groups, fellowships, and outreach and 'detached' work.

Throughout the first half of the twentieth century there was a significant growth in youth work. This included the massive expansion of scouting from 1907-on, and of youth clubs during the Second World War. However, from the late 1970s on - with vastly increased numbers of young people staying on in education (and the rise of things like coursework), the growth in alternative leisure opportunities both at home and in the commercial sector, relatively fewer people volunteering to work with young people, and changes in government policies - local, open youth work began to wither away in many areas. State-sponsored work with young became largely targeted at those deemed to be in social need, and became more formal. At the same time there was a significant growth in church and religious-based work.

What is youth work?

In youth work what you see is rarely what you get. On the surface it can appear that not much is going on. We might see young people hill walking, developing their DJ skills, or hanging about talking and stop at that. However, youth work is a lot more than activity. It is, at heart, about relationship and association – connecting and being with others – and the good that can flow from this.

What's the point of youth work?

Once we get inside youth work we can see it entails:

- *Focussing on young people*, their needs, experiences and contribution.
- *Building relationships* that allow people to grow and flourish.
- *Encouraging all to join together in friendship* to organize and take part in groups and activities. This is sometimes described as fostering associational life.
- *Creating moments for reflection*, learning and for thinking about change.
- *Working on the basis of choice*. Young people can accept or reject the invitation to take part. (See the Rank publication *Inside Youth Work*).

As we have seen, historically the work can take very different directions and forms. Here we want to focus on the locally-based, organic and open work that is the main focus of the *Youth or Adult?* Initiative. It tends to be different from what is found in much schooling and welfare. Based in everyday experience this sort of youth work is unpredictable. It is driven by the questions and issues that actually face young people rather than some curriculum. The concern with association means workers tend to emphasise group life and connections with local networks and institutions.

This work also depends heavily on the character of the workers. Indeed, it takes special kinds of people to work well in this way with young people. They need to be flexible, open and to know themselves, so that they can respond in the best way. They also have to be experienced as having integrity and character, and as having a heart for young people, for relationships to deepen and flourish.

The benefits of this way of working are great. We know, for example, that those who belong to groups are happier and healthier than those who do not; and that neighbourhoods where there is community activity tend to be safer and economically active. We also know that the relationships that youth workers form with young people – because they are born out of spending time together, a willingness to have fun as well as educate, and of involvement in local community life – can be incredibly powerful. Indeed, the research shows that they are much more powerful than many other mentoring relationships.

However, it can take time for results like these to show. As a result there has been pressure, especially within government-sponsored work, to turn open and organic youth work into something more formal and predictable. The increased emphasis on activities that lead to qualification or to meeting some government target is meaning that the heart is being driven out of a lot of the work.

In conclusion

One common way of viewing youth work is as a means of 'keeping them off the streets'. Here the focus is on keeping young people out of trouble. This is fine in itself – but to do this workers have to offer something. As we have seen the main thing they provide is the chance to develop relationships, work together, enjoy themselves and experience new things. Along the way workers try to create situations in which people can talk, reflect and learn. Sometimes they will do this quite formally - such as in

What's the point of youth work?

discussions groups or in activities, say on a residential. However, for a lot of the time they will be working informally - having conversations with people, joining in with a game and so on. For this reason we tend to describe such youth workers as informal educators.

When workers involved in Rank projects wrote about their experiences, three goals seem to shine through. They were concerned with:

- *The personal development of young people.* Informal education with young people can be a challenge, a means of raising self awareness and confidence... the confidence needed for self expression.
- *Helping people feel part of something.* Many of the examples the workers talked about show how informal education creates an opportunity for young people to be a part of something bigger - part of a group, a team, a community.
- *Making changes.* Learning means change. The work of many of the projects involved with Rank Initiatives is about helping to make change possible on young people's own terms.

Different agencies and workers will have different concerns. But it would be surprising if these themes do not play an important part in the work. It is also talking about your view of the purpose of youth work at some length with your mentor / manager. A useful start here is to look at any recent conversations that you have had with the young people involved in the agency. What have they been about? What were you trying to achieve? Our bet here is that a lot of the things talked about relate to questions concerning personal development e.g. about drinking or relationships; or about encouraging people to join in with others or to respect others (e.g. about how they use the pool table).

Resources

Joining together – youth work through the Youth or Adult? Initiative. We recommend that you watch this DVD and read the booklet. They look at the experience of Rank's *Youth or Adult? Initiative* – but say a lot that is relevant for those involved in the Gap Scheme. Download: www.rankyouthwork.org/journeyingtogether/

You can also look at *Inside Youth Work. Insights into informal education from projects supported by the Rank Foundation and Joseph Rank Trust.* You can download a copy of this 2003 publication from the website or get a free copy from the Foundation Studies Administrator.



3. Looking at your team

As part of your induction you will probably have been given various papers and reports. You will have seen the work of the agency and spoken to some of the volunteers, workers and clients/members. For some the agency and its work will be familiar, for others a lot of things may seem new and strange.

Here we just want to suggest a few things for you to look out for about the team of people you have joined.

Teamwork

Without sound teamwork, work with young people can go badly wrong. But what do we mean by sound teamwork? To answer this we first have to think a little bit about teams.

The first and obvious thing to say about a team is that it is a work group. By this we mean that people have to co-operate with each other so that they can complete a task. In sports this may be to win through scoring goals or points (and stopping our opponents from doing so) or to enjoy ourselves through taking part.

Teams involve people working together so that they can achieve more than they could on their own.

Sharing aims

It is important to understand what your placement agency is seeking to achieve. If we listen to what people are saying around the agency then it may be that we come away with the idea that the main task is to, for example, open the building and offer some activities; or to get through the session without problems; or to offer a chance for young people to enjoy themselves. However, to think about the task of the team we have to think about what may be the purpose of youth work. This is something that you may already have got some strong ideas about - but it is also worth talking to other team members about what they see as lying at the centre of the work. It may be worth thinking about what they say in relation to the three themes we looked at in the last section.

Without shared aims teamwork is difficult - people will be pulling in different directions.

Clear roles and responsibilities

Getting agreement on aims is only the start. The next step is work out who does what. Whose job is it, for example, to organise an activity, run the coffee bar or answer the phone?

Beyond that there are other questions of responsibility - what do we do when a young person is 'behaving badly'; or when there is an accident? In other words, we need to have ideas about procedures.

Working together

As we have already seen teamwork involves co-operation. If members go their own way ('do their own thing'), then there is liable to be friction in the team. Working together entails:

- Talking to each other, and letting people know about what is going on - good communication.
- Distributing the work fairly. Nothing gets up people's noses more than other team members taking a ride on their backs.
- Playing to people's strengths. Making sure that people are able to do the work that is needed.
- Respecting each other - not talking behind each other's backs; not putting other team members down; and not undermining team members with those we work with.
- Having a care for each other - recognising that the work can be stressful.

We expect you could add to this list. Looking at the list it is easy to see how things can go wrong. Being part of a team does involve us in thinking carefully about the needs of others.

To conclude

Becoming part of team is not easy. It may be helpful to reflect on your experiences with your mentor / manager. What are your strengths? Where can you develop? What are some of the main issues for the team?

4. Managing your time

One of the big problems that long term volunteers/trainees face is in managing time. There can be tendency to:

- Overdo things - to work all hours; and to
- Try to achieve too much - you are in the agency as a full-time volunteer for a limited time.

In this section we look at some practical ways to get control of your time. What follows is based on some material we use in Foundation Studies.

