BACHELOR OF ARTS (Hons) IN PRACTICAL THEOLOGY (Community Youth Work (with JNC); Children and Family Ministry; Community Ministry; Chaplaincy)

Professional Practice Handbook 2022-23
Level 4

GUIDANCE

FOR STUDENTS, LINE MANAGERS AND PRACTICE TUTORS

(August 2022)

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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 .

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

  i.   the first year of studies, before students select a specialist pathway

  ii.   the suggested role of the Line Manager in developing Practice Agency-based learning

  iii.   the suggested role of the Practice Tutor in supporting students to meet the assessment criteria and reflect on their learning
  iv.   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). Level 4 study is a year of generic practice experience before students choose a specialist pathway in Levels 5 and 6. Although some students will follow the same pathway throughout, it allows others to develop a generic experience in their first year and change direction in year 2.

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 the specialist pathway 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.

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 and principles underpinning the work in all specialisms have their foundation in the National Youth Agency Ethical Principles (NYA, 2000), Youth Work Values (NOS, 2019), and from the biblical, philosophical and educational foundations of the Institute for Children, Youth and Mission (CYM). 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 skills, 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

Each student will engage in practice with three Professional Practice Agencies (PPA) during three years of study:

> 1. A Main Practice Agency of 360 hours per year in level 4,5 and 6 with a minimum of three face-to-face sessions (6 hours) per week over 40 weeks;
>
> 2. An External Observational Placement in level 4, spending time with an experienced practitioner in their field of interest;
>
> 3. 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 the course 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 and this will be evidenced in the Professional Practice Portfolio. PPA hours should normally be completed by the end of the 9th term (year 3) when following the typical 3-year route to complete the award.

1.2 CRITERIA FOR PRACTICE AGENCIES

As stated above, students engage with a minimum of four 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 a contrasting setting and would normally be in 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 External Observational Practice Agency should be able to give students an experience of work or ministry in an appropriate context. This may be a second experience in their chosen field, or the opportunity to observe a different type of agency. For example, a student intending on following the youth work pathway may choose to observe youth work in a different type of church, or spend time with a families' worker to help them identify if this might be their future calling.

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 which covers students' participation.

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. CYM's Professional Practice Coordinator (PPC) 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.

1.3 THE ROLE OF THE STUDENT

Students are responsible for:

B.1   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);

B.2   Setting up their Observational Practice Agency in consultation with their Practice Tutor, Line Manager, and course staff;

B.3   Liaising with their Practice Tutor and setting up 3-way meetings;

B.4   Alerting the Course Leader of any sickness, issues or difficulties affecting their work;

B.5   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;

B.6   Submitting their professional practice portfolio on time and in accordance with course guidelines;

B.7   Acting in accordance with agency and CYM policies and procedures;

B.8   Making good use of the supervision and support offered through the Practice Agency and CYM.

1.4 THE ROLE OF THE LINE MANAGER/ SUPERVISOR

Main Practice Agencies will need to provide a Line Manager for each student at the Practice Agency. Practice Agency Line Managers, and students will also be supported by a suitably qualified Practice Tutor to ensure a consistent and coherent approach to professional formation. Line Managers can also contact the PPC for advice and support where required. This 3-way system provides a 'triple lock' to ensure appropriate support and supervision are in place throughout the students qualifying experiences.

The role of the Line Manager is as follows:

B.1 Manage and supervise the student's work in the Practice Agency;

B.2 Ensure that the work programme enables the student to fulfil professional practice competencies;

B.3 Assess the student's suitability to practice, and in the case of the Community Youth Work pathway, their suitability to become a professionally qualified practitioner.

During Year One of the assessed professional practice period the Main Practice Agency Line Manager must:

B.4 Make one observation of practice, completing written feedback as required

B.5 Complete the end of Year 1 Student Appraisal Report

B.6 Sign the student's completed time sheets

B.7 Support the student in identifying a suitable person to offer pastoral support

B.8 Meet regularly with the student – we recommend fortnightly meetings of around an hour.

The External Observational Placement should provide students with:

1. 40 hours of experience that students can observe and participate in as appropriate to the setting.
2. Opportunities to discuss the values and approach to the work in that context.

The Alternative Practice Agency Line Manager must:

B.9   Sign the Learning Agreement form prior to the placement commencing

B.10   Meet with the student to monitor progress

B.11   Sign the student's completed time sheets

B.12   Complete an End of Practice Agency Student Appraisal Report

It is normally the student's responsibility to set up the Observational and APA with support from their Practice Tutor and course team.

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. This is arranged either during Community Week, a study block or individually with PTs. During these meetings, we ensure PTs have a sound understanding of their role and 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 the CYM competencies 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. One of these will take place during the first term and the formative portfolio has been assessed (usually in March). 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 student's 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: ASSESSMENT

2.1.1 ASSESSMENT SUBMISSION

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 which must be passed progress on to a specialist pathway in Year 2.

