# Observation Proforma (chaplaincy) – 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 focused 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 and all six of the existing chaplaincy standards to some extent.*

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 that would inform and inspire volunteers to join a chaplaincy team in your context, taking account of ethical considerations like confidentiality eg

* A presentation to a church congregation encouraging people to volunteer
* A presentation to a board of trustees on the development of chaplaincy services
* A presentation to a board of governors regarding inaugurating chaplaincy in a school

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:

|  |  |  |
| --- | --- | --- |
| **CYM Competence** | **Sub-elements** | **Assessor Commentary** |
| 1. **Values, Principles and Practice** | Taking account of the values underpinning chaplaincy standards – participation, equal opportunities, unconditional care, collaborative and multi disciplinary, context and mission focused, inclusive |  |
| 1. **Leadership and Management** | *Taking account of standards 1 , 2, 3, and 4 in particular* |  |
| 1. **Communities and Contexts** | Taking particular account of standards 3, 4,6, |  |

|  |  |  |
| --- | --- | --- |
| 1. **Building Purposeful Relationships** | 1. Taking particular account of standards 4, 5 and 6 |  |

|  |  |
| --- | --- |
| **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? |
|  |  |

**Overall Feedback on Observation**

|  |  |
| --- | --- |
| **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)** |

|  |  |
| --- | --- |
| **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? |
|  |  |

**Overall Feedback on Observation**

|  |  |
| --- | --- |
| **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**

|  |
| --- |
|  |
| **Other competencies claimed during this observation (link to what was observable)** |