



THE INSTITUTE FOR CHILDREN, YOUTH & MISSION



**BACHELOR OF ARTS (Hons) in  
PRACTICAL THEOLOGY (COMMUNITY YOUTH WORK)  
PRACTICAL THEOLOGY (CHILDREN AND FAMILY MINISTRY)  
PRACTICAL THEOLOGY (COMMUNITY MINISTRY)**

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# **Professional Practice Handbook 2022-23**

## **Levels 5&6**

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**GUIDANCE**  
**FOR STUDENTS, LINE MANAGERS AND PRACTICE TUTORS**



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Version 22.1

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## INTRODUCTION

### **Purpose:**

The purpose of this handbook is to provide the information needed for Students, Practice Tutors and Line Managers or Supervisors concerning the practical learning for the BA (Hons) in Practical Theology (with specialist pathways).

More specifically, this handbook has been designed to ensure that Students, Practice Tutors and Line Managers / Supervisors are aware of:

- the National Youth Agency (NYA) requirements in meeting the National Occupational Standards (NOS) required for JNC recognition as a professionally qualified worker
- the suggested role of the Line Manager in developing Practice Agency-based learning
- the suggested role of the Practice Tutor in supporting students to meet the assessment criteria and reflect on their learning
- the requirements for assessment.

### **Programme Design:**

This programme of learning has been designed so that practice and taught modules run concurrently (requiring students to be in a practice setting while undertaking part-time academic studies towards an undergraduate qualification).

This approach to programme design and learning is often described as a blended learning methodology where the two elements of theory and practice influence and affect each other.

Therefore, Practice Agencies are an integral part of the programme where skills, knowledge and understanding can be developed and competency as a worker can be established. Students on the programme are required to evidence a range of practice competencies that are assessed through the accumulation of a portfolio of evidence in synergy with the assessed modular assignments. The programme, and assessment strategy, is designed so that theory and practice will inform the response of students in undertaking assignments and directed tasks throughout the programme. Students must pass all assessed components as they progress through the programme in order to be considered for a final undergraduate award and to achieve JNC recognition. This includes the accrual of 240 level credits at levels four and five in specified modules and a pass in all practice portfolio requirements, including the successful presentation of evidence through an end point assessment.

The CYM team consider Practice Tutors and Line Managers as integral to the learning programme. Collectively, these roles provide the support, challenge and

professional judgement required to assess the competency in practice required for students that will be granted an undergraduate award in Practical Theology (Community Youth Work) with JNC recognition.

## 1: CONTEXT OF PROFESSIONAL AND MINISTERIAL PRACTICE

Within Christian ministry, we consider the motive of the worker as defined by a sense of fulfilling their vocation in working with people and communities. The methodology of the work is defined by integrating a range of professional approaches and disciplines within an overall understanding of Christian mission, ministry and practical theology. The goals of the work are defined by a subsequent commitment to a coherent, holistic understanding of the needs, hopes and aspiration of individuals and communities.

The values underpinning the work have their foundation in the National Youth Agency Ethical Principles (NYA, 2000), Youth Work Values (NOS, 2012), and from the biblical, philosophical and educational foundations of the Institute for Children, Youth and Mission (CYM) and the resultant principles and values. These include a clear understanding of, and commitment to, the voluntary nature of relationships, equality of opportunity and the importance of choice, respect, freedom, responsibility, wholeness and justice. Situations are created or grasped that enable people to learn by interacting with their peers, others and beliefs, by sharing a range of new experiences that extend, challenge and excite the individual and lead to opportunities for employing a range of interpersonal skills such as Practice Tutoring, discipling, counselling, advocacy, group work and community development. Relevant themes and issues such as health, housing, and employment; worship, mission and evangelism are incorporated as appropriate.

The understanding and skills to deliver this task are described in the six competencies. These competencies are underpinned by professional and ministerial formation driven by the values, purposes and commitments of both the Christian faith and Community based work. The understanding, skills and personal qualities required for work in a secular setting include spiritual, but not faith, development and are understood by CYM to be included in this definition of the work and its context.

The professional practice competencies are designed to enable the student to understand the separate disciplines of community-based youth work and ministry; to develop the skills and methodologies from both; and through reflection and critique of practice, theory and theology to develop an integrated approach which draws on the best of each discipline and responds to the vocation of the individual.

## 1.1 PRACTICE AGENCIES AND HOURS

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Each student will engage in practice with a *minimum of* two Professional Practice Agencies (PPAs) during two years of full-time study on the course:

1. A Main Practice Agency of 720 hours in total over 6 terms of level 5 and 6 with a minimum of three face-to-face sessions (6 hours) per week over 40 weeks;
2. Two Alternative Practice Agencies of 80 hours each at any time during levels 5 and 6 of the programme. These may be undertaken as a full-time block of two weeks or concurrently.

The PPA hours are accumulated throughout years two and three of the BA and form part of the learning hours across modules for the qualifying BA. The 360 main practice hours are apportioned as 60 hours per 20 credit module. It is a requirement that practice involves at least half (50%) of PPA hours in face-to-face work (with 11-19 year olds for youth work students) and this will be evidenced in the Professional Practice Portfolio. PPA hours should normally be completed by the end of the 6<sup>th</sup> term (year 3) when following the typical 3 year route to complete the award.

## 1.2 CRITERIA FOR PRACTICE AGENCIES

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As stated above, students engage with a minimum of three Practice Agencies with one being the main Practice Agency in each year. At least one must be in a Christian Youth and Community Work Project, Christian Agency or Church (CYM's criteria are that the Practice Agency needs to either subscribe to the Apostles' Creed or have the promotion of the Christian Religion as one of its charitable aims). At least one of the other Practice Agencies must be in a contrasting setting in the statutory or voluntary sector.

The main Practice Agency should be able to provide a support structure for the student. This should include the provision of a pastoral support person or non-managerial supervisor for the student.

The Alternative Practice Agency will be in a setting which complements the main professional practice agency and ensures that the student:

- ❖ Experiences different organisational structures and arrangements
- ❖ Follows a programme of work which is new and challenging
- ❖ Has different supervision and line-management, and
- ❖ Wherever possible moves to a different organisation or employer.

Practice Agencies should adhere to appropriate policies and procedures including the Equal Opportunities and Disciplinary and Grievance procedures as laid down in the CYM handbook and agency specific Health and Safety and Child Protection Policies. Practice Agencies should have Employer's Liability and Public Liability Insurance.

Students in collaboration with their proposed Practice Agencies will need to fill in a proposal form to enable CYM to assess its suitability for the course. The Professional Practice Coordinating Tutor (PPCT) will negotiate the Alternative Practice Agency with the student to ensure that they get an appropriate range of experiences to enable them to fulfil the professional practice competences. During the first term, a three-way meeting will take place between the student, their line manager and their Practice Tutor (PT) to discuss and plan the student's work for the course. CYM offers help to students who do not have a suitable Practice Agency and maintains a list of potential Practice Agencies. Students are offered guidance in choosing appropriate Practice Agencies.

Each Professional Practice Agency must be able to develop practice and understanding equivalent to the NYA Professional Range and have appropriate Line Management, policies and procedures in place to support this process. Community Youth Work Alternative Practice Agency Line Managers will normally be JNC qualified (or equivalent).

The JNC qualification will be awarded to youth work students after successful completion of the eleven academic modules and the Professional Practice portfolio.

### 1.3 THE ROLE OF THE STUDENT

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Students are responsible for:

- Identifying their own main Practice Agency and liaising with CYM to ensure that this Practice Agency meets the appropriate criteria (help is available in finding an appropriate Practice Agency where required);
- Setting up their Alternative Practice Agency in consultation with their Practice Tutor, Line Manager, and course staff;
- Liaising with their Practice Tutor and setting up the initial 3-way meeting;
- Alerting the Course Leader of any sickness, issues or difficulties affecting their work;
- Attendance at all course meetings and teaching – students' attendance at lectures and tutorials is compulsory. Failure to attend Practice Tutorials or Practice Agency hours or Course Study Blocks for reasons that are

considered unprofessional are all actions that may result in a professional fail;

- Submitting their professional practice portfolio on time and in accordance with course guidelines;
- Acting in accordance with agency and CYM policies and procedures;
- Making good use of the supervision and support offered through the Practice Agency and CYM.