Managing your time

Bookshops are full of books with titles like *Managing Your Time*, *Making the Most of Your Job/Life/Leisure*, *Live a Fuller Life*, etc., etc. We talk about managing time or our life almost as though it was the same thing as managing our dog or our bank account, something outside ourselves and separate.

This is not the case. Time, thinkers and scientists tell us, is a dimension like space. 'It' is measured by clocks and we experience it as passing quickly or slowly. But in a very important sense it is not passing at all. The point here is that when we talk about 'having time' or 'our time' we are referring to our life span and although we say 'I have less time than X has' the fact is that we have the same number of minutes in our hours as everyone everywhere has. **No one has any more time than you.** (Engstrom and Mackenzie 1967: 23)

The truth is we cannot manage time, we can only manage ourselves. All these books about 'managing' or 'making the most of' are about one thing; the sort of decisions we make and how we make them. Nothing else.

This piece is about the decisions you make. It is based on one of these books, *How To Get Control of Your Time and Your Life* by Alan Lakein.

Alan Lakein makes really only two points. One is about **priorities** and the other is about **goals**. The following exercise is from his book.

Spend about **ten** minutes setting down what you think are the main aims of your life at this point.

Managing your time

Now take no more than **two** minutes to think up ways of meeting these aims. You will need to stay at a very general and abstract level but try to make your list as all-inclusive as possible. At this stage you should try to get as many ideas down as possible and just record whatever comes into your head. Don't be afraid to include quite 'outrageous' ideas.

This activity may give you an idea of what your goals are.

Alan Lakein points out that some goals may be in conflict with others, or appear to be.

For example, you may not be able to advance your career and also spend more time with your family. Here he reminds us that so far all we have done is make a list. What you actually **do** about the items on the list is another matter. We now turn to it.

What do you do about the list?

Alan Lakein now introduces the ABC system.

You may have a list of goals in front of you. This may include huge ideas like climbing the Matterhorn or small ones like cleaning out the cupboard under the stairs.

Now mark with a letter A all those items that have a high value for you.

Mark with a letter B all those items that have a medium value for you.

Mark with a letter C all those items that have a low value for you.

When you have done that you can break it down further. Take the As. Mark the A that has the highest value 1. It is now A1. Mark the one with the next highest value 2 and so on. You have now ranked your As in order, A1, A2, A3 etc.

Now do the same with the Bs and the Cs.

Alan Lakein points out that at any moment of our life we can stop and ask ourselves 'Am I doing the thing I should be doing at this moment?' If you ask yourself that and find yourself doing a C you should then ask yourself whether you are doing the best thing. You might be, you might have dealt with all your As and Bs and have only Cs left. On the other hand you might be leaving important things and filling your time with unimportant things.

We have done this listing exercise with your life goals, but you will of course realise that this is something you can do each day. You can sit down and list the things you need to do today, remembering your private life as well as your working life. Then you can order the items A, B and C. This way you have a method of checking from time to time whether you are making the right decisions about what to do.

Cs are easier than As

'A's are sometimes difficult, may take a lot of energy or may be unpleasant. Visiting an important contact for the first time may be a bit frightening. Sorting out a mass of information for a report or for drawing up a budget may take a lot of effort. Confronting your son about the way he is behaving may be unpleasant.

We often find ourselves doing Cs because it is easier than tackling the A we really need to do. For instance I am quite likely to do the washing up (which normally I do not like doing) instead of getting down to write this item which takes effort (although I get a lot of satisfaction from doing it which I do not get from washing up). Usually we find excuses for doing the Cs like, 'It will only take a few minutes', 'I won't have any peace of mind until that thing is out of the way' 'I'll feel much more like it when I've had another cup of coffee' and so on. Actually we are kidding ourselves. You should only do Cs when the As are out of the way. If that washing up really has to be done, then it should be an A. Then you will know where you are.

What I am talking about is making priorities and sticking to them. Youth workers often say 'I can't do that. Youth work is so unpredictable. You never know what is going to happen next.'

I do not believe this. Is informal and community education really more unpredictable than the work of the police or being a general practitioner or being a fire-fighter? Certainly there are jobs that are more predictable. The more you work with machines the more you can predict. But I think this argument is really an excuse for not sitting down and thinking about what **really** needs to be done.

Alan Lakein talks about the business executive who claims he cannot work properly because he is interrupted all the time. He asks a very pertinent question of such people, 'Is it possible that you like to be interrupted?' After all being interrupted can have the same function as my washing up; it saves me from doing the important but difficult thing. So youth workers should ask themselves 'Are all these unpredictable things really so unpredictable?'

Saying 'No'

Books about managing time often have a section on saying 'no', and it usually strikes me as rather negative. People who always say 'Yes' to any request are not actually saying 'yes'. Some of the things that they say 'Yes' to will not be done because there isn't time to do them. Thus, he points out that some of the 'Yeses' are actually 'Maybes'. Now this is a different thing altogether. Nobody wants to have the answer 'Maybe'. It is better to be told 'No' because then you know where you are.

People in the helping professions often feel that it is not caring to say 'no'. I think it is not at all caring to say 'yes' when you actually mean 'maybe' or even 'no'. Once again, usually you are only kidding yourself.

When you say 'yes' or 'no' to a request you are making a decision about what you are going to do. This decision needs to have exactly the same treatment as we have been giving to your life goals. You need to ask yourself whether the request has high priority or not. If you do not do this, you hand over control of the use of your time to

Managing your time

other people. If you find you keep doing this you need to ask yourself the same question as we asked in the previous section, 'Do you prefer it this way?'

How to handle the big 'A's

The problem here is those apparently insurmountable jobs, for example the project report that has got to be about 2,000 words or - horrors! - 10,000 words. These things can seem so big that we do not know how to get started.

The great temptation is to put it off until we have a 'really good stretch of time', which usually means several hours. Unfortunately this does not happen often in the lives of most of us, and most of us if we are honest will admit that we tend to bite into those stretches of time that we do have with C jobs like washing up.

Lakein's solution is: **START NOW**. Say you have ten minutes. Identify a small job which has to be done in order to get the big A done. It might be finding a book, or reading a short passage, or getting some notes in order, or even sharpening a pencil and leaving your reading and writing materials out on the table where you will certainly meet them again when you come back. You have made a start. Having taken one bite you can take the next. And the next. If you don't start at all you will always have the big A looming in front of you, totally in control. Do something and then **you** are in control.

One strategy I learned from a writer was to try to end your working day (if you are writing) with a job to do the next day that is quite easy, like making a fair copy of the last few paragraphs. This is a good way of making sure you get into the work again tomorrow.

The other piece of advice I have is about reading. There will come a point if you are writing an essay or project or report when you say to yourself, 'I can't start writing until I have read such and such.' This is the 'just one more book' syndrome, and it becomes like the washing up, a C activity which serves to put off the awful problem of doing the real work. The trouble is **there is always another book you can read**. You have to recognise the point at which to stop.

Working under pressure

Some people say 'I work best when I am under pressure and so I always leave things to the last minute.'

You may be right that you only work under pressure. If so, you need to be aware of what the dangers are. Suppose the book you are relying on is not in the library? What if the roof leaks or your youngest has measles? More seriously, what if one part of the work turns out to be more difficult than you thought and needs more time?

Be sure you are not just kidding yourself about your last minute-ism. Is it just an excuse for not getting down to it?

It is sensible management to make a careful estimate of how long the job is going to take and make sure you have the time.

Diaries: mapping out your time

Do you have a diary? I expect so. A diary is a way of mapping out the way you are going to spend your time. Usually we put in our diaries only the time that we engage to spend with other people, but we can also map in the time we intend to spend with ourselves, say writing a project.

