

Formation Group – Youth & Community Work

Competence 4

DEADLINE TO SUBMIT TO PT 18TH DECEMBER 2018

Students can fail professionally if they:

- Do not attend or are late to teaching days, practice tutorials, formation group meetings or Professional Development training without professional reasons.
- Fail to submit work to their PT 48 hours before tutorials (or as agreed)
- Fail to adhere to agency and/or CYM values, expectations, policies and procedures
- Do not communicate professionally with or within the agency or MCYM
- Demonstrate unprofessionalism regarding their attitude, reliability, honesty or integrity.

In serious cases students may be suspended from studies.

What or Where is your community and how do you engage with it?

Professional Fails and Attendance

You are reminded that failure to attend tutorials or to complete work as required by the Professional Practice Handbook or any other unprofessional behaviour could result in you failing professionally.

Full attendance at all taught sessions, professional practice tutorials and PFGs is both a university requirement and Regional Centre expectation to gain the maximum benefit from the course and to contribute to peer learning (a minimum attendance of 80% is a requirement of the professional validation body). The nature of the course means that each teaching session is vital. If you are unavoidably absent from any part of the course, you should inform the Regional Centre. More than 20% of unauthorized absence may lead to you being withdrawn from the module in question. If you are withdrawn from a module you will normally then have to retake the module the following year with full attendance. Failure to hit the required 80% attendance in any module, for professional practice tutorials or FGs may also lead to you failing professionally because you have not demonstrated your capacity to act in an appropriately professional manner.

Feedback

Following the assessment process there will be an opportunity for you to receive feedback in a session with your Practice Tutor. In addition, feedback may take place at the term 2 three-way meeting.

Submission Content Checklist

For the Christmas assessment, you must submit the following, in the following order:

<input type="checkbox"/> Signed Submission Sheet and Ethical Statement Ethical Statement completed and signed by student Practice Tutor to complete receipt of portfolio when submitted
<input type="checkbox"/> Signed timesheets from main agency
<input type="checkbox"/> First Alternative Agency Timesheets & Line Manager's Appraisal (if completed)
<input type="checkbox"/> Self-Assessments for Competence 1, 2 and 3 for Christmas submission
<input type="checkbox"/> Clearly marked sections for each competence, containing work completed to date
<u>Competence 4</u> <input type="checkbox"/> Grid (indicating which competence elements have been demonstrated) <input type="checkbox"/> Directed Task <input type="checkbox"/> Reflective Journal <input type="checkbox"/> Observation <input type="checkbox"/> Session/Lesson Plan developed for observation exploring relevant social issues with young people, with introductory sheet <input type="checkbox"/> Second Alternative Placement Proposal Form <input type="checkbox"/> Directory of information for young people, with introductory sheet <input type="checkbox"/> Annotation of Hart's ladder of participation, identifying areas for development <input type="checkbox"/> Student Self-Assessment at Christmas submission on Competence 4 <input type="checkbox"/> Line Manager's Assessment at Christmas submission on Competence 4
<u>Competence 5</u> <input type="checkbox"/> Student Self-Assessment at Christmas submission on Competence 5 <input type="checkbox"/> Line Manager's Assessment at Christmas submission on Competence 5
<u>Competence 6</u> <input type="checkbox"/> Formation Group Tutor's Assessment at Christmas submission <input type="checkbox"/> Student Self-Assessment at Christmas submission on Competence 6 <input type="checkbox"/> Line Manager's Assessment at Christmas submission on Competence 6
<input type="checkbox"/> Work which has been marked by the Practice Tutor and subsequently rewritten should be submitted in a separate section at the back of the folder.

Presentation of Professional Practice Portfolios

There are guidelines as to how the portfolio should be presented. Portfolios demonstrate a student's professional skills and should therefore be professionally presented, in a ring binder, clearly divided into sections with appropriate dividers and clearly marked in the following order:

- Submission Sheets
- Timesheets
- First alternative Agency Timesheets & Line Manager's Appraisal (if completed)
- Self-Assessments for Competencies 1, 2 and 3 for Christmas submission
- Each of the three competencies in a separate section. All the work for each competence should be submitted in the appropriate section (including assessments, observations and additional evidence).
- Any work which has been marked by the PT and subsequently rewritten should be appended in a separate section at the back of the folder.

Please also note the following guidelines:

- Written work should be single line spaced.
- Students can print work on both sides to save paper.
- Word counts should be noted at the bottom of the directed task, reflective journal and introductory sheets.
- Pages should not be stapled together, but should be numbered indicating the total number of pages in the journal/directed task e.g. 'Page 1 of 5'.
- Plastic wallets should not be used, unless they are for presenting or holding together evidence of practice.
- There should be a grid at the beginning of each competence, which should indicate which competence element has been demonstrated in each piece of work submitted.
- Each reflective journal and directed task should be properly cited and have its own Bibliography.

MEETING	DATE	SUBMIT WORK (at least 48 hours before)
3-way meeting		
1 st Practice Tutor		
2 nd Practice Tutor		
3 rd Practice Tutor & Observation		Theme of session:

Read through Competence 4 is there anything not clear or that will be difficult?

Competence 4: Communities and Contexts

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. Understand 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

- Grid (indicating which competence elements have been demonstrated)

Grid for Competence 4

This grid should be completed and included at the beginning of the competence to indicate which competence elements have been demonstrated in which piece of work.