#### 1.4 THE ROLE OF THE LINE MANAGER/ SUPERVISOR

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Each Practice Agency, both Main and Alternative, will need to provide a Line Manager for each student at the Practice Agency. Alternative Practice Agency Line Managers must normally be JNC qualified or equivalent. Practice Agency Line Managers, and students will also be supported by a JNC qualified Practice Tutor (or equivalent for non-youth work students) to ensure a consistent and coherent approach to professional formation. Line Managers can also contact the Undergraduate Professional Practice Coordinating Tutor for advice and support where required. This 3-way system provides a 'triple lock' to ensure appropriate support and supervision is in place throughout the students qualifying experiences.

The role of the Line Manager is as follows:

- Manage and supervise the student's work in the Practice Agency;
- Ensure that the work programme enables the student to fulfil professional practice competencies;
- Assess the student's suitability to become a qualified youth and community worker (or equivalent for non JNC students).

During Year One of the assessed professional practice period (normally the 2<sup>nd</sup> year of a full-time study) the Main Practice Agency Line Manager must:

- Make one observation of practice, completing written feedback as required
- Complete the end of Year 1 Student Appraisal Report
- Sign the student's completed time sheets
- Support the student in identifying a suitable person to offer pastoral support
- Meet regularly with the student – we recommend fortnightly meetings of around an hour.

The Alternative Practice Agency Line Manager must:

- Sign the Learning Agreement form prior to the Practice Agency commencing



- Meet with the student to monitor progress
- Sign the student's completed time sheets
- Complete an End of Practice Agency Student Appraisal Report

It is normally the student's responsibility to set up the APA with support from the Practice Tutor.

### 1.5 THE ROLE OF THE PRACTICE TUTOR (PT)

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**Induction** – We provide an induction programme for Practice Tutors in order to introduce the philosophy and practice of the course and our approach to assessment. In future, we hope to be able to offer this during a Study Block. Currently we talk through the role with each individual in detail and ensure PTs have access to all relevant documents.

**Practice Tutorials** - Each student is assigned a Practice Tutor with whom they will meet for six one-hour tutorials each year over the period of professional practice. These meetings will focus on the student's learning; the skills, knowledge and attitudes as measured against CYM competencies (and the National Occupational Standards for CYW students) demonstrated through the portfolio; and the overall professional and ministerial formation of the student.

**Preparation** - After the initial meeting of the year that addresses the learning goals for the course, the student should send one or more pieces of written work to the Practice Tutor 48 hours (2 working days) in advance of the tutorial or as agreed with the Practice Tutor. A suggested working pattern is detailed below.

**Three-Way Meetings** - There will be two three-way practice meetings each year during the course between the Practice Tutor, the student and the Main Practice Agency Line Manager, and an additional three-way meeting at the start of each Alternative Practice. One of these will take place during the first term and the second one during semester two. These meetings will assess progress towards learning goals and identify any actions required to meet the evidence competency in professional standards.

**Function of the Practice Tutor** - Through observation and feedback, with reference to the competencies, the Practice Tutor's role is to develop the student's practice and ensure that they are able to communicate this effectively. The PT will mark the students work for professional competence and complete a competency-based assessment of learning in practice for each year of study that will be moderated by the Professional Practice Co-ordinator at CYM.

**Observation** – During each Year, the Practice Tutor will normally complete one observation-based practice appraisal, usually during Semester 2.

**Meetings and Support** – There will be on-going support for Practice Tutors as required, including email and telephone (or Skype, Facetime, etc.) conversations; and Practice Tutors will meet for parity meetings at least once per academic year.

## 2: PATTERN OF STUDY AND PORTFOLIO ELEMENTS – 2022-23

### Year 2 Term 1

Negotiate pattern of supervision meetings with Line Manager

Gather practice agency documents (Learning Agreement, Safe to Practice form)

Practice Tutor Meeting 1 – plan portfolio tasks through the year.

First 3-Way Practice meeting (student, Line Manager and Practice Tutor)

Complete SWOT analysis and draft reflective diary/log/blog etc

PT Meeting 2 – reflective diary 1

(discuss 1<sup>st</sup> Alternative Practice Agency, arrange APA 3-way meeting)

### Year 2 Term 2

PT Meeting 3 – reflective diary 2, planning for observation

Observation of practice

PT Meeting 4 - evaluate observation and discuss reflective diary 2

### Year 2 Term 3

PT Meeting 5 – reflective diary 3, discuss LM observation

End of Year 3-way meeting

(April – to discuss completed portfolio ahead of Portfolio Narrative submission in CYU506)

Gather end of Year 2 Assessment reports (LM/PT/Self-appraisal)

2nd Year students summative presentation to LM and PT

Submit Summative Portfolio (May).

### Year 3 Term 1

Negotiate pattern of supervision meetings with Line Manager

Gather practice agency documents (Learning Agreement, Safe to Practice form – these need renewing each year)

Practice Tutor Meeting 1 – discuss observation, plan portfolio tasks through the year.

First 3-Way Practice meeting (student, Line Manager and Practice Tutor)

Complete SWOT analysis and draft reflective diary/log/blog etc

PT Meeting 2 – reflective diary 1  
(discuss 1<sup>st</sup> Alternative Practice Agency, arrange APA 3-way meeting)

### **Year 3 Term 2**

PT Meeting 3 – reflective diary 2, planning for observation

Observation of practice

Mid-Year 3-way meeting (optional – if anything has changed or if requested by any party)

PT Meeting 4 - evaluate observation and discuss reflective diary 2

### **Year 3 Term 3**

PT Meeting 5 – reflective diary 3, discuss final presentation

Gather end of Year 1 Assessment reports (LM/PT/Self-appraisal)

Summative presentation to LM and PT

Submit Summative Portfolio.

## 3: ASSESSMENT

### 3.1.1 ASSESSMENT SUBMISSION

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The student's professional practice is assessed through written module assignments plus an additional 'Gateway' portfolio – a Gateway is a pass/fail assessment demonstrating competence as a Professional Youth Worker which must be passed to receive the JNC and other specialist pathway awards.

Full details of the portfolio contents are found in Appendix 2 and the table in Appendix 3 maps where each competency is assessed throughout the programme.

It is the student's responsibility to gather and coordinate all of this evidence throughout the year with the help of their Practice Tutor, but it is a useful conversation in supervision meetings to ask about progress. A portfolio template will be provided as a guide for final submission.

The portfolio is then submitted at the end of each year as a gateway assessment. In Year 2 this is as part of CYU506 *The Reflective Practitioner* to assess progress. In the third (and final) year this is submitted as part of a summative presentation involving the Practice Tutor, Line Manager and a member of CYM staff as part of CYU607 *Leadership and Ministry*. This acts as an end point assessment for professional competency when confirmation (or referral) relating to the

requirements for professional (JNC) recognition in youth and community work, or other pathway awards within the BA (Hons).

### 3.1.2 REFLECTIVE WRITING

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There are a number of pieces of reflective writing in each year of the portfolio, taking a variety of forms. Reflective Practice and Practical Theology are at the heart of the programme, appealing to theory and theology to reflect on, and plan to improve your practice.

Typically, but not necessarily, these follow the structure of Gibbs' reflective learning cycle, where the practitioner begins with an element of practice, reflects on it before ultimately making recommendations for future action (see <https://www.mindtools.com/pages/article/reflective-cycle.htm> for a brief introduction to the cycle).