If a diary is a kind of map of time, give a thought before you buy your next diary about what sort of map you need. Some diaries are thick and give you a whole day to a page. Others give a whole week to a page. In between are those that give a week to a double spread (both pages) or sometimes half a week to a double spread. What do you need?

What you need will relate to the way your life is organised. Someone who has a lot of regular appointments in one day like a dentist may need a day-a-page diary. Most of us probably need more. I find I cannot manage safely except with one which gives me the whole week in a double spread so that I can see it all. You need to make up your mind about your needs.

The final word about diaries; when you have the right one and you are putting things in it, remember to look at it!

A final word

I hope it will be clear that the use of time, far from being a pernickety and restricting approach to life, is actually something that takes in our fundamental values and philosophy and determines the way in which we relate to others.

References

Ted W Engstrom and R Alec Mackenzie (1967) *Managing Your Time: Practical Guidelines on the Effective Use of Time*, Zondervan Publishing House.

Alan Lakein (1973) *How to Get Control of Your Time and Your Life*, Signet.

5. Keeping a journal

We recommend that you try keeping a daily journal while you are participating in the Award programme. Journals are basically notebooks or files in which we record 'daily happenings' and reflect on things. Writing things down in this way helps us to:

- **Remember something later.** It may be that we need to do something e.g. write a letter on behalf of someone we are working with. It can also help with report writing.
- **Think.** The act of putting pen to paper (or finger to keyboard) engages our brains and helps us to go back over our feelings.
- **Clear our minds.** Having made a note of something we can put on one side for consideration or action at a later point. We can only handle so much at any one moment.

Starting to write and keep a journal

One of the first decisions to make concerns the form that your journal will take. For most people the choice seems to be between three main forms - notebooks, loose leaf paper within ring binders, or digitally via a word processor or note taker. It is worth taking a little time over making your decision (but not too long) as you have to live with the consequences for a time.

One of the next questions concerns when and where journal writing takes place? Is there somewhere where we will be relatively undisturbed? Is there a good time to write? For many of us, the answer is to grab time when it presents itself. Using something like a notebook or loose-leaf paper does mean that we can sometimes jot things down as we are working with an individual or a group as an aide-mémoire. We can then 'fill-in' details, feelings etc. later. One of the keys here is not to be too precious about journal writing - just do it.

A further decision is the form that the journal should initially take. We suggest you think about four elements:

- **Description** of the situation/encounter/experience that includes some attention to feelings at the time.
- **Additional material** - information that come to our notice or into our minds after the event.

Keeping a journal

- **Reflection** - going back to the experiences, attending to feelings and evaluating experience.
- **Things to do** - the process of reflection may well lead to the need to look again at a situation or to explore some further area. It may highlight the need to take some concrete actions. In this 'section' of the entry we can make notes to pick-up later.

There is, however, no 'right' way. The test is whether it works for you.

What should we write about?

Here are some starter questions (adapted from Ron Klug):

- As I look back on the day, what were the most significant events?
- In what ways was this day unique, different from other days?
- Did I have any particularly meaningful conversations?
- Did I do any reading? What were my reactions to it?
- How did I feel during the day? What were the emotional highs and lows? Why did I feel as I did? Did I find myself worrying about anything today?
- What were the chief joys of the day? What did I accomplish?
- Did I fail at anything? What can I learn from this?
- What did I learn today? When did I feel most alive?

It is important to be honest when writing your journal – it is not much use just putting down what you think you should feel.

Harvesting your journal

The real benefits of learning and other journals flow from their use over a period of time. It is, thus, important to work at making journal writing part of the everyday round. There can be obvious and immediate payoffs. We can bring together ideas, pick-up tasks that we need to do, and use the notes we made of sessions, meetings and encounters to plan and report our work. We can also keep track of things that we want to discuss with colleagues or mentors.

To gain real benefit over the longer term we have to 'harvest' our journals. The most basic way of doing this is to read them. Here we might focus on troubling times and incidents, or read through the whole thing perhaps gaining some insights into the way we have developed or how our practice and those we work with changed. We may also begin to see some patterns.

Keeping a journal

It is also probably helpful to index the contents of the journal. Some people leave the first few pages of their notebooks empty just for this purpose.

Reference

Klug, Ron (2002) *How to Keep a Spiritual Journal. A guide to journal keeping for inner growth and personal discovery* (rev. edn.), Minneapolis: Augsburg.

Resources

If you are doing Foundation Studies then you might find Unit 1: reflecting on practice helpful in thinking about journaling and reflection. If you are not on the course you can always download the unit:

http://www.ymca.ac.uk/fs/support/reflecting_on_practice_pdf.pdf

Preparing your record of achievement

Introduction

Towards the end of your programme, you have to put together a record of your achievements. This has to follow a simple format. The basic parts are:

- A title page
- A list of contents
- A certificate of completion (awarded by the Rank Foundation).
- The Rank Foundation's assessment form – completed and agreed by both you and your manager. (See appendix).
- A single page about your host agency that gives the name and contact details of the agency; a brief outline of its activities; and the dates and length of time you were with them.
- A two page summary of your achievements and personal development during the GAP experience. This is prepared by you.
- A one page summary of achievements prepared by your manager / mentor.
- A CV.

To this you may add further certificates achieved, and other relevant material.

This short guide explores how you set about preparing the summary; the agency page and a CV.

Procedure

You may remember from earlier in the Handbook that the process of preparing the Record begins with the placement. Recordings, reports and sessions with managers / mentors all contribute.

Step 1

The main work should begin a couple of months before the end of the placement (usually at the beginning of month 5). At this point you should:

Introduction

- Update or start to prepare your CV.
- Work with your manager/mentor on the summary of your achievements and personal development during the placement.
- Prepare a draft single page sheet concerning the agency and give it to your manager to work on.

Step 2

In the last month you should complete the Assessment Summary form (see appendix). Both you and your manager should sign it.

You will also need to complete your own summary of achievements and remind your manager/mentor to write theirs.

The sheet concerning the agency should also be transferred onto headed paper.

Prepare the title page.

Step 3

Prepare the folder. Begin by making sure you have all the various parts (they are listed on the previous page).

Put them in order - and then draft your table of contents. [Remember, later, to include the Certificate of Completion that you will get from the Rank Foundation.]

Take a photocopy.

Put the pieces into in your Record folder.

The Record and the copy should then be given to your manager. Remind your manager to sign the section recording your learning and achievements.

Qualifying for the award

The manager will forward the copy of your Record to the Hebden Bridge office along with a note confirming that you have completed your placement. Remember you are only eligible for the end-of-scheme financial award when the Rank Foundation office at Hebden Bridge has received the Record of Achievement (and in particular the assessments made by you and your manager, and the Assessment Summary form).

If the Foundation Office does not receive these materials within two months of you finishing your placement you will be automatically disqualified from receiving the financial award.

Summarizing your achievements

Your summary of achievements is the end point of your assessment of what has been going on for you. This involves:

- Noting down the things you have done while at your agency.
- Looking back at your experiences for changes.
- Noting strengths and weaknesses.
- Logging questions, doubts and areas you want to know more about.

This list will be familiar to some of you - you may well have already written a self assessment for the Foundation Studies Programme. If so, you have a good resource for thinking about your achievements. Two other resources are any journals you have kept and the reports that you have written about your placement for the Rank Foundation.