Competence Element	a	b	c	d	e	f
Directed Task						
Reflective Journal						
Evidence of Practice 1 (Observation)						
Evidence of Practice 2 (Session/lesson plan)						
Evidence of Practice 3 (2nd alternative placement proposal form)						
Evidence of Practice 4 (Leaflet/brochure containing directory of information)						
Evidence of Practice 5 (Annotation of Hart's ladder)						
Evidence of Practice 6 (Student self-assessment on Competence 4 at Christmas submission)						
Evidence of Practice 7 (Line Manager's Assessment on Competence 4 at Christmas submission)						
Evidence of Practice 8 (Student self-assessment on Competence 4 at end of year submission)						
Evidence of Practice 9 (Line Manager's Assessment on Competence 4 at end of year submission)						

□ Directed Task

Complete a community research project **in consultation with your agency** and produce **a report** of your findings. This should include a summary of the community you are researching, an overview of key facts and information about it, evidence of engaging appropriately with members of the community to find out further information and recommendations for how work within the community could be developed. (Guide length 1500-2000 words)

Suggested structure:

- Title Page
- Contents – you should number your pages and use headings and sub-headings for clarity.
- Introduction –background, description of community, aims and objectives of report.
- Body of the Report – divided into sections and including details of findings.
- Conclusions -should follow logically, summarising key findings and issues.
- Recommendations -should lead on from findings and conclusions. They should be succinct and focused on practical suggestions for action to be taken because of the report.
- References/Bibliography
- Appendices - any technical information or documents that it would be inappropriate to include in the main body of the report. These might include a copy of a questionnaire or survey used, a summary of survey responses, any publicity material used, a list of groups/organizations contacted as part of the profile.

ACTIVITY –

What does a report look like?

What do you want to find out about your community?

Where can you find information (risks)?

TASK 30 minutes to research your community.
i.e. population (and ages if possible)

Reflective Journal

Reflect on the inclusiveness of the youth programmes within your main placement and how it embraces participation. Evaluate its strengths, weaknesses and suggest at least two improvements. (Guide length 1000-1500 words)

(You may want to consider the Ladder of Participation for this?)

Annotation of Hart's ladder of participation, identifying areas for development

Rung 8 Young people and adults share decision making	Where I see it
	Development Opportunities
Rung 7 Young people lead and initiate action	Where I see it
	Development Opportunities
Rung 6 Adult initiated, shared decision with young people	Where I see it
	Development Opportunities
Rung 5 Young people consulted and informed	Where I see it
	Development Opportunities
Rung 4 Young people assigned and informed	Where I see it
	Development Opportunities
Rung 3 Young people tokenized	Where I see it
	Development Opportunities
Rung 2 Young people as decoration	Where I see it
	Development Opportunities
Rung 1 Young people manipulated	Where I see it
	Development Opportunities

Adapted From: Hart, R. (1992) *Children's Participation from Tokenism to Citizenship*. Florence: UNICEF Innocenti Research Centre

Observation

PRINT OFF TIMETABLE AND PLAN IN WHO WILL DO AND WHEN

An observation exploring relevant social issues with young people (e.g. self-harm, Islamophobia)

What session might you be observed on?

- Session/Lesson Plan developed for observation exploring relevant social issues with young people, with **introductory sheet**

Session Title:			
Session Aim:			
Session Objectives:			
Date:		Start time:	Finish time:
			Location:
Time	Activity	Staff	Resources

ACTIVITY

Look at the session plan – how would sessions you do fit with this?

30 minutes Create an icebreaker activity for your session

(10 min activity) Create a reflection activity you could do with yp in this session

1hr Do your activity

Evaluate/reflect what could you do differently, what might you have to change

Second Alternative Placement Proposal Form

Alternative Agency Proposal Form

Name of Student:	First/Second Alternative Agency (delete as appropriate)
Signed: (Student)	Date:
Signed: (Practice Tutor)	Date:
Signed: (Course Tutor)	Date:

Proposed Agency

Name of Agency:

Address of Agency:

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Type of Work Undertaken by Agency:

.....

Line-Manager:

Email address:

Telephone:

Line Manager JNC Qualified Yes/No

Equivalent qualification (please specify).....

Learning Goals for the Alternative Agency:

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Directory of information for young people, with introductory sheet

(Examples – what information would yp want to know, how can you present it?)

Where specified a 200-500 word explanatory introduction should be included with evidence of practice. This should identify the competence elements demonstrated and summarise the context and what the evidence shows about your practice.		
Name:	Date:	
Evidence of Practice	Competence:	
Context:		
	Competence Elements	Practice Tutor's Comments

- Student Self-Assessment at Christmas submission on Competence 4
- Line Manager's Assessment at Christmas submission on Competence 4

Practice in Year 2

Practice Portfolio

Submission at Christmas, Spring and End of Year.
 Directed Tasks, Reflective Journals, Evidence of Practice and Assessments relating to the Practice Competences.
 Minimum 32 hours of practice-related reflection and writing.

Regional Centre Taught Modules and Professional Practice

Term 1 Social & Political Contexts Working with Communities Competence 4	Term 2 Management Key Themes in Christian Theology Competence 5	Term 3 Ethics & Values Mission & Church Competence 6
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Main Practice Agency

364 hours of which at least 182 should be face-to-face with young people.

Second Alternative Agency

Can begin when agreed in Year 2, completion end of May in Year 3

111 hours of which at least 56 should be face-to-face

Practice Tutorials

Students meet with Practice Tutor (PT) for one hour seven times
 Students submit written work 48 hours in advance of each meeting

Formation Groups & Development Days

as outlined in the annual calendar.

Three-Way Meetings

Two meetings in the main practice agency between the student, Line Manager and PT (1 in Oct, 1 in Feb).

One three-way meeting in the alternative placement between the student, Line Manager & PT.

Student to organise