Reflection should include both theological reflection and social theory.

### 3.1.3 CRITICAL REFLECTION ON OBSERVATIONS

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Students will be required to complete short critical reflections responding to feedback given through from observations, capturing their learning from feedback and identifying areas for future professional development.

### 3.1.4 ADDITIONAL EVIDENCE

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Additional evidence may be presented in a variety of formats e.g. reports, presentations, mini-portfolios, using a variety of media e.g. desktop publishing, video, mixed media. The format should be agreed in advance between the student and Supervisor / Practice Tutor. Except where it contributes to the demonstration of the competence, it is the content of the evidence not the format that will be assessed. Each piece of evidence should be accompanied by a cover sheet (see MyCYM) explaining what it is and indicating clearly which elements of the competence are demonstrated through it, within a column on the right-hand-side of the page. Examples of evidence include minutes from meetings, records of planning or evaluating sessions, letters, financial records or budgets, reports etc. Suggestions are included against each competence outline.

### 3.2 WORKING PRACTICE

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Written work should be submitted to the Practice Tutor at least 2 working days (48 hours) in advance of the tutorial or as agreed in advance. The precise details of this should be negotiated between the student and the Practice Tutor.

At the tutorial, feedback will be given and guidance on improving practice, understanding and the professional and ministerial formation process itself. Practice Tutors are not required to formally assess the work.

### 3.3 ASSESSMENT DECISIONS

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The Practice submission is marked against the stated criteria and must be judged to be at least a pass in order to pass the module and obtain Professional Youth Worker status (JNC recognition) or specialist pathway.

Each submission date is a formal assessment point within the course, which by the end of Year 3 gives a clear indication of the student's professional progress. At the end of Year 3, the Professional Practice Co-ordinating Tutor will consider the professional competence of the student and indicate this on a scale to aid a more reflective assessment. This process will highlight whether the student's work is:

**Satisfactory** – The student's work is satisfactory and currently on target to demonstrate full competency by the end of the course.

**Unsatisfactory** – The student's work is unsatisfactory and currently not on target to demonstrate full competency by the end of the course.

At the end of the course a professional assessment is made by the PPCT as to whether the student has met all the requirements for professional recognition. This assessment is based on the wider knowledge that the PPCT has of the student, drawing on: written work, Practice Tutor reports, Line Managers' reports, student self-assessment, observations, tutorials and the end point assessment.

If a student fails to evidence a competency, they may retake that competency over a period of not less than one year, including an additional sixty hours of practice. If the student fails two or more competencies, then they may need to retake one or both Practice Agency's hours over a period of not less than one academic year.

### 3.3.1 SUBMISSION AND PARITY PROCESS

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The normal pattern for the assessment and parity processes are:

- Practice Tutor receives work at least 48 hours (i.e. 2 working days) before scheduled meeting;
- Practice Tutor reads beforehand and then gives feedback during the meeting;
- Work is submitted at the end of the 1<sup>st</sup> and 2<sup>nd</sup> year for assessment as part of the core module.
- Work is formally assessed by the Professional Practice Coordinating Tutor;
- Provisional mark agreed at CYM Internal Board;
- Final mark confirmed by University Exam Board;
- Formal Feedback sent to students  
(Informal feedback on progress will also be given during the year)

Assessment decisions taken at the CYM Exam Board are subject to consultation and confirmation with the appointed Fieldwork External Examiner.

### 3.3.2 FAILURE

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Students who fail to achieve a pass in the Portfolio element of the assessment will fail the professional practice element of their course, and second attempts at submission agreed according to the University Regulations for Assessment.

Students will have the option to leave the Community Youth Work pathway, and graduate with a BA (Hons) in Practical Theology without professional recognition.

## 4: PROFESSIONAL AND MINISTERIAL PRACTICE COMPETENCIES

### 4.1 INTRODUCTION

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In addition to the National Occupational Standards for youth and community work, evidence of competence in ministerial practice is also assessed through Competence 1 and 6 of the CYM portfolio.

The competences describe the knowledge, skills, attitudes and theological engagement expected of a Christian graduate in context-based ministry, and reflect core values as articulated by the NYA, and CYM's standards for context-based ministry. They have been developed in consultation with the field, current and past students, key stakeholders in CYM and the course validators. They present an integrated approach to defining competence for students who may pursue careers in professional and voluntary sectors, for statutory, charitable

independent and church organisations, in the disciplines of youth and community work, youth and children's ministry and related fields such as youth justice, welfare, community development, mission and evangelism.

The relationship between the CYM Competencies and the National Occupational Standards for youth work is demonstrated in Appendix 4.

#### 4.2 VALUES AT THE CORE OF YOUTH WORK

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The following section is based on values at the heart of professional Youth Work, however CYM believes they apply to most areas of context-based ministry on other pathways and therefore serve as a useful guide and source for reflection.

Designed by representatives of the sectors within youth work, the Youth Work National Occupational Standards (NOS) are an agreed suite of values which distinguish youth work from other, sometimes related activities involving young people.

These values are at the core of the work undertaken within youth work and underpin the standards. It is also recognised that these values need to be placed within the local, social and political context within which youth work activities are undertaken, and of which youth workers will need to be aware. These values also illustrate how youth work is involved in the holistic development of young people:

- Young people choose to be involved, not least because they want to relax, meet friends, make new relationships, to have fun, and to find support;
- The work starts from where young people are in relation to their own values, views and principles, as well as their own personal and social space;
- It seeks to go beyond where young people start, to widen their horizons, promote participation and invite social commitment, in particular by encouraging them to be critical and creative in their responses to their experience and the world around them;
- It treats young people with respect, valuing each individual and their differences, and promoting the acceptance and understanding of others, whilst challenging oppressive behaviour and ideas;
- It respects and values individual differences by supporting and strengthening young people's belief in themselves, and their capacity to grow and to change through a supportive group environment;
- It is underpinned by the principles of equity, diversity and interdependence;
- It recognises, respects and is actively responsive to the wider networks of peers, communities, families and cultures which are important to young people, and through these networks seeks to help young people to achieve

stronger relationships and collective identities, through the promotion of inclusivity;

- It works in partnership with young people and other agencies which contribute to young people's social, educational and personal development;
- It is concerned with how young people feel, and not just with what they know and can do;
- It is concerned with facilitating and empowering the voice of young people, encouraging and enabling them to influence the environment in which they live;
- It recognises the young person as a partner in a learning process, complementing formal education, promoting their access to learning opportunities which enable them to fulfil their potential;
- It safeguards the welfare of young people, and provides them with a safe environment in which to explore their values, beliefs, ideas and issues.

### Operating with Professional Standards

By the end of the course students will be expected to demonstrate comprehension of all the competences outlined in Year 2 and 3 and apply them in a wide variety of contexts. Successful completion of the compulsory competences will lead youth work graduates to professionally qualified status in the Professional Range and enable the student to carry strategic and operational responsibility for service delivery and development. The conferment of other pathway awards carry the same expectation, even where no professional award currently exists.