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.

The portfolio is then submitted at the end of each year as a gateway assessment to assess progress. In Level 4 this is as part of *CYU407 The Mission of God*. This pattern is repeated in Level 5 & 6 and eventually becomes the assessment of practice competence, leading to the Specialist Pathway award in Level 6 (including the JNC Professional Award where appropriate).

2.1.2 REFLECTIVE WRITING

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 students' practice.

Typically, but not necessarily, these follow the structure of Kolb's reflective learning cycle, where the practitioner begins with an element of practice, reflects on it before ultimately making recommendations for future action (see http://infed.org/david-a-kolb-on-experiential-learning/ for a brief introduction to Kolb).

Reflection should include both theological reflection and social theory.

2.1.3 CRITICAL REFLECTION ON OBSERVATIONS

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.

2.1.4 ADDITIONAL EVIDENCE

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.

2.2 WORKING PRACTICE

Written work should be submitted to the Practice Tutor 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.

2.3 ASSESSMENT DECISIONS

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 progress on to the 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 PPC as to whether the student has met all the requirements for the pathway. This assessment is based on the wider knowledge that the PPC 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 Agencies hours over a period of not less than one academic year.

2.3.1 SUBMISSION AND PARITY PROCESS

The normal pattern for the assessment and parity processes are:

- Practice Tutor receives work 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 1st and 2nd year for assessment as part of the core module.
- Work is formally assessed by the Professional Practice Coordinator
- Provisional mark agreed at CYM UG Internal Board;
- Final mark confirmed by University UG 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.

2.3.2 FAILURE

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 not progress on to a pathway, and work towards a BA (Hons) in Practical Theology without specialism.

3: PROFESSIONAL AND MINISTERIAL PRACTICE COMPETENCIES

Level 4 allows students to explore calling and begin to develop contextual ministerial competence. This acts as a bridge to evidencing their work against Competence 1- 6 of CYM professional framework at Levels 5 and 6.

The CYM competences describe the knowledge, skills, attitudes and theological engagement expected of a CYM graduate and reflect core values as articulated by the NYA (for students who enter the Community Youth Work pathway) and are used as a basis for those working with young people but also in wider fields of community-based work and 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 3.

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

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 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 (via the PPC). 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

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

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

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

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

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:

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.

The portfolio is designed to evidence that students are able to demonstrate ability appropriate for a Level 4 student in practice.

Much of this is demonstrated through academic work, and activities in class so the tasks outlined below to work towards the Level 4 Gateway Assessment in preparing students to develop competence in the six areas below as they enter their specialist pathway in Level 5.

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

COMPLETING YOUR PORTFOLIO

The Level 4 portfolio is completed in two sections – a Formative Portfolio in February and a Summative Portfolio in May – 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 1** – Exploring Pathways
> **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 2.3 'Assessment Decisions' for further details

PRESENTATION OF PORTFOLIOS

***Details on submitting the portfolio will be provided during the first term.

Year One Practice Portfolio

Formative Portfolio	
1.1	**Observation 1 -** an observation on your ability to work as part of a team in the context of your Practice Agency, which your Line Manager will observe. Discuss the session plan and evaluation with your Line Manager. Any session plan, materials and evaluation that you might use, as well as the observation report should be included as evidence. Where session plans are not contextually appropriate, you may discuss alternative forms of evidence with your practice tutor. This may, for example, include a recorded reflective dialogue on an interaction.[1]
1.2	**Evidence of Practice** Gather a variety of artefacts which actively evidence your practice and its development. For example, this can include: notes from a talk you gave, a PowerPoint, photos of activities appropriate to your context or testimony on your practice, reflective practice log. Should the context of your practice not enable these, you might include reflections on different interactions with people with whom you work, or an alternative as agreed with your practice tutor. [2]
1.3	Two entries from a reflective diary, session recording log, blog or vlog exploring different chosen elements of your practice. For example: 1. An activity or session you led 2. A relationship with one of your colleagues 3. A piece of theory or theology you have engaged with in practice 4. A critical incident 5. A comparison of your values with those of the agency where you are working.
1.4	Mid-year assessments: • Self-assessment • Main Practice Agency Line Manager's Assessment

	• Practice Tutor's Assessment
	Main Practice Agency Documents: • Main Practice Agency learning agreement • Safe to Practice Form
	Main Practice Agency Time Sheets to date
Summative Portfolio	
1.5	**Observation 2 –** an observation on your ability to build and sustain meaningful contextual relationships with children, young people, families and communities. Discuss the session plan and evaluation with your Practice Tutor. Session plan, materials and evaluation, as well as the observation report should be included as evidence. Where session plans are not contextually appropriate, you may discuss alternative forms of evidence with your practice tutor. This may, for example, include a recorded reflective dialogue on the interaction.
1.6	Two additional entries from a reflective diary, session recording log, blog or vlog as above: a. At least one of these entries should be a reflection on your learning from your External Observational Placement.
	End of year assessments: • Self-assessment • MP Line Manager's Assessment • Practice Tutor's Assessment
	Main Practice Agency Time Sheets
	Year 2 Practice Agency documents:

	• Main Practice Agency Proposal form, based on your chosen specialist pathway.