As with writing a self assessment, there are no hard and fast rules about how to approach the summary. What follows are some suggestions

Write down some headings

We suggest that you should try to get some ideas or headings down on paper fairly quickly. You could begin by listing:

- The main tasks you have undertaken on your placement;
- The main changes in your life;
- How you have changed as a person. This might include the values that are important to you;
- How you have developed as an informal educator/youth worker;

and so on. You may find other headings for yourself.

The important thing is to get some thoughts out into the open so that you can begin to work on them. At this early stage they are likely to be quite a jumble.

Look for evidence

A second step is to clarify the headings and the ideas you have jotted down. It is also necessary to ask a further question of the headings:

What evidence do I have to support this statement?

Here we are concerned with examples or data that show there are grounds for the claims you make. It is material which helps to establish the truth of what you say.

If you want to know what you have learned you have to look at the nature of the change, e.g.

I am now more patient with young people because I understand that adolescents usually go through a stage of challenging authority and was able to use this in my work with Tim.

Discuss things with others

As we have already seen many people as they begin to order their thoughts and ideas discuss these with others: colleagues, manager/mentors, and friends. Manager/mentors are particularly important in this respect.

Look again at your experiences, thoughts and feelings

Self-assessment such as this involves moving back and forth between your experiences, feelings and thoughts. It often feels like taking one step forward and two steps back. As we write things down or get a grip of them in our heads, so we can go back over our experiences and perhaps understand them in a different way. Doing this, in turn, will alter the way we think and feel. Where people are really engaged with self-assessment there will always be unfinished business. It is a process that is part of the daily life of professionals. Assessments will leave you with questions, with tasks to do and perhaps with new directions for development.

Start writing

You should write your summary of achievements using four headings:

- **Work undertaken** - you should list the main areas of work that you have been involved in. You need to emphasize those areas where you have had to take responsibility for the work, or have worked on your own initiative. Your reports to the Foundation should be useful here.
- **Professional development** - how have you grown as a worker? Here you could look at the headings used for self assessment on the Foundation Studies Programme as a guide to the sorts of things to include (see your Handbook).
- **Personal development** - what changes can you identify about yourself? Here you might think about things such as the way you value yourself and others; whether you have greater self-understanding; changes in your attitudes; changes in your interests (e.g. now taken up reading biographies or water sports); and so on.

Preparing your CV

- **Future developments** - are there further changes that you want to make? These need to be briefly stated and to stress the positive.

Use your manager / mentor

It can be quite difficult to write something like this - it is worth bouncing ideas off your manager/mentor; asking them about their view of you. Ask them to read through what you have written. They may have ideas about what to add in, or what to edit out.

Shape your summary

The basic shape is set out in the box. Remember to include your name and the name of your agency; the dates of your placement; the four sections; plus spaces for you and your manager/mentor to sign and date the document.

Summary of achievements - Michael Macquire

Agency:

Placement dates:

Work undertaken:

Professional development:

Personal development:

Future development:

Volunteer

Manager/mentor

Date:

Preparing a CV

A CV is simply an outline of your educational and work history. As many of you will know CV is short for *curriculum vitae* which translate literally from Latin as the course of one's life.

The basic parts

Most CVs can be broken down into seven basic parts:

- **Personal details** - name, address, telephone number, (also e-mail/fax if you have access), date of birth, nationality etc.
- **Education** - where you went to school/college, dates and details of any qualifications you may have gained.
- **Employment** - dates, employers' names and locations, title of job and main activities and achievements of each.
- **Interests** - developmental, sports and leisure activities, and hobbies.
- **Other abilities** - important knowledge, attitudes and skills that you possess that are not listed elsewhere.
- **Additional information** - additions to the information you have already given e.g. about travel; types of work wanted etc.
- **References** - names and contact details of two people who can produce character references for you.

Getting started

Putting together a CV can take a little time. First, there is the task of getting the information we need, and asking people to act as referees. Second, we need to organize and edit our material. Third, we have to work on the presentation. There are three golden rules according to Rebecca Corfield:

1. Keep it simple.
2. Make it clear.
3. Keep it short.

Preparing your CV

You need to put yourself in the place of the person receiving your CV. The information you give helps them form a picture of you. Therefore, you need to do yourself justice, to present yourself in a way that highlights the good points of your experiences and abilities. Remember also that first impressions count. By keeping things short and simple you can communicate the key points you need to make.

Where to start? The obvious way is to write down information needed for each section.

Your CV section by section

At the end of this piece we have included a sample CV to give you an idea of what we mean. Here we will go through the six sections of a standard CV.

1. Personal details

This can be fairly straightforward to write. The important thing is to make sure that the information is correct.

Name. A common way of setting out your name is as follows:

Michael MACQUIRE

The family name comes last (as in normal English usage) and is in capital letters so it stands out. On a CV it is only necessary to put your first and family name. Including any other names can be confusing.

Address. Put your full address and postcode. Remember that the contact details you give should allow a prospective employer or agency to get hold of you easily. If you are at a temporary address (such as a placement or at college) then give that as well (include the dates you are there).

Telephone number. Put the full dialling code - and only give numbers where it is all right for people to contact you. For example, don't put down a work number if your manager is likely to object to calls.

Date of birth. Write the date - 21 January 1985 - rather than use abbreviations. It looks better. Don't put down your age as you will have to keep changing it!

Nationality. This can be important. If you are applying for a job in a country other than in which you were born, then it is worth saying whether you have a work permit.

There are lots of personal details that it is not necessary to include such as your country of birth, your height and weight or your national insurance number. As the golden rules state: keep it simple, short and clear.

2. Education

As you will see from the example, what you have to include is fairly straightforward. You can ignore your primary schooling and focus on secondary education and beyond. List things in order you went through them.

Preparing your CV

You need to give dates and brief contact details e.g. school name, town and postcode. Against each you should say what qualifications, if any, that you gained. Include the level.

Remember to include any certificates that you have gained or are about to gain as a result of your involvement in youth work and community education. The obvious example here is the Foundation Studies Diploma.

Do not put down your failures - the idea is to stress strengths.

3. Employment

This should include all the work you have done - voluntary, part-time, vacation and full-time. You need to include the month and year of when you started and finished longer-term work - and the name and contact details of the employer. If it is not clear from the name of the employer what their business is, put it in brackets after the name.

In contrast to the section on education, you can list jobs in reverse order. You start with your current or most recent work.

Remember that employers and agencies look for any unexplained gaps. For example, if you have been unemployed it is worth showing your readiness to work - perhaps by listing the voluntary work you did. Similarly if you had full-time caring responsibilities - for a child or family member - then include that.

Getting the basic details is one thing - giving the reader an idea of what you did in a few words is another. It is important to outline your duties. Several things are worth emphasising here. First, include your job title and then say what you did. Second, make sure you include details of any promotions. Third, emphasise any management responsibilities you had, and where you had to work on your own initiative.

Do not include details of pay, the reasons why you left jobs etc. If people want further information they can ask.

4. Interests

The idea of including this section is to show something about you outside work. It helps people to form an idea of you as a person. Don't be over-clever here. Only include things that you really are interested in - and have done fairly recently.

You should try to put down interests/activities that present you as a lively and active person. Include some physical activities as well as social or cultural ones. Only include things that you are able to talk about. This means being able to describe experiences, to give information about the interest and so on.

You should use note form:

Hill walking, travel, reading (especially biographies and travel writing),
development issues (I am active in Oxfam).

The small points in brackets give some character to what you are saying - and provide interviewers with things they can pick up on. This can work in your interest as it can

Preparing your CV

make their task more comfortable (and, hence, they may well be more interested in you than others). However, keep the information to a minimum.

Some guides recommend that you do not say too much about political or religious interests - unless these are relevant to the role or job you are applying for.