## 5: INDICATIVE RESOURCES

<p><b>Values, Principles and Practice (Comp 1)</b></p> <p>Note for continuing students - Comps C&amp;F have been swapped for 2019.</p>	<p><b>See Indicative Resources for 'Community, Research and theological Reflection' Module Guide</b></p>	
<p>HEALY, K &amp; MULLHOLLAND, J</p>	<p>Writing Skills for Social Workers</p>	<p>Sage 2007</p>
<p>SERCOMBE, H</p>	<p>Youthwork Ethics</p>	<p>Sage 2010</p>



CAPERON, J, TODD, A. & WALTERS, J.	A Christian Theology of Chaplaincy	Jessica Kingsley, 2018
GRAHAM, E et al	Theological Reflection Methods	SCM Press 2005
Gula, R.M.	Just Ministry: Professional Ethics for Pastoral Ministry	Paulist Press, 2010
HARRIES, R	Faith in Politics? Rediscovering Christian Roots of our Political Values	Darton, Longman and Todd, 2010
MOON, J	Reflection in Learning and Professional Development	Kogan Page 2000
Nash, P, Parkes, M & Hussain Z	Multifaith care for sick and dying children and their families : a multidisciplinary guide	Jessica Kingsley, 2015
NASH, S Ed	Christian Youthwork: In Theory and Practice	SPCK
YOUNG Kerry	The Art of Youth Work	Russell House Publishing
INGRAM G & HARRIS J	Delivering Good Youth Work	Russell House Publishing 2001
<b>Building Purposeful Relationships (Comp 2)</b>	<b>See Indicative Resources for 'Community, Research and theological Reflection' Module Guide</b>	
Arnold, J. H.	Discipleship	Plough 2011
Brotherton, G et al.	Working with children, young people and families	Sage 2010
Clark, E.	Personhood and Presence, self as resource for personal and spiritual care	T & T Clark 2012
Coleman, J. & Hagell, A.	Adolescence risk and resilience: against the odds	Wiley 2007
Litchfield, K.	Tend my Flock	Canterbury Press 2006
Nash, P. Parkes, M & Hussain, Z.	Multifaith Care for Sick and Dying Children and their Families: A Multi-disciplinary Guide	Jessica Kingsley Publishers 2015
Nash, P. Darby, K & Nash, S.	Spiritual Care with Sick Children and Young People	Jessica Kingsley Publishers 2015
Nathan, M.	A Pastoral Leaders Handbook	Continuum 2011
Nouwen, H.	Spiritual Formation	SPCK 2011
Pattison, S.	A Critique of Pastoral Care	SCM Press 2000.

<b>Learning and Informal Education (Comp 3)</b>  Note for continuing students - Comps C&F have been swapped for 2019.	<b>See Indicative Resources for 'Community, Research and theological Reflection' Module Guide</b>	
Batsleer, J	<i>Informal learning in Youthwork</i>	Sage 2008
Beck, D & Purcell, R.	<i>Popular education practice for Youth and Community Development Work</i>	Learning Matters 2010
Cooling, T	<i>Doing God in Education</i>	Theos 2010
Gardner, H	<i>Multiple Intelligences: New Horizons in Theory and Practice</i>	Basic Books 2006
Heywood, D	<i>Divine Revelation and Human Learning.</i>	Ashgate
Heywood, D	<i>Kingdom Learning</i>	SCM Press 2017
Jeffs, T. & Ord, J.	<i>Rethinking Outdoor, Informal and Experiential Education: Beyond the Confines</i>	Routledge 2018
Jeffs, T. and Smith M	<i>Informal Education, Democracy and Learning</i>	Education Heretics Press 2005
Jonassen, D. H., & Land, S. M. (Eds.)	<i>Theoretical foundations of learning environments (3<sup>rd</sup> ed.)</i>	Routledge 2018
Oldfield, E. & Hartnett L.	<i>More than an Educated Guess.</i> London	Theos 2012
Ord, J Ed.	Critical issues in Youthwork Management	Routledge 2011
NASH, S Ed	Christian Youthwork: In Theory and Practice	SPCK

<b>COMMUNITY DEVELOPMENT AND INTERVENTION (Comp 4)</b>	<b>See also indicative resources for 'Community Research and Intervention' Module Guide</b>	
BUCHROTH I & PARKIN C	Using Theory In Youth and Community Work Practice	Learning Matters 2010
BECK D & PURCELL R	Popular Education Practice for Youth and Community Development Work	Learning Matters 2010
HUSKINS John	Quality Work with Young People	Penguin, 1996
INGRAM G & HARRIS J	Delivering Good Youth Work	Russell House Publishing 2001
KEHILY, M	Understanding Youth: Perspectives, Identities and Practices	Sage 2007
LEDWITH, M	Community Development in Action	Policy Press, 2016
NASH, NASH & BARTLE	Paediatric Chaplaincy: Principles, Practices and Skills	Jessica Kingsley, 2018
PITTAM, M	Building the Kingdom in the Classroom	St Paul's Publishing, 2017
POPPE, K.	Analysing Community Work: Its Theory and Practice	OUP, 2000
TWELVETREES, A	Community Wrok	Palgrave Macmillan, 2008
<b>Leadership and Management (Comp 5)</b>	<b>See Indicative Resources for 'Leadership and Management' Module Guide</b>	
Adair, J.	The Leadership Of Jesus: And Its Legacy Today	Canterbury Press. 2001
Adirondack, S.	Just About Managing? Effective Management for Voluntary Organisations and Community Groups.	LVSC. 2006
Alvesson, M.	Understanding Organisational Culture. 2nd Ed.	Sage. 2013.
Boddy, D.	Management: An Introduction. 6th Ed.	Pearson. 2014

Ford, K.	Leading and Managing Youth Work and Services for Young People.	Youth Work Press. 2005
Harrison, R. & Mann, G.	Partnership Made Painless: A Guide to Joined Up Working.	Lyme Regis: Russell House Publishing. 2003
KEHILY, M	Understanding Youth: Perspectives, Identities and Practices	Sage 2007
<b>Professional [and Ministerial] Identity and Practice (Comp 6)</b>	<b>See Indicative Resources for 'Professional Practice, Social Context and Practical Theology' Module Guide</b>	
Dean, K C.	<i>Practicing Passion: Youth and the Quest for a Passionate Church</i>	Eerdmans 2006
Nash, P & Nash, S	Tools for Reflective Ministry	SPCK 2009
Root, A.	Faith Formation in a Secular Age	Baker Academic 2017
Root, A.	The Pastor in a Secular Age	Baker Academic 2019
Sapin, K	Essential Skills for Youth Work Practice. Second Ed.	SAGE 2012
Whitehead, J.D & Whitehead E.E	Method in Ministry: Theological Reflection and Christian Ministry	Sheed and Ward, 1995
Occupational Standards for Youth and Community Work (NYA), Paediatric Chaplaincy (UKBHC), Chaplaincy with Children and Young people (CCCYP) or other related fields such as Community Development Work, standards for denomination ministry, as appropriate		
<b>Additional Websites and Journals</b>		
<a href="http://www.infed.org">www.infed.org</a> <b>Open Access Journals</b> (as well as those available through the Staffs Library and EBSCO) Religions: <a href="https://www.mdpi.com/journal/religions">https://www.mdpi.com/journal/religions</a> Youth and Policy <a href="https://www.youthandpolicy.org/">https://www.youthandpolicy.org/</a> Journal of Missional Practice <a href="https://journalofmissionalpractice.com/">https://journalofmissionalpractice.com/</a> Children <a href="https://www.mdpi.com/journal/children">https://www.mdpi.com/journal/children</a> Child development <a href="https://www.hindawi.com/journals/cdr/">https://www.hindawi.com/journals/cdr/</a> This is an index of Open Access Journals <a href="https://doaj.org/">https://doaj.org/</a>		

## APPENDIX 1 - PROCEDURES TO BE FOLLOWED IF A STUDENT IS EXPERIENCING DIFFICULTIES WHILST IN THE PRACTICE AGENCY

Where a student is employed it is expected that normal agency procedures will be followed but that CYM will be kept fully informed when it impacts student's professional practice. To mitigate for circumstances where difficulties in practice may prohibit the progression and/or qualification of a student, the following scenarios and related guidance has been identified:

### **Six scenarios where students may experience difficulty within their Practice Agency:**

- 1 Where the student is unable, for whatever reason, to meet the required number of sessions / hours
- 2 Where the student is seen to be marginal and / or failing in terms of practice competence
- 3 Extreme circumstances where the Agency feels the student is putting clients at risk or so disrupting the working of the Agency that a request is made for their removal
- 4 Where the student wishes to make a formal complaint against the Practice Agency or the Practice Tutor e.g. in terms of racial or sexual harassment, repeated failure to meet the student's learning need, etc.
- 5 Where the Agency can no longer provide a suitable Professional Practice context
- 6 Where the Agency fails to meet the conditions of the programme

### **Guidance in responding to these scenarios:**

#### 1 STUDENT WHO DOES NOT COMPLETE THE REQUIRED NUMBER OF SESSIONS/HOURS

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- 1.1 After five sessions / 15 hours absence from the Practice Agency, whether continuous or not, the Line Manager must inform the Practice Tutor and both together will then decide if an investigation is needed and will, if necessary, take appropriate action.

