# Observation Proforma – Observation 1

**Observation of Practice - Introduction**

Students are required to submit four practice appraisals, or observations in their first two years as part of their Professional practice submission. One observation each year should be submitted Main Professional practice Agency Line Manager, one from Professional Practice Tutor.

It is the student’s responsibility to provide the observer with the information they need to carry out the observation. The following sheets are provided for this purpose, which can be used or adapted as required. Alternatively, students may wish to develop their own sheets to use for all or some of the observations. Some suggestions are given below:

* Students may wish to develop sheets which are appropriate to the context of the observer, for example, including reference to theological reflection where appropriate or simplifying language where needed.
* Students may wish to write a short introduction about what they want to be observed on, focusing on, say three things that they wish the observer to comment on. This could be done by making the competence boxes bigger and the student flagging up how or where they are going to meet them. For example, regarding their ability to help young people and adults learn: ‘I will be using three different activities appealing to various learning styles in the session this evening and will summarise where we have got to at the end of each section’. This would then enable the observer to comment specifically on the student’s stated aims.
* Students may wish to use the specific competence elements as a framework for the observation or to frame specific questions around these for the observer to comment on.

It is the student’s responsibility to identify the competence elements observed. Students may also wish to include reflection on their own learning from the observation.

Whilst observations may be focussed upon a particular competence, we recognise that students are likely to be engaged in developing their practice holistically, and observations of practice should also reflect and record what the student demonstrates in their practice holistically. Therefore, Practice Tutors, Line Managers and students themselves are asked to record the evidencing of different competencies in their observations and reflections.

**Observation 1**

This observation focuses on four of the CYM Competencies: *Values, Principles and Practice, Leadership and Management, Communities and Contexts* and *Building Purposeful Relationships.*

The context of the learning activity will appropriate to context. Students are advised to discuss/check with their Practice Tutor or Practice Co-ordinator regarding the suitability of their proposed activity prior to observation.

**Observation of Practice 1:** Plan and deliver an activity which enables a group within your practice agency engage with their local community, which your Line Manager will observe. Discuss the session plan and evaluation with your Line Manager. Session plan, materials and evaluation, as well as the observation report should be included as evidence.

Observer’s Name:

Professional practice Tutor / Line Manager / Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
 (delete as appropriate – on of the observations must be done by your LM and the other by your PT)

Date

Venue

Event

Context

Please comment on any evidence of the student’s professional practice. Please comment against the following criteria:

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| **CYM Competence** | **Sub-elements** | **Assessor Commentary** |
| 1. **Values, Principles and Practice** | 1. Relate the values and principles of professional youth work/Chaplaincy in the Model for Effective Practice to your work in the practice agency. 2. Be aware of how your own values, history and experience impact and influence your practice. 3. Be clear about your role in the context of your practice agency 4. Work within appropriate health & safety, Safeguarding and risk assessment policies and make suggestions for improvement and development of practice. 5. Work in ways that challenge discrimination and oppression, recognising and valuing difference. 6. Work collaboratively with others as part of a team 7. Manage and conduct yourself professionally (for example: time management, maintaining clear boundaries, personal organisation and planning). 8. Reflect theologically on professional values, principles and practice. |  |
| 1. **Leadership and Management** | 1. Demonstrate an understanding of team, management and leadership theory and its application within your context 2. Reflect theologically on management and leadership 3. Understand and apply legal and policy frameworks relating to staff and volunteer recruitment, supervision and development. 4. Demonstrate appropriate level of professional presentation and administration skills *(e.g. basic IT, professional reports, recording keeping etc)* 5. Demonstrate effective use of supervision and course structures *(e.g. raising issues with Practice Tutor and Line Manager, completing action points)* 6. Provide information and proposals to develop policy, strategy, practice and service provision in the agency 7. 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)* |  |
| 1. **Communities and Contexts** | 1. Understand the history, context and development of your agency and its local community *(e.g. mission, goals and place in community).* 2. Have an understanding of sociological and political factors that impact individuals, families and communities *(e.g. prejudice, racism, social class prejudice).* 3. Reflect theologically on inclusion, participation and community 4. 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. 5. Develop and maintain appropriate strategic networks and partnerships *(for example: with other local service providers, parents, families, specialist agencies)* 6. Demonstrate skills necessary to undertake community research and undertaking effective consultation with young people and other stakeholders |  |

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| 1. **Building Purposeful Relationships** | 1. Understand key theories and models relating to building relationships with young people (For example: Carl Rogers, Richard Nelson, Erikson, Fowler, Kohlberg, Piaget, Westerhoff, Egan) 2. Develop an understanding of people and relationships from a theological perspective. 3. Build appropriate relationships of trust with young people, colleagues, parents and appropriate others. 4. Make effective use of supervision and course structures (e.g. raising issues with Practice Tutor and Line Manager, completing action points) 5. Implement good practice in relationships with young people, including appropriate use of power, boundaries, confidentiality and referral. 6. Demonstrate effective communication, negotiation, listening and relationship skills. 7. 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. 8. Enable young people to explore and make sense of their experiences, and plan and take action. 9. Demonstrate the necessary skills and strategies to manage behaviour – including developing positive environments and appropriate discipline. |  |

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| **Was the student able to naturally evidence meeting other competencies? Please list these, describing ways in which this was observed.** | |
| Competencies demonstrated | How was this observed? |
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**Overall Feedback on Observation**

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| --- | --- |
| **Strengths demonstrated during the observation** | |
| **Suggestions for Future Development:** | |
| **Observation Assessment**  In your professional opinion is the student ON TARGET to pass at the Professional Range in their area of practice or ministry? | **YES / NO** |
| **Signed** | **Date** |

*Please return the completed observation form to the student, whereupon they will complete the reflection proforma below.*

**Student’s reflection on and learning from the observation and feedback**

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| **Other competencies claimed during this observation (link to what was observable)**  e.g. 3b - I helped the group design a map of their local community with facilities for new people moving in to the area (see activity 2 in the resources). |

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| Competencies demonstrated | How was this observed? |
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