# CYM Practice Tutor / Line Manager’s Assessment Forms and Student Self-Assessment Form

Please complete this form with reference to the Competences. These can be found in the *Professional Practice Handbook*. Feedback forms from Line Managers and Practice Tutors should be returned to the student to include in their portfolio.

You can expand the boxes as necessary but they give an indication of the detail suggested for each response

Students should write a reflection the comments from their Line Manager/Practice Tutor at the bottom of the form and include their own version of this form as a self-reflection in their portfolios.

**Student name:**

**Assessed by (or student self-assessment):**

**Position: Line Manager/Practice Tutor/Student**

**Professional practice agency:**

## Competence 1 – Values, Principles and Practice

A practitioner needs to be able to demonstrate the following knowledge, skills, attitudes and theological engagement in a range of situations, at the appropriate level.

a. Relate the values and principles of professional [youth] work to your work in the practice agency.

b. Be aware of how your own values, history and experience impact and influence your practice.

c. Be clear about your role in the context of your practice agency

d. Work within appropriate health & safety, Safeguarding and risk assessment policies and make suggestions for improvement and development of practice.

e. Work in ways that challenge discrimination and oppression, recognising and valuing difference.

f. Work collaboratively with others as part of a team

g. Manage and conduct yourself professionally (for example: time management, maintaining clear boundaries, personal organisation and planning).

h. Reflect theologically on professional values, principles and practice.

## Competence 1 – Values, Principles and Practice

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| **Strengths** |
| **Weaknesses** |
| **Areas for Development** |
| **Additional Comments if necessary:** |

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| --- | --- | --- | --- |
| 1 | 2 | 3 | 4 |
| Not (yet) safe to practice | No opportunity to demonstrate | Competent | Demonstrates Excellent Practice |

## Competence 2 Leadership and Management

a. Demonstrate an understanding of team, management and leadership theory and its application within your context

b. Reflect theologically on management and leadership

c. Understand and apply legal and policy frameworks relating to staff and volunteer recruitment, supervision and development.

 d. Demonstrate appropriate level of professional presentation and administration skills (e.g. basic IT, professional reports, recording keeping etc)

e. Demonstrate effective use of supervision and course structures (e.g. raising issues with Practice Tutor and Line Manager, completing action points)

f. Provide information and proposals to develop policy, strategy, practice and service provision in the agency

g. Demonstrate an appropriate level of responsibility and accountability in managing work in the agency, demonstrating skills in analysis and strategic thinking (for example: prioritise resources, manage budgets, personnel and buildings and produce development plans)

## Competence 2 Leadership and Management

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| **Strengths** |
| **Weaknesses** |
| **Areas for Development** |
| **Additional Comments if necessary:** |

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| --- | --- | --- | --- |
| 1 | 2 | 3 | 4 |
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## Competence 3 Communities and Contexts

a. Understand the history, context and development of your agency and its local community (e.g. mission, goals and place in community).

 b. Have an understanding of sociological and political factors that impact individuals, families and communities (e.g. prejudice, racism, social class prejudice).

 c. Reflect theologically on inclusion, participation and community

d. Demonstrate an ability to work participatively with young people in communities, enabling them to be active citizens, understanding their role in their communities, communicating their perspective and developing influence over people and situations.

e. Develop and maintain appropriate strategic networks and partnerships (for example: with other local service providers, parents, families, specialist agencies)

f. Demonstrate skills necessary to undertake community research and undertaking effective consultation with [young] people and other stakeholders

## Competence 3 communities and contexts

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| **Strengths** |
| **Weaknesses** |
| **Areas for Development** |
| **Additional Comments if necessary:** |

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## Competence 4 Learning and Informal Education

a. Understand the models and practices of formal education, curriculumbased [youth] work and informal education.

 b. Apply learning theories, including learning styles, to informal education practice in your context.

c. Develop an understanding of learning and development from a theological perspective.

d. Lead and facilitate groups including needs assessment, appropriate intervention and evaluation.

e. Work with learners and/or appropriate others to design, develop and evaluate activities.

f. Use a range of creative techniques (for example: play, arts, outdoor activities) to facilitate and evaluate learning and development.

## Competence 4 learning and informal education

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| **Strengths** |
| **Weaknesses** |
| **Areas for Development** |
| **Additional Comments if necessary:** |

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| 1 | 2 | 3 | 4 |
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## Competence 5 Building Purposeful Relationships

a. Understand key theories and models relating to building relationships with young people (For example: Carl Rogers, Richard Nelson, Erikson, Fowler, Kohlberg, Piaget, Westerhoff, Egan)

b. Develop an understanding of people and relationships from a theological perspective.

c. Build appropriate relationships of trust with [young] people, colleagues, parents and appropriate others.

d. Make effective use of supervision and course structures (e.g. raising issues with Practice Tutor and Line Manager, completing action points)

e. Implement good practice in relationships with [young] people, including appropriate use of power, boundaries, confidentiality and referral.

f. Demonstrate effective communication, negotiation, listening and relationship skills.

g. Use a range of models of intervention within your practice (e.g. informal education, mentoring, advocacy, pastoral care, discipleship, accompanying) to support young people’s change and growth.

h. Enable [young] people to explore and make sense of their experiences, and plan and take action.

 i. Demonstrate the necessary skills and strategies to manage behaviour – including developing positive environments and appropriate discipline.

## Competence 5 Building purposeful relationships

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| **Areas for Development** |
| **Additional Comments if necessary:** |

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## Competence 6 Professional and Ministerial Formation

## a. Understand a range of theological perspectives on [youth] work and ministry and the nature of mission in your agency context (e.g. incarnational, relational, catechesis, discipleship)

## b. Understand the role of faith in the contexts in which you work (e.g. local community/church ministry, urban/rural, faith-based [youth] centres, [youth] work inspired by faith of [youth] worker, faith in the public square)

## c. Understand and apply key [youth and] community work values (e.g. EDI) to practice issues (e.g. power and oppression, participation, boundaries) in a [youth] work and ministry context.

## d. Lead an act of worship or reflection appropriate to your context.

## e. Facilitate a group with biblical, spiritual or theological content appropriate to your context (e.g. Church sermon, talk, devotion, short act of worship, share an aspect of faith journey, providing space for a spiritual activity or encounter)

## f. Engage in on-going personal spiritual disciplines (e.g. Sabbath, prayer, retreats, spiritual direction)

## g. Demonstrate a growing awareness of your vocation to [youth] work and ministry

##  h. Demonstrate a commitment to professional behaviour and continuing professional and ministerial development

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| **Strengths** |
| **Weaknesses** |
| **Areas for Development** |
| **Additional Comments if necessary:** |

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| **Student Reflection:** Where this form is completed by their Line Manager or Practice Tutor, the student is invited in each instance, to offer holistic reflection on the feedback offered and the learning generated from it. The student may also wish to articulate ways in which they might actively seek to develop their practice in light of this feedback. This can form the basis for further developmental discussions with the student’s Practice Tutor, and where appropriate, Line Manager.  |