- 1.2 To meet JNC and pathway requirements for the Practice Agency the student must complete the required minimum number of hours, as indicated in the course details.
- 1.3 If the student fails to meet the required number of hours then this must be reported to the Examination Board. The Examination Board will then make a decision about whether and in what way the student can make up the time missed.

## 2 STUDENT SEEN TO BE MARGINAL AND / OR FAILING

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- 2.1 This situation will be identified through the course of observation, feedback and tutorials. It will be the responsibility of the Practice Tutor in consultation with the student and Practice Agency, if appropriate, to draw up an action plan to address shortcomings.

## 3 EXTREME CASES WHERE THE PRACTICE AGENCY ASKS FOR REMOVAL OF THE STUDENT

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- 3.1 It is expected that this will occur in exceptional circumstances only and where the clients are put at risk or there is a failure to behave in a professional way by the student.
- 3.2 Once the concern is raised the student Practice Agency will be suspended
- 3.3 A meeting will be called as soon as possible to discuss the issue. Those invited will normally be the Practice Tutor, the student and his/her Line Manager and someone identified by the student as a support or advocate.
- 3.4 Before the meeting all those attending will receive written details of the evidence supporting the concern.
- 3.5 The meeting will decide if the student's Practice Agency should be terminated or re-instated or whether another Practice Agency should be arranged
- 3.6 In the event of disagreement, the final decision about the continuation of the Practice Agency will be made by the Agency's representative.

## 4 STUDENTS WISHING TO MAKE A FORMAL COMPLAINT

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- 4.1 Students who wish to make a complaint against the Practice Tutor or the Agency should first approach that person informally. If the matter is not then resolved satisfactorily, they should consult with their Course Leader as to how to proceed.
- 4.2 If the situation is not resolved informally then the Course Leader will follow the procedure from 3.3 (above) and call a meeting to discuss the issues raised
- 4.3 Before the meeting all those attending will receive written details of the evidence supporting the concern.
- 4.4 The meeting will decide if the student's Practice Tutor or Agency should be terminated or re-instated or whether another Practice Tutor or Practice Agency should be arranged
- 4.5 In the event of disagreement, the final decision about the continuation of practice arrangements will be made by the Course Leader.

## 5 THE AGENCY CAN NO LONGER PROVIDE THE PRACTICE AGENCY

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- 5.1 The Practice Agency will cease at a time agreed between the Line Manager and the Course Tutor.
- 5.2 Students will be helped to find another Practice Agency by CYM.

## 6 THE AGENCY FAILS TO MEET THE CONDITIONS OF THE SCHEME

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- 6.1 There will be a meeting between the Practice Tutor and student to ascertain the problem, followed by a meeting between a Course Tutor and the Line Manager.
- 6.2 If appropriate, a three-way meeting will be held where Practice Tutor, student and Line Manager seek to resolve the problems.
- 6.3 If the situation is not resolved or the student's health or well-being is at risk, the Practice Tutor may propose the removal of the student from the Practice Agency and the establishment of a new Practice Agency.
- 6.4 Where required, students will be helped to find another Practice Agency by CYM.

## 7 OTHER EMERGENCY PROCEDURES:

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#### Personal difficulties:

If a student gets into personal difficulties whilst in the Practice Agency these will be dealt with by the Line Manager and or the person appointed to give pastoral support in the Practice Agency. The course leader should be kept informed of the problem. This network will seek to support the student through the difficulties in order to support progression with the qualification.

#### Financial difficulties:

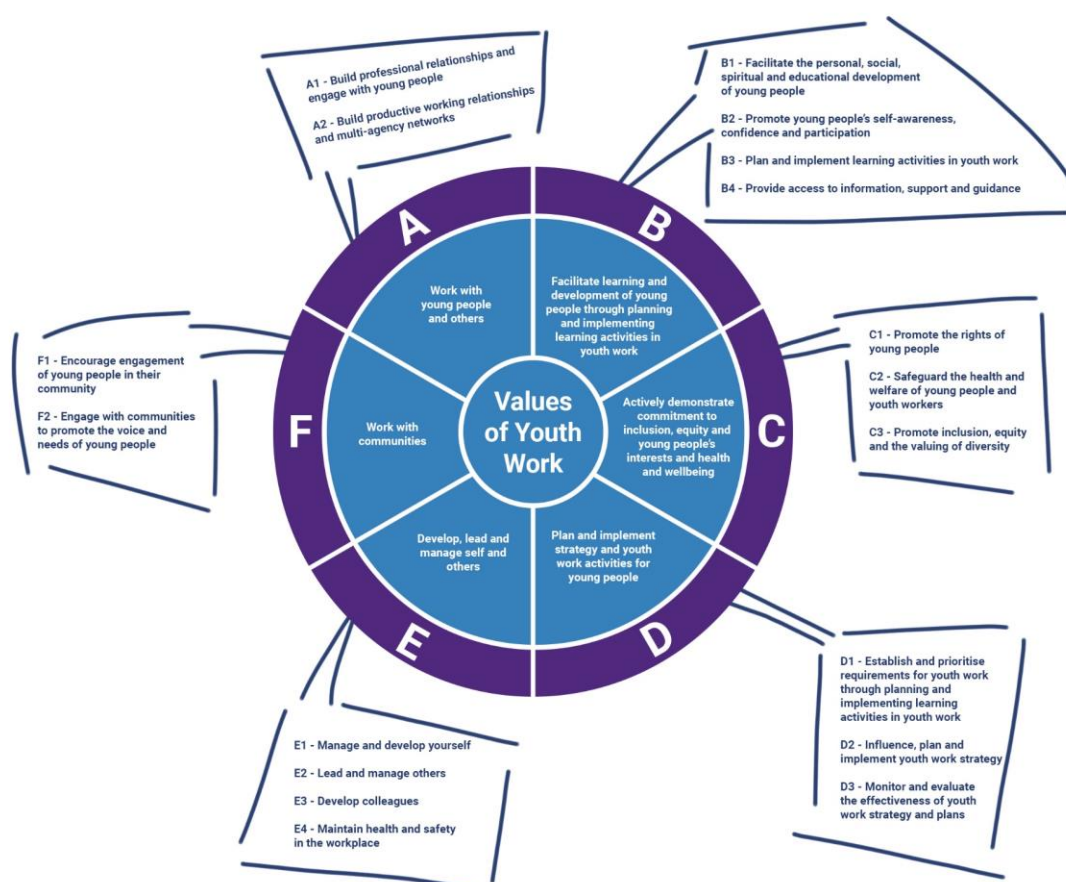
If a student gets into financial difficulties whilst in the Practice Agency these will be dealt with by the Line Manager and / or person appointed to give pastoral support in the Practice Agency. The course leader should be kept informed of the problem. Where necessary CYM may provide a link between the student and a recognised debt counsellor. Where appropriate a student may make a request to the Hardship Fund that is administered by the Trustees of CYM.



## APPENDIX 2 – THE PROFESSIONAL PRACTICE PORTFOLIO

The portfolio is designed to evidence that students are able to demonstrate ability across the National Occupational Standards (NOS) for Youth and Community Work – see functional map below. NOS are mapped against the CYM Competence Framework in Appendix 4

Much of this is demonstrated through academic work, and activities in class so the tasks outlined below will meet the competencies not demonstrated



elsewhere.