If you belong to any clubs or groups then these it may be worth including these in this section.

5. Other abilities

You can add information about particular abilities you have. For example:

Over the last year I have developed my keyboarding and computing skills and am able to word-process (using Word), do basic desktop publishing (using Publisher) and set up simple spreadsheets (Excel).

I am able to drive and have held a full licence for cars since 2003.

I can speak and understand French at a level suitable for everyday social and business purposes.

6. Additional information

This is your chance to expand on any matters you think may be helpful. An obvious example here is to explain any large gaps in education or employment. It also allows you to say something about yourself - and to include qualifications such as an ability to drive, that do not appear under other sections. Like the last section, statements here are written as sentences. For example:

I am punctual and good at working to deadlines. I am able to work well within teams - and can work on my own in situations where I have to take the initiative. Colleagues tell me that I am easy to get on with and am fair in my dealings with them.

For much of 2003 I looked after a sick relative and so could only work part-time or on a short-term casual basis.

I hold a full driving licence.

7. References

You need to name two people who can provide a reference for you. One should be your last employer or current agency, the other can be someone who knows you in another context - e.g. from school or involvement in voluntary activities such as Guiding.

Including details of referees shows readers that you have thought of their needs. They may well want to talk to, or get information from, someone who is in a position to discuss your abilities and character.

Make sure you get permission from referees before you include their names. If their details are included on a CV they may well get several requests for information.

Preparing your CV

When choosing a referee make sure that they are people who will be respected by the potential employer or agency. This means that they should know something about you; not be related (if the referee has the same name as you make sure you indicate they are not a relative); and hold a position (in the community or in an organization) that readers have time for.

If possible include telephone numbers - but make absolutely sure this OK with referees first.

Editing

It will probably take you a bit of time to get the information in the shape that you want it. Remember the golden rules of simplicity; clarity and brevity (keep it short). The best thing you can do is to show it to several people and think about their comments. Here your mentor / manager is an obvious choice.

When you read through it ask yourself - does this tell my story clearly? Does it show my development? Do my achievements come through clearly?

Try to keep things brief - try not to go over two typed pages.

Presentation

It is important to type your CV (preferably word-processed so that things can be altered).

If you prepare your CV on a word-processor do a spell check.

Do not get carried away with fancy designs or graphics. Keep it simple and elegant.

Do read through the CV several times to make sure that there are not any glaring mistakes.

On the next page we have included a sample CV.

Reference

Corfield, R. (1990) *Preparing Your Own CV*, London: Kogan Page.

Curriculum Vitae

Name: Michael MACQUIRE

Address: 20 Ruskin Road, Hebden Bridge, West Yorks. HX7 7TI

Telephone: 01422 000000

Date of Birth: 21 January 1984

Nationality: UK

Education:

Sept 1995 – Rankwell High School, GCSEs: English (2), Maths (5), Combined
June 2000 Hebden Bridge, HX7 Science (3), Classics (3), Social Studies
(1)

Sept 2000 - West Yorks Diploma of Vocational Education (Level
July 2002 Community College, 2) Sports Management.
Halifax HX1 7YY
Also completed basic first aid course (St
John's Ambulance).

April 2002 - Calderdale Youth + Duke of Edinburgh Bronze Award:
June 2003 Community Service
Expedition, Skills: cooking and rock-
climbing; Service - gardening.

Oct 2003 - July YMCA George Diploma in Youth Work and Informal
2004 Williams College (with and Education with Community Learning.
the Rank Foundation),
London E16 3PY
(This course is rated at 17 ONC level 3
credits and confers qualification as a
youth support worker in England, Wales
and Northern Ireland, and as a sessional
community educator in Scotland)

Rank Volunteer Award - for work
undertaken in Hebden Bridge.

Employment

Paid:

Jan 2001 - Sept 2001	West Yorks Leisure Centre Hebden Bridge, HX7 6PP	Part-time leisure assistant Duties included supervising the swimming pool, organizing events, dealing with customer enquiries.
Dec 2001 - June 2002	Park Agency, Hebden Bridge HX7 7HH	Various short-term/casual jobs for different firms. For example: warehouse work; street cleaning; packing. Also general clerical work.

Voluntary:

Jan 2002 - Aug 2003	Kaleidoscope Youth Project, Hebden Bridge, HX7 3HH	Part-time volunteer - Kids Klub. Duties: supervising and working with children (aged 5-11) in an after-school club (3 sessions per week). This included helping with homework, organizing games and activities, and talking with children about their interests and experiences.
Sept 2003 - June 2004	Kaleidoscope Youth Project, Hebden Bridge HX7 3HH	Full-time volunteer on GAP Programme. Duties involved working with young people aged (12- 16) to aid their social development; designing, running and evaluating activities; producing a newsletter; taking part in team meetings; conducting a survey of leisure opportunities open to local young people. I was selected for this work and sponsored by the Rank Foundation.

Interests Hill walking, travel, reading (especially biographies and travel writing), development (I am active in Oxfam).

Preparing your CV

Other abilities Over the last year I have developed my keyboarding and computing skills and am able to word-process (using Word), do basic desktop publishing (using Publisher) and set up simple spreadsheets (Excel).

I can speak and understand French at a level suitable for everyday social and business purposes.

I am able to make presentations to small and large groups.

Additional Information I am punctual and good at working to deadlines. I am able to work well within teams - and can work on my own in situations where I have to take the initiative. Colleagues tell me that I am easy to get on with and am fair in my dealings with them.

For much of 2003 I looked after a sick relative and so could only work part-time or on a short-term casual basis.

I hold a full driving licence.

References: Jasmin Brah, Senior Youth Worker, Kaleidoscope Project, Bridge Street, Hebden Bridge HX7 3HH. Telephone 01422 60000

Vernon Collins, Lecturer in Sports Management, West Yorks Community College, Hall Lane, Halifax, HX1 000. Telephone 01422 000001

Preparing agency details

This is a single page about your host agency that gives:

- The name and contact details of the agency;
- A brief outline of its activities; and
- The dates and length of time you were with them.

It should be headed (unsurprisingly!): **Host Agency Details**.

We suggest that you write a first draft for the agency; and then have them look at it and amend it.

Adding other material

There is space in the folder to include quite a range of other material. There are several things to consider here.

First, the people looking at the folder do not want to wade through tons of paper. One way of handling this is to list the additional material on a single sheet - and then to include the certificates etc. as appendices.

Second, it is important that the folder looks smart. Think carefully about including anything that looks scruffy - does it really add to your case?

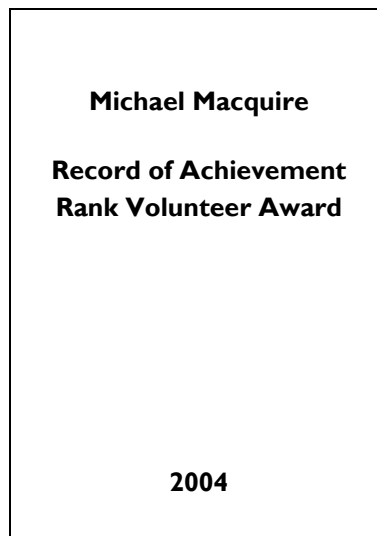
Third, you need to organize the material. There is nothing worse than trying to sort through certificates and materials that are out of order. Group things together.

Last you may want to include a page with a few photographs on it. This can give people a more concrete idea of the work you have been involved in. However, you should take care here.

- Only include a few photographs - too many and it will look like an album.
- Think about presentation - mount them on paper.
- Label them - so that readers know what they are looking at (word-process the labels if at all possible).
- Avoid posed smiling group photographs with you at the centre. Try to go for pictures that show some sort of process or action.

