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Presentation and Viva Feedback Sheet**

**(Pathway students)**

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| --- | --- | --- | --- |
| **Student Name** |  | | |
| **Assessor Name** |  | Line Manager |  |
| Practice Tutor |  |

**Notes for assessors**

1. Comments and grade relate *only* to the Presentation and *Viva*, not to the student’s general performance or other work.
2. Your role is to help the student give best account of themselves, not to identify their limitations. Please feel free to ask follow up questions if you are aware they have missed something key or have misunderstood the question.
3. Once completed, please return the feedback sheet to the student for inclusion in their portfolio AND emailed directly to [robin.smith@cym.ac.uk](mailto:robin.smith@cym.ac.uk)

## VIVA FEEDBACK SHEET – LINE MANAGER AND PRACTICE TUTOR All marks are provisional and subject to 2nd marking and verification by CYM Staff.

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| --- | --- | --- | --- |
| No. | Question | Comments | Mark Awarded |
| 1 | Which Pathway are you on – can you explain your understanding of what that pathway is all about.  For example, what are the key purposes of Children and Family Ministry. |  | Fail  Pass  Merit  Distinction  (circle awarded grade) |
| 2 | How has your understanding of *yourself* as a practitioner on that pathway changed over the course of your studies?  In other words, how have you grown and developed holistically as a practitioner? |  | Fail  Pass  Merit  Distinction |
| 3 | What key *theoretical* perspectives or models are integral to your practice and underpin your approach to ministry? |  | Fail  Pass  Merit  Distinction |
| 4 | What key *theological* perspectives or models are integral to your practice and underpin your approach to ministry? |  | Fail  Pass  Merit  Distinction |
| 5 | Which of the six competencies do you feel is your strength – can you give examples to illustrate this? |  | Fail  Pass  Merit  Distinction |
| 6 | Which of the six competencies do you feel is an area you have most growing still to do?  What practical steps will you take to continue this development? |  | Fail  Pass  Merit  Distinction |
| 7 | Describe your Alternative Practice. What did you learn here, and have you been able to bring any of that learning back in to your Main Practice Agency? |  | Fail  Pass  Merit  Distinction |
| 8 | What has been the most challenging/rewarding experience in your practice over the last 2 years and what learning did you achieve through this experience'? |  | Fail  Pass  Merit  Distinction |
|  | **General feedback comments** (if necessary) |  | **Overall Grade**  Fail  Pass  Merit  Distinction |

## MARKING CRITERIA Use this table as an aid to awarding marks. These are the same descriptors used to decide the student’s portfolio grade so interpret language appropriately.

|  |  |
| --- | --- |
| **Pass with Distinction** | Presented tasks are very well-written, demonstrating clear and insightful conclusions with evidence of independent and sophisticated thinking. The work shows strong analytical skills, critical understanding of competences and a high degree of reflective self-awareness. Evidence is very well presented and set in context. The portfolio demonstrates excellent practice skills and clearly demonstrates the student’s contextualized understanding of how evidence can help develop better practice. The student presents a broad variety of coherent, and well-developed ideas in relation to practice competences with an analytical, sophisticated and critically reflective understanding of their practice. Line Manager/Practice Tutor assessments show demonstrate excellent professional practice in different areas of competence and clearly reflect the core principles of (faith-based) practice. There is strong evidence of implementing this understanding and practice in a range of less predictable and less structured contexts. The strengths of practice evidenced far outweigh the areas for development and the standard of presentation is excellent. |
| **Pass with Merit** | Presented tasks demonstrate clear and accurate conclusions with evidence of some independent thinking. The work shows critical thinking and an understanding of competences, demonstrating some self-awareness. The work shows good evidence of reading. The writing demonstrates an ability to engage in appropriate and relevant theological reflection and the ideas and examples reflect a fairly good range. The evidence is well presented and set in context. It demonstrates competence in the practice skills required and shows clearly the student’s understanding of how evidence can help develop better practice. Line Manager/Practice Tutor assessments show good professional practice in different areas of competence and clearly reflect the core principles of (faith-based) practice. The student clearly identifies and addresses areas for development and growth as a professional. The student presents a variety of coherent and fairly well-developed ideas in competence areas. There is evidence of implementing understanding and practice in a range of less predictable and less structured contexts. The strengths of practice outweigh the areas for development and the work is well presented. |
| **Pass** | The presented tasks/portfolio demonstrate some understanding of the links between theory and practice with limited development in the student’s thinking. The work is largely descriptive with some critical awareness but limited perception. The work shows evidence of some appropriate reading. The writing demonstrates some theological awareness, although ideas are not fully developed. The ideas and examples reflect a limited range. About half the evidence presented demonstrates the student’s understanding of how to develop better practice. It demonstrates basic competence in practice skills. Practice assessments show good understanding of professional practice. The student recognizes their practice strengths and has planned adequately to develop identified areas for improvement. The student presents a restricted range of ideas in relation to competences with some development of thinking about their practical application. There is evidence of implementing understanding and practice in a range of predictable and structured contexts. The strengths of practice are in equal measure to the areas for further development. The work is fairly well presented. |
| **Fail** | The presented work identifies some basic ideas and principles in relation to competences, but do not adequately demonstrate the required level of understanding and practice. There is muddled or poor expression and few conclusions are drawn. There is little engagement with theory and theology and little of the presented evidence demonstrates real understanding or skill. Assessments express concerns about understanding and professional practice at this level. The student does not engage well with identifying areas for their own development. The student has insufficient awareness of the ideas and principles within the competence. They do not demonstrate the skills to recognize and implement appropriate attitudes and responses.  Presentation skills are poor. |

**Please return the completed form both to the student for inclusion in their portfolio AND directly to** [**robin.smith@cym.ac.uk**](mailto:robin.smith@cym.ac.uk)

If you are not happy returning the form to the student for any reason, or would like to discuss anything to do with this assessment please contact Robin.