CYM Competencies	
1.	Values, Principles and Practice
2.	Leadership and Management
3.	Communities and Contexts
4.	Learning and Informal Education
5.	Building Purposeful Relationships

6.	Professional and Ministerial Formation
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## COMPLETING YOUR PORTFOLIO

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The portfolio is completed in sections – one competence per term – but builds into a complete document which is presented at the end of Year 3 to your Line Manager and Practice Tutor as part of the *Leadership and Ministry* module assessment. This is the point where the summative decision about your professional competence will be made.

**Year 2** – Competencies 1-3

**Year 3** – Competencies 4-6

Guidance on completing the portfolio will be given in Formation Groups at college and with support from your Practice Tutor who will encourage your professional development. Draft work should be sent to the PT at least 48 hours (two working days) before your meeting giving time for them to add comments before you meet, and you should normally improve or add to your work following reflective discussions.

Practice Tutors will make a judgement on your professional competence, but not award an academic mark. The Portfolio is graded as follows:

**Satisfactory** – The student's work is satisfactory and currently on target to demonstrate full competency by the end of the course.

**Unsatisfactory** – The student's work is unsatisfactory and currently not on target to demonstrate full competency by the end of the course.

Students have the opportunity to improve work graded as unsatisfactory before the end of the course.

See section 3.3 for further details

## PRESENTATION OF PORTFOLIOS

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Guidance on submitting the portfolio are available on the MyCYM Practice Portfolio page.

**Note** - Care should be taken to protect the identity of individuals in your portfolio in accordance with safeguarding, consent and GDPR regulations. This may take

the form of anonymising names, blurring images or obtaining specific consent to use their identity in this context.

## COMPETENCE 1 – VALUES, PRINCIPLES AND PRACTICE

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You need to be able to demonstrate the following knowledge, skills, attitude and theological engagement in a range of situations. Relevant theory and theological reflection should be integrated throughout.

- a. Relate the values and principles of professional work to your practice 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.

### Your submission for this competence should include:

#### Directed tasks

Each of the directed tasks should be accompanied by a cover sheet explaining the context and demonstrating which of the CYM Competencies it demonstrates.

1. Complete two separate SWOT analyses of both the Safeguarding, and Health and Safety policies in your Main Practice Agency  
 This should include a summary of findings and any actions required, and  
 A theological reflection on the task (guideline 500 words).
2. The first of three entries from your reflective diary, session recording log, blog or vlog exploring your **practice and attitudes as an informal educator**, promoting inclusion, equity and the valuing of diversity.

The format should be appropriate to your context and negotiated with your Practice Tutor but an example proforma is available on MyCYM.

These should be discussed with your Practice Tutor who will annotate them prior to your meeting.

Following your meeting, any additional reflections should be added by you to improve your practice.

(guide length 750 word per entry)

### **Practice Agency Documents**

All documents should be signed by the appropriate people before submitting.

3. Mid-Year Self-assessment
4. Mid-Year Line Manager's Assessment
5. Mid-Year Practice Tutor's Assessment
  
6. Main Practice Agency Setup Documents  
(these need renewing each year – depending on your context you may be able to amend previous documents)
  - Practice Agency Information Sheet
  - Learning Contract
  - Safe to Practice Form
  - Notes from start of year 3-way meeting
  
7. Alternative Practice Agency Setup Documents
  - Proposal Form
  - Learning Agreement

## **COMPETENCE 2 – LEADERSHIP AND MANAGEMENT**

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You need to be able to demonstrate the following knowledge, skills, attitude and theological engagement in a range of situations. Relevant theory and theological reflection should be integrated throughout.

- a. Understand key theories and models relating to building relationships with 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 people, colleagues 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 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 people's change and growth.
- h. Enable 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.

## Your submission for this competence should include:

### Directed tasks

Each of the directed tasks should be accompanied by a cover sheet explaining the context and demonstrating which of the CYM Competencies it demonstrates.

#### 1. Observation 1

Deliver a training session or planning meeting with your team appropriate to your setting which your Practice Tutor will observe.

You should discuss the session plan and evaluation with your Practice Tutor before and after the observation.

You should include in your portfolio:

- Session plan and evaluation
- Materials used in the session
- The observation report completed by your Practice Tutor

2. The second of three entries from your reflective diary, session recording log, blog or vlog exploring your **practice and attitudes as an informal educator**, promoting inclusion, equity and the valuing of diversity.

Details as in Competence 1

## COMPETENCE 3 – COMMUNITIES AND CONTEXTS

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You need to be able to demonstrate the following knowledge, skills, attitude and theological engagement in a range of situations. Relevant theory and theological reflection should be integrated throughout.

- a. Understand the models and practices of formal education 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.

## Your submission for this competence should include:

### Directed tasks

Each of the directed tasks should be accompanied by a cover sheet explaining the context and demonstrating which of the CYM Competencies it demonstrates.

#### 1. **Observation 2**

Plan and deliver an activity which enables a group within your practice agency engage with their local community, which your Line Manager will observe.

You should discuss the session plan and evaluation with your Line Manager before and after the observation.

You should include in your portfolio:

- Session plan and evaluation
- Materials used in the session
- The observation report completed by your Line Manager

2. The third of three entries from your reflective diary, session recording log, blog or vlog exploring your **practice and attitudes as an informal educator**, promoting inclusion, equity and the valuing of diversity.

Details as in Competence 1

3. Notes from mid-year 3-way meeting

contd. over

## Practice Agency Documents

All documents should be signed by the appropriate people before signing.

3. Main Practice Agency Time Sheets
  4. End of year Self-assessment
  5. End of year Line Manager's Assessment
  6. End of year Practice Tutor's Assessment
  7. Pathway Transfer Form\*
  8. Alternative Practice Agency Time Sheets
  9. Alternative Practice Agency Line Manager's Assessment
- Note:** Some students may complete their Alternative Practice during summer holidays. In this case add a note to your portfolio explaining this, and upload documents when the practice is completed.

\* **Pathway Transfer Form** – this is available on MyNewman, and is required to ensure you are registered on the relevant pathway (e.g. Community Youth Work, Youth and Children's Minister etc) to receive the correct award at the end of Year 3. Please include a copy of the form you upload to Newman.

## COMPETENCE 4 – LEARNING AND INFORMAL EDUCATION

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You need to be able to demonstrate the following knowledge, skills, attitude and theological engagement in a range of situations. Relevant theory and theological reflection should be integrated throughout.

- 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

## Your submission for this competence should include:

### Directed tasks

Each of the directed tasks should be accompanied by a cover sheet explaining the context and demonstrating which of the CYM Competencies it demonstrates.

#### 1. Observation 3

Develop or adapt a resource for use in a session with an individual or group appropriate to your practice context that helps them explore their spiritual selves, which your Line Manager will observe.

You should discuss the session plan and evaluation with your Line Manager before and after the observation.

You should include in your portfolio:

- Session plan and evaluation
- Materials used in the session
- The observation report completed by your Line Manager

2. The first of three entries from your reflective diary, session recording log, blog or vlog exploring your practice in **building purposeful relationships** within your community.

The format should be appropriate to your context and negotiated with your Practice Tutor but examples are available on MyCYM.

These should be discussed with your Practice Tutor who will annotate them prior to your meeting.

Following your meeting, any additional reflections should be added by you to improve your practice.

(guide length 750 word per entry)

### Practice Agency Documents

All documents should be signed by the appropriate people before signing.