The title page and list of contents

What's needed here is pretty self explanatory. The title page should be set out as follows:



The contents should be a straight listing of the elements. Remember to include the Rank Volunteer Award. This page will be inserted by the Hebden Bridge Office when you have completed the Award.

Components of the Rank Volunteer Community Gap Award Scheme

Aim

To nurture local talented young leaders, who lack opportunity, through significant full-time voluntary on-the-job training & experience in informal educational settings using agencies within Rank's network.

The scheme

- Intakes in January/May/September; Max numbers 40; six months minimum – nine months maximum.
- Selection procedure; registration form; references; letter of application; C V; and interview.
- Two three-day training residentials.
- Board & lodging; training; travel and personal allowance paid for. Two training residentials provided.
- Monthly reports submitted by Gapper. Final assessments undertaken by the Gapper; Agency manager; Rank and the College.
- A record of achievement portfolio is provided.
- Qualifying Gappers awarded between £750 to £1200.
- Opportunities to undertake personal development courses at Outward Bound; Sail Training Association and The Jubilee Sailing Trust. (Bursary of approximately £750-£1000 plus £40/£75 personal contribution).

Scheme ethos

- Access to all eligible young people with latent leadership potential and flexibility to meet their particular needs, e.g. childcare; interpreters; special equipment.
- Training is integral and is coupled to full time youth work and leadership experience.

Appendix 1: Components of the Gap Scheme

- Retains the integrity of volunteering and looks to the individual's action on "what happens next?"
- Recognises this as a period of transition to greater self-reliance and community responsibility.
- Mutual understanding of shared values between Gapper; manager; agency; Rank and College.

Gapper's criteria

- Aged 17 to 24 years and is known to the host agency over a significant period of time.
- Is experiencing a particular gap in their lives circumstantially or through lack of opportunity.
- Has demonstrated an ability to make things happen and is judged to possess latent or under-utilised leadership potential, and possibly in a phase of **transition** in their lives.
- Wishes to be committed to a period of full-time voluntary work in their community.
- Expresses a desire to undertake further training and personal development and a wish to 'give back'..
- Demonstrates an ability or potential to communicate and work effectively with others.

Agency criteria

- They are part of The Rank Foundation Network and have a proven record of youth work and volunteering.
- They can provide quality support, management and supervision appropriate to the Gappers needs.
- They can produce the Gapper's reference, budget, job description induction and training programme.
- There is sufficient access to youth work experience and training is seen as integral to the job
- Appropriate accommodation is identified as required.

The Rank Foundation's commitment

- Administering the whole scheme, producing a quarterly newsletter, and overall quality control.

Appendix 1: Components of the Gap Scheme

- Interviewing potential Gappers, visiting them on site, receiving reports and monitoring results.
- Operating the training residentials and assessing the performance of the Gapper overall.
- Facilitating annual business conferences to evaluate the Scheme and share ideas.
- Fund the investment in the individual Gapper. (£6500 average cost per Gapper for six months)
- Organise the annual “graduation” event in London to celebrate a cohorts achievements.
- Liaise with the YMCA George Williams College over training issues.

Key evaluation criteria

- What the Gappers go on to do next. On-going contact is encouraged so as to monitor this and provide support – either by the host agency or the Foundation.
- The individual’s record of training achievements and experience gained linked to their portfolio.
- A Gappers personal testimony of their time on the Gap Scheme and that of the host agency.
- A judgement on the Gappers maturing attitude towards leading, their personal effectiveness and aspirations for the future.
- Completion of six (9) monthly reports, attending two residentials and a good work record.

Outward Bound – offer of bursaries

The Foundation is primarily offering bursaries for the **Three Week Classic Course**.

This year the scheme's format is:-

1. The Rank Foundation will pay 75% of the course fees;
2. The Outward Bound's corporate sponsorship will meet another 25%;
3. The young person along with their supporting agency will pay £65 comprising of a £50 contribution and £15 insurance (payable as a deposit at the time of booking which should be made payable to the Outward Bound).

There are 12 bursaries on offer and these will be reserved on a first come, first served basis until they are all allocated, then the offer will close. Basic personal accident cover is provided by Outward Bound but this may be increased for a small additional premium (Details available direct from Outward Bound).

The young people will also require *transport costs* to and from the Outward Bound Centre and this may well be something that your organisation could cover. Outward Bound's "*Escorted Travel*" facilities showing pickup locations, times and costs involved, are also available if your young person wishes to use these.

Pocket money is also useful and amounts involved depend upon common sense. All meals are provided but there will be opportunities to purchase confectionery, sweatshirts etc. A list of recommended clothing will be provided nearer the time of course take up by the Outward Bound. All other specialised clothing and equipment will be provided. Students will be asked by Outward Bound to provide a *£5 returnable deposit* in case of breakage or loss.

There is no doubt that for the right young person this experience is very powerful and positive. The teamwork, comradeship, growth of confidence and development may very easily provide you with a young volunteer on your project. However, *it is essential that the criteria of your selection and follow-up are suitably handled, otherwise the experience may be wasted and the result could be a disillusioned youngster.*

The criteria should include:

- a proper selection procedure (this has worked best for people who are known well by the host agency and are properly assessed)
- giving the potential participants correct information on the Course and on the nature of Outward Bound
- fundraising (if required for deposit) and preparation
- travel arrangements
- follow through - "what's next?", debriefing, evaluation and use of application of the experience

Appendix 2: Outward Bound

- The Rank Foundation requires *a short report* from the young person on their experiences, as soon as possible after the course, *preferably within 4 weeks*, (Sent to the Penrith Office). Please note that if we do not receive their report we reserve the right to withdraw future opportunities for Outward Bound bursaries being available to the Project.
- In addition the participant will receive an Outward Bound Tutors Individual Course Overview and Profile (Belbin Report).

All of the above points are important and will add to the ultimate success for the individual in your organisation.

If you would like to take up this please telephone Helen Stockdale at the Penrith office (see inside front cover) to confirm availability and explain the procedure, a booking form/participants questionnaire will then be forwarded. You will receive a full Booking Form/Joining Pack from Outward Bound closer to the starting date after which any further correspondence should then be forwarded direct to Outward Bound.

Jubilee Sailing Trust and Tall Ships Youth Trust Voyages

The Rank Foundation fund two berths with:

- *The Jubilee Sailing Trust* [one able bodied person (acting as a Buddy) and one disabled person]. The applicants should be well known to the agency and the worker/manager. They must be aged 16 plus. There is no upper age limit. All applicants must read the information provided by the JST and pay particular attending to the Voyage Application notes and Booking Conditions on page 6 and 7 of the brochure. If you require further information about the disabilities that Jubilee cater for on their ships, please call Gill Zammett (see below). See the brochure on: www.jst.org.uk
- *The Tall Ships Youth Trust* – voyages in the 16 - 25 age group and 18+ categories if applicable. Participants must read the Conditions of Booking on page 26 of the brochure. Particular attention must be paid to the item regarding Insurance on page 24 of the brochure. It is now the policy of TSYT that no one will be allowed to join a voyage unless they have a record of the participant's insurance details. See the brochure on: www.tallships.org

The Foundation's criteria for funding berths on these voyages are very strict. They require that agencies:

- Institute a proper selection procedure - best results come where the applicant is well known to the host agency and can be properly assessed.
- Give the potential participants correct information about the voyage.
- Attend to the follow through, debriefing and application of the experience afterwards.