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[1] 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.

[2] Care should be taken to protect the identity of individuals throughout your portfolio submissions 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.

Appendix 3 – MAPPING PORTFOLIO TASKS TO NOS AND CYM COMPETENCIES

Competencies Framework for Youth Work NOS (A-C)	Module Teaching (indicates module number)	Module Assessment (indicates module number)	Fieldwork Task	Portfolio Tasks (see below - gathered from practice or created for portfolio)
A **Work with young people and others**				
A.1 Build professional relationships and engage with young people	1,2		LM Assessment Observation 1,3	B.4
A.2 Build productive working relationships and multi-agency networks	1,2		LM Assessment	A.1, B.3
B **Facilitate learning and development of young people through planning and implementing learning activities in youth work**				
B.1 Facilitate the personal, social, spiritual and educational development of young people	5	5	Observation 3	A.4, B.1
B.2 Promote young people's self-awareness, confidence and participation	1		Observation 3	A.1, B.1
B.3 Plan and implement learning activities in youth work	5		LM Assessment Observation 1, 3	A.1, A.4
B.4 Provide access to information, support and guidance	4	2	Observation 1	A1
C **Actively demonstrate commitment to inclusion, equity and young people's interests and health and wellbeing**				
C.1 Promote the rights of young people	2,3		Observation 4	A.4, B.3
C.2 Safeguard the health and welfare of young people and youth workers	1,2		LM Assessment Observation 1,3	A.2, B.2
C.3 Promote inclusion, equity and the valuing of diversity	1,2	1,2	Observation 1	A.4

Competencies Framework for Youth Work NOS (D-F)	Module Teaching (indicates module number)	Module Assessment (indicates module number)	Fieldwork Task	Portfolio Tasks (see below - gathered from practice or created for portfolio)

D	Plan and implement strategy and youth work activities for young people				
	D.1 Establish and prioritise requirements for youth work	1,2		LM Assessment Observation 2	A.2, B.2
	D.2 Influence, plan and implement youth work strategy	2	2	LM Assessment Observation 2	A.2, A.3
	D.3 Monitor and evaluate the effectiveness of youth work strategy and plans	6	6	PT Assessment Observation 2	A.1, B.1
E	Develop, lead and manage self and others				
	E.1 Manage and develop self	1,4		LM Assessment	A.2
	E.2 Lead and manage others	6	6	LM Assessment Observation 2	A.2, A.3
	E.3 Develop colleagues	6	6	Observation 2	A.3
	E.4 Maintain health and safety in the workplace	1,2		Observation 1,3 LM Assessment	A.2, B.2
F	Work with communities				
	F.1 Encourage engagement of young people in their community	2		Observation 3	A.1
	F.2 Engage with communities to promote the voice and needs of young people	2	2	LM Assessment	A.1

Appendix 4 – CYM Competencies and Sub-Competencies

CYM Competence		Sub-elements	National Occupational Standards for Youth and Community Work
1	**Values, Principles and Practice**	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	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

		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.	diversity E1 - Manage and develop yourself E3 - Develop colleagues E4 - Maintain health and safety in the workplace
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*)	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 work strategy D3 - Monitor and evaluate the effectiveness of youth work strategy E1 - Manage and develop yourself E2 - Lead and manage others E3 - Develop colleagues E4 - Maintain health and safety in the workplace
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*).	A2 - Build productive working relationships and multi-agency networks B1 - Facilitate the personal, social, spiritual and

		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	educational development of young people B4 - Provide access to information, support and guidance C3 - Promote inclusion, equity and the valuing of diversity F1 - Encourage engagement of young people in their community F2 - Engage with communities to promote the voice and needs of young people
4	**Learning and Informal Education**	a. Understand the models and practices of formal education, curriculum-based [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.	A1 - Build professional relationships and engage with young people B1 - Facilitate the personal, social, spiritual and educational development of young people B3 - Plan and implement learning activities in youth work 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
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.	A1 - Build professional relationships and engage with young people B2 - Promote young people's self-awareness, confidence and participation B3 - Plan and implement learning activities in youth work B4 - Provide access to information, support and

		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.	guidance C1 - Promote the rights of young people C3 - Promote inclusion, equity and the valuing of diversity
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)*	B1 - facilitate the personal, social, spiritual and educational development of young people B2 - promote young people's self-awareness, confidence and participation C1 - promote the rights of young people C2 - safeguard the health and welfare of young people and youth workers C3 - promote inclusion, equity and the valuing of diversity E1 - manage and develop yourself

	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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