3. Mid-Year Self-assessment



4. Mid-Year Line Manager's Assessment
5. Mid-Year Practice Tutor's Assessment
6. Main Practice Agency Setup Documents
 

**Note** – Practice Agency documents need renewing each year, whether you have changed practice context or not.

  - Practice Agency Information Sheet
  - Learning Contract
  - Safe to Practice Form
  - Notes from start of year 3-way meeting
7. 2<sup>nd</sup> Alternative Practice Agency Setup Documents
  - Proposal Form
  - Learning Agreement
  - (Plus any outstanding documentation from the 1<sup>st</sup> Alternative Practice Agency)

## COMPETENCE 5 – BUILDING PURPOSEFUL RELATIONSHIPS

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You need to be able to demonstrate the following knowledge, skills, attitude and theological engagement in a range of situations. Relevant theory and theological reflection should be integrated throughout.

- 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: prioritize resources, manage budgets, personnel and buildings and produce development plans*)

**Your submission for this competence should include:**

### Directed tasks

Each of the directed tasks should be accompanied by a cover sheet explaining the context and demonstrating which of the CYM Competencies it demonstrates.

### 1. **Observation 4**

An observation by your Practice Tutor, and at least three pieces of evidence demonstrating your ability to communicate professionally in a range of contexts.

E.g. lead a teaching session, presentation to members, minutes from a meeting, report to trustees, leaflets for service users, web page, presentation resources, etc.

You should discuss the session plan and evaluation with your Line Manager before and after the observation.

You should include in your portfolio:

- Session plan and evaluation
- Materials used in the session
- The observation report completed by your Line Manager

2. The second of three entries from your reflective diary, session recording log, blog or vlog exploring your practice in **building purposeful relationships** within your community.

Details as in Competence 4

3. Notes from mid-year 3-way meeting (optional meeting if anything has changed or requested by any party)

## COMPETENCE 6 – PROFESSIONAL AND MINISTERIAL FORMATION

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You need to be able to demonstrate the following knowledge, skills, attitude and theological engagement in a range of situations. Relevant theory and theological reflection should be integrated throughout.

- 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

## Your submission for this competence should include:

### Directed Tasks

Each of the directed tasks should be accompanied by a cover sheet explaining the context and demonstrating which of the CYM Competencies it demonstrates.

1. At least three pieces of evidence demonstrating your ability to manage your work safely.

E.g. planning rota, risk assessment, consent form, budget plan, funding bid.

2. The third of three entries from your reflective diary, session recording log, blog or vlog exploring your practice in **building purposeful relationships** within your community.

Details as in Competence 4

### Practice Agency Documents

All documents should be signed by the appropriate people before signing.

1. Main Practice Agency Time Sheets
2. End of year Self-assessment
3. End of year Line Manager's Assessment
4. End of year Practice Tutor's Assessment
5. Recorded Professional Formation Viva and Reflection (see notes).  
A link to the recorded viva should be included in your portfolio.
6. 2<sup>nd</sup> Alternative Practice Agency Time Sheets (cont. over)

## 7. 2<sup>nd</sup> Alternative Practice Agency Line Manager's Assessment

### APPENDIX 3 – MAPPING PORTFOLIO TASKS TO NOS AND CYM COMPETENCIES

<b>Competencies Framework for Youth Work NOS (A-C)</b>	Module Teaching (indicates module number)	Module Assessment (indicates module number)	Fieldwork Task	Portfolio Tasks (see below - gathered from practice or created for portfolio)
<b>A Work with young people and others</b>				
A.1 Build professional relationships and engage with young people	1,2		LM Assessment Observation 1,3	1.2
A.2 Build productive working relationships and multi-agency networks	1,2		LM Assessment	3.1, 5.1
<b>B Facilitate learning and development of young people through planning and implementing learning activities in youth work</b>				
B.1 Facilitate the personal, social, spiritual and educational development of young people	5	5	Observation 3	2.2, 4.1
B.2 Promote young people's self-awareness, confidence and participation	1		Observation 3	3.1, 4.1
B.3 Plan and implement learning activities in youth work	5		LM Assessment Observation 1, 3	3.1, 3.2
B.4 Provide access to information, support and guidance	4	2	Observation 1	3.1
<b>C Actively demonstrate commitment to inclusion, equity and young people's interests and health and wellbeing</b>				
C.1 Promote the rights of young people	2,3		Observation 4	4.2, 5.1
C.2 Safeguard the health and welfare of young people and youth workers	1,2		LM Assessment Observation 1,3	5.2, 1.1

	C.3 Promote inclusion, equity and the valuing of diversity	1,2	1,2	Observation 1	5.2
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<b>Competencies Framework for Youth Work NOS (D-F)</b>		Module Teaching (indicates module number)	Module Assessment (indicates module number)	Fieldwork Task	Portfolio Tasks (see below - gathered from practice or created for portfolio)
<b>D</b>	<b>Plan and implement strategy and youth work activities for young people</b>				
	D.1 Establish and prioritise requirements for youth work	1,2		LM Assessment Observation 2	5.2, 1.1
	D.2 Influence, plan and implement youth work strategy	2	2	LM Assessment Observation 2	5.2, 2.1
	D.3 Monitor and evaluate the effectiveness of youth work strategy and plans	6	6	PT Assessment Observation 2	3.1, 4.1
<b>E</b>	<b>Develop, lead and manage self and others</b>				
	E.1 Manage and develop self	1,4		LM Assessment	5.2
	E.2 Lead and manage others	6	6	LM Assessment Observation 2	5.2, 2.1
	E.3 Develop colleagues	6	6	Observation 2	2.1
	E.4 Maintain health and safety in the workplace	1,2		Observation 1,3 LM Assessment	5.2, 1.1
<b>F</b>	<b>Work with communities</b>				
	F.1 Encourage engagement of young people in their community	2		Observation 3	3.1
	F.2 Engage with communities to promote the voice and needs of young people	2	2	LM Assessment	3.1

## APPENDIX 4 – MAPPING NOS TO CYM COMPETENCIES

National Occupational Standards		CYM Competence
A1	Build professional relationships and engage with young people	5 - Building Purposeful Relationships 4 - Learning and Informal Education
A2	Build productive working relationships and multi-agency networks	3 - Communities and Contexts 2 - Leadership and Management
B1	Facilitate the personal, social, spiritual and educational development of young people	1 - Values, Principles and Practice 4 - Learning and Informal Education 3 - Communities and Contexts 6 - Professional and Ministerial Formation
B2	Promote young people's self-awareness, confidence and participation	5 - Building Purposeful Relationships 2 - Leadership and Management 6 - Professional and Ministerial Formation
B3	Plan and implement learning activities in youth work	5 - Building Purposeful Relationships 4 - Learning and Informal Education
B4	Provide access to information, support and guidance	5 - Building Purposeful Relationships 3 - Communities and Contexts
C1	Promote the rights of young people	5 - Building Purposeful Relationships 4 - Learning and Informal Education 6 - Professional and Ministerial Formation
C2	Safeguard the health and welfare of young people and youth workers	1 - Values, Principles and Practice 2 - Leadership and Management 6 - Professional and Ministerial Formation
C3	Promote inclusion, equity and the valuing of diversity	1 - Values, Principles and Practice 5 - Building Purposeful Relationships 4 - Learning and Informal Education 3 - Communities and Contexts 2 - Leadership and Management 6 - Professional and Ministerial Formation

D1	Establish and prioritise requirements for youth work through planning and implementing learning activities in youth work	4 - Learning and Informal Education 2 - Leadership and Management
D2	Influence, plan and implement youth work strategy	2 - Leadership and Management
D3	Monitor and evaluate the effectiveness of youth work strategy	2 - Leadership and Management
E1	Manage and develop yourself	1 - Values, Principles and Practice 2 - Leadership and Management
E2	Lead and manage others	2 - Leadership and Management
E3	Develop colleagues	1 - Values, Principles and Practice 2 - Leadership and Management
E4	Maintain health and safety in the workplace	1 - Values, Principles and Practice 2 - Leadership and Management
F1	Encourage engagement of young people in their community	3 - Communities and Contexts
F2	Engage with communities to promote the voice and needs of young people	3 - Communities and Contexts