The Rank Foundation will fund the cost of each berth. They will also pay for the voyage insurance in the case of Jubilee Sailing Trust voyages. Applicants/projects are required to pay travel expenses to and from the ship, course pocket money etc., and, for the compulsory insurance in the case of Tall Ships Youth Trust voyages

A report on the voyage experience has to be submitted once the participant has returned home (within one month)

All the above factors are very important and will add to the ultimate success of the individual in your organisation.

Please contact Gill Zammett for further information on any of the above issues. Her office hours are Monday to Friday. 9 am - 1 pm.

Appendix 3: Sailing bursaries

Gill Zammett [Administrator - Tall Ships]
P0 Box 127
Banbury SO
Oxfordshire
OX17 1WF

(t): 01295 750866; (f): 01295 758804 (e): gill.zammett@rankfoundation.com

Truetube – think, talk, act

TrueTube (www.truetube.co.uk) is a free online space for young people to watch film and upload all kinds of other media to debate the issues that affect them on a day to day basis. The site covers a diverse range of ethical, political, religious and cultural issues; from youth action, HIV AIDS and the death penalty to relationships, gangs and eating disorders – its all there.

Truetube has been developed by CTVC – which is the programme-making and media arm of the Rank Foundation.

TrueTube invites you to:

- **THINK** about social issues using video and other media
- **TALK** about them with fellow TrueTubers
- **ACT** when you're ready to change the world

It means, TrueTube has a strong application in informal education - each issue is covered using real-life stories and personal experiences, a combination which young people can find fascinating and which has the potential to start a discussion or debate and give an output that is young person friendly.

In a nutshell, TrueTube offers youth-workers and young people 5 key benefits:-

Recognition. The media heavily portrays young people as out-of-control, hoodie-wearing, knife-wielding anarchists. TrueTube shows the world young people are more likely to be; thoughtful, engaged, motivated, interested and ambitious.

Credibility and an outlet for work already done – and yet to do. TrueTube asks young people to upload media which offers an opinion. Be it film, photography, music, poetry, rap... It's a forum for debate on the issues that matter.

All too often youth projects actively engage young people in artistic and media related projects, the outcomes from which are run off onto a DVD and end up on a dusty shelf in a cupboard never to see the light of day again. TrueTube offers a place to host that media so that it can reach its full potential and be seen by other young people all over the world.

Valuable transferable skills. By making media together, and actively engaging in thinking about issues, young people learn a range of skills which they can take on into adult life – teamwork, the importance of hierarchy, communication, patience and technical skills are just a few of these.

A different way to communicate. In a world where communication is key advertisers, governments and the media use sound-bytes to communicate their

messages. TrueTube invites young people to make the most of visual and audio media and a place to make their voice heard by their peers, and those in positions of power.

A network for support and inspiration. Youth workers and young people can see through TrueTube that they are not alone in the problems they face on a day to day basis. Whilst TrueTube is not an advice site per se, the facts and figures, real life stories and links for further research will really help young people to feel supported and inspired and should help them put their own problems into perspective.



TrueTube has already been accepted by the formal education network with the site winning the Education Resources Award for Innovation in March 08.

Get involved

So, how do you as an informal educator get involved? Here's three ideas for you...

Run a media project.

Ask the young people in your youth group to brainstorm ideas and opinions surrounding one of the issues which interest them most on the site, then...

Run a film project. Ask them to think about the type of film they would like to make – drama, vox-pops, one-to-one interview, talk show, animation...

- Plan the film – if it's an interview, write questions or for a drama, write a script.
- Find a video camera from somewhere – cameras are easy to come by, many mobile phones have them as standard and often digital cameras include video capability.
- Film the raw components – rushes -of the film – tip, it is often more interesting if a film includes cut-away shots which are relevant to the topic. I.e. an interview with a rock climber could include shots of them going to climb a rock, climbing a rock and getting to the top.
- When filming make sure the subjects give their consent and approval for any copyright material you may ask them to include.
- Handy hints on filming can be found in the Masterclass section of the site
- Upload the rushes to your edit suite – if you don't have an edit suite, you can use the one which comes free within TrueTube – and edit the film. You will also find a library of around 100 short clips which you can use to make the film more interesting. Remember don't use any commercial music – you may have bought and paid for a track, but that doesn't mean you own the rights to include it in your film, its much better to make your own soundtrack or even leave music out all together.

Run a photography project

- Ask the young people to use cameras on their mobiles, digital cameras or even film cameras to capture images which tell a story or highlight the issue they have chosen.
- Use Photoshop, or any other digital image software package to alter the images as required and then combine them into one document. Alternatively

upload them to the TrueTube Edit Suite, put them onto a timeline, and if you like add a voice over or a music track (making sure you own the rights, as above)

Run a music project

- Suggest that the young people write a song or a rap inspired by a topic on the site.
- Perhaps they could combine this with another group's photography or film project.
- Many mobile phones have voice recording capability, so why not use them to record the rap or song or even a Random Rant that they have written.
- Again you must own the rights to any music or samples that are used within this.

Run a radio project

- Suggest recording a Podcast, this could involve interviews, or a debate, or even live performance of songs written by the young people themselves.
- Again they could use their mobile phones to record the audio for the Podcast.
- There are many pieces of free software available to enable them to edit the audio alternatively use the TrueTube Edit suite

Upload the project to TrueTube

Once their project is complete, the young people can upload the final pieces to TrueTube using the upload interface – just click upload on the top menu bar, choose the kind of media you want to upload and follow the onscreen instructions. We will then moderate the submissions and put them up on the site. Once they are live they will be seen by other young people from around the corner... and around world. Young people from 116 countries have logged on to TrueTube so they may even spark an international debate.

It is our hope that by using TrueTube as a platform to help develop your projects and put them on the web, we are helping you to inspire young people and helping them to inspire others, to inspire others, to inspire others...

Become a Rank Gapper and work for TrueTube

The Gapper is a training position within TrueTube. Over the training period, the Gapper will contribute to the content of TrueTube and related digital products. He or she will work closely with the Editor in Chief to learn how to assist in the origination and development of ideas, the research into contributors and locations for shoots, the filming of shoots and editing of footage into final content for uploading to the TrueTube site. He or she will work closely with the Editor in Chief to learn how to assist in implementing the TrueTube strategy with the aim of maximising the reach and impact of TrueTube and related digital products across as broad an audience as possible. He or she will also work closely with the Education Producer to develop relationships with the third sector, including young people, youth-workers, youth-

Appendix 4: Truetube

groups and youth focused charities. Contact us directly on contact@truetube.co.uk or 020 7940 8480 if this opportunity interests you.

Rank publications and resources

We have developed a substantial set of support pages and publications. Much of the material can be accessed directly from our web pages (see below). Other material is available from the College. If you need copies of publications (single copies free to Rank Network agencies) please contact Mark K. Smith (020 7540 4929, m.smith@ymca.ac.uk).

Internet

Our support pages at www.rankyouthwork.org contain a wealth of information and material. This includes:

- Details of agencies in the Rank Network.
- Downloadable handbooks, briefings and college support materials for agencies.
- Study support for workers and volunteers.
- Support materials for business conferences and events.
- Research findings and briefings.

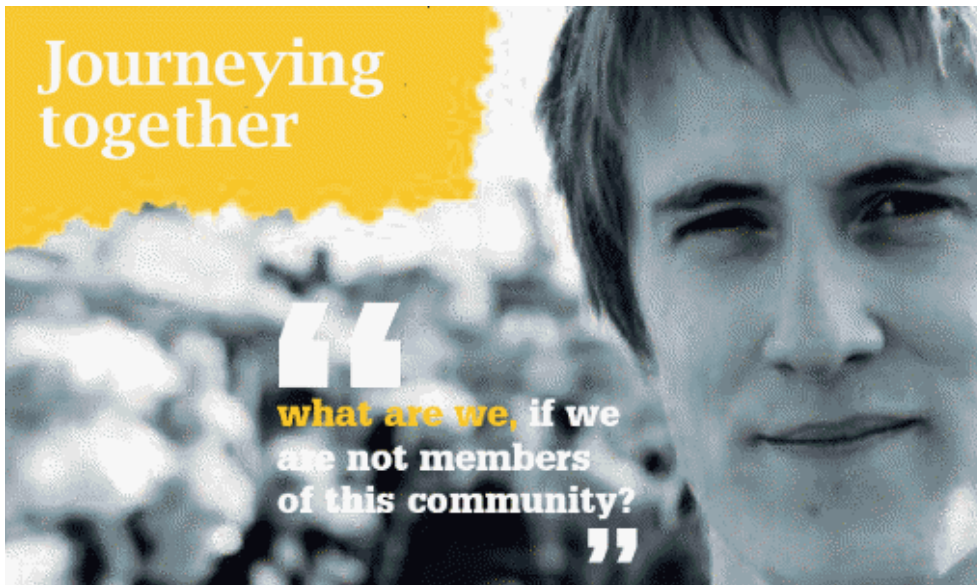
There is also a range of relevant material contributed by a number of people associated with the Rank Network in *the informal education archives and encyclopaedia* – www.infed.org.

Briefings

Youth work and gangs. This briefing examines the nature of gangs – and the response that youth workers can make. It is an outcome of exploration by workers and others involved in the Rank Foundation's youth work network. [February 2008]
Download: www.rankyouthwork.org/briefings/youth_work_and_gangs.pdf

What future for youth work? This paper examines the state of youth work, some of the issues facing workers and young people, and possible ways forward for local agencies in the voluntary sector. Originally used at the Rank Network Conference. [October 2007]. Download:
www.rankyouthwork.org/briefings/developments_in_youth_work.pdf

Publications



Journeying together. Youth work through the Youth or Adult? Initiative. This DVD and booklet explores the work of the initiative and the experiences of the workers involved. It explores the essence of youth work and the wider impact of the work. Download: www.rankyouthwork.org/journeyingtogether/

Turning Points. Twelve youth workers, twelve stories... This DVD explores the work of 12 young leaders in local communities that have touched other people's lives; and whose lives have been touched by young people. Created by Offcuts. Download: www.rankyouthwork.org/turningpoints

Coming of Age. 18 years of learning from the Rank Foundation Gap Award. The Award opens up a unique mix of opportunities for personal development and service. In this new publication young people describe the journey of their personal growth that is at the heart of the Gap experience. Alongside their stories, some mentors analyse the success of the scheme and the lessons they have learned. Compiled and edited by Alan Rogers. 2005 28 pages A4. Download: www.rankyouthwork.org/comingofage/

Taking a Gap Year. This report by Zareena Abidi examines the growth of the gap year industry and the concept that taking a year out could be considered a valuable learning experience for young people. It looks in detail at the experience of the Rank Foundation Gap Award. 2004 66 pages A4 (Only available as a download from our support pages).

Inside Youth Work. Insights into informal education. Based on the work of projects supported by the Rank Foundation and Joseph Rank Trust this publication shows that keeping faith in youth work pays dividends. It looks at the central elements of youth work and the contribution they make to individual lives and to local communities. Compiled and edited by Alan Rogers. Price 2003 32 pages A4. (Also downloadable as a pdf from our support pages.)

Youth Work and the Spark of the Divine. In this inspiring booklet Larry Parsons reflects on his philosophy of youth work – and the fundamental significance of the spark of the divine that he believes is in everyone. 2002 A5 ISBN 1 870319 14 1 £1.50. (Also downloadable from our support pages.)

Born and Bred? Telling stories of leadership. A CD created by Peter Cutts that explores experience around leadership. Hear educators and young people talk about their work and efforts. Seven tracks: In the dock; Camden United; Role play; Time and talents; All together now; Building tepees; in the garden. Complete with notes. July 1999. Price £6.99. (Also downloadable from our support pages.)

Born and Bred? Leadership, heart and informal education. Written by Michele Erina Doyle and Mark K. Smith, this book explores the nature of leadership, the importance of heart, and the role of informal educators. Linked to the CD and with net support. July 1999. ISBN 1 870319 12 5 (Also downloadable from our support pages.)

Youth Work. A foundation for the future. This lively compilation explores the various approaches to informal education that can be found in the Rank Youth or Adult? Projects. Compiled and edited by Alan Rogers. 1995 65 pages A4 ISBN 1 870319 09 5

Learning to Learn Again. This booklet examines the development of the Induction Studies Programme for the Youth or Adult? Initiative. Chapters explore the nature of the Initiative, the relationships between the various parties (funder, agency and college) and how the training programme was planned and run. Edited by Linda Deer Richardson. 1989 43 pages ISBN 1 870319 03 6

On the GAP. Young peoples' experiences of volunteering. Largely written by young volunteers, this booklet concerns the experience of longer term, full-time volunteers. Compiled and edited by Leigh Thorsen. September 1996 24 pages A4 ISBN 1 870319 10 9

Investing in Success. Compiled and edited by Linda Deer Richardson this booklet explores different dimensions of the Investing in Success Initiative. September 1997 ISBN 1 870319 11 7 A4 16 + iv pages.

Setting Up and Managing Projects. This book examines some key issues and problems associated with setting up and managing projects. Edited by Mark K. Smith. 1994 76 pages A4 ISBN 1 870319 07 9 (Also downloadable from our support pages.)

Youth or Adult? – the first five years looks at the development of the Initiative with contributions from project workers, managers and others involved in the Initiative. 1993 103 pages A5 ISBN 1 870319 06 0.

The Challenge for Voluntary Youth Organizations. Beginning with an examination of the changing position of young people, this book then looks at a number of specific examples of work. Concluding chapters explore the organizational innovation necessary for successful project work and the particular challenges facing voluntary youth organizations in the 1990s. 1991 68 pages A4 ISBN 1 870319 05 2

For agencies within the Rank network we can supply single copies of each publication free. Please contact Kevin Robinson at the College [see inside front cover for contact details]. When ordering please put 'free – Agency handbook'.

Appendix 6

Final assessment summary

Downloadable as a Word file from www.rankyouthwork.org/gap/index.htm)

This form should be accompanied by a brief report / assessment / summary from both the Gapper and the Manager.

See over...

Appendix 6: Final assessment summary

Final assessment summary

Name of Manager:

Host Agency:

Gap Volunteer

School (if applicable)

Inclusive dates of time as volunteer, i.e. day/month/year:

Main aims and expectations of Gapper's placement:

What were the main achievements and results? Were the aims and expectations met? How? What were the gaps and what gaps were filled?

How would you assess development/improvement, i.e., leadership/initiative/confidence?

What training has been undertaken? Has the training/learning been applied and, where appropriate, what qualifications have been achieved? What skills have been gained?

What are the Gapper's short/long term plans e.g. work/job/higher or further education?

Additional comments (e.g., any recommendation regarding final award):

Signed - Manager :

Gapper:

N.B: The Rank Foundation will make the final decision. Assessments, residentials, visits, reports, training and progress are all taken into account. Canvassing will result in disqualification. There is no appeal.

For internal use only - recommended award, i.e., £750 - £1,200:

Director of Youth Projects comment