Source: Combined Youth Work NOS (2019) available at <https://nya.org.uk/resource/national-occupational-standards/>



CYM Competence	Sub-elements	National Occupational Standards	
1	<b>Values, Principles and Practice</b>	<ul style="list-style-type: none"> <li>i. Relate the values and principles of professional youth work in the Model for Effective Practice to your work in the practice agency.</li> <li>j. Be aware of how your own values, history and experience impact and influence your practice.</li> <li>k. Be clear about your role in the context of your practice agency</li> <li>l. Work within appropriate health &amp; safety, Safeguarding and risk assessment policies and make suggestions for improvement and development of practice.</li> <li>m. Work in ways that challenge discrimination and oppression, recognising and valuing difference.</li> <li>n. Work collaboratively with others as part of a team</li> <li>o. Manage and conduct yourself professionally (for example: time management, maintaining clear boundaries, personal organisation and planning).</li> <li>p. Reflect theologically on professional values, principles and practice.</li> </ul>	<p>B1 - Facilitate the personal, social, spiritual and educational development of young people  C2 - Safeguard the health and welfare of young people and youth workers  C3 - Promote inclusion, equity and the valuing of diversity  E1 - Manage and develop yourself  E3 - Develop colleagues  E4 - Maintain health and safety in the workplace</p>
2	<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>a. Demonstrate an understanding of team, management and leadership theory and its application within your context</li> <li>b. Reflect theologically on management and leadership</li> <li>c. Understand and apply legal and policy frameworks relating to staff and volunteer recruitment, supervision and development.</li> <li>d. Demonstrate appropriate level of professional presentation and administration skills (<i>e.g. basic IT, professional reports, recording keeping etc</i>)</li> <li>e. Demonstrate effective use of supervision and course structures (<i>e.g. raising issues with Practice Tutor and Line Manager, completing action points</i>)</li> </ul>	<p>A2 - Build productive working relationships and multi-agency networks  B2 - Promote young people's self-awareness, confidence and participation  C2 - Safeguard the health and welfare of young people and youth workers  C3 - Promote inclusion, equity and the valuing of diversity  D1 - Establish and prioritise requirements for youth work through planning and implementing learning activities in youth work  D2 - Influence, plan and implement youth</p>

		<p>f. Provide information and proposals to develop policy, strategy, practice and service provision in the agency</p> <p>g. Demonstrate an appropriate level of responsibility and accountability in managing work in the agency, demonstrating skills in analysis and strategic thinking (<i>for example: prioritize resources, manage budgets, personnel and buildings and produce development plans</i>)</p>	<p>work strategy</p> <p>D3 - Monitor and evaluate the effectiveness of youth work strategy</p> <p>E1 - Manage and develop yourself</p> <p>E2 - Lead and manage others</p> <p>E3 - Develop colleagues</p> <p>E4 - Maintain health and safety in the workplace</p>
3	<b>Communities and Contexts</b>	<p>a. Understand the history, context and development of your agency and its local community (<i>e.g. mission, goals and place in community</i>).</p> <p>b. Have an understanding of sociological and political factors that impact individuals, families and communities (<i>e.g. prejudice, racism, social class prejudice</i>).</p> <p>c. Reflect theologically on inclusion, participation and community</p> <p>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.</p> <p>e. Develop and maintain appropriate strategic networks and partnerships (<i>for example: with other local service providers, parents, families, specialist agencies</i>)</p> <p>f. Demonstrate skills necessary to undertake community research and undertaking effective consultation with young people and other stakeholders</p>	<p>A2 - Build productive working relationships and multi-agency networks</p> <p>B1 - Facilitate the personal, social, spiritual and educational development of young people</p> <p>B4 - Provide access to information, support and guidance</p> <p>C3 - Promote inclusion, equity and the valuing of diversity</p> <p>F1 - Encourage engagement of young people in their community</p> <p>F2 - Engage with communities to promote the voice and needs of young people</p>
4	<b>Learning and Informal Education</b>	<p>g. Understand the models and practices of formal education, curriculum-based youth work and informal education.</p> <p>h. Apply learning theories, including learning styles, to informal education practice in your context.</p>	<p>A1 - Build professional relationships and engage with young people</p> <p>B1 - Facilitate the personal, social, spiritual and educational development of young people</p>

		<ul style="list-style-type: none"> <li>i. Develop an understanding of learning and development from a theological perspective.</li> <li>j. Lead and facilitate groups including needs assessment, appropriate intervention and evaluation.</li> <li>k. Work with learners and/or appropriate others to design, develop and evaluate activities.</li> <li>l. Use a range of creative techniques (<i>for example: play, arts, outdoor activities</i>) to facilitate and evaluate learning and development.</li> </ul>	<p>B3 - Plan and implement learning activities in youth work</p> <p>C3 - Promote inclusion, equity and the valuing of diversity</p> <p>D1 - Establish and prioritise requirements for youth work through planning and implementing learning activities in youth work</p>
5	<b>Building Purposeful Relationships</b>	<ul style="list-style-type: none"> <li>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)</li> <li>b. Develop an understanding of people and relationships from a theological perspective.</li> <li>c. Build appropriate relationships of trust with young people, colleagues, parents and appropriate others.</li> <li>d. Make effective use of supervision and course structures (e.g. raising issues with Practice Tutor and Line Manager, completing action points)</li> <li>e. Implement good practice in relationships with young people, including appropriate use of power, boundaries, confidentiality and referral.</li> <li>f. Demonstrate effective communication, negotiation, listening and relationship skills.</li> <li>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.</li> <li>h. Enable young people to explore and make sense of their experiences, and plan and take action.</li> </ul>	<p>A1 - Build professional relationships and engage with young people</p> <p>B2 - Promote young people's self-awareness, confidence and participation</p> <p>B3 - Plan and implement learning activities in youth work</p> <p>B4 - Provide access to information, support and guidance</p> <p>C1 - Promote the rights of young people</p> <p>C3 - Promote inclusion, equity and the valuing of diversity</p>

		<ul style="list-style-type: none"> <li>i. Demonstrate the necessary skills and strategies to manage behaviour – including developing positive environments and appropriate discipline.</li> </ul>	
6	<b>Professional and Ministerial Formation</b>	<ul style="list-style-type: none"> <li>i. Understand a range of theological perspectives on youth work and ministry and the nature of mission in your agency context (e.g. <i>incarnational, relational, catechesis, discipleship</i>)</li> <li>j. Understand the role of faith in the contexts in which you work (e.g. <i>local community/church ministry, urban/rural, faith-based youth centres, youth work inspired by faith of youth worker, faith in the public square</i>)</li> <li>k. Understand and apply key youth and community work values (e.g. EDI) to practice issues (e.g. <i>power and oppression, participation, boundaries</i>) in a youth work and ministry context.</li> <li>l. Lead an act of worship or reflection appropriate to your context.</li> <li>m. Facilitate a group with biblical, spiritual or theological content appropriate to your context (e.g. <i>Church sermon, talk, devotion, short act of worship, share an aspect of faith journey, providing space for a spiritual activity or encounter</i>)</li> <li>n. Engage in on-going personal spiritual disciplines (e.g. <i>Sabbath, prayer, retreats, spiritual direction</i>)</li> <li>o. Demonstrate a growing awareness of your vocation to youth work and ministry</li> <li>p. Demonstrate a commitment to professional behaviour and continuing professional and ministerial development</li> </ul>	<p>B1 - facilitate the personal, social, spiritual and educational development of young people</p> <p>B2 - promote young people's self-awareness, confidence and participation</p> <p>C1 - promote the rights of young people</p> <p>C2 - safeguard the health and welfare of young people and youth workers</p> <p>C3 - promote inclusion, equity and the valuing of diversity</p> <p>E1 - manage and develop yourself</p>

## Appendix 5 – Undergraduate Team Contact Details

<b>COURSE TEAM</b